

# Third Grade

## The Saul Mirowitz Jewish Community School

### Curriculum Night

2021-2022  
5781-5782



Elona Vishnevetsky  
Alex Hoffman

Contact Information:  
[evishnevetsky@mirowitz.org](mailto:evishnevetsky@mirowitz.org)  
[ahoffman@mirowitz.org](mailto:ahoffman@mirowitz.org)

## Third Grade Mathematics

### **Math in Focus: a Singapore Math program**

#### Goal:

- Teaching students to be effective thinkers and mathematical communicators

#### Defining Characteristics:

- Math in Focus emphasizes the development of strong number sense (using the base-10 system), excellent mental-math skills, and a deep understanding of place value.
- The curriculum is based on a progression from concrete experience, using manipulatives, to a pictorial stage and finally to the abstract level or algorithm. This sequence gives students a solid understanding of basic mathematical concepts and relationships before they start working at the abstract level.
- Singapore Math includes a strong emphasis on model drawing, a visual approach to solving word problems that helps students organize information and solve problems in a step-by-step manner.
- Concepts are taught to mastery, then later revisited but not re-taught.
- The Singapore Math approach focuses on developing students who are problem solvers.
- Lessons are interactive and incorporate technology (SmartBoard), manipulatives, and gross motor in addition to paper and pencil tasks.

### Third Grade Focus

- Building problem-solving skills and strategies
- Using models to solve real-world problems involving the four operations (addition, subtraction, multiplication & division)
- Making and interpreting data from bar graphs
- Identifying fractions of a set
- Finding angles and identifying lines
- Understanding area and perimeter of figures

## Mathematical Concepts

- **Numbers to 10,000**
  - \* place value
  - \* number patterns
- Mental Math and Estimation
- Addition up to 10,000
- Subtraction up to 10,000
- Using Bar Models: Addition and Subtraction
- Multiplication
- Division
- Using Bar Models: Multiplication and Division
- Money
- Metric Length, Mass, and Volume
- Real-World Problems: Measurement
- Bar Graphs and Line Plots
- Fractions
- Angles and Lines
- Two-Dimensional Shapes
- Area and Perimeter

### **Assessment:**

- Pre- and post-tests (prior to and following completion of unit)
- Ongoing math fact assessments in all four operations so that students can set personal goals

### **Math Facts**

We define automaticity as knowing the answer to a fact in three seconds or less.

Rather than treating each fact as an isolated piece of knowledge, a strategic approach is applied to math facts. It is important for students to see how basic facts generalize. That is, it is critical that students see the link between  $3+2$ ,  $30+20$ , and  $300+200$ . The purpose of these exercises is to develop a wider sense of numbers. This knowledge is also crucial to mental computation and approximation skills. In addition to generalizations, students practice facts from particular families using manipulatives, games, and flashcards. For example, if a child is practicing multiplication and

division for twos, you might see a student creating a string of beads, playing games or sorting flashcards that correspond to that particular set.

If your child is struggling with math homework, please let me know so that I can follow up with some reteaching at school!

## **Third Grade Literacy**

The goal of our literacy instruction is for our students to become avid readers, writers, and thinkers. The children will read and write across multiple genres and will be coached to think deeply and study the work of mentor authors. The third grade literacy program is divided into four components:

### **Writing Workshop**

During Writing Workshop, students are invited to live, work and learn as writers. Our writing workshop series provides a systematic and sequential program and reflects the latest research on data-based, responsive instruction. Written by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, the units of study include Narrative, Information, Opinion, Poetry, and Fairy Tales. These units give students repeated opportunities to experience each kind of writing and to receive explicit assessment-informed feedback at frequent intervals.

The architecture and language of the Units of Study series bring continuity to daily instruction.

1. Brief mini-lessons inspire and rally students to apply the strategy or concept to be learned.
2. Conferring and small-group work provide tips and ideas for making the most of one-to-one conferences and small-group strategies.
3. During writing time, mid-workshop teaching either extends what children are working on or corrects the course of their work.

4. During sharing time, children come back together for a closing point and offer an observation or celebration of some great work.

### **Third Grade Writing Units of Study:**

- \*Crafting True Stories (personal narratives)
- \*The Art of Information Writing
- \*Changing the World: Persuasive Speeches, Petitions, and Editorials
- \*Poetry
- \*Once Upon a Time: Adapting and Writing Fairy Tales

### **Grammar**

A variety of grammar activities will be used in third grade. We will guide students to become powerful, motivated writers by building strong grammar usage and mechanics skills through real world applications. Students develop writing skills with an emphasis on parts of speech, punctuation and capitalization. Daily homework will focus on grammar and language conventions.

### **Reading Workshop**

The primary goal in Reading Workshop is to teach students to become passionate, resilient readers who read for both pleasure and academic purpose. Mini lessons will include: visualizing, predicting, questioning, plot structure, inferring and determining importance. Explicit instruction will be provided in book selection, fluency, text features, decoding, literal and inferential comprehension, and reading across different genres.

Some of the literature units and read alouds will be linked to our social studies and Judaics curricula. In those instances, students will gain a greater understanding of the historical and cultural aspects of the story through a cross-curricular approach.

### **Third Grade Reading Units of Study**

- \*Building a Reading Life

\*Making Meaning

\*Mysteries

\*Book Clubs: student selected titles and student led discussions meant to command one's ownership of their reading identity

In addition to Reading Workshop, we read to the children at least once a day and use *Scholastic News* and *Time for Kids* to enhance our curriculum. Your child may be asked to read independently at home several nights a week for 15-20 minutes. Research suggests that the amount of independent reading time relates to gains in reading achievement. Independent reading is also a major source of vocabulary and reading fluency.

### **Spelling and Word Study**

The spelling program in third grade is highly differentiated according to where the students fall on a developmental spelling continuum. Instruction provides multiple opportunities for students to investigate and understand the patterns in words. In this manner, students are actively constructing their own knowledge of spelling patterns. Students learn features by completing activities such as word sorting, word hunts, games, and drawing and labeling. Students work individually, with partners, and in small groups to encourage cooperative learning and individual responsibility.

## **Handwriting and Technology**

### **Handwriting**

The fine motor skills involved in penmanship are inherent in each child's own development. Age, maturity, and general development are all contributors to the acquisition of handwriting skills. The *Handwriting Without Tears* curriculum is used with emphasis on posture, spacing within and between words, sizing and legibility.

## **Personal Technology**

This year, we have provided your child with his or her own personal laptop. Third graders will learn about digital citizenship, create Google accounts, and learn to navigate Seesaw in a new way. Should any children need to access their learning remotely, assignments will be posted to their Seesaw portfolio and laptops will be sent home. Printed materials will also be available for pick up at school or sent home with students to limit the amount of printing expected at home.

## **Keyboarding**

The third-grade keyboarding program at Mirowitz is *typing.com*. The goal of the program is for students to learn proper keyboarding technique and correct keystrokes. Through personalized exercises, games, and instant feedback, *typing.com* provides effective, one-on-one instruction to improve each student's typing proficiency. Students will access the keyboarding program through an online server so that they may practice their keyboarding from any computer.

## **Social Studies**

Because of the increasing complexity of our society, it is vital that our country has an informed, responsible, and contributing citizenry. Social studies is the part of the curriculum which uses the facts, concepts, generalizations, and skills of history and the social sciences to promote responsible citizenship.

Social studies education provides students the opportunities to gain and apply historical knowledge and to perform the skills as indicated below.

The students will:

- Develop critical-thinking skills—responsible decision-making, competency in problem solving, interpreting data, and differentiating between fact and opinion.
- Prepare to participate competently and productively as concerned citizens in society.

- Become aware of their roles as citizens in society and prepare to participate actively, competently, and productively.

## Civil Rights

### Objectives:

The unit is designed to give students knowledge of the Civil Rights Movement during the 1950s and '60s. The goal is to have students come away with an understanding of the feelings and pressures that were faced by the leaders of the movement as well as the common people who lived through this difficult time period. While the civil rights movement made great strides, true racial equality and equity has yet to be achieved.

## Science

Science is an active enterprise connected to the student's capacity to inquire. The students learn when they observe, consider prior knowledge, and test their hypotheses. They will generate explanations and develop the ability to think critically; to construct ideas through their own inquiries and investigations. Our third graders will continue to build upon previously acquired knowledge of the scientific process. They will continue to make observations using the five senses and foundational knowledge. They will record observations through journaling – including sketching, labeling, describing and creating charts. Students will ask questions and make predictions. We will work with students to recognize and record the steps of the scientific method through active participation in experiments. Students will then form conclusions that make sense based upon the experiment or project, as well as new knowledge.

## Ecosystems and Biomes

Students will analyze the interactions and interdependence between living and nonliving things and their environments.

Students will:

- Understand that all organisms interact with each other and their environment in order to live and grow.



- Know that in order for animals to survive within an ecosystem, they must adapt to the conditions of the environment.
- Understand that there are land and water biomes that support different organisms.
- Learn about the grasslands/prairie as an example of a biome in order to research his/her own biome for their “Biome in a Box” project.
- Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, organizing, and relating.

### **Magnets and Electricity**

We use a FOSS curriculum that includes the following objectives:

- Observe the interaction of permanent magnets with a variety of common materials.
- Discover that magnets display forces of attraction and repulsion.
- Measure the change in force between two magnets as the distance between them changes.
- Identify materials that are conductors and insulators.
- Understand and construct simple open, closed, parallel, and series circuits.
- Learn how to make an electromagnet.
- Acquire vocabulary associated with magnetism and electricity.
- Exercise language, math, and social studies skills in the context of magnetism and electricity investigations.
- Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing.

### **Ivrit - Hebrew (Kitah Gimeh)**

Morah Aimee: [abachar@mirowitz.org](mailto:abachar@mirowitz.org)

#### **What does it look like?**

Students in Hebrew class function in a Hebrew environment and work to develop their ability to communicate in three modes: interpretive, presentational and interpersonal. In class and on assignments they

participate in activities that engage the language skills of reading, writing, speaking and listening. The materials used in class are vivid and attractive representations of Israeli culture, including videos, advertisements, articles, stories, skits, songs, and books. Some of those materials are created specifically for Hebrew learners, such as the online curricular program Ivrit BeClick, produced by the Israeli Center for Educational Technology (CET). Heritage speakers supplement their learning with the Ofek program also produced by CET. At the same time, we are increasing our use of materials designed for native Hebrew speakers which exemplify the most authentic form of real-life communication in Hebrew. Students create projects and presentations while they progressively increase their vocabulary, communication and grammatical skills while also developing thinking, learning and life skills. Teachers speak almost exclusively in Hebrew during class, and students are expected to answer in Hebrew as well. All assignments must be completed in Hebrew unless otherwise instructed.

### What are students learning in Hebrew?

Kitah Gimel students continue to strengthen their abilities to connect with classmates and other Hebrew speakers and learners. Topics of study include mostly the immediate surroundings and activities of a third grade student, and expand to include a bit more of the outside world. It is our goal that by the end of the year most students reach the “Novice-Mid” to “Novice-High” levels of proficiency in reading, writing, listening and speaking on the language proficiency scale established by the American Council on the Teaching of Foreign Languages. At these levels students can understand, and write or say, words, phrases and sentences learned in the topics listed above. They may start to ask questions and to create original expressions that combine and manipulate those words and phrases. They may also be starting to learn basic grammatical rules but do not yet apply them consistently

### Materials include:

- Ivrit BeClick: produced by the Israeli Center for Educational Technology

- Ofek: produced by the Israeli Center for Educational Technology for native and heritage Hebrew speakers
- Many sources of authentic Israeli materials such as classic children's books and songs, Youtube videos, Israeli websites, newspapers for Hebrew learning and more.

The main topics of study in Ivrit BeClick Stage 1, which implicitly also connect to Israel, include:

- Focus on the self
- The family
- Birthday celebrations
- Where I live
- Food and drink
- What I learn in school

### *Yisrael - Israel*

At Mirowitz we seek to instill in our students an attachment to the State of Israel, its culture, and its people, as well as a sense of responsibility for their welfare. We envision a generation of Jewish leaders who — energized by a profound cultural and historical knowledge of Israel, meaningful relationships with Israelis, personal experiences in Israel, Hebrew language proficiency and a nuanced understanding of modern Israel — proudly lead, support and strengthen the Jewish state.

The particulars of our curriculum are dynamic, evolving to reflect available materials and research on Israel education, as well as current culture and events within Israel. If you have any particular questions about what or how your student is learning about Israel, please don't hesitate to reach out to your student's classroom teacher or Becky Lerner, our Hebrew and Israel Education Coordinator.

Students in Kitah Gimel make connections to Israel both in and outside of their Hebrew learning. Examples of this type of learning in third grade include:

- Classic and modern Israeli songs and literature
- Israeli elements of Jewish holiday celebrations and special days on the Israeli calendar
- Israeli birthday customs
- Israeli cuisine
- Important figures in Israeli history such as Herzl, Ben-Yehuda, Ben-Gurion and Meir
- Israeli artist and artistic style
- “Trip to Israel” game in drama class
- Age appropriate current events in Israel or around the world that impact Israel
- Units in development for this year:
  - Israeli biomes - the ecosystems of Israel integrated into the Biome Unit
  - Civil rights in Israel integrated into the U.S. Civil Rights Movement Unit

Our approach to Israel education is built on three pillars:

### **1. Modern Hebrew**

One of the great successes of the modern State of Israel has been the revitalization of the Hebrew language. Our commitment to Hebrew study is bolstered by research showing that language proficiency correlates with affinity for the community that naturally speaks that language. Strong Hebrew skills help students forge meaningful relationships with Hebrew-speaking family and friends, connect emotionally with Israeli culture and literature, and engage with the Israeli society when they visit the country.

## **2. Relationships and Culture**

Mirowitz students engage with Israelis and Israeli culture every day through personal interactions and by learning in an environment rich with Israeli symbols and references. Each year students learn about how Jewish holidays are celebrated in Israel and mark modern Israeli holidays and national events. They learn Israeli dances and children's games, listen to Israeli music, and enjoy Israeli stories, poems and videos. Fifth graders simulate an Israeli scout-style camping adventure. The Mirowitz educational experience culminates with a two-week Israel Study Tour where students visit and learn in greater depth about the people, places, culture, accomplishments and challenges of the State of Israel.

## **3. Arts, Sciences, and Humanities**

When Mirowitz students study developmentally appropriate aspects of Israel through the lenses of the various arts, sciences and humanities, it deepens their connections to Israel, informs their understanding of the state and its history, and inspires lifelong curiosity about Israel. The Hebrew and Israel Education Coordinator and Director of Jewish Life collaborate with specialist and classroom teachers to develop both stand-alone lessons on Israel and units of study that integrate Israel content into other content areas.

## **3rd Grade Judaics 2021-2022**

### **What can my child look forward to this year in Judaics?:**

In third grade Judaics your child will have the exciting opportunity to learn how to navigate the Tanach. Students will build confidence in progressively deepening their skills with reading the Hebrew text, exploring the steps of creation, then tracing the narratives of the first Jewish family in Bereshit! Our class will participate in deep discussions and understand that there are many ways to make meaning of Torah lessons and stories. Tanach will

become our guide for ethical living, and a means for understanding our own roles as links in an ongoing chain of Jewish living.

### **Torah Study: Bereishit (Genesis) - B'reshit, Bavel, Lech L'cha, Vayera, Chayei**

#### **Sarah:**

The third grade Judaics curriculum will focus on Bereishit, chapters 1-24. Torah study will include: identifying and defining repeating Hebrew words and phrases, reading and analyzing commentary, and developing personal interpretations. First semester we will examine the days of Creation, Noah, the Tower of Bavel, and God's *brit* (covenant) with Avraham and the Jewish people in Lech L'cha. During the second semester we will focus on Avraham's unique character as the first Jew, exemplifying incredible acts of *chessed* by doing *hachnasat orchim* - welcoming guests, and fighting for social justice - the story of *Sodom* in Vayera. We will learn about the expanding family tree and about Avraham's major test - *Akeidat Yitzchak* - the binding of Isaac.

Lastly we will explore Chayei Sarah, which includes the process of burying Sarah respectfully and the ongoing development of the Jewish family tree in the journey to find a wife for Yitzchak.

#### **Holidays:**

Third grade students celebrate the meaning and history of our Jewish holidays during the school year. We will explore the holidays through the lens of our school midot (values). We will delve into the Hebrew text for the holidays mentioned in the Tanach. We will learn, through hands-on experiences, about the history of the holidays, as well as the customs, blessings and traditions of celebrations.

#### **T'fillah:**

In *Tefillah* we will be looking more closely at *Birkhot Hasharar* (the morning blessings). We will explore the meaning behind these prayers, and learn to read them correctly and with feeling.

#### **Leading T'fillah:**

During the second semester third graders will write personal interpretations of the blessings and prayers, as they lead the school in *t'fillot* (prayer services). We would love to have you join us on the following dates:

#### **Torah Reading:**

The third grade students will work in teams with Reb Scott to develop their skills in using Torah Trope to chant Torah this Spring. Students will meet with him to practice the Hebrew and cantillation and to gain a deeper understanding of the text. We will provide you with the Torah reading dates as soon as possible.

### **Homework Policy**

Students will have homework most school nights and you can help establish a routine that includes a time and place for homework. Homework is intended to provide additional, independent practice for concepts introduced at school. Students have nightly assignments to support their continued development of time management, organization, and personal responsibility. We ask that you check-in with your child daily upon homework completion and sign in the provided space on their Homework Log.

Students in third grade are expected to complete 30-35 minutes of homework each night, including reading and Hebrew. Students are responsible for returning the completed work the following day unless stated otherwise. There are times when the assigned homework will be completed online (i.e. keyboarding and math facts). Please let us know if your child does not have access to a computer at home. In addition, we will be checking to ensure that reading and Hebrew homework has also been completed. Students will be assigned Hebrew homework each Tuesday and Thursday.

It is not a parent's responsibility to check for accuracy and mark errors; however, it is important that teachers are informed of homework struggles at home. An email or a note from you on the homework assignment explaining difficulties can go a long way in helping to individualize instruction for each student. Students are responsible for handing in their completed homework. Also, please check your child's Everything Binder for flyers and other information that we send home each Friday.

### **Odds and Ends**

#### **Attendance**

***Your child must arrive at school by 8:20.*** Students will start their day by turning in homework, sharpening pencils, saying hello to friends and other activities that help them get ready for learning. Class work begins promptly at 8:30. Arriving on time sets the tone for the day and for a successful transition from home to school.

### Movement

Based upon research, movement is key for academic success in the classroom. We will be incorporating movement breaks or active learning techniques during the day to help students stay focused.

### Snacks

Due to students with very severe allergies, **we are a peanut-free and tree nut-free environment.** The safety of all our students is critical, and we appreciate your willingness to adjust your snacks and lunches accordingly.

Students are encouraged to bring a small, healthy snack and water bottle each day. Suggested snacks include: **Nut Free** granola bars, raisins, apples, veggies, **Nut Free** trail mix, fruit, baked chips or crackers. Please be aware that high sugar content snacks will raise their glycemic index (i.e. sugar buzz) and provide minimal nutritional value. With this in mind, please refrain from sending candy to school.

### Ritual Wear

Saul Mirowitz Jewish Community School is a modern, pluralistic, diverse, egalitarian Jewish community school, striving to ensure that each family's customs and rituals are honored and respected and that the diversity of our students is celebrated. We honor family choice regarding the wearing of kippot and other ritual wear. Please let us know how we can help promote your family's choice.

### Masks

Students are expected to wear masks throughout the entirety of the day, with the exception of lunch or snack. Please send your child to school with extra masks to keep with them in the case of a lost or dirty mask. Please practice healthy mask habits at home to ensure your child's comfort with this new practice at school.

### Operation Cooperation



This year, we will meet other 3<sup>rd</sup> grade students from Al Salam Day School, Kirk Christian Day School and St. Monica's Catholic School through a program called Operation Cooperation. Operation Cooperation offers children, their parents, and their teachers the chance to broaden their awareness of other faith groups, break down barriers, and increase skills in working together productively through games that foster and measure cooperation. This year, Operation Cooperation will be a virtual gathering over zoom.

### Social Media

We respect the fact that everyone's family has a different policy regarding technology and social media. We hope that you will monitor your child's use of his/her email accounts and encourage them to keep their passwords private.