



Greenbrier Elementary School "Be"

2024-2025 Syllabus for Third Grade

Contact Info

Mr. Amirikian: aamirikian@greenville.k12.sc.us Ext. 5369 Website- <https://bit.ly/3zpsyHL>

Ms. Araki: earaki@greenville.k12.sc.us Ext. 5317 Website- <https://bit.ly/3zklQms>

Mrs. Brooks: kferro@greenville.k12.sc.us Ext. 5373 Website- <https://bit.ly/3dVZx1k>

Mrs. Shelley: tshelley@greenville.k12.sc.us Ext. 5359 Website- <https://bit.ly/3AoW2Ho>

Mrs. Norwood: jnorwood@greenville.k12.sc.us Ext. 5353 Website - <https://bit.ly/3TilJmu>

Ms. McGovern: vmcgovern@greenville.k12.sc.us Ext. 5376 Website-

Mrs. Williams: vjwilliams@greenville.k12.sc.us Ext. 5303 Website-

Mr. A's Schedule

7:30-7:45	Unpack/Morning Work
7:50 - 8:35	Related Arts Monday - PE Tuesday - Art Wednesday - Steam Thursday - Computer (7:45-8:15) Friday - Music
8:40 - 8:55	Flex Time
8:55 - 9:55	Reading Workshop
9:55 - 10:45	Science (Health)/Social Studies
10:45 - 11:05	Physical Activity
11:15 - 11:45	Language and Word Study
11:45 - 12:15	Writing Workshop
12:15 -12:40	Lunch (Table 9, Line B)
12:45 - 1:40	Math
1:40 - 2:10	LEAD Time
2:15	Dismissal

Ms. Araki's Schedule

7:30 - 7:45	Unpack/Morning Work
7:50 - 8:35	Related Arts Monday - STEAM Tuesday - Music Wednesday - Art Thursday - Computer (8:20 - 8:50) Friday - PE
8:40 - 9:40	Reading Workshop
9:40 - 9:50	Snack
9:50 - 10:45	Math
10:45 - 11:05	Physical Activity
11:10 - 11:35	Language and Word Study
11:35 - 12:20	Writing Workshop
12:20 - 12:45	Lunch (Table 2, Line A)
12:50 - 1:40	Science/Social Studies
1:40 - 2:10	LEAD Time
2:15	Dismissal

Mrs. Brooks' Schedule	
7:30-7:45	Unpack/Morning Work
7:50-8:35	Related Arts Monday- Music Tuesday- Steam Wednesday- Computer (9:45-10:15) Thursday - PE Friday- Art
8:35-9:40	Reading Workshop
9:40-10:45	Math
10:45-11:05	Recess
11:05-11:40	Writing
11:40-12:10	Language and Word Study
12:10-12:35	Lunch
12:35-1:40	Science/Social Studies
1:40-2:10	Lead Time
2:15	Dismissal

Miss McGovern's Schedule	
7:30 - 7:45	Unpack/Morning Work
7:50 - 8:35	Related Arts Monday - Art Tuesday - PE Wednesday - Music Thursday - STEAM Friday - Computer (8:20 - 8:50)
8:40 - 8:55	Word Study
8:55 - 9:55	Reading Workshop
9:55 - 10:45	Science/Social Studies
10:45 - 11:05	Recess
11:05 - 11:25	FLEX TIME
11:25 - 12:10	Language and Writing Workshop
12:10 - 12:35	Lunch
12:40 - 1:40	Math
1:40 - 2:10	LEAD Time
2:15	Dismissal

Mrs. Shelley's Schedule	
7:30-7:45	Unpack/Morning Work
7:50-8:35	Related Arts Monday-PE Tuesday-Art2 Wednesday - Computer (8:20-8:50) Thursday-Music Friday - Steam
8:40-9:40	Reading Workshop
9:40-10:10	Writing Workshop
10:10 - 10:40	Language/ Word Study
10:45 - 11:05	Physical Activity
11:15 - 11:35	Flex
11:35-12:15	Science/SS
12:15 - 12:40	Lunch (Table 4, Line A)
12:40 - 1:40	Math
1:40 - 2:10	LEAD Time
2:15	Pack Up/Dismissal

Mrs. Williams's	
7:30-7:45	Unpack/Morning Work
7:50-8:35	Related Arts Monday: Art 2 Tuesday: Music Wednesday: PE Thursday: Steam 2 (10:30-11:15) Friday: Computer Lab
8:40-9:40	Reading Workshop
9:40-10:40	Math
10:40-11:10	Writing
11:10-11:30	Recess
11:35-12:20	Language and Word Study
12:25-12:50	Lunch-Table 12, Line A
12:55-1:40	Science/Social Studies
1:40-2:10	Lead Time
2:15	Dismissal

Mrs. Norwood's Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 Arrival	7:30 Arrival	7:30 Arrival	7:30 Arrival	7:30 Arrival
Music2 7:50 - 8:35	PE2 7:50 - 8:35	Computer 7:45 - 8:15	Art 7:50 - 8:35	Morning Meeting 8:15 - 8:40 Language/Word Study
Reading 8:40 - 9:40	Reading 8:40 - 9:40	Reading 8:40 - 9:40	Reading 8:40 - 9:40	Reading 8:40 - 9:40
Writing 9:40 - 10:15	Writing 9:40 - 10:15	Writing 9:40 - 10:15	Writing 9:40 - 10:15	Writing/Snack 9:40 - 10:25
Lang/Word/Snack 10:15 - 10:45	Lang/Word/Snack 10:15 - 10:45	Lang/Word/Snack 10:15 - 10:45	Lang/Word/Snack 10:15 - 10:45	Steam2 10:30 - 11:15
Recess 10:45 - 11:05	Recess 10:45 - 11:05	Recess 10:45 - 11:05	Recess 10:45 - 11:05	Recess 11:20 - 11:40
Lang/Word 11:10 - 11:20	Lang/Word 11:10 - 11:20	Lang/Word 11:10 - 11:20	Lang/Word 11:10 - 11:20	Science/SS 11:45 - 12:15
Science/SS 11:20 - 12:00	Science/SS 11:20 - 12:00	Science/SS 11:20 - 12:00	Science/SS 11:20 - 12:00	Lunch 12:20 - 12:45
Flex Time	Flex Time	Flex Time	Flex Time	Math 12:50 - 1:40
Lunch 12:20 - 12:45	Lunch 12:20 - 12:45	Lunch 12:20 - 12:45	Lunch 12:20 - 12:45	Lead Time 1:40 - 2:10
Math 12:50 - 1:40	Math 12:50 - 1:40	Math 12:50 - 1:40	Math 12:50 - 1:40	2:15 Dismissal
Lead Time 1:40 - 2:10	Lead Time 1:40 - 2:10	Lead Time 1:40 - 2:10	Lead Time 1:40 - 2:10	
2:15 Dismissal	2:15 Dismissal	2:15 Dismissal	2:15 Dismissal	2:15 Dismissal

Supply List

- Headphones (not earbuds)
- 3 packs of #2 pencils (Ticonderoga preferred)
- 1 pack of reinforced wide ruled notebook paper
- 2 three prong folders with pockets
- 2 composition notebooks (not spiral)
- 2 black chisel tip Expo markers
- 16 glue sticks
- 1 3-ring pencil pouch
- 2 boxes of tissues
- Padded bag or cases for Chromebook (suggested)

2023-2024 Third Grade Curriculum Map

“Be”

Cross Content Connections – 1 st Nine Weeks							
ELA *Timeline subject to change		Math		Science		Social Studies	
Unit		Unit	Pacing	Unit	Pacing	Unit	Pacing
Guided Reading	F&P First 20 Days, F&P Benchmarking 1- A. Text-dependent references - key details B. Structure of a literary recounting - introduction (who, when, where), story events in sequential order, closing C. Central message, lesson, or moral D. Strategies for determining word/phrase meaning - context, including definitions and examples - word relationships, including synonyms and antonyms - shades of meaning E. Literal vs. non-literal/figurative meanings F. Structural elements of literary text - story (paragraph, chapter) - dramas (scene) - poetry (line, stanza) 2-Reading non-Fiction to get the text A. Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. B. Summarize multi-paragraph texts using key details to support the central idea. C. Use paragraph-level context to determine the meaning of words and phrases. D. Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. E. Identify problem and solution, description, and question and answer structures to locate information and gain meaning. F. Describe the structures an author uses to support specific points.	Understanding Place Value	10 days	Introduction to SEPs and CCCs.	10 days	Map Skills	20 days
		Strategies for Addition, Subtraction, and Perimeter	17 days				
		Exploring Foundations for Multiplication	9 days	Playground Forces	34 days		
Writing	6 Writing Traits- Focus on Ideas & Organization 1-Narrative Writing: Revisiting Story Structures (memoir) writing process, audience awareness, development of narrative writing, revision-organization (beginning, middle, end) 2-Informational Writing: Books That Teach characteristics of informative explanatory writing: informational chapter books, research process-topic selection, inquiry questions, selection of sources, note taking, organization, share findings, audience awareness, development-topic, organizational structure, presentation of facts, definitions, and details, revision-clear topic, ideas, information, and concluding statement *Administer Fall Narrative Writing Prompt					Climate and Landforms	25 days
Language Arts	- plural nouns - subject-verb agreement, verb usage - comparative and superlative adjectives, adverbs						42days

	<ul style="list-style-type: none"> - commas and quotation marks in dialogue - spelling patterns and generalizations, high frequency words - coordinating conjunctions - simple and compound sentences - Word reference material (dictionaries & glossaries) 						
Cross Content Connections – 2nd Nine Weeks							
ELA		Math		Science		Social Studies	
Unit		Unit	Pacing	Unit	Pacing	Unit	Pacing
Guided Reading	2 Con't-Reading Non Fiction to Get the Text 3- Uncovering the Mystery-Reading for Detail A. Determine the theme by recalling key details that support the theme. B. Explain how illustrations contribute to create mood or emphasize aspects of character or setting. C. Compare and contrast how an author uses characters to develop theme and plot in different texts within a series. D. Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and E. Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style. F. Explain the differences between first and third person points of view. G. Compare and contrast the reader's point of view to that of the narrator or a character. H. Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions 3- Research through Reading A. Compare and contrast diverse texts on the same topic, idea, or concept B. Explain how the author uses words and phrases to inform, explain, or describe. C. Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text. D. State the author's purpose; distinguish one's own perspective from that of the author. E. Identify problem and solution, description, and question and answer structures to locate information and gain meaning. F. Describe the structures an author uses to support specific points.	Developing Conceptual Understanding of Area	10 Days	Life Cycles for Survival	47 days total	Lifestyles and Culture	42 days
		Understanding Unit Fractions	10 days				
		Measurement and Time	15 days				
		Understanding the Relationship between Multiplication & Division	15 days				
Writing	6 Writing Traits- Focus on Organization & Word Choice Continue Informational Writing from First Quarter 3-Narrative Writing: True Stories characteristics of narrative writing: traditional tales, audience awareness, development of narrative writing- effective technique, descriptive details, clear event sequence, dialogue, descriptions, thoughts, and feelings, revision-inviting lead, logical organization						

	(beginning, middle, end), variety of sentence type, words and phrases for effect, strong ending 4-Informational Writing: The Art of Information Writing characteristics of informative/explanatory writing: articles and speeches, research process-topic selection, inquiry questions, selection of source, note taking, organization, share findings, audience awareness, development of informative/explanatory writing-topic intro, organizational structure, presentation of facts, definitions, and details, concluding statement, revision- clear statement of topic, ideas, conclusion, transitional words, variety of sentence type, words and phrases for effect *Administer Winter Informative/Explanatory Writing Prompt						
Language Arts	<ul style="list-style-type: none"> - subject-verb agreement and pronoun-antecedent agreement - capitalization, including important words in titles - punctuation, including possessives - spelling, including high-frequency and other studied words - functions of nouns, pronouns, verbs, adjectives, and adverbs - simple, compound, and complex sentences - commas and quotation marks in dialogue 		15 days (total)				
Cross Content Connections – 3rd Nine Weeks							
ELA		Math		Science		Social Studies	
Unit		Unit	Pacing	Unit	Pacing	Unit	Pacing
Guided Reading	4- Research through Reading (Con't) 5-Studying Characters Across Series A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. C. Determine the theme by recalling key details that support the theme. D. Compare and contrast how an author uses characters to develop theme and plot in different texts within a series. E. Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development. F. Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting	Developing Strategies for Area Investigating Patterns in Numbers and Operations	11 days 10 days	Surviving in Changing Environments	42 days total	Changes and Effects of Geography	42 days

Writing	6 Writing Traits- Focus on Word Choice & Sentence Fluency Continue Informational Writing From Second Quarter 5-Opinion Writing: Literary Essay characteristics of opinion writing: speeches and letters, audience awareness, development of opinion writing, statement of opinion, reasons, concluding statement, revise for clear statement, transition words, and words and phrases for effect	Solving Real World Problems Using Fractions in Measurement and Data	12 days 16 days				
Language Arts	possessive nouns, multisyllabic words, prepositions and prepositional phrases, prefixes/suffixes -functions of nouns, pronouns, verbs, adjectives, and adverbs - simple, compound, and complex sentences - high frequency and other studied words						
Cross Content Connections – 4 th Nine Weeks							
ELA		Math		Science		Social Studies	
Unit		Unit	Pacing	Unit	Pacing	Unit	Pacing
Guided Reading	6-Testing As a Genre F&P Benchmarking 7- Growing Theories within and Across Texts 3-RL.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. 3-RL.6.1 Determine the theme by recalling key details that support the theme. 3-RL.8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.	Understanding Equivalence and Comparing Fractions	15 days total	Weather Impacts	47 days	Movement and Migration	35 days
		Solving Problems involving Shapes	15 days				

Writing	6 Writing Traits- Focus on Sentence Fluency & Voice 6-Testing as a Genre Use questions stems, directions, and other testing features to perform my best on tests. 7-Opinion Writing: Changing the World characteristics of opinion writing: literary essays, audience awareness, development of opinion writing-into of topic, statement of opinion, organizational structure, reasons, facts and details, concluding statement, revision-clear statement of opinion, sufficient supporting reasons, use of linking words, variety of sentence type, words and phrases for effect, clear concluding statement Administer Opinion Writing Prompt	Demonstrating Fluency in Problem Solving	10 days				
	Review all mechanics and grammar	Getting Ready for 4 th Grade	15 days	PASS Review	5 days	Review for PASS	5 days
	Presentations and Research Skills will be taught throughout the units every nine weeks period.			Health Units	15 days		

Instructional Materials (All materials will be provided in the classroom):

Math Manipulatives (cubes, scales, calculators, rulers, etc.)

Picture books (to be used in class for guided reading books, SSR, or free time)

Use of flip charts and teacher/district approved websites on the Promethean board

Journals will be kept for important Science or Social Studies notes or vocabulary.

Textbooks will be used to review information covered in class.

Computers will be used for research, blogging, math integration, compass and a variety of other activities.

Major Novel Read Alouds:

- Charlotte's Web
- Because of Winn Dixie
- The Wild Robot Trilogy
- The Mouse and the Motorcycle
- Chocolate Fever

- How I Learned to Fly
- How to Steal a Dog
- The Tale of Desperaux
- My Father's Dragon Series

Major Assessments/Grading Procedures:

Unit Tests: Unit tests will be given at the completion of material covered. You will be notified of specific test dates through email or the newsletter. Reminders will also be recorded in students' agendas.

Projects: Throughout the year, the students will be asked to complete projects in class or at home.

Quizzes and graded class work: These will be used to check for understanding of material.

Folders: These will be sent home on Tuesday with graded papers and other important information from the school.

Grading Scale:

A-90-100
B-80-89
C-70-79
D-60-69
U-59 or below

Grade Weighting:

Reading- Minor (60%), Major (40%)
Language Arts- Minor (60%), Major (30%), Spelling (10%)
Math- Minor (60%), Major (40%)
Science- Minor (60%), Major (40%)
Social Studies- Minor (60%), Major (40%)

Grading Procedures for each subject (You will be notified of test and quizzes through an email, newsletter, or agenda):

Spelling tests are given weekly.

ELA - a quiz given on the skill as taught; a test given at the end of each unit

Math - quiz given mostly every week based on homework and what has been covered in class; a unit test given at the end of each unit.

Science/Social Studies/Health - quizzes will be given throughout the unit; a test will be given at the end of each unit.

Missed Work/Make-Up Work policy:

Parents can request work be sent home for a child that has been absent with a one day notice of needing the work, and it can be picked up in the office at the end of the day. Graded work (test or quizzes) must be made up within a week of the child returning to school.

Homework Policy:

When in school 5 days a week, homework is assigned Monday-Friday (Reading Log on Fridays with occasional studying and projects over the weekend). Homework will be checked daily. Your child is responsible for his/her assignments. Parents are required to sign the agenda and reading log on a daily basis once the homework is completed. Agendas and homework must be returned daily.

Math Homework: 1 math worksheet each night.

Spelling Homework: 2 choices due each Thursday with the words missed on the pretest and all word wall words.

Reading Homework: Read for 20 minutes every night and fill in the Reading Log.

Science/Social Studies Homework: Review vocabulary or study guide (when these are sent home) for upcoming tests. Study guides are used for tests and are NOT typically given for quizzes.

Inclement Weather (eLearning Days):

Students will be working on the assigned lessons through Google Classroom during the week. Students will submit assignments through Google Classroom. We will have Google Meets to match our normal daily schedule.

Communication of Student Progress:

A communication folder will be sent home on Tuesdays with school information.

Graded papers will be sent home weekly.

Grades can be checked on Parent Backpack.

Progress reports can be viewed on Parent Backpack halfway through each nine weeks.

Report cards can be viewed on Parent Backpack at the end of each nine weeks.

Conferences will be held to discuss student progress.

Seesaw or Class Dojo, teacher email or phone calls.

Non-instructional Procedures:

Students are permitted to come into the building no earlier than 7:00 each morning. All students that arrive between 7:00 and 7:30 will wait in the third grade hallway. Students that arrive after 7:30 may go straight to their classroom. Students that arrive after 7:50 will need to report to the office for a tardy slip.

**All absences need a written note from a parent or doctor when the student returns to school.*

Breakfast is served from 7:00-7:30 each morning. If you would like your child to eat breakfast, they must arrive within that time frame. Between 7:30 and 7:45, students will be given a bag breakfast.

Money for snacks/drinks/ice cream at lunch should be in a bag or envelope with your child's name on it or refilled through MySchoolBucks (preferred). Information about lunch prices and menus is located on the school website.

Discipline: We will use a 4, 3, 2, 1 method of communicating student behavior. A 4 means that students had a great day. A 3 means that students received a warning. A 2 means that students should begin to make better choices. A 1 means we had an incredibly rough day and parents will be contacted.

Positive Incentives:

Greenbrier has a school-wide positive behavior plan that celebrates making good choices. You may hear your child say that he/she has earned "Brier Bucks" for being recognized for modeling good behavior.