



**North Hampton School**

---

**Curriculum at a Glance**  
**Third Grade**

*Please reference the trimester supporting documents to see the course competencies and power standards.*

**Social Studies**

| Name of Unit          | Description                                                                                                                                                                                                                                                                                                                                                |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indigenous People     | Students begin by developing an understanding of the Native American Regions of North America, prior to European Settlement. These regions include the Far North, Northwest, Southwest, Northeast, Southeast, and Plains.                                                                                                                                  |
| Geography & Expansion | Students develop an awareness of western expansion. They begin to question what the United States was like before now and how it became what it is today. Students identify continents and oceans. They also gain an understanding of the varying landforms that exist across the globe and then do an inquiry into a specific landform of their choice.   |
| United States         | Students learn about the five regions of the United States and are exposed to the state names and capitals. Next, they do an inquiry project focused on one state, including an at-home project. The unit culminates with the Annual 3rd Grade State Parade, which is a family event designed to share individual projects and celebrate student learning. |

## Science

| Name of Unit                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Force, Motion and Magnets         | Students explore the forces all around them. They investigate the effects of balanced and unbalanced forces, the pushes and pulls of bridge structures, and the effects of friction on the motion of objects. Students also explore the power of magnetic forces and investigate firsthand how these forces can be used to help us in our everyday lives.                                                                                              |
| Weather and Climate               | Students investigate and make predictions about the weather through careful observation of the clouds and wind. Students also learn to differentiate between weather and climate and use models to reveal global climate patterns.                                                                                                                                                                                                                     |
| Fossils and Changing Environments | Students develop an understanding of how animals and their environments change through time. Fossils provide a window into the animals and habitats of the past. Analyzing the traits of animals provides evidence for how those traits vary, how they are inherited, and how they have changed over time. Students also examine how the environment can affect inherited traits and determine which animals will survive in a particular environment. |
| Heredity, Survival and Selection  | Students compare the structures and functions of particular animal traits that enable them to survive in a specific environment. Examinations of inherited traits show us not only how some animals of the past became domesticated, but also allows us to imagine how they might look in the future.                                                                                                                                                  |

## ELA Word Study

| Name of Unit | Description                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonics      | Students use the Wilson Foundations program in learning to both read and spell using a phonics-based scope and sequence. Concepts include the six major syllable types, spelling rules, and studying a variety of word patterns. Using the program structure, educators regularly spiral back on previously learned concepts while introducing new ones. Lessons are multisensory and explicit and taught with the goal of mastery. |

## ELA Reading

| Name of Unit            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Building a Reading Life | Students learn the routines and expectations of a third grade readers workshop. In particular, they learn just-right books, reading logs, abandoning books, and sharing books. In the second part of the unit, readers learn how to use comprehension strategies and “turn their minds on” in order to best understand text. These strategies include: comprehension check, envisioning, collecting information, and making predictions.                                                                                                |
| Reading to Learn        | Students read nonfiction texts and learn comprehension strategies for understanding. They spend time learning how to synthesize and summarize nonfiction texts by pointing out main ideas and details. They begin to “take notes” using formats like making a “box and bullets.” Students identify different nonfiction text features and begin using them to better comprehend information from text. Finally, students learn ways to talk about and share aloud the information they’re learning from texts using their own language. |
| Character Studies       | For this unit, students begin by studying character traits for fiction novels. They then study narrative plot or “story mountains,” and finally they learn how to summarize fiction texts.                                                                                                                                                                                                                                                                                                                                              |
| Research Clubs          | Students conduct research clubs starting in the winter months of third grade and continue until the year ends. For the research clubs, they use nonfiction texts, videos, and online resources to learn about a topic. They then present their learning through research projects of their own design. There is a gradual release of responsibility as the students learn the strategies and tools needed to become more independent.                                                                                                   |

## ELA Writing

| Name of Unit            | Description                                                                                |
|-------------------------|--------------------------------------------------------------------------------------------|
| Establishing a Writer’s | Students begin the year learning how to use a writer's notebook. They learn strategies for |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Workshop                                          | generating ideas and make heart maps as a way to keep these lists in their writer's notebooks to use throughout the year. Finally, students are given time to write pieces of their choice in their writer's notebooks to increase stamina, volume, and writing fluency. During this unit, students also set their writing goals.                                                                                                                                                                                                                                                                           |
| Crafting True Stories                             | Students begin by learning about different types of writing and that authors write for different purposes. Then they expand their previous learning with skills such as generating seed topics, planning story events, and using techniques for writing about people, places, and events. Students generate a few different narratives in their writer's notebooks and then choose one to take through the writing process. Mini-lessons teach writing strategies for development, structure and language conventions. Students revise, edit and then finally publish their final drafts using Google Docs. |
| The Art of Informational Writing and Paragraphing | Students begin by revisiting the characteristics of an informational piece of writing and the authors' purposes for writing informational texts. Students learn the different structures writers use for informational writing and try these structures with smaller topics in their writer's notebooks. They learn the structure and purpose of paragraphs. Finally, they take an informational topic through the writing process. The students publish the final piece, adding digital or hand-created nonfiction text features to their work.                                                            |
| Opinion/Persuasive                                | Students understand what an opinion piece of writing is and the author's purpose for writing one. Third graders explore opinion writing topics together and then write example pieces as a whole class. Students learn how to use research in order to provide evidence and reasons to support their opinion topics. They also learn how to begin to weed out facts from opinions and how to use reliable resources. Using a four-paragraph structure, students individually take an opinion piece through the writing process.                                                                             |

## Math

| Name of Unit                    | Description                                                                                                                                                                          |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Addition & Subtraction Patterns | Students begin the year focusing on patterns in addition and subtraction facts, the pattern of adding 10s, measuring, and problem solving. This unit sets the tone for the year with |

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | community building and then a review of addition strategies for fact to 20. Students then revisit subtraction strategies for facts to 20. Students are introduced to multi-digit addition on the open number line and practice their skills with multi-digit addition and subtraction by solving story problems.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Introduction to Multiplication     | Students are introduced to multiplication through immersion in a wide variety of multiplicative situations. When solving problems that are embedded in different contexts and that invite them to think of the operation in different ways, students make use of a variety of models for multiplication, including equal groups, arrays, the number line, and ratio tables. They also apply the associative and distributive properties to develop efficient, reliable, and generalizable strategies for multiplying. They track these strategies on a multiplication table featuring products from 0 to 100 and apply what they learned by solving problems that involve scaled graphs and story problems with multiple steps and operations. |
| Multi-Digit Addition & Subtraction | This unit reviews and extends students' thinking about place value, multi-digit addition and subtraction, and problem solving. Students are introduced to the idea of rounding 2- and 3-digit numbers to the nearest ten and the nearest hundred. This skill is extended into the realm of computation, as students use rounding as a way to estimate and check the results of adding and subtracting multi-digit numbers. Along with reviewing and deepening their understandings of strategies learned in second grade, students are introduced to the standard algorithms for adding and subtracting multi-digit numbers.                                                                                                                   |
| Measurement & Fractions            | This unit begins with measurement concepts and skills. Students tell time to the minute and solve elapsed time problems. The class discusses the need for measuring while reading a book about the biggest, tallest, and fastest animals in the world. They estimate, measure, and compare the masses of different objects, work with volume, and solve measurement-related story problems. They are introduced to fractions, using several different models to build, compare, and investigate the relationships among unit and common fractions. Finally, students measure lengths to fractions of an inch and display measurement data on line plots.                                                                                       |
| Multiplication, Division, & Area   | Students return to the study of multiplication, especially as it relates to division. They again build arrays, but use them to model and solve division as well as multiplication problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <p>Story problems play a major role, helping students to connect their everyday experiences with division to more formal mathematical concepts. As the solve and pose story problems, students encounter two different interpretations of division, sharing and grouping, and have numerous opportunities to build understandings of both. Students work with fact families and are introduced to area.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Geometry                             | <p>Students develop increasingly precise ways to describe, classify, and make generalizations about two-dimensional shapes, particularly quadrilaterals. They explore polygons in creative ways and from polygons and special quadrilaterals to build understanding that shared attributes can define a larger category. Geometry and measurement are combined as students measure the perimeters and areas of polygons. Finally, students apply what they have learned about quadrilaterals and area in the context of fractions.</p>                                                                                                                                                                                                                                                                                                                                                |
| Extending Multiplication & Fractions | <p>This unit provides a review of material covered earlier in the year, as well as opportunities to extend skills and concepts into work with larger numbers and bigger ideas. Students learn to multiply single digits by multiples of 10 and extend that into building and sketching 1-digit by 2-digit multiplication combinations. Working with multiplication beyond the basic facts provides rich opportunities to review the commutative and distributive properties and tap into the power of the associative property of multiplication. Having worked previously with fractions as parts of a whole and distances along a number line, students are introduced to linear and area models that allow them to see fractions as parts of a set as well as a parts of a whole. The wrap up the unit with a foray into data collections, representation, and interpretation.</p> |
| Bridge Design & Construction         | <p>Students integrate mathematics and science with a primary focus on designing and building model bridges, which are then tested in systematic ways to collect data. Students graph and analyze the data to make conjectures and draw conclusions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |