



## TRINITY EPISCOPAL SCHOOL

### Third Grade Program

Instruction in the third grade supports the student development goals and objectives of the Trinity program by providing opportunities for students to grow through successful intellectual, social, emotional, physical, and spiritual experiences and activities, guided by skillful teachers.

Individual differences in student performance-and achievement are addressed. Enrichment, rather than acceleration, is the method used in all subjects. The level of discussion in which a child is led to participate, the depth into which a child is guided in independent “research”, the level of problem solving required in mathematics, the drill and practice in which a child engages, and the amount of concrete/manipulatives with which a child interacts will all vary with the performance response of the individual child. An enrichment approach to individual needs and differences does not mean that high-performance students will be required to do “more of the same” or that students experiencing more difficulty will do “less”. Rather, it means that each child will do different types of activities when the teacher determines the child’s need. Large group instruction introduces a concept, practice follows, and then enrichment or remediation occurs. Worksheets are a part of the practice, enrichment, and remediation activities and projects, depending on the nature of the task.

Third grade is a transitional year for students. Organizational skills, study skills, and time management skills are stressed. Personal responsibility is also emphasized. Students are responsible for completing daily homework assignments and having assignments and textbooks at school each day. Students are instructed in Christian education, reading, English, spelling, math, social studies, science, and handwriting. Other special classes include physical education, library, music, art, Spanish, and computer literacy.

The purpose of homework is to reinforce learning of new concepts and to refine developmental skills. In addition, any unfinished class work becomes homework. The teacher keeps the parent informed when a child’s inefficient work habits or classroom behavior results in the need to complete class work at home. As a rule, expect 30 to 40 minutes of homework each evening. All children are expected to spend time each evening on homework or on homework-like tasks. Homework, in the 3rd grade, for example, will include memorization of the multiplication facts. The time required to respond correctly, flexibly, and rapidly to fact memorization will depend a great deal on the individual child.

**CHRISTIAN EDUCATION:** The Daily Lectionary for the classroom which suggests specific Bible verses to be read and NIV Children’s Bible take the students through the Bible. Classroom discussions help children to relate these readings to their lives. Third graders utilize the ACSI Elementary Bible Series instructional program, through which they study the life of Christ and the book of Acts and missions. Weekly Chapel and daily prayers are also a part of the Christian Education program. Eucharist is celebrated once a month.

**READING:** The third grade reading program promotes the enjoyment of reading, increases vocabulary, and develops higher level comprehension skills. Students are introduced to story elements and various types of literature. Basal readers and children’s novels are components of the reading program. The following skills are taught: phonics, the use of a dictionary and encyclopedia, affixes, alphabetizing, syllabication, referents, compounds and contractions, similes and metaphors, sequencing, story elements, following directions, predicting goals and outcomes, understanding main ideas, locating details, recognizing facts and opinions, drawing conclusions, contextual meaning, comprehension, discussion, and writing activities. Students participate individually in the Accelerated Reader program.

**ENGLISH/GRAMMAR:** Students practice the application of punctuation and capitalization rules. They learn and identify the eight parts of speech, the four kinds of sentences, and the use of words in simple sentences. Students learn to write expository, narrative and persuasive paragraphs. The writing process is practiced and is utilized throughout the year. The Shurley Method is used to reinforce the English grammar program.

**SPELLING** is taught using the McGraw-Hill and Scientific Spelling programs. Students learn to analyze words and group them for ease in learning. The ability to analyze and categorize words according to three types--regular, rule and irregular--not only facilitates the learning of the words, but also aids in the retention of the words and reinforces basic spelling information.

**MATHEMATICS:** The Everyday Mathematics program continues to develop problem-solvers and explorers. Units of study include Money and Patterns, Adding and Subtracting Whole Numbers, Linear Measures and Area, Multiplication and Division, Place Value in Whole Numbers and Decimals, Geometry, Fractions, Measurement and Data and Probability. The Accelerated Math computer program offers opportunities for horizontal elaboration and enhanced learning. Math computation and instruction in the use of calculators are also part of the program. Mathematical fact tests are given to reinforce these skills.

**SOCIAL STUDIES:** Students learn about various communities, the role of individuals in communities, needs and services, natural resources, the three levels of government, communities of yesterday, today, and tomorrow, and communities around the world. Skills in the use of charts, graphs, diagrams, timelines, maps, and globes are taught.

**SCIENCE/HEALTH:** Science topics include life science, physical science, earth science, and the human body. Students are taught the following skills; gathering and recalling information, understanding and interpreting information/data, and applying, analyzing, synthesizing, and evaluating. In addition, students are involved in learning activities that include experiments and creative projects.

**HANDWRITING:** Cursive writing is practiced with each written assignment. A D'Nealian handwriting workbook is also used on a daily basis the first eighteen weeks of school.

**MUSIC:** Third grade music instruction continues the sequenced learning of previous grades based on the Kodaly concept. This concept believes the voice is the best instrument for learning and folk songs are the best source for teaching because of their simple melodies and rhythms. Folk dances and singing games are used to teach new concepts for reading and writing music.

**ART** instruction continues to develop students' artistic skills through two-dimensional and three-dimensional projects using pastels, markers, colored pencil, watercolor paints, temperas, papier-mâché, clay, and weaving. As third graders become adept at handling tools, their skill with small tools, like brushes, increases remarkably. Students are recognized randomly through the Artist of the Week program.

**SPANISH:** Learning increases with the introduction of new colors and shapes, phonics, writing, reading, and grammar (singular forms of nouns). The use of verbs tener, ir, llevar, ser, and estar in daily conversation is introduced. Vocabulary increases with the learning of greetings and expressions used in daily life, vocabulary related to the telephone, traffic safety, names of modes of transportation, and names of places and activities. Oral proficiency increases as well as cultural knowledge.

**PHYSICAL EDUCATION:** Physical education instruction focuses on the individual child's development of concepts and skills in four areas of competence: physical fitness, rhythms, group games, and individual and couple activities.

**LIBRARY:** Students learn to appreciate a good book and understand library order. They are encouraged to read good literature. This is accomplished by discussing books, authors, and illustrators. The teaching of library science skills, participation in the Accelerated Reader program, and the reading of Texas Bluebonnet books.

**TECHNOLOGY:** Students learn the computer as a tool with classes twice a week throughout the year. They learn to acquire information about computer hardware from a variety of formats and use appropriate software programs with audio, video, and graphics to enhance learning experiences. Proper keyboarding skills are emphasized. Technology terminology, producing documents using word processing and multimedia software, help express their ideas. Students learn to follow acceptable user policies and have supervised access to the World Wide Web.