



Welcome to the 3rd Grade Curriculum Night

Agenda for Curriculum Night

Welcome

Reading Workshop

Writing Workshop

Math Workshop

Equity Curriculum

SEL & Identity

Reading in Third Grade



*Presented by
Aimee Bouchard and Lindsey Lampf*

What does Reading Look Like in Third Grade?

Components of Reading in Grade 3

- ★ Phonics
- ★ Comprehension
- ★ Mechanics

Reading Units

Fiction Units:

- Building a Reading Life
- Mystery
- Character Studies
- Social Issues Books Clubs

Nonfiction Units:

- Reading to Learn
- Research Clubs

Third Grade Reading Goals

- ★ Readers can decode using phonemic awareness strategies.
- ★ Readers can apply phonics rules to tackle tricky words.
- ★ Readers can retell or summarize a text to demonstrate comprehension and identify main ideas.
- ★ Students use mechanics to find meaning in texts.

Developing a Reading Identity

- Students reflect on how they see themselves as readers, and how reading habits shape their reading lives.
- Read from a diverse selection of books that encourages students to experience stories as both mirrors (connections to their own life, culture) and windows (a glimpse at the life of someone else)



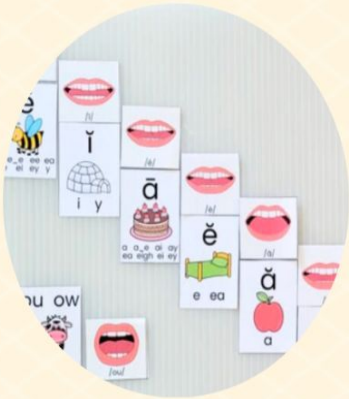


Developed for teachers, by teachers, with teachers

What is UFLI Foundations?

UFLI Foundations is an **explicit** and **systematic** program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

Changes at PS 11



SOUND WALL

In place of a “word wall” in your child’s classroom and writing folder, students will be using a “sound wall.” This is a visual and sound based tool that helps maps sounds to letters.

said



HEART WORDS

.We will be using the “heart word” method to teach irregular words. This method involves talking about the number of sounds in the word and identifying which part is a “rule breaker” that has to be memorized by “heart”- example here:

<https://vimeo.com/368147184>

Scope & Sequence At-a-Glance: All Concepts (K-2)

Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /ī/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ō/
13. d /d/
14. c /k/
15. u /ū/
16. g /g/
17. b /b/
18. e /ĕ/
19. VC & CVC Practice (all)
20. -s /s/
21. -s /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCCVC, & CCCVC)
35. Short A Review (incl. Nasalized A)
 36. Short I Review
 37. Short O Review
 38. Short A, I, O Review
 39. Short U Review
 40. Short E Review
 41. Short Vowels Review (all)

Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk/ŋk/
53. Digraphs Review 2 (incl. CCCVC)

VCe

54. a_e /ā/
55. i_e /ī/
56. o_e /ō/
57. VCe Review 1, e_e /ĕ/
58. u_e /ū/, /yū/
59. VCe Review 2 (all)
60. _ce /s/
61. _ge /j/
62. VCe Review 3, VCe Exceptions

Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /ī/
74. y /ĕ/
75. -le
76. Ending Patterns Review

R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

Long Vowel Teams

84. ai, ay /ā/
85. ee, ea, ey /ĕ/
86. oa, ow, oe /ō/
87. ie, igh /ī/
88. Vowel Teams Review 1

Other Vowel Teams

89. oo, u /oo/
90. oo /ū/
91. ew, ui, ue /ū/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ĕ/, a /ō/

Diphthongs

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

Silent Letters

98. kn /n/, wr /r/, mb /m/

Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /ā/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yū/; ou /ū/)
116. ough /aw/, /ō/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /n/, gh /g/; silent t

Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2

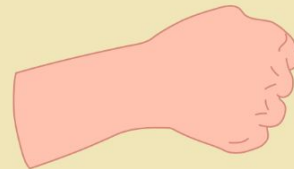
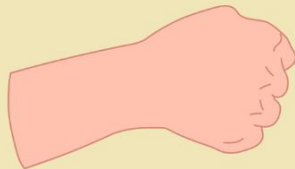


SPELLING

When children practice building and changing words, they are strengthening their word reading and spelling skills.



To spell words, children can use the “Pound and Sound” strategy. First, children pound a fist to represent the word (e.g., fish). Then, they use their fingers to tap out each of the individual sounds in the word (e.g., f-i-sh) to spell the word.



Listening to Your Child Read

Handling Errors

Use these prompts:

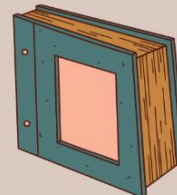
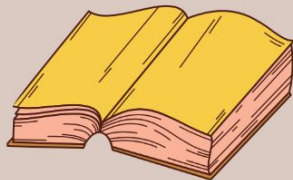
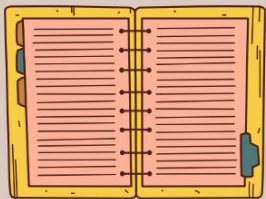
1. Look at **all** of the letters
2. Tap out each sound. What does it say?

If they don't know the sounds, tell them the sounds /c/ /a/ /t/ , what does that say?

*Try to use connected phonation, holding the sounds out for them.

General Reading Tips

1. Encourage looking at the words, NOT the pictures
2. Remind them to say each sound in the word.
3. After a difficult word is decoded, have them go back to the beginning of the sentence and read it again. This will help to promote fluency.
4. Never encourage guessing or looking at the picture for help.



30 minutes!

Reading Workshop

- ★ A 10 minute lesson is curated by teachers designed to meet all students in the classroom.
- ★ Students practice the skill with a partner or small group.
- ★ Students practice the skill during independent reading for 30 minutes.
- ★ Teachers meet with students in groups or individually to practice skills.



Quality Predictions Include

HOW
the Story Unfolds!

We do this by thinking about...

- ✓ Character traits
- ✓ Character motives
- ✓ Prior events

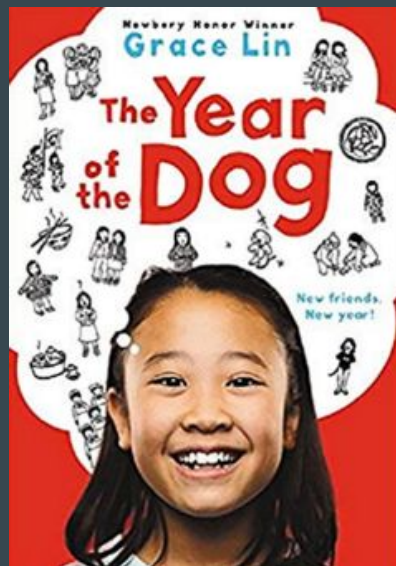
← Ayro uses what she knows about Little Willy to make a prediction.

← Ethan considers character motives to make a prediction.

← Aria uses prior events to make a prediction.

Read Aloud

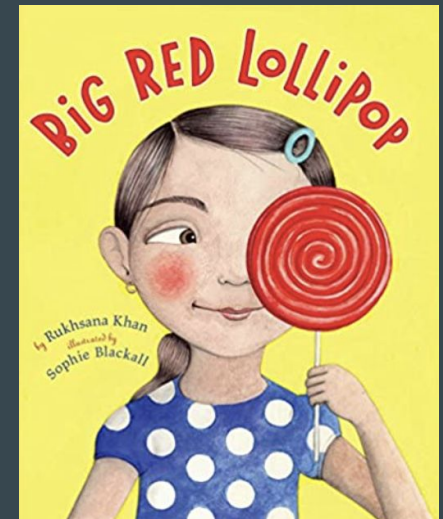
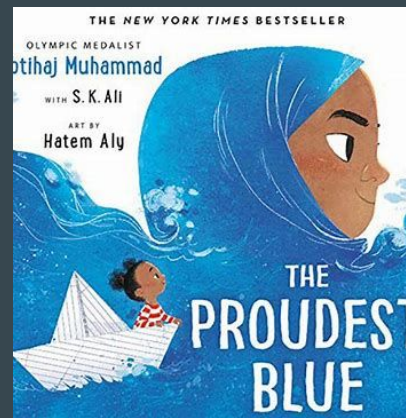
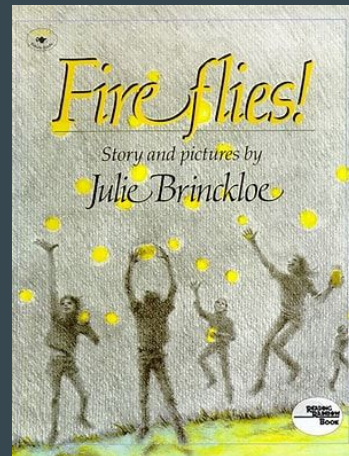
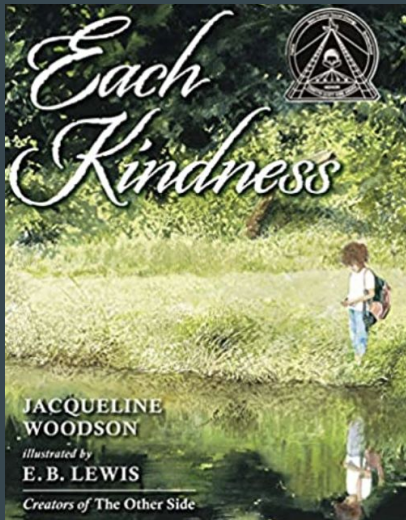
- ★ Class Experience
- ★ An opportunity to see modeled jotting and processing of different parts of the story
- ★ Class discussions around a shared text
- ★ Students have the chance to try out new skills in their own notebooks/post its



Our first Read
Aloud of 3rd
Grade!

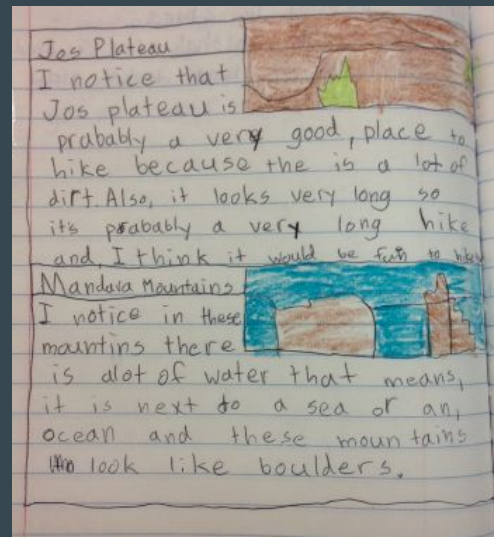
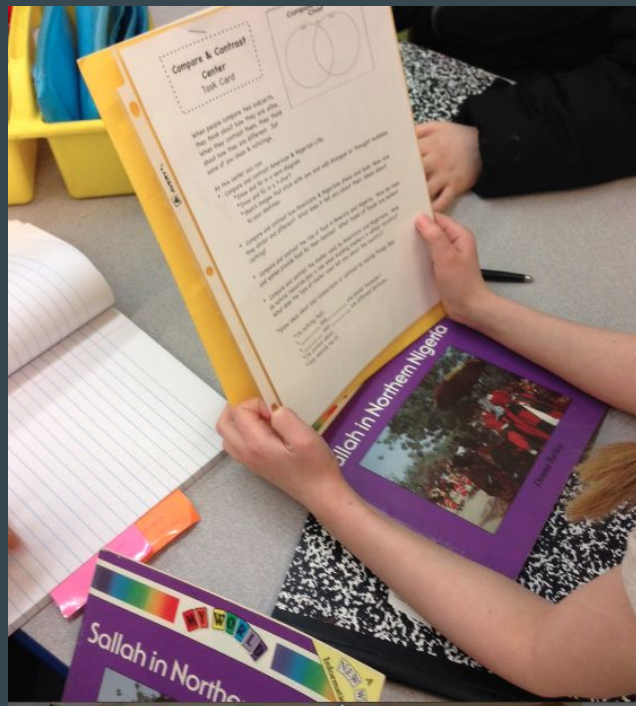
Shared Reading

- ★ Students read a text as a shared experience (whole class or small group)
- ★ Students read with a certain skill in mind
- ★ Shared reading texts are revisited throughout the year across content areas



Jotting Supports Note-Taking

Jotting structures are transferred to other content areas and are used as valuable note-taking strategies.



PS 11 3rd Grade Writing

Units of Study & The Writing Process



Presented by Ms. Natasha and
Mrs. Ottomanelli

Writing Genres & Our Units

Narrative

"Crafting True Stories"

"Adapting & Writing Fairy Tales"

Opinion

"Changing the World:
Persuasive Speeches"

"Baby Literary Essays"

Informational

"Art of Information Writing"

"Writing About Research"

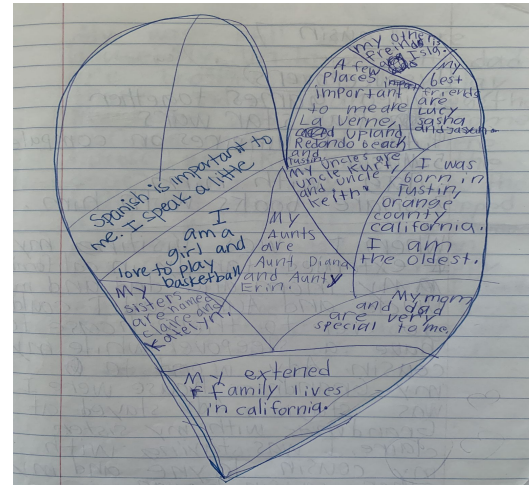
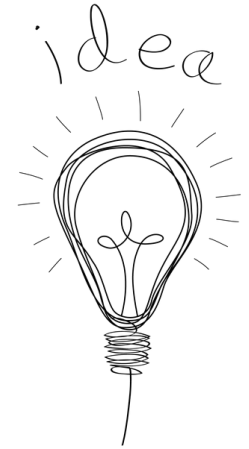
Goals

- I can organize and structure my writing.
- I can elaborate and use author's craft in a meaningful way.
- I can use grade-level mechanics and phonics based skills in my writing.

The Writer's Notebook & Inspiration

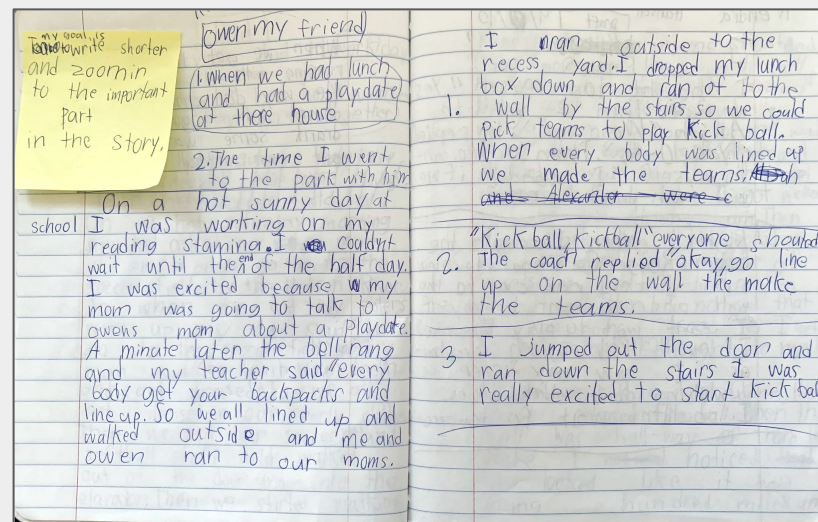
Purpose:

Used as a tool to help students explore different writing genres, keep track of their growth, take risks in writing and elaborate on their ideas about topics that interest them and are meaningful to their lives.

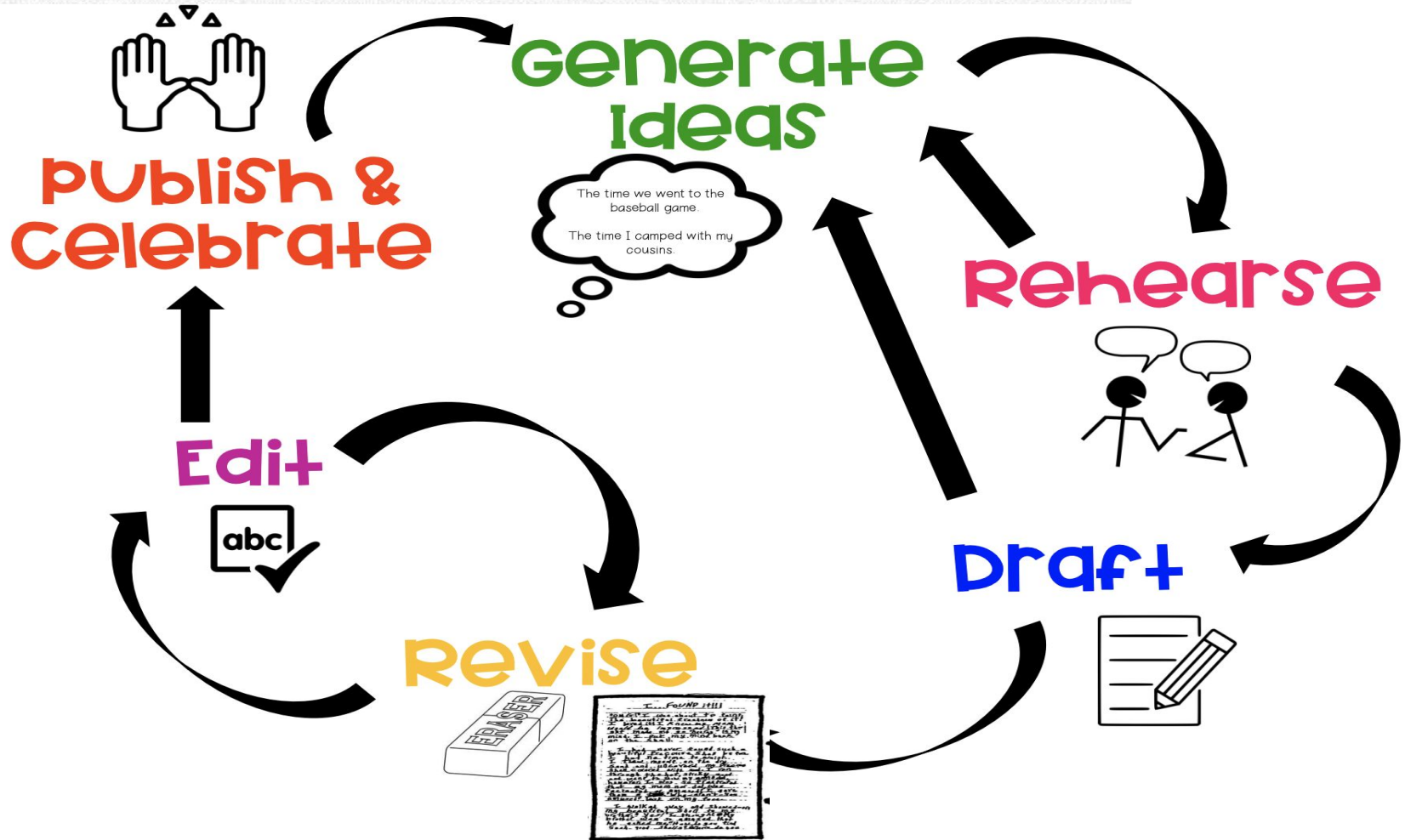


The Writer's Notebook Expectations

- A place to gather ideas, try out different craft moves and rehearse for drafting, not a place for published work
- Students will be writing about half a page (beginning of the year) to a full page or more (mid-end of the year) during Writing Workshop
- Kept organized, clean and full of writing, not doodles
- Proper use of punctuation and grammar

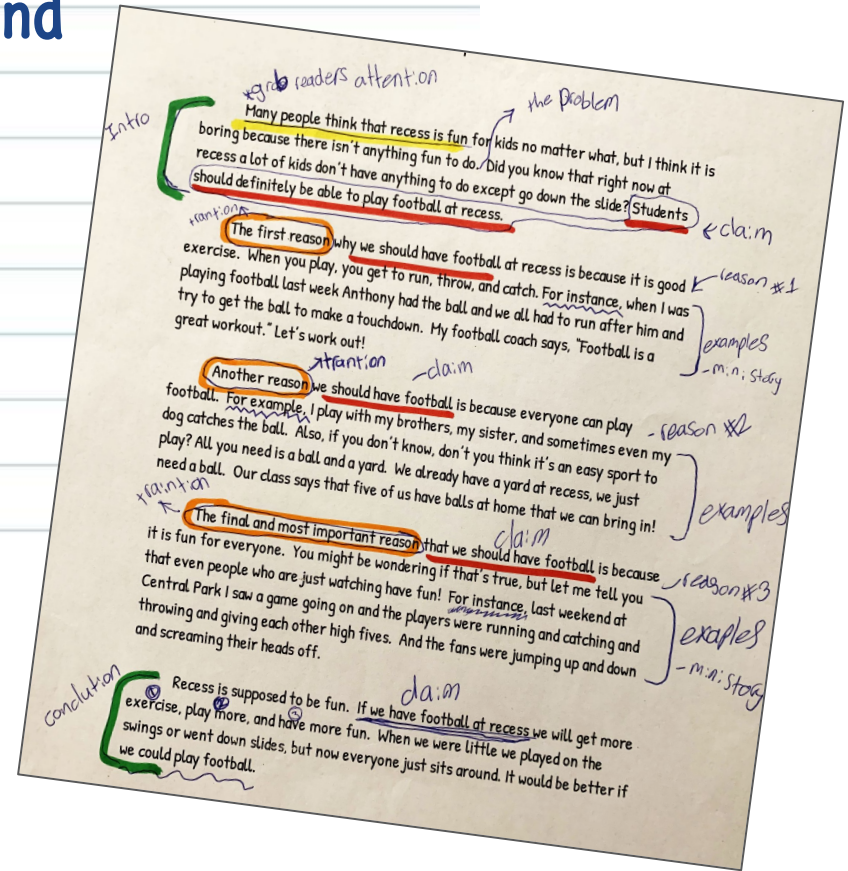
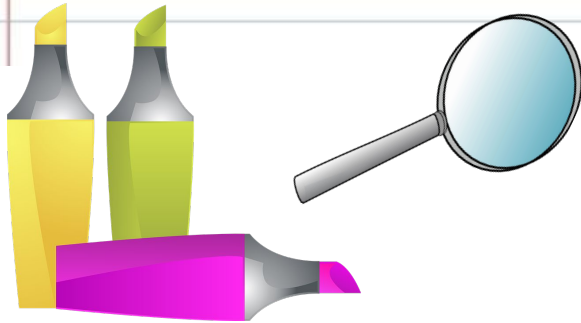


The Writing Process



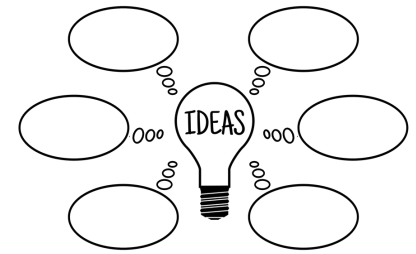
Launch

Understanding The Elements and Structure of the Genre



Students study a mentor text. This piece will guide them through the writing process and help them know what they're working towards for a final product.

Brainstorming Ideas



“Think about people that are important to you and moments you've had with those people”

“Think about places that are important to you and moments at those places”

cousin

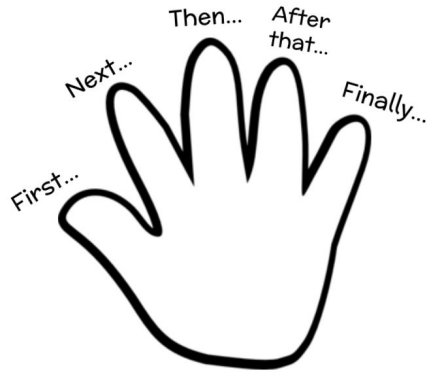
1. Sleepovers
2. Video games together
3. Play star wars
4. Age of Vampires on computer
5. Music
6. Tag with him
7. Share books with him.

When I was visiting my extended family in California. My mom and dad and my Uncle and Aunt said I could go over to their house to have a sleepover while my

Places I like to go to Brainstorming

- Florida → my grandparents live there
- Sixteen handles → I like ~~there~~ there ice cream
- The park → they have good playground
- My friend's house → they have an x box
- Wood Lake Pines → they have a lot of stuff to do there.
- The beach → I like to sunbathe
- The amusement park → they have fun rides

Rehearsing & Drafting



One sunny afternoon I ran into Union Square straight to the spinner and jumped on. ^{with the wind at my back} There were older kids there. (Probably in middle school) and they were spinning me, but very slowly. So I said "Faster!" and ~~that~~ ^{then} that's when it happened...

^{It did} They started spinning me ^{sombody stop this thing!} faster, and faster. I could feel myself slipping as I spun at what I felt like the ~~opened~~ ^{off} sound. I felt myself slip and fly off as the world slowed down around me. I flew feet first towards a ~~metal~~ ^{benable} metal fence. Time sped up again as I colided with the fence.

A few seconds later I burst into tears and everyone came running. "Are you okay? What happened? What hurts?" were some of the things I herd as I sat up.





Goal-Setting

Name: _____ Date: _____

Narrative Writing Checklist

Grade 3

STRUCTURE



Overall	I told the story bit by bit.	Did I do it like a third grader?		
		NOT YET	STARTING TO	YES!
Lead	 <p>I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	 <p>I told my story in order using phrases such as <i>a little later</i> and <i>after that</i>.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	 <p>I chose the action, talk, or feeling that would make a good ending and worked to write it well.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	 <p>I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

May be photocopied for classroom use. © 2014 by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project. Writing Pathways: Performance Assessments and Learning Progressions, Grades K-2 (Heinemann, Portsmouth, NH)

Narrative Writing Checklist (continued)

Grade 3



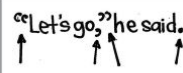

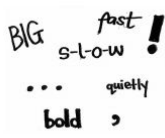
DEVELOPMENT

	Did I do it like a third grader?			
		NOT YET	STARTING TO	YES!
Elaboration	 <p>I worked to show what happened to (and in) my characters.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	 <p>I not only told my story, but also wrote in ways that got readers to picture what was happening and that brought my story to life.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist (continued)

Grade 3

LANGUAGE CONVENTIONS

	Did I do it like a third grader?			
		NOT YET	STARTING TO	YES!
Spelling	 <p>I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p>I got help from others to check my spelling and punctuation before I wrote my final draft.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	 <p>I punctuated dialogue correctly, with commas and quotation marks.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p>While writing, I put punctuation at the end of every sentence.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 <p>I wrote in a way that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another voice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Publishing & Celebration



When students publish, they write in their neatest handwriting in pencil and prepare to share their work!



Learning to Ride.

The bike seemed big, scary, mean. I was learning to ride a bike and I knew it would be hard. I heard a voice in my head saying, "You can do it Theo!" But there was another voice saying, "Don't do it! Don't risk your life!" "Okay Theo! You ready?" My dad shouted from the bottom of the hill! I was on. "Yeah!" I shouted. Lily, Mom, Dad, Grace, Thomas and I were on vacation in Maine. Smiling, I put my butt on the seat of the bike I was holding. Feet on the peddles, hands on the handles, and off I went!

My stomach felt like it was falling off a plane! Then I fell right into a table, pain sitting through my body. I was sideways, still in position. I felt my heart burst! I was confused. I didn't know what to do. My Dad came rushing over to me. "Are you okay kid?!" He asked, looking at my legs that were bleeding like mad. "I'm fine!" I answered. I sounded faint, still catching my breath. I rose up and walked up the hill, sun blazing in front of

me. I called down the hill to my Dad, "I'm going to take a break!" At the top of the hill I went flat on my back and closed my eyes. "I shouldn't have started on a hill." I murmured to myself.

At Home

- Ask your child what idea they are working on in writing.
- Ask them to act out or orally rehearse their narratives with you.
- Ask them questions about their topic to help them gather more details for their piece.
- Celebrate the work your child is doing!



**EUREKA
MATH²**

Exponentially Greater

GREAT
MINDS

Family Math Night Engagement



Knowledge Building

The Why Behind the Math

- Problems develop from simple to complex
- Hands-on and pictorial models
- Practice opportunities
- How mathematicians think

Joyful Math Experiences

- Real life connections
- Interactive learning
- Talking about math
- Collaboration with peers



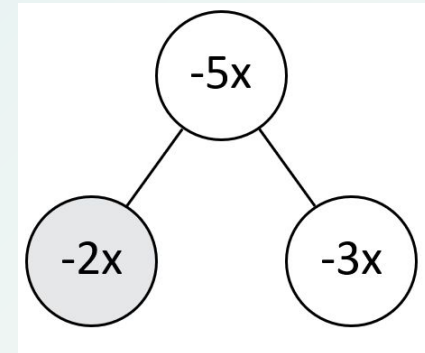
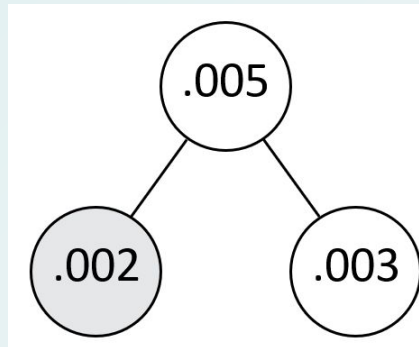
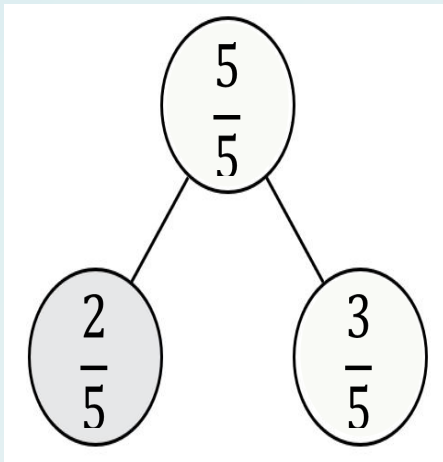
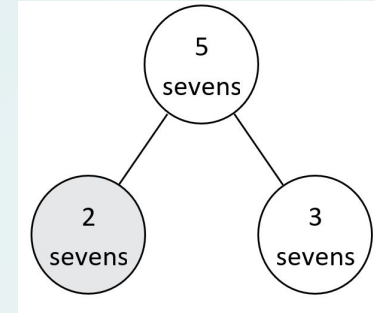
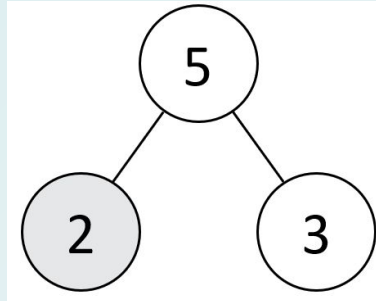
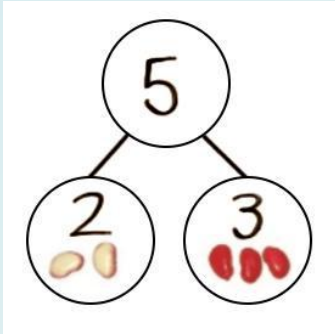
Mathematics as a Story ...

You can see how concepts are covered across grades and grow as the students become more sophisticated in the specific mathematical areas. Units build upon previous learning. This is why the components and routines are so important

	STORY OF UNITS					STORY OF RATIOS			STORY OF FUNCTIONS	
	Level K Part-Part- Total	Level 1 Units of Ten	Level 2 Ten Tens	Level 3 Units of Any Number	Level 4 Fractional Units	Level 5 Fractions Are Numbers	Level 6 Ratios and Rates	Level 7 Ratios and Proportionality	Level 8 Ratios and Linearity	Algebra I Modeling with Functions
Module 1	Counting and Cardinality	Counting, Comparison, and Addition	Place Value Concepts through Metric Measurement and Data • Place Value, Counting, and Comparing Within 1,000	Multiplication and Division with Units of 2, 3, 4, 5, and 10	Place Value Concepts for Addition and Subtraction	Place Value Concepts for Multiplication and Division with Whole Numbers	Ratios, Rates, and Percents	Ratios and Proportional Relationships	Scientific Notation, Exponents, and Irrational Numbers	Expressions, Equations, and Inequalities in One Variable
Module 2	Two- and Three-Dimensional Shapes	Addition and Subtraction Relationships	Addition and Subtraction Within 200	Place Value Concepts through Metric Measurement	Place Value Concepts for Multiplication and Division	Addition and Subtraction with Fractions	Operations with Fractions and Multi-Digit Numbers	Operations with Rational Numbers	Rigid Motions and Congruent Figures	Equations and Inequalities in Two Variables
Module 3	Comparison	Properties of Operations to Make Easier Problems	Shapes and Time with Fraction Concepts	Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9	Multiplication and Division of Multi-Digit Numbers	Multiplication and Division with Fractions	Rational Numbers	Expressions, Equations, and Inequalities	Dilations and Similar Figures	Functions and Their Representations
Module 4	Composition and Decomposition	Comparison and Composition of Length Measurements	Addition and Subtraction Within 1,000	Multiplication and Area	Foundations for Fraction Operations	Place Value Concepts for Decimal Operations	Expressions and One-Step Equations	Geometry	Linear Equations in One and Two Variables	Quadratic Functions
Module 5	Addition and Subtraction	Place Value Concepts to Compare, Add, and Subtract	Money, Data, and Customary Measurement	Fractions as Numbers	Place Value Concepts for Decimal Fractions	Addition and Multiplication with Area and Volume	Area, Surface Area, and Volume	Percent and Applications of Percent	Systems of Linear Equations	Linear and Exponential Functions
Module 6	Place Value Foundations	Attributes of Shapes • Advancing Place Value, Addition, and Subtraction	Multiplication and Division Foundations	Geometry, Measurement, and Data	Angle Measurements and Plane Figures	Foundations to Geometry in the Coordinate Plane	Statistics	Probability and Populations	Functions and Bivariate Statistics	Modeling with Functions

A Story of Units

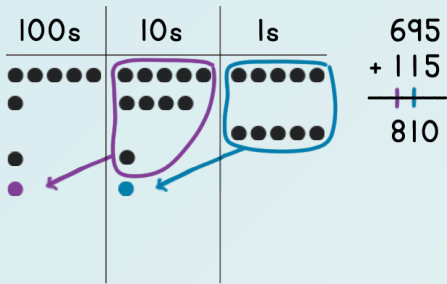
Students will see familiar representations throughout the units with new concepts applied.



Number Bonds

Pictorial Models

Place Value Chart

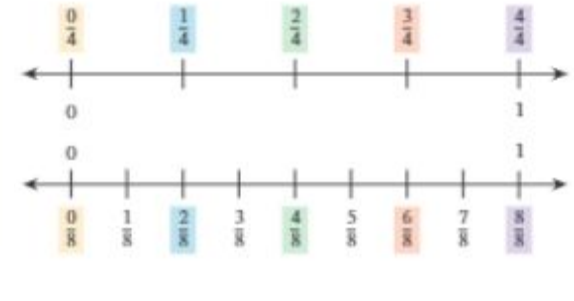


Arrow Way

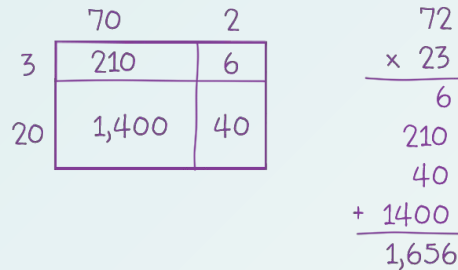
$$98 + 56 = \underline{154}$$

$$56 \xrightarrow{+100} 156 \xrightarrow{-2} 154$$

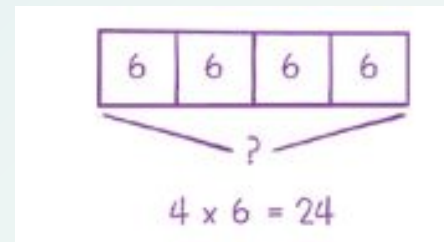
Number Lines



Area Model



Tape Diagrams



This shows an example how students will learn how to model different concepts throughout the units.

Math is for Everybody

Math Affirmations

- ✓ You are a math person
- ✓ There is more than one strategy
- ✓ Math is useful in our lives
- ✓ It is important to try and not give up
- ✓ Mathematicians make mistakes
- ✓ We learn from our mistakes
- ✓ The process is more important than the product

“Instead of saying I am not good at math, say I have not learned it yet.”



Using a Growth Mindset is really important!

How to Help

Practice Support

- Use the thinking of the “partner” who is solving problems like those in the Practice.

Ask Questions

- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?

EURKA MATH[®] 1 • M1 • TC • Lesson 13

Name _____

13

1. Count on.

5 bees are in the hive.

3 more bees fly into the hive.

How many bees are in the hive now?

8 bees

I start with 5, then count on to find the total.

5
6
7
8

Five, 6, 7, 8.
There are 8 bees total.

61

EURKA MATH[®] 1 • M1 • TC • Lesson 13

Name _____

13

1. Count on.

4 squirrels are in the tree.

3 more squirrels run up the tree.

How many squirrels are in the tree now?

squirrels

6 bees are in the hive.

4 more bees fly into the hive.

How many bees are in the hive now?

bees

63

When students are practicing in class, these are some of the phrases we may use.

Talking and Thinking Tools

Talking Tool

I Can Share My Thinking 	My drawing shows I did it this way because I think ____ because
I Can Agree or Disagree 	I agree because I disagree because I did it a different way. I
I Can Ask Questions 	How did you . . . ? Why did you . . . ? Can you explain . . . ?
I Can Say It Again 	I heard you say ____ said Can you say it another way?


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Thinking Tool

When I work on a task, I ask myself

Before 	Have I done this before? What strategy will I use? Do I need any tools?
During 	Is my strategy working? Should I try something else?
After 	What worked well? What did not work?

At the end of each class, I ask myself

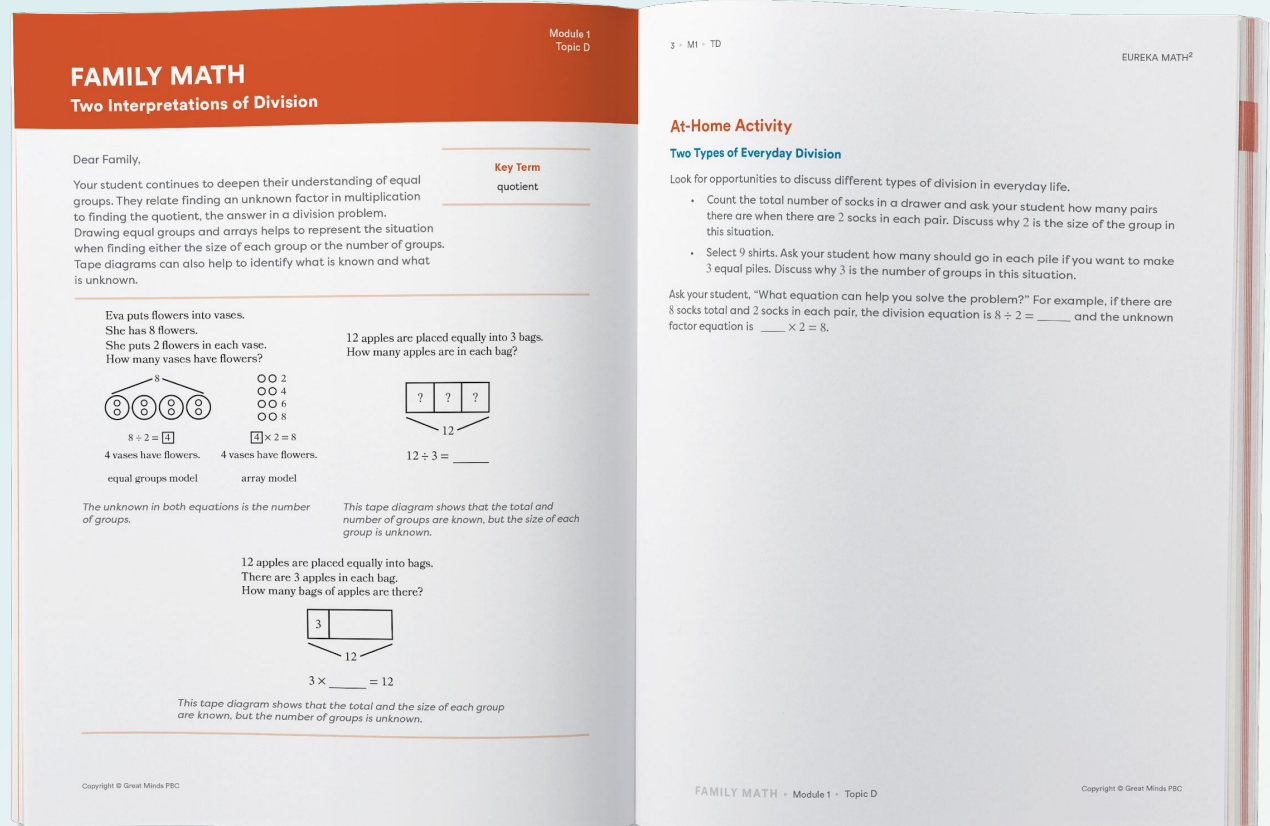
	What did I learn? Do I have any questions?
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Students will have these tools, or modified versions of these tools, to refer to throughout the units.

Family Math

- Describes and shows key math concepts
- Highlights new math vocabulary
- Provides activities for student and family to do together at home

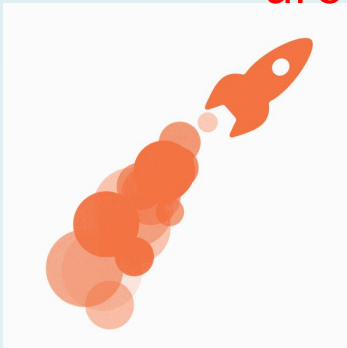


Updates will be sent home at the start of each math unit.

Q & A

Be sure to visit our family math page.

<https://greatminds.org/eureka-math-squared-family-resources>



Diversity

Diversity at PS11

We believe that diversity is a reflection of the way we live in the world today. As a school community we acknowledge diversity as an encounter with differences in identity, experiences, backgrounds, beliefs and ideas.

In addition to academic excellence, our mission as a public school is to promote a culture of respect, social awareness and moral responsibility among our students, families and staff.

At PS11, we define diversity as a focus on race, ethnicity, gender, socioeconomic level, sexual orientation, physical ability, academic ability, family structure and religion.

We know that our students are growing up in a world that is increasingly more diverse. It is our responsibility to enrich the lives of our students with an experience and an education that reflects that reality. The welcoming and respect for diversity at PS11 allows us to achieve our goal — to prepare our students to be leaders of the world they will inherit.

Equity Curriculum

September

Intro to Monthly Focus Theme of Representation

September -October

Hispanic-Latinx Heritage Month

November

Indigenous People Heritage Month

December

Pacific Islander Month

January

Lead into Black History Month

February

Black History Month

March

Women's History Month

April

Arab American Heritage Month

May

Asian American Month

June

Pride Month

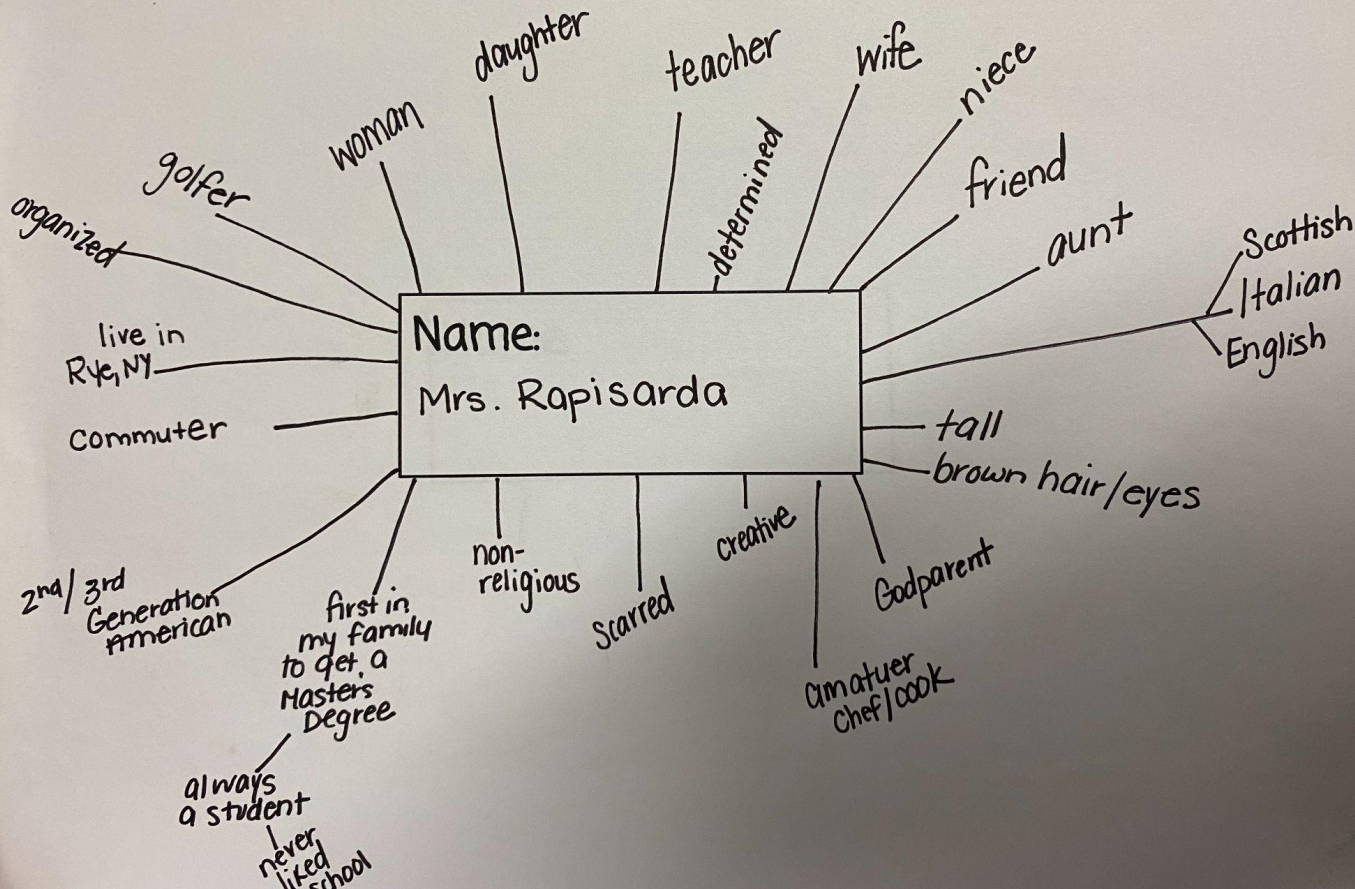
Identity Webs

Our focus on Identity work this year...



Identity Webs are a graphic tool that can help students consider many factors that shape who we are as individuals and as communities. These help deepen students' understanding of themselves and their place within a group and help students make connections with other members of their community. Recently, we have used these to help us drive more individualized conferences and instruction.

Identity Web



Your role
in your
family

Your
nationality,
religion,
culture

Things you
enjoy doing

Traits you
would use to
describe
yourself