

Bible

The third grade Bible curriculum uses the *Egermeier Story Bible* to teach the history of God's faithfulness and provision for His people. By reading the entire Biblical narrative, the children begin to understand God's plan of redemption.

TEXTS

Egermeier, Elise E. *Egermeier Bible Story Book*. Illustrated by Clive Upton. Anderson IN: Warner Press, 1969.

Language Arts

Reading

Third grade students are introduced to a variety of literary genres (e.g., fiction, non-fiction, biography, poetry, folk tales) through the Open Court reading program and selected works of literature read independently. By reading aloud, retelling, and discussing various selections, students develop comprehension, fluency, and communication skills. The *Explode the Code* series (Books 7 and 8) is used to reinforce decoding skills.

Writing and Grammar

This third grade course teaches communication through various types of writing. Students learn to write narrations, simple narrative and descriptive paragraphs, poetry, and letters. Grammar and writing mechanics are taught through *Daily Language Review*, *Open Court* activities, and teacher-created lessons.

Spelling

This course teaches the twenty basic spelling rules through the use of a spelling text. Challenging words related to other areas of study may be added to the weekly list.

Handwriting

This course teaches the students to write legibly in both D'Nealian manuscript and cursive focusing on slant, size, shape, and spacing of letters.

TEXTS

Cook, Gillian E. et al. *Spelling*. New York: McGraw-Hill Publishing Company, 1998.

Cunningham, Marilyn and Zena Sutherland, comp. *Open Court Across the World*. Open Court Publishing Co., 1989.

Cunningham, Marilyn and Zena Sutherland, comp. *Open Court Time for Dreams*. Open Court Publishing Co., 1989.

Hall, Nancy, and Rena Price. *Explode the Code (Books 7&8)*. Cambridge MA: Educators Publishing Service, Inc., 2000.

Evan-Moor. *Daily Language Review*. Evan-Moor Educational Publishers, 1998.

Thurber, Donald N. *D'Nealian Handwriting Book 3*. New York: Scott Foresman and Co., 1993.

Math

The third grade math program focuses on the mastery of basic math facts (addition, subtraction, and multiplication) and operations. Concepts introduced and/or expanded upon include: place value, time and money, multi-step word problems, fractions and decimals, geometry, and measurement. Math manipulatives and games are used to introduce and reinforce new concepts.

TEXTS

Burns, Marilyn. *Multiplication 3-4*. Math Solutions Publication.

Larson, Nancy. *Saxon Math Grade 3*. Norman OK: Saxon Publishing, 2001.

History

The third grade history program begins with map skills (i.e., learning basic geographical terms, identifying the continents and oceans, and reading and interpreting maps). The subsequent unit, Exploration of the New World, covers the lives of major explorers of the New World. In the unit on Westward Expansion, students learn about the exploration and expansion of the United States, (i.e., how the country grew from thirteen colonies into fifty states).

Using the Open Court reading book, *Across the World*, students study key cultural aspects of various countries of the world. They gain an understanding and appreciation for the people of these countries and their culture.

TEXTS

Carratello, Patty and John Carratello. *Beginning Map Skills*. Teacher-Created Materials, 1990.

Conrad, Pam. *Pedro's Journey*. Bt Bound.

Graham, Leland and Traci Brandon. *A Trip around the World*, Carson-Dellosa Publishing Co., 1993.

Daily Detectives- Countries of the World, Instructional Fair, 1996.

Student U.S. Atlas. V. Nichols.

Science

The third grade science curriculum helps students to develop an awe and understanding of how God ordered the universe when they study the Earth, Moon, and Solar System. Students gain an appreciation for God's provision by understanding the special way that plants and animals have been given specific adaptations for their environment when they study photosynthesis, animal classification, and biomes of the world.

TEXTS

DePaw, Debby. *Tropical Rainforests*. Evan Moor Corp.

Evans, Marilyn. *Exploring Space*. Evan-Moor Corp., 1998.

Hilmes, Kathleen M. *Earth, Sun, and Stars*. Milliken Publishing Co.

Africa. Evan Moor Corp.

Habitats. Evan Moor Corp.

The Solar System. Remedia Publications.

Music

The overarching goal of Trinity's music program is to impart a love of music and to equip students for worship through familiarity with and understanding of great music and through development of musical skills. Third graders have two 45-minute music classes with a music specialist each week, and one of those classes is largely devoted to recorder instruction. The Orff Schulwerk process is utilized in teaching rhythm, recorder playing, folk songs, games, and dances. The third grade music curriculum concentrates on:

1. Theory (reading treble notes and simple rhythms)
2. Singing (English songs [sometimes correlated with the history, science, art, and literature studied in the classroom] and a variety of foreign language songs)
3. Playing instruments (soprano recorder and Orff percussion instruments)
4. History/listening (composers featured in this year's NC Symphony education concert; a study of ballet [*Cinderella* and *The Nutcracker*])

Physical Education

The ultimate goal of a first through eighth grade physical education program is for students to have the tools necessary to be active for a lifetime. This begins in elementary school with the teaching of the basic skills of throwing, catching, kicking, tumbling, and the concept of team play.

Third grade students continue the development of skills necessary for active individual and team play. Dodge ball, an old game with a new twist, is added. For students who do not enjoy the throwing and dodging, they enjoy being secret agents and freeing their team members. Students also learn passing, dribbling and team offense for soccer, forehand and backhand stroke for pickle ball, and the offensive and defensive setup for a variety of games.

TEXT

Rink, Judith E. *Teaching Physical Education for Learning*. McGraw-Hill Humanities.

Spanish

The third grade Spanish program focuses on learning to speak and understand the Spanish language. The program also exposes the students to a variety of Spanish-speaking countries, cultures, and traditions. Spanish speaking skills are encouraged through daily question-and-answer sessions, independent written and artistic work, memorization sessions, and games. The students learn to converse in a foreign language with confidence and to take classroom direction in Spanish. Beginning translation and written skills are introduced.

Art

Third grade students have a broad knowledge of media and their uses. This allows them to choose frequently the media they would prefer to use for individual assignments (e.g., drawing, painting, three dimensional, fiber arts). The elements of design (color, texture, value and shape)

as well as principles of design (form, variety, and emphasis) are incorporated into their art lessons and vocabulary.

Third grade students are introduced to the four main types of Western art: portraiture, still life, landscape, and genre paintings, and they study artists who have illustrated Bible stories in these categories. They are also introduced to artwork from other cultures, e.g., Michelangelo, Monet, and Gauguin.

At the third grade level, art criticism is pursued as a class and also in pairs and small groups. Creative expression of students' imaginative ideas is encouraged, and ample time is provided for students to develop their ideas at their own pace.

TEXTS

Dobbs, Stephen Mark. *The D.B.A.E. Handbook*. The Getty Center for Education in the Arts.

A variety of picture books that relate to the topics being studied, including:

Drummond, Alan. *The Willow Pattern Story*. North South Books.

Elledge, Scott. Ed. *Wider Than the Sky*. Harper Collins Publisher.

Charlotte Mason Studies

Charlotte Mason (1842-1923) was an English educator who over the course of a long career established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for home and school. She advocated a rich, high-quality, interesting curriculum for all children, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning. At Trinity School we seek to implement many of Mason's insights and ideas.

Picture Studies

The third grade picture studies include works from the following artists: Michelangelo, Monet, Gauguin, and Giotto. The overall goal consistent with Mason's approach is to learn the picture in wonderful and memorable detail.

Nature Studies

Third grade continues the pursuit of discriminating observation and of making a habit of the Mason tools of inquiry, observation, journaling, and painting through the study of nature. These approaches are often followed within the context of other unit studies. Dry brush watercolor painting is employed for reproducing observational details in picture format.

Narration

Both written and oral narrations are incorporated into many of the subject areas of the third grade curriculum. However, since the students are still in the process of developing their writing skills, oral narrations are the most productive, informative, and rewarding. One careful reading, either by the student or the teacher, is followed by a recounting of the details of the story. Similarly, descriptions of the details of a picture or nature scene are told or written following a short, but focused viewing of the object or art. In this way, as Mason's approach outlines, students' minds

are trained not only to attend the details but also to appreciate the art and the form of that which is studied.

Music Studies

The third graders listen to three different composers as part of their music studies curriculum. Throughout the year, classroom teachers play the pieces either as background music when the students are completing other work, or during times when the children are asked to listen more attentively for identification of interesting musical features. The teacher may also give background information on the composer so that the children can appreciate the music in context with the culture or history of the period during which it was composed. The children are often encouraged to share their thoughts and feelings about the music, and in particular, their observations of tempi, mode, and dynamics, as well as noted instruments.

Additional opportunities for more passive listening appreciation and enjoyment are afforded during nature study drawing sessions, quiet snack or lunch, or craft projects.

Tchaikovsky (1840-1893)

*Symphony No. 6 (Pathetique); Nutcracker Suite; 1812 Overture; Swan Lake Suite; The Sleeping Beauty Suite; Romeo and Juliet Fantasy Overture; Capriccio Italien; Piano Concerto No. 1
The Snow Maiden*

Vivaldi, The Four Seasons

Charles Ives (1874-1954)*Variations on America; Three Places in New England*

Rimsky-Korsakov

*Scheherazade
The Snow Maiden*