



2019-2020

PARENT CURRICULUM GUIDE

# THIRD GRADE



Hillel Community Day School partners with families to promote critical thinking, academic excellence and a love of learning for each child. In service to the entire Jewish community, we inspire a meaningful connection to Jewish customs, values and Israel.



For More Information Visit Our Website At:  
[www.hillelschool.org](http://www.hillelschool.org)



## Garden & Sustainability

*The garden and sustainability program will provide students with a broad knowledge base that will empower them to take a leading role in caring for Hillel's outdoor learning garden. In addition to the practical aspects of gardening, students will gain a deeper appreciation for where their food comes from, the importance of local and global environmental stewardship, and the relationship between agriculture, ecology, and Jewish ethics.*

### Third grade students will learn:

- Practical gardening aspects and plant care
- The importance and process of composting and soil health
- How soil affects plant growth and crop yield
- How to select plants for planting based on season
- Plant and crop life cycles
- The concept of seed saving
- How growing food for local consumption can benefit the community The relationship between the natural environment and plant/crop health The necessity of a long-term mindset for growing food
- Alternative growth systems

### Classroom activities may include, but are not limited to:

- Journaling to reflect on weekly activities
- Classroom based projects related to gardening, life science, and food systems
- Outdoor garden activities like watering, weeding, planting, and harvesting
- School wide food waste collection for composting

### What can parents do?

- Encourage your child to think about where the food they eat comes from.
- Examine and observe the living things around them.
- Visit farms, gardens, and the Lamberton Conservatory
- Start a home garden



## Judaic Studies - Mr. Papkin

*This year, third graders are working hard on mastering the required tefillot and identifying major Israeli geography. Students are studying different natural locations such as Israel's bodies of waters and mountains. Additionally, students will learn about the major cities of Israel.*

### The students will learn/understand/know/be able to do:

#### Holidays:

- Know dates and months of key holidays
- Perform rituals and blessings concerned with Shabbat and other holidays, including evening and daytime Kiddush
- Name people, events, symbols and practices associated with Shabbat and other key holidays
- Compare different traditions for practice among the community; distinguish between major and minor holidays (those mentioned in the Torah and those that are not)

#### Israel:

- Ability to share personal reflections about Israel and the Jewish people; Describe how Jews continue to live in many different places, share many commonalities, but also have distinct aspects to how Jewish life is lived in their communities.
- Define how Israel is a Jewish, democratic state that is home to half of the worlds' Jewish population, as well as being a home to many non-Jews
- Explain how Jews around the world engage in supporting and strengthening Israel as an ongoing act of Zionism

#### Tefilah:

- Navigate within their Siddurs and Sing/chant tefilot with fluency and appropriate nusach
- Extract root words in the tefilah to help with comprehension
- Lead portions of tefilah for their group
- Engage in conversations about theology
- Identify structural components of the Amidah and compare weekday, Shabbat, and Yom Tov amidot
- Demonstrate respect and awe during tefilah



## Media/Library

*Third grade students are moving towards informational literacy. Over the course of this school year they will tap into their innate curiosity and inquisitiveness to build understanding. Third graders become increasingly discerning consumers of information. They use a variety of sources to find accurate answers to their questions, summarize and record their findings, and present in a variety of formats.*

### Third Grade Students Will:

- Identify the ten major Dewey areas and what main topics are included in each.
- Search the online catalog to locate materials.
- Use bookmarked websites to find appropriate information.
- State the main idea. Presents information clearly so that main points are evident
- Choose a format for the product based on personal preferences or the suggestion of the media specialist.
- Assesses and revises own work with guidance.
- Identifies own strengths and sets goals for improvement.

### Classroom Activities May Include, But Are Not Limited To:

- Read alouds & Think Alouds
- Small group direct instruction
- Multi-media projects
- Book Reviews

### What Can Parents Do?

- Talk with your child. Discuss topics that make you “wonder”. Find answers together.
- Read with your child every day.
- Listen to your child read every day.
- Ask your child about what they are reading (e.g. What is the problem in the story? What would you do if that happened to you? Who else might like this book?)
- Help your child choose “just right books” in a variety of genres.



## S.T.E.A.M. - Ms. Tara Wiseman

*Third Grade learners are naturally engaged in the STEAM Lab. The hands-on, minds-on activities are selected to foster creativity and critical thinking. The curriculum encourages learners to begin with an appropriate level of challenge and advance as far as they are able. The emphasis on choice and autonomy allows learners to further personalize learning by tailoring projects to their own interests and experience.*

### Third Grade Students Will:

Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

### Group Challenges May Include, But Are Not Limited To the Following Tools:

- Animation-ish
- Comic Life
- Google Earth
- Hour of Code
- K'Nex
- Kodu
- Osmo
- Ozobot
- Pixie
- Powerpoint
- Scratch
- Solar Oven
- Snap Circuits
- Sphero
- Tinkercad
- Tinker
- Vernier Science

### What Can Parents Do?

- Make decisions about responsible digital practices together. Talk with your child about how to judge the accuracy and bias of online news and ways to behave safely and responsibly in the immense digital world (Common Sense Media: [www.p21.org/tips/online](http://www.p21.org/tips/online)).
- Set Expectations. Set and communicate clear, specific, and appropriate expectations around your child's use of online media and mobile devices (Connect Safely: [www.p21.org](http://www.p21.org)).
- Create Consistent digital policies. Pay attention to the technological and online resources available at your child's school and reinforce the policies created around mobile devices and social networks at home (Common Sense Media: [www.p21.org/tips/online2](http://www.p21.org/tips/online2)).
- Set an example for collaboration and compassion: Be a strong role model and mentor to your child. Make working with others and having an open mindset a priority (Making Caring Common Project: [www.p21.org/tips/rolemodel](http://www.p21.org/tips/rolemodel)).
- Think Globally and act locally. Work with your child to consider what you can do as a family or individually to make an impact in your community. Take part in a service-learning that provides meaningful civil and community service.

# Hebrew/Ivrit/Torah — Mr. Stephen Papkin

## Third Grade Students Will Know, Understand, and Be Able To:

### Hebrew

- Reading Comprehension
  - Read from text and their Siddur
  - Read with fluency and accuracy at a simple paragraph level
  - Connect pictures to complex Hebrew sentences
- Writing
  - Write complete sentences in script
  - Write simple stories of 3-5 sentences with learned vocabulary and grammar
  - Create expanded and comparison sentences
- Listening
  - Understand a 5-8 sentence story with 3-5 specific details
- Speaking
  - Ask and answer questions about a variety of topics
  - Give a short presentation in Hebrew
  - Describe, in Hebrew, the physical characteristics of a peer
- Grammar
  - Understand the Parts of Speech
  - Understand gender and number pronouns
  - Reference words in space
  - Know functional letters, prepositions, interrogative words, time indicators and similes and metaphors in Hebrew

### Torah

- Name parshiyot in Genesis; Decode Rashi script; Identify Rashi's questions about the biblical text and restate his answer. Understand that textual difficulties can be answered in multiple ways Identify textual difficulties and compare and contrast different commentators' answers
- Read from biblical and rabbinic texts accurately and fluently
- Employ a variety of strategies to translate biblical texts independently
- Understand the concept of Torah trope and cantillations marks to punctuate a pasuk; Analyze and interpret narrative biblical passages based on textual proof
- Demonstrate familiarity with people, places and events in Chumash

### What Can Parents Do?

- Parents can support and encourage their students, regardless of their own knowledge of the Hebrew language.
- Ensure that their child has a quiet, comfortable place to work at home.
- Listen to Hebrew music and view Hebrew videos at home.
- Listen to your student read Hebrew stories.



## ELA — Miss Morgan Atkins

*The English Language Arts (ELA) program gives students the opportunity to sharpen skills in reading, writing, speaking, and listening. Through ELA, students can apply what they learn to solve real problems at home, at school, and in the community. Language Arts is the form of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future.*

### Third Grade Students Will:

- Be able to apply knowledge of sentence structure and semantics in combination with phonics to figure out unfamiliar words.
- Engage effectively in a range of collaborative discussions, building on the ideas of others and expressing their own clearly.
- Critically analyze characters and text.
- Write opinion pieces, informative texts, and narratives in a clear and organized manner

### Classroom Activities May Include, But Are Not Limited To:

- Small group differentiated instruction
- Research
- Close reading
- Direct instruction and coaching
- Presentations of work
- Journal writing
- Goal setting
- Revising and editing, writing with guidance and support to strengthen and develop writing.

### What Can Parents Do?

- Show interest in what your child is doing in school.
- Provide an assortment of books and reading materials.
- Provide a quiet place for your child to read and study.
- Encourage your child to keep a journal.
- Ask your child questions about a show or movie to increase comprehension and critical thinking.
- Ask your child to prove answers with evidence from text





## Social Studies — Miss Morgan Atkins

*The Third Grade Social Studies curriculum revolves around developing questions about the world community. Students gather, use, and interpret evidence, begin to understand chronological reasoning and causation, identify multiple perspectives, develop geographic reasoning, and explore economic and government systems. The curriculum strives to educate all students to be responsible, global citizens.*

### Third Grade Social Studies Students Will:

- Learn to use encyclopedias, timelines, pictures, photographs, atlases, maps, and globes.
- Describe how climate, weather and geography affect the way people live.
- Compare the differences among human resources, natural resources, and capital resources used to produce good and services.  
Understand how scarcity affects the decisions about the use of resources by people and governments.
- Research and explain how other world communities are similar and different to our own
- Study the concept and importance of human rights

### Classroom Activities May Include, But Are Not Limited To:

- Viewing instructional videos
- Participating in simulations and games
- Creating and presenting individual and group projects
- Reading and writing about their community
- Inquiry-based learning
- Project-based learning

### What Can Parents Do?

- Show interest in what your child is doing in school.
- Explore historical sites in the region and state.
- Provide a quiet place for your child to study.
- Talk about age appropriate community events or projects. Example: road construction or new structures.



## Physical Education — Mr. Ken Soble

*Curriculum and programming that builds on basic functions introduced in earlier grade levels through added methods and rules. While students are evaluated relative to their immediate peers, if the children are in combined groups, there will be shared objectives and similar curricular progressions.*

### Third Grade Students Will Learn To:

- Continue building on what they have achieved in previous years. Skill sets will advance with the level the group can best handle.
- Begin more structured competition as an outlet for newly acquired skills and learned rules.
- Continue the physical fitness program, following weekly preparatory sessions.

### Classroom Activities May Include, But Are Not Limited To:

- Jogging, musical exercise, sit ups and pulling bar (all fitness oriented)
- Floor hockey, soccer, basketball, baseball, golf, tennis, volleyball and lacrosse (all adjusted to age appropriateness)
- Activities to understand the relationship between physical activity and well being Team-building exercises
- General, non-sports related games and activities

### What Can Parents Do?

- Provide opportunities for your child to enjoy exercising at home.
- Encourage outside participation in physical areas of child's choosing.
- Keep children active around the house with shared chores.

## Math — Mrs. Clara Fonda



Hillel Community Day School uses NYS standards for Math. New concepts are introduced daily and previously learned concepts are reviewed on a daily basis. The program is designed for all students to achieve mathematical proficiency through mastery of mathematical skills, concepts, and processes. The end result is the ability to think and reason mathematically and use mathematics to solve problems in authentic contexts. Class discussion and cooperative learning are integral components of the program. Skills are evaluated daily through oral and written performances. Written assessments are also administered at the completion of each unit.

### Third Grade Math Students Will:

- Develop a deep understanding of multiplication and division
- Develop an understanding of fractions and fraction equivalence
- Describe and analyze properties of two dimensional shapes
- Analyze and interpret data
- Apply skills to solve a variety of real world p

### Classroom Activities May Include, But Are Not Limited To:

- Math projects
- Formulate problems and solutions from everyday solutions
- Using manipulatives to understand math concepts
- Collaborative group work
- Computer tutorials and practices

### What Can Parents Do?

- Set high expectations for your child. Make it clear that school should be a priority.
- Have students estimate the cost of groceries at the supermarket.
- Ask what your child learned in math class.
- Review homework assignments
- Provide a quiet place for your child to do homework.
- Practice math facts, specifically multiplication and divisions, with your child regularly.
- Provide opportunities for your child to relate math to daily activities.



## Music — Mr. Jack McMahon

The content of the third grade music curriculum will include songs that teach Hebrew vocabulary, Jewish holidays, Torah stories and Jewish values. More attention will be given to liturgical texts as well as exposure to music from different heritages, ex: Yiddish and Ladino. Secular and American holiday music will also be included. Developing rhythm, pitch and choral singing skills will be incorporated into the curriculum. Students will have opportunities to play rhythm instruments.

### Third Grade Music Students Will:

- Reinforce and learn Hebrew vocabulary through song.
- Sing songs which stress Jewish values.
- Begin learning the sources of songs based on liturgical and Torah texts.
- Be exposed to different melodies for the same prayers.
- Sing Jewish and American holiday songs.
- Sing traditional Jewish music as well as songs by contemporary song writers.

### Classroom Activities May, But Are Not Limited To:

- Beginning each class with vocal warm ups
- Identifying notes on keyboard
- Learning note and rest values

### What Can Parents Do?

- Ask what your child learned in music class.
- Take your child to musical events in the community.
- Provide opportunities for your child to listen to a varied musical repertoire.



## Science — Miss Morgan Atkins

*Hillel Community Day School's Science program provides students with opportunities to develop and apply their understanding of science to new situations. Student science investigations include a testable question, a hypothesis/prediction, a well-designed procedure, a conclusion, and the communication of results. Science teaching and learning is challenging and rigorous for all students, with an emphasis on reasoning.*

### Third Grade Science Students Will Learn To:

- Ask questions and define problems
- Plan and carry out investigations
- Develop and use models
- Engage in arguments based on evidence
- Analyze and interpret data
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Work towards exceeding the Next Generation Science Standards

### Classroom Activities May Include, But Are Not Limited To:

- In-class experiments
- Videos relating to science topics
- Research projects
- Writing about science experiments and ideas
- Field Trips
- Study Magnets force, life cycles, animal structures/processes, heredity, fossils/biological evolution, weather patterns and hazards, world climates, and engineering design.

### What Can Parents Do?

- Show interest in what your child is doing in school.
- Provide a quiet place for your child to study.
- Take children to the Rochester Science Museum.
- Have students explain the material they learned in Science class.
- Model curiosity about and appreciation for the natural world.



## Art — Miss Abbey Brothers

*This year in Art will focus on the broadening of students' understanding of the importance of visual arts in all aspects of life. The Third grade visual arts curriculum creates opportunities for discerning meanings of artworks. This is often done through the construction of new knowledge building on the skills that they have previously learned.*

### Third Grade Artists Will Learn To:

- Incorporate new media and technology
- Demonstrate an understanding of artist tools.
- Identify how various cultures record history and stories of life through art.
- Demonstrate use of skills, tools and processes with quality craftsmanship when planning and creating.
- Presenting & Producing: students refine and prepare work for presentation
- Responding: analyze, interpret, and evaluate works of art; demonstrate knowledge of art vocabulary.
- Connecting: relates artistic work with societal, cultural and historical context to deepen understanding.
- Learn art criticism for both personal and peer work.

### Classroom Activities May Include, But Are Not Limited To:

- Drawing - Colored Pencil, cray-pas, crayons
- Painting – Watercolor/Tempera
- Sculpture
- Printmaking
- Mixed Media
- Fibers and Craft Media
- Digital Arts

### What Can Parents Do?

- Model the enjoyment of art
- Take your child(ren) to galleries, plays, concerts.
- Encourage respect and appreciation for all artists and their unique “voices”.

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