

### **ART**

Students receive Art instruction for approximately one hour each week. Instruction focuses on introduction to artistic techniques, medium, and concepts. Students are encouraged to view the world around them with greater visual understanding.

### **MUSIC**

Students receive Music instruction for approximately one hour each week. Instruction focuses on singing, movement, and rhythm instrument playing (hand drums, triangle, rhythm sticks, etc.). Students begin to develop an appreciation for quality music.

### **PHYSICAL EDUCATION**

Students receive instruction in Physical Education approximately one hour each week. Instruction focuses on helping youngsters develop a healthy and fit body. Skills and concepts that are covered include management skills, understanding personal and general space, aerobic exercise, eye-hand coordination, motor planning and patterns, muscular strength and endurance, and flexibility.

### **HOMEWORK**

Third grade students should expect approximately thirty minutes of school related homework each night. Parents are asked to monitor their child's work and assist them whenever necessary.

### **PARENT REPORTS**

Reports are issued to parents three times each year. Parents are urged to meet with their child's teacher during Parent Teacher Conferences November 14, 2008 and March 13, 2009 at which time Report Cards will be handed out.

### **Matthew Thornton School**

275 Mammoth Road  
Carol Mack, Principal  
Christopher Hunt, Assistant Principal  
Cheryl Jacobs, SPED Director  
Tel. (603) 432-6937  
Fax (603) 425-1005

### **South School**

88 South Road  
Linda Boyd, Principal  
Benjamin Loi, Assistant Principal  
Debra Setterlund, SPED Director  
Tel. (603) 432-6956  
Fax (603) 425-1004

### **North School**

19 Sanborn Road  
Richard Zacchilli, Principal  
Mary Coltin, Assistant Principal  
Linda M. Couture, SPED Director  
Tel. (603) 432-6933  
Fax (603) 425-1006

### **Moose Hill School**

150 Pillsbury Road  
Richard Zacchilli, Principal  
Bonnie Breithaupt, Kindergarten  
Director  
Lynn Slapsys, LEEP  
Tel. (603) 437-5855  
Fax (603) 437-3709

For more information regarding district curriculum, go to:  
[schools.londonderry.org](http://schools.londonderry.org)



## *Londonderry School District*

**2009 - 2010**

## **Third Grade Curriculum Guide for Parents**

# Grade 3 Summary

2009-2010

## Language Arts

- read fiction and non-fiction
- relate literature to oneself
- demonstrate reading comprehension of various types of texts
- read, compare/contrast literature that reflects other cultures
- identify a specific purpose for reading
- read/understand vocabulary
- spell/apply weekly spelling words
- Apply correct grammar, usage, mechanics
- write for a variety of audiences
- write a grammatically correct paragraph with a main idea, topic sentence, details and a conclusion
- write a simple report
- listen for information and understanding and respond appropriately
- speak clearly and expressively in small and large group settings
- answer both literal and interpretive questions about a presentation

## Mathematics

- compute math facts accurately and fluently
- add and subtract 3-digit whole numbers
- accurately multiply and divide through 12 x 12
- explain, name and apply place value
- determine sum/difference of fractions with like denominators
- compare and order fractions
- use mental computation, estimation techniques, and measurement skills to solve problems
- develop a variety of strategies to solve word problems and utilize those strategies
- explain and use measurement of time, money, temperature, length, area, volume, and perimeter
- identify basic geometric shapes, identify congruent and symmetrical shapes
- identify/describe patterns in numbers and shapes
- communicate mathematical ideas and solutions to problems orally & in writing
- construct and interpret graphs, tables and charts

## Science

- describe weather changes or weather patterns based upon data
- explain how wind, water, or ice shape and reshape the Earth's surface
- recognize that the Earth is part of a system called the solar system
- Identify the basic needs of plants and animals in order to stay alive
- predict, sequence, or compare the life stages of organisms
- describe the ways plants and animals depend on each other
- identify the functions of the five human senses
- use observations of magnets in relation to other objects to describe the properties of magnetism
- sort/classify different living things using similar and different characteristics; describe why organisms belong to each group
- predict what might happen to the state of common materials when heated or cooled; categorize materials as solid, liquid or gas
- given a specific example or illustration, predict the observable effects of energy
- recognize that substances can be classified by their observable properties

## Social Studies

- create and provide a simple oral and written presentation of a research project
- collect/organize data into graphs and charts
- locate information from a variety of resources
  - use, at a basic level, maps and globes to identify continents, oceans and the equator; locate major countries, states, and cities; and determine directionality
- identify and discuss American heroes
- describe an ancient civilization, including its location, people, daily life, culture, contributions and time in history
- describe medieval times, including location, people, daily life, culture, contributions and time in history
- discuss major current events
- demonstrate a respect and responsibility toward self and others
- explain the purpose of and create a simple budget

## Health

- identify and describe the major organs of the respiratory system
- identify health as an important value and demonstrate practices that promote well-being
- demonstrate proper dental care
- explain how to prevent the spread of disease
- distinguish between safe & unsafe situations
- explain relationship between health & drugs
- distinguish between medicinal and non-medicinal drugs
- describe how good nutrition is integral to good health
- describe how regular physical activity is integral to good health
- identify friends, family members, other trusted people for advice & help
- explain importance of group cooperation and demonstrate the ability to work cooperatively

## Info. Literacy/Technology

- Identify a variety of information sources – books, periodicals, electronic resources, internet
- With assistance, identify the need for information when solving a problem
- With assistance, locate & retrieve print materials in the library (fiction, nonfiction, reference, & biography)
- With assistance, use alphabetical indices or menus to access print & electronic resources
- Demonstrate the use of the table of contents
- Demonstrate the use of an atlas, dictionary, & encyclopedia
- With assistance, identify keywords in order to locate information
- With assistance, complete a bibliography card
- With assistance, identify keywords & phrases to record information (note taking)
- demonstrate basic knowledge of a computer keyboard
- create, edit, save and print a word processed document
- with assistance, create a multimedia presentation
- identify basic components of a computer
- demonstrate proper handling and use of computers
- identify proper start up and termination procedures on a computer
- identify proper start up and termination procedures for various software applications