

Library

Mrs. Hill (Library)

Format:

Students visit the library for 50 minutes once in a five day rotation. Lessons are approximately 35 minutes, locating and checking out books comprises the final 15 minutes. Third grade students normally check out one book each library day.

Curriculum Goals:

Throughout the year, third grade students will gain the knowledge, understanding and/or practical application of:

- Searching Destiny, the TIS online book catalog
- Distinguishing between fiction, non-fiction, biography & reference books
- Locating the above types of books on the library shelves using the Dewey Decimal System
- Participating in a Reading Challenge which includes learning about many different genres
- Using the library print and online resources to gather information for class research projects
- Presenting a short PowerPoint or Google slideshow on either a library or classroom topic
- Properly caring for books, including returning them in a timely manner

Integration:

Several times a year third grade students will work on research projects within the classroom. The library facilitates these projects as much as possible. Students can use the library to locate both print and online resources on their topics. Library time can also be used to write, edit and word-process their work. Often, multimedia projects, like PowerPoints, are also produced in library to highlight important facts from their research. Students present these projects to their class during library time and classroom teachers are invited to watch what they have accomplished.

(Room 255) - Keyboarding

www.typingtraining.com

The Keyboarding Program in place at TIS for grades 3, 4, and 5 can be used on any device with an external keyboard that has access to the internet. Student visit the lab on an intermittent basis to reinforce their keyboarding skills. It is strongly suggested that students work on keyboarding lessons and typing skills at home to learn and practice this lifelong skill. They will have access to all of the features in the keyboarding program and their progress will be monitored at school.

Proficient keyboarding skills will enable students to complete homework assignments and reports in a timely fashion and be more confident when taking mandated on-line state tests.

Questions or concerns can be sent to
www.tistypinghelp@tolland.k12.ct.us



“Where excellence is achieved through each individual’s success”

2017-2018 Unified Arts Curriculum at a Glance Grade 3



Tolland Intermediate School
Jim Dineen, Principal
Jonathon Cop, Assistant Principal

Tel: 860-870-6885

Music

Ms. Baker (Room 136)

Format: General music meets once every 5 school days for 50 minutes. The grade 3 music curriculum integrates the study of music with the Language arts, Math ,Social Studies, and the Common Core curricula.

Curriculum goals:

- Read, write, and compose simple 4/4 rhythmic phrases and sentences using syncopated, triplet, sixteenth notes and half notes
- Music vocabulary which coincides with each unit
- Sing on pitch alone and in groups
- Study of Beethoven, Mozart and Gershwin
- Listening, improvising and moving to music
- Music of many styles, cultures and genres
- Study of the treble staff in the context of playing the recorders
- Learning the instruments of the band and their families
- Have lots of fun!!!!!!

There will be a Spring concert with a variety of different selections in April. The students will sing for the second graders at the end of the year during their tour of TIS.

Art

Mrs. Bezzina

TIS students have art for 50 minutes every five day rotation. We explore many types of two and three dimensional media and discuss a variety of artists, media, and techniques. Our curriculum reinforces vocabulary and concepts taught in math, language arts, science, social studies and we integrate the Common Core State Standards.

Students learn about the elements of art such as line, shape, form, space, texture, color, and value. These elements are used to create balance, contrast, emphasis, pattern, movement, and unity in a work of art. Students study art created by professional artists and then apply what they have learned in their own art. Art appreciation is just as important as art production.

Our main projects are listed below with vocabulary:

- **PTO Fundraiser Drawing** = Topics vary from year to year but always include drawing animals
- **Open Forms** = compare and contrast open and closed forms, decorative vs. functional forms, the stages of clay, slab, texture, pattern, transparent, translucent, opaque, kiln, & firing
- **Repousse' Designs** = compare and contrast relief sculptures, radial, bi-lateral, concentric, spiral, 5 lines, shape, texture, pattern, stipple, hatch, & cross-hatch
- **Mixed Media Landscapes** = compare and contrast landscape paintings, warm vs. cool colors, value, tint, shade, space, texture, & unity
- **Contour Drawing** = Historical Tolland Green Houses, 5 lines, contour lines, shape, texture, & pattern
- **Collage Quilt** = Colonial Life, compare and contrast collages, shapes, radial and bi-lateral symmetry, & unity

Physical Education

Physical Education— Mr. Downing

Format:

Students attend physical education class once in a five day rotation. Classes are 50 minutes in length.

Goal:

For students to develop a foundation for a lifetime of physical activity and health. Physical education will provide opportunities for students to engage in developmentally appropriate activities. Working individually and in groups these activities will help improve skill proficiency and help students maintain a healthy level of physical fitness. Teamwork and sportsmanship will be emphasized throughout the year.

Guidance

Guidance — Mrs. Bishopric

Grades 3, 4 & 5 Curriculum:

The school counselor teaches guidance classes in the unified arts rotation. The school counseling classroom curriculum will include developmentally appropriate lessons on the following:

- Academic support, including organizational and test-taking strategies
- Goal-setting and decision making
- Career awareness, exploration and planning
- Education on understanding self and others
- Peer relationships, coping strategies and effective social skills
- Communication, problem-solving and conflict resolution
- Multicultural/diversity awareness