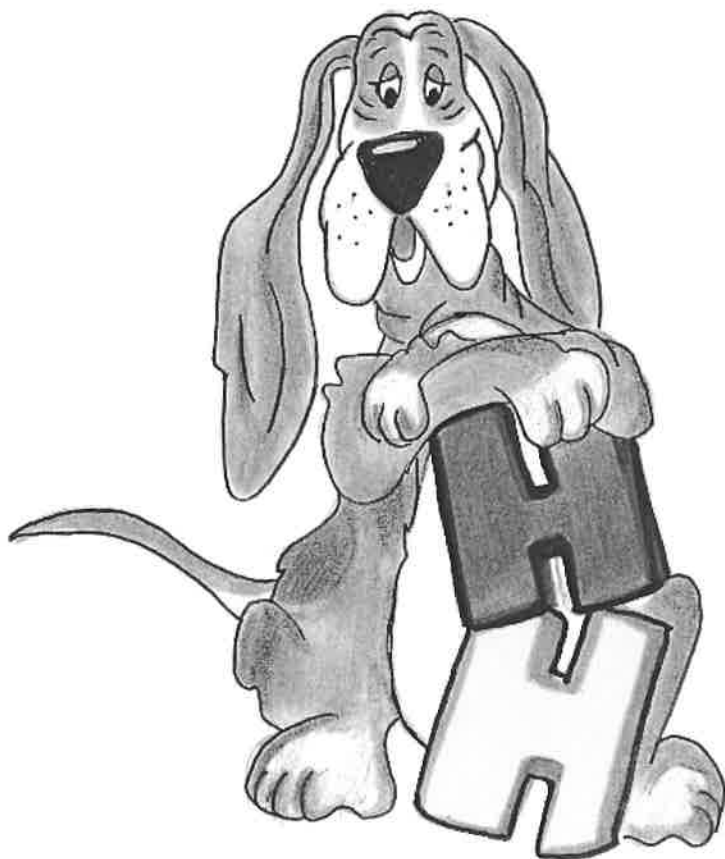


Huckleberry Hill Elementary School

Grade 3
Program of Studies



2018-2019



Third Grade Literacy

The primary goal of the Huckleberry Hill literacy program is for students to become proficient readers and writers who enjoy literate lives and have the skills and strategies to become lifelong readers and writers.

Third grade literacy instruction at Huckleberry Hill School is designed to embed the Connecticut Core Standards in a balanced literacy approach to reading, writing, word study, speaking, and listening. Using a workshop approach teachers facilitate a learning environment that helps each student access the Connecticut Core Standards and grow to appreciate the value of a literate life.

Our literacy program relies on students, teachers, and parents/guardians all working together for the same goal: for students to become literate adults who not only love to read and write, but also have the necessary skills for literary excellence. Together this can become a reality.

READING

Third grade students are developing, practicing, and reinforcing the reading habits of mind, skills and strategies of comprehension, fluency, vocabulary, phonics, and text structures that will enable them to become mature readers. This goal is accomplished through the careful use of the following reading workshop structures.

Mini-lessons: During these short, focused lessons teachers explain and model skills and strategies students need to progress as readers.

Independent Reading: During independent reading students read appropriately leveled texts and practice the skills and strategies presented in the mini-lesson and units of study. During this time students build stamina and fluency for reading. Teachers confer with students during independent reading time to review and teach skills and strategies necessary to build reading power.

Small Group Instruction: During small group instruction, teachers meet with small groups of students for a variety of purposes. At times, students may work with other students in a similar text at their instructional level, which is slightly more challenging than their independent reading level. Teachers instruct students in the skills and strategies necessary to successfully comprehend these texts independently. This teaching approach is called Guided Reading. At other times, teachers may see students in small groups for a specific purpose or to work on a strategy or skill that all the students in the group can benefit from.

Interactive Read Aloud: Students actively engage in a text that is read aloud by the teacher while practicing reading skills that are directly aligned to Connecticut Core Standards.

Students in third grade read a wide array of texts as they progress through the four units of study. The year begins with a unit which carefully reviews with students the structures of the reading workshop. This enables all students to function successfully in the reading workshop environment and feel like a member of the literate community. Students then explore narrative texts, informational texts, and poetry through a series of units. Throughout these units students will develop a sense of story, increase their vocabulary, and explore and examine the central message or theme in texts.

Units of Study:

Third grade students are engaged in reading through implementation of the following units of study:

- Building a Reading Life
- Reading to Learn: Grasping Main Ideas and Text Structures
- Character Studies
- Research Clubs: Elephants, Penguins, and Frogs, Oh My!

Students continue to receive instruction on and practice comprehension skills utilized by all readers, including:

- Making text to text connections
- Wondering (asking questions)
- Picturing
- Noticing
- Figuring out (inferring)
- Synthesizing
- Summarizing

Application of these strategies, combined with targeted instruction, allows all third grade students to experience success as readers.



How can parents/guardians help their children with reading?

The most important and also the most rewarding ways to help your children are to read to them and read with them. These activities promote a wonderful dialogue and sharing of ideas. Parents/guardians can ask some of the types of questions listed below when reading to and with their children. These types of questions reinforce the Brookfield curriculum and the Connecticut Core Standards, and are similar to those asked of students as they “stop and jot” and write in their reading notebooks.

Questions that indicate understanding of the key ideas and details of the story:

- What did you think or wonder about while you were reading the story?
- What is the story mostly about?
- Who are the characters in the story and what are they like?
- What are their character traits?
- Why do you think the main character decided to do what he/she did in the story? Be sure to describe his or her actions.
- How does the main character change from the beginning of the story to the end?

- How did the character's actions in the story affect what happened?
- What is the setting of the story? (Setting includes where and when.)
- What is the problem in the story and how is it solved?
- What important lesson did the character learn in the story?
- Identify one important theme from the story.
- What is the main idea of the article?
- What is the text (or paragraph) mainly about?
- If there is a vocabulary word that the student does not know, try to have the student figure it out from the context.

Questions that indicate that your child is able to analyze the craft and structure of the story:

These questions also involve higher-level thinking skills:

- Make a sequence chain listing the most important events from the story. Describe how the story builds.
- Describe the structure of the story. How does the beginning introduce the action? How does the conclusion wrap everything up?
- What are the characters' points of view? How are they the same? Different?
- Why do you think the author wrote this book?
- How do the nonfiction text features (e.g. captions, headings) help you understand the text?
- How did the author organize the information in the non-fiction text? Describe the structure of events, ideas or information.
- What was the author's purpose for writing the text?
- Explain what the author means when he/she says "_____".
- Describe the character's point of view in the text. Explain how your point of view is the same or different.
- Using information from the text, what do you think is important to the author? What makes you think that this is important? Do you agree or disagree with the author's point of view?

Questions that indicate that the student is able to integrate knowledge and ideas to deepen his/her understanding of the story:

These questions also involve higher-level thinking skills:

- What part of the story did you think was the most important? Why? Use details from the story to explain why you chose that part.
 - Would you recommend this book to someone else? Why or why not?
 - Compare and contrast _____ and _____.
 - What did you notice about the illustrations? How do they add meaning?
 - How does the author support his or her ideas?
 - Select one text feature and explain how it helped you make meaning when reading the text.
 - What important facts did you learn from the article? How did the author support these facts?
-

WRITING

Writing occurs throughout the day in all areas of the curriculum, including the content areas. Formal instruction occurs in narrative, nonfiction or informative/explanatory, and persuasive or opinion. Students develop spelling skills, semantic knowledge, and writing mechanics which they apply daily in their writing. The instructional model of writers' workshop gives children the opportunity to draft, revise, and edit their own writing pieces as they practice a strategy or skill taught by the teacher in a focused mini-lesson. Assessment is ongoing and is used to guide instruction of the class and individual students. Such assessment includes analyzing students' journal writing and responses to writing prompts.

Units of Study:

Third grade students are engaged in writing through implementation of the following units of study:

- Crafting True Stories
- The Art of Information Writing
- Changing the World: Persuasive Speeches, Petitions, and Editorials
- Once Upon a Time; Adapting and Writing Fairytales



During writing workshop students develop the skills to be effective writers. They learn to:

Pre-Write:

- Orally explain thoughts, feelings, etc.
- Use visuals to generate ideas
- Use literature to generate ideas
- Generate ideas for writing in groups and independently
- Use free-writing to develop fluency and ideas
- Use reference materials to gather information for writing
- Plan a piece of writing
- Use a variety of graphic organizers when planning (web, outline, list, etc.)

Draft:

Content/Organization:

- Use different purposes for writing: narrative, informative/explanatory, opinion
- Think about who will read their work
- Write a piece on a given topic
- Select an appropriate title for a piece of writing
- Write in complete sentences
- Stay on topic
- Develop supporting details for a topic
- Write a rough draft with fluency
- Maintain a logical sequence of events

- Organize written pieces into beginning/introduction, middle, and end/conclusion.
- Develop a sequential and logical pattern for a written piece
- Write about content areas of the curriculum
- Reread the draft

Style:

- Expand simple sentences with adjectives and adverbs
- Write complete sentences
- Vary sentence structure
- Use a variety of words to develop richness of vocabulary
- Use originality and creativity in writing
- Begin to develop clarity and preciseness of language
- Use appropriate details in description

Revise:

- Read their own work aloud to others for response
- Clarify meaning, expand word choice, or add details (with help)
- See work as a product that can be changed and improved
- Remodel sentences and paragraphs
- Use reference resources when revising, such as a dictionary and a thesaurus
- Restructure a piece with a specific focus (with help)
- Consider responses of the teacher and/or peers when revising
- Use the information from teacher/peer conferences to help revise a piece of writing

Edit:

- Correct for capitalization and punctuation
- Correct for spelling
- Proofread their own writing for legibility
- Correct fragments and run-on sentences (with help)
- Use correction symbols appropriate to grade level
- Work cooperatively in pairs
- Indent paragraphs
- Use margins appropriately
- Proofread for clarity

Publish:

- Write legibly in manuscript and cursive (after instruction and practice)
- Use technology to produce final written products

Students continue to develop and improve their writing skills by writing their own stories and by using a variety of writing strategies. Students also complete different kinds of writing such as poetry, realistic fiction, opinion pieces, and shared research.

How can parents/guardians help their children with writing?

Children can write letters to relatives who live far away. They can write “thank you” notes for gifts. They can write grocery lists. They can be encouraged to write in a diary or writer’s notebook. They can keep a journal at home, write poems, and share with the family.

SPELLING AND WORD STUDY

Word study is a critical, daily component of literacy instruction for third grade students. This time of day is allocated for teaching phonics, spelling, and vocabulary. Teachers use SRA’s Open Court Reading Foundational Skills lessons and materials to instruct students. This approach is different from the traditional “Friday spelling tests.” Instead the focus is on learning how to appropriately utilize important, high frequency words in students’ everyday writing, as well as studying word patterns in an explicit and systematic way. Instead of weekly lists of words to memorize, our program emphasizes the learning of important words, not for a Friday test, but for a lifetime of spelling in the real world – that is, spelling correctly in writing.

Furthermore, lessons will transition students from phonics instruction in grade two to word analysis instruction. In addition, students will expand their knowledge of creating new words through the study of base words, roots, and affixes. Instruction will further students’ systematic learning of the six syllable types of English to decode and write multisyllabic words.

During a word study session, the teacher will often begin with a small group “mini-lesson”. The teacher will then scaffold instruction with guided practice. Students will be provided with time to apply the concepts taught in partnerships. Finally, students will apply these lessons independently in their reading and writing. The goal of word study instruction is for students to transfer these phonics, spelling, and vocabulary skills into their independent reading and writing.

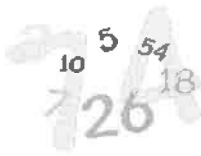
HANDWRITING

In third grade, students continue to review and improve their manuscript writing. Over the course of third grade, they also learn how to write the cursive letters (both uppercase and lowercase). Cursive writing is integrated into the curriculum and students begin to write sentences and short pieces in cursive.



How can parents/guardians help their children with handwriting?

Parents/guardians should expect their children’s work to be legible. They can encourage them to be neater and praise them when their papers are neat and legible.



Third Grade Math

The third grade math program provides students with a broad background in mathematics. It embeds Connecticut Core Standards in a curriculum that is designed to foster mathematical thinking and understanding of mathematical concepts by relating them to real world experiences. Teachers will use a variety of strategies and approaches for classroom instruction. Our curricular resource is McGraw-Hill's My Math. Students will also have online access to the resource materials from home.

Program highlights include:

- A problem solving approach
- Partner and small group activities to promote cooperative learning
- Concept and skill development through hands-on learning
- Opportunities to discuss and communicate mathematically

Math Standards

The third grade math program covers the following content:

- **Operations and Algebraic Thinking:** represent and solve problems involving multiplication and division, understand the properties of multiplication and the relationship between multiplication and division, multiply and divide within 100, solve problems involving the four operations, and identify and explain patterns in arithmetic
- **Number and Operations in Base Ten:** use place value understanding and properties of operations to perform multi-digit arithmetic, develop an understanding of fractions as numbers
- **Measurement and Data:** solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; represent and interpret data; understand concepts of area and relate area to multiplication and to addition; recognize perimeter as an attribute of plane figures and distinguish between linear and area measures
- **Geometry:** reason with shapes and their attributes
- **Mathematical Practices:** make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning

For more information about each of the math units, please read the Family Letters posted on the Third Grade website.

Fact Fluency

“Knowing” the basic number facts is as important to learning mathematics as “knowing” words by sight is to reading.

In math class, memorization of basic number facts is referred to as *fact fluency*. By the end of third grade children should master multiplication and division facts within 100 and know from memory all of the products of two one-digit numbers. Children should be able to recall these facts quickly.

Children will learn and practice all of the basic number facts in many different ways without having to complete an overwhelming number of drill pages. They will play mathematical games and work with fact triangles.

It is imperative that these basic number facts be practiced at home in addition to at school. Basic number facts will be assessed through timed tests and a grade will be noted in the report card.

Homework

Your child will bring home math homework Monday through Thursday. Encourage your child to “teach” you the math skills and concepts he or she is learning. If your child appears to be confused with the homework, please write a note and return it to your child’s teacher. In addition, students will also have access to the IXL website for additional practice.

Third Grade Science

The third grade science curriculum is closely aligned to national and state standards. This elementary program is designed to motivate students as they gain an essential understanding of key science ideas. Science is taught through various methods, including inquiry and exploration. Topics have been chosen to be age appropriate and to give students a broad knowledge of science concepts and skills. Embedded within our science instruction is a focus on nonfiction literacy skills via leveled texts and science journals.

In grade 3 science students are asked to:

- Make observations and ask questions about objects, organisms, and the environment
- Seek relevant information in books, magazines, and electronic sources of information
- Design and conduct simple investigations
- Employ simple equipment and measuring tools to gather data and extend the senses
- Use data to construct reasonable explanations

Students achieve these goals through studying:

- Habitats and Adaptations
- Rocks and Minerals
- Force and Motion
- Soggy Paper Experiment



Third Grade Social Studies

The social studies curriculum at Huckleberry Hill is based on the instructional hallmarks of history, social science, geography, citizenship, and global awareness. Our curriculum prepares students to become contributing members of their local, national, and global communities, and emphasizes participation and active learning. Every event has historical background, as well as geographic, economic, political, and cultural components. Content integration is essential to create meaning.

Through curriculum, students and teachers will work together to apply 21st century skills to create independent learners who are capable of the following:

- Knowing concepts and information from history and social studies
- Making connections between the past and present
- Building and applying empathetic awareness to understanding historical and contemporary issues

The third grade social studies curriculum is divided into three distinct units:

- Your Role in the Community
- Brookfield
- Map Skills and Geography



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Art Grade 3



Children love to express themselves artistically in many varied ways. Here at Huckleberry, we want to capitalize on that enthusiasm. Our art program enhances students' interests, through personal exploration and experimentation.

Students moving from kindergarten through fourth grade develop skills of observation and learn to examine the objects and events in their lives. They will grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts. Students will experiment with art materials and investigate the ideas presented to them.

The art program for grades two, three, and four is set up to develop students' art production skills and provide experience in art history, aesthetic judgment, and art evaluation.

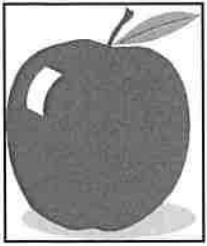
The students will:

1. Recognize and discriminate among the visual characteristics of the Elements of Art (line, color, value, shape, texture, and space) and the Principles of Design (balance, emphasis, pattern, unity, contrast, movement, rhythm) in their artwork and the artwork of others
2. Compare and contrast the ideas and feelings about the visual and tactile qualities in works of art, nature, and objects within the environment
3. Use drawing and painting techniques in order to organize and depict ideas, feelings, and moods using color theory concepts
4. Explore craft processes such as modeling, printmaking, weaving, and sculpture
5. Study a variety of artwork and accomplishments of contemporary, historic, and prehistoric cultures, understanding that art reflects, records, and shapes history and plays a role in every culture

As parents/guardians, you can:

1. Encourage and compliment your children's creations and have a special place to display them.
2. Take your children to exhibits of any kind and discuss what you see with your children.
3. Purchase a sketch pad and encourage your children to draw what they observe. This is wonderful on car trips and vacations.

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Grade 3 Health

The Brookfield School District is committed to a sound, comprehensive health education program in grades K-12 as an integral part of each student's general education and as required by state statute. The health education program at Huckleberry Hill School gives students information that enables them to promote, maintain, and protect their health, while simultaneously enabling them to acquire the necessary skills to make health related decisions and develop positive attitudes about their personal health.

Students will receive instruction from the Huckleberry Hill School health and P.E. teachers. Health related topics will also be addressed during PE class. Students will explore the following topics:

- ✓ **Basic Components of Health:** Students learn about the three basic components of health – physical, mental, and social – and discuss how to take responsibility for their health in each of these areas.
- ✓ **Human Growth and Development:** Students identify the function of the brain, eye, ear, and heart [four major organs] and how to keep them healthy.
- ✓ **Self-Control Skill:** Students learn steps to manage their behavior and effectively communicate their feelings.
- ✓ **Substance Abuse Prevention:** Students learn about the effects of gateway drugs - alcohol, tobacco, and marijuana - on their minds and bodies.
- ✓ **Healthy, Active Lifestyles:** Students review the food pyramid and identify ways to sustain a healthy diet and be physically active.

Suggestions for parents/guardians:

1. Emphasize with your child the importance of regular exercise and a healthy diet. Choose physical activities that will integrate these health values into your existing family practices. Take your child grocery shopping and let him/her choose his/her own healthy snacks and lunch foods.
2. Discuss with your child hygiene habits that help to prevent the spread of germs and maintain overall health.
3. Inventory your medicine cabinet with your child. This activity will allow you to discuss the family's rules about medicines and drugs, (i.e. alcohol, tobacco, and marijuana). Studies have shown that parents who share their feelings about these issues are less likely to have children who abuse/misuse medicines or drugs.

If you have any questions in regard to our health program, you can contact our health and PE teachers:

Miss Danielle Olivier and Mr. Matthew Cudney
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(203) 775-7675, ext. 7640

Physical Education

Grade 3



"Exercising the Mind and Body"

The Physical Education Program at Huckleberry Hill provides opportunities for children to begin developing a foundation in basic movement skills. These skills help children become aware of:

- How their bodies work
- The many different things they can do with their bodies
- How to develop and maintain desirable levels of physical fitness through a planned program of physical activity

To develop these skills, students will be involved in the following activities:

Fall

Recess Games
Throwing, Catching

Fitness Unit
Cooperative Games

Winter

Net Activities (Volleyball, Badminton)
Striking Skills (Floor Hockey)
Basketball Skills

Gymnastics and Tumbling
Jumping Activities

Spring

Soccer Skills
Track and Field
Backyard Games

Team Handball
PAWS Pride Day

The ingredients we use in teaching these activities are three-fold:

1. **Encouragement**
 - a. We encourage all students to do the very best **they** can and not compare themselves to other students.
 - b. We concentrate on the positive aspects of a student's performance with remarks such as, "Good job," "Well done," "Nice going."
2. **Effort/Success**
 - a. We do not set rigid standards of expected performance, but rather encourage each student to try to improve on his/her own level of skills.
 - b. We expect all students to give their best effort. With his/her best effort, the performance of every student will be successful.
3. **Enjoyment**



With constant encouragement and successful experiences in his/her performance, this third ingredient naturally follows.

PHYSICAL EDUCATION CLASS

Rules

- Always wear sneakers.
- One person talks at a time.
- Respect: Teacher, Classmates, and Equipment
- Whistle: Stop, Look, and Listen when you hear the whistle.
- Do YOUR best and have FUN!

Parents/guardians can excuse students from participating in physical education for **one or two classes**. Students should bring in a note from a parent/guardian explaining the injury or illness preventing him/her from participating. The note must be submitted to the school nurse first thing in the morning. The school nurse will inform the physical education teachers in regards to the students who need to be excused.

If a student needs to be excused for **more than two** physical education classes then a doctor's note is required explaining the injury or illness. When the student is cleared to participate, another note needs to be submitted to the school nurse who will then inform the physical education teachers.

Parent/guardian and doctors' notes need to be very specific with regards to the level of participation in which students can engage (e.g., no participation, no running) and a return date for full participation.

Dress for Class

- **Sneakers are required.**
- Students should wear comfortable clothes that will ensure safe, unrestricted movement in a variety of activities.
- In late fall and early spring students should wear warm clothing for outdoor activities.
- Little or no jewelry should be worn during PE class.
- We recommend tying long hair back in a pony tail during P.E. classes so that the hair does not interfere with the activities. (e.g., getting caught under scooters, blocking line of vision when running around).

All rules and regulations are designed to ensure that classes are conducted in a safe and orderly manner and encourage maximum participation by all students.



Suggestions for Parents/Guardians

We encourage all parents/guardians to help their children lead a more active lifestyle by:

- Encouraging them to participate in physical activities that they will enjoy throughout the year (e.g., dance, soccer, gymnastics, etc.)
- Supporting them by attending as many of their activities as possible - show them that you are interested in what they do
- Being positive in your remarks to your children. Remember, no one wants to do poorly in anything
- Involving the entire family in as many physical activities as possible (e.g. family walks, bike riding, swimming, etc.)
- Being a good role model. If children see their parents/guardians involved in activities they feel are important, they will join in
- Participating with their children in school based activities such as the Rise and Shine walking club

The formula we use in physical education at HHES that works well is:

Encouragement □ Effort □ Success □ Enjoyment

Together we can make fitness a way of life.

Physical Education Staff:

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Library Media Center

Grade 3



The library program at Huckleberry Hill Elementary School is designed to support the curriculum of the school district with a focus on helping students become lifelong readers. Students visit the library at specific times on regularly scheduled days. During these times, the library staff works with the students using technology and the students choose books to take home. The students may choose from a variety of fiction and non-fiction items including both print and non print material.

The integration of technology into our students' lives is a large part of the library program. We currently use Google Apps as our productivity software. Students are taught how to collaborate with others using Google and a variety of other resources including the World Book Online Encyclopedia©. E books are an integral part of our students' lives and help them enhance their technology and literacy skills at the same time.

Students are able to use the library any time during the day for book exchanges (in addition to their regularly scheduled class time) with their teachers' permission. We actively encourage our students to be lifelong readers and seekers of knowledge. We ask for your help in achieving these goals.

Here are some suggested activities for you to do with your child so that we can succeed together:

1. Read to your child every day. Choose a book that is above the independent reading level of your child and reflects your child's interests or help your child find a new interest by reading about something new to him/her.
2. Use a variety of materials with your child when locating information. Most public libraries are now equipped with computers. Ask a librarian for help in teaching your child how to safely access different forms of information.
3. Model good habits for your child — **READ**. Talk about what you are reading and show your own joy when reading for pleasure or knowledge.
4. Let your child choose books or magazines to read to you.
5. Visit the public library with your child. Enjoy exploring the stacks and spending time reading in a cozy spot.
6. Buy your child his/her own books, so he/she can have an individual library. Respect and love for books often comes from ownership of them.

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<https://sites.google.com/brookfieldps.org/hhes-library-media-center/home>

General Music

Grade 3



At Huckleberry Hill Elementary School we believe that children learn music through active music making. Singing, playing instruments, dancing, and active listening all have a place in the music classroom. General music classes meet once a week for 50 minutes. The music program at HHES meets and incorporates the National Standards for Music Education as well as the Connecticut Frameworks for Music Curriculum.

General Music Program — An Overview

Singing

Singing plays an important part in all music classes. Through singing, students experience many musical concepts involving pitch, intervals, melody, harmony, and meter. Students are encouraged to use proper vocal technique in their singing of unison music, partner songs, and simple rounds. Students develop a repertoire of songs from our American culture as well as the music of other cultures.

Playing Instruments — Orff Program

Orff instruments are xylophones, metallophones, and glockenspiels, named after their designer, Carl Orff. Orff was a 20th century German composer who designed these instruments so that children could have access to high quality, beautiful sounding instruments that would allow them to make wonderful music from an early age. At Huckleberry, these instruments are used in many ways: as accompaniments to songs and dramatizations, to practice note and rhythm reading, for improvisation, and for composition. The instruments also provide students with experiences which help to develop fine and gross motor skills.

Playing Instruments — Recorder/Ukuleles

Students in third grade also learn to play the recorder in the general music classroom. The recorder is a small wind instrument which is very helpful in developing music reading skills, ensemble playing, improvisation, and composition. Students are asked to provide their own recorders. If a student already owns a recorder, he or she is asked to bring the instrument in for teacher approval. A recorder music packet will be provided. Students are expected to bring recorders and packets to music class every week and to practice at home. Recorders may be purchased at a music store or through the school.

We are also fortunate to have (from the PTO) a full set of ukuleles that will be integrated into the third grade program throughout the year.

Movement

Music and movement are very closely connected. Many musical concepts, especially those involving rhythm, are intricately connected with movement. Through traditional folk dances, hand jives, passing games, and expressive movement, students

learn about many cultures, as well as develop skills involving steady beat, fine and gross motor skills, phrasing, and meter.

Listening to Music



Part of the goal for the music program at Huckleberry is to develop the cultural literacy of our students. Students at Huckleberry are exposed to many listening experiences of western music (classical music of the western world), American folk music, and the folk music of many other cultures. Connections with historical figures and events, literature, and other arts are made whenever possible. Some musicians experienced in the third grade music curriculum include: Aaron Copland, George Gershwin, Beethoven, Haydn, Wynton Marsalis, Saint-Saens, Cowell, and Copland as well as composers from the Caribbean, Russia, Ireland, and Africa.

Reading and Notating Music

Music literacy is an important part of developing independent music makers. Students learn to read music first by developing aural skills using rhythmic and tonal solfege (do, re, mi, etc.). Aural learning is then transferred to musical notation. Students in grade three learn about rhythmic and tonal notation, clefs, time signatures, dynamic markings, proper musical terms, and form in music.

Suggestions for parents/guardians to enhance their child's musical education:

1. Take your child to any performance that you can. The Danbury Symphony, WCSU, and other local groups offer many excellent experiences for you and your children. A bit further away is Woolsey Hall and the New Haven Symphony, the Norwalk Symphony, and several great choral groups.
2. Check out the programming on the PBS and Bravo channels on TV. Often they offer some excellent age appropriate musical experiences for children.
3. Plan dinner music for special evenings that expand your child's musical experiences. Try some jazz or whatever your favorites might be. Give your child a night to plan a program of their music— you might be pleasantly surprised!
4. Ask your child what he/she has been doing in music class. Share your past musical experiences.
5. Enjoy singing as a family. The "Get America Singing ... Again" campaign, sponsored by many musical organizations, has produced a list of songs that every American should know. We will be highlighting these songs in music classes. How many do you know?
6. Log onto MENC.org and click on the Music Friends link for a lot of great activities and information.

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Spanish Program

Grade 3

¡Bienvenidos!



Our World Language program

All elementary Spanish classes are based upon the five C's of language learning: "Communication, Cultures, Comparisons, Connections and Communities." These goals were developed through the collaborative effort of the U.S. Department of Education and the American Council of the Teaching of Foreign Languages (ACTFL). Curriculum design supports the ACTFL Standards for Foreign Language Learning and aligns with the Common Core State

We use a multi-modal lessons method, that hone students' reading, writing, speaking and listening skills.

- ❖ Instruction during class is conducted in Spanish, without the use of English for explanations or translations.
- ❖ Being surrounded by a Spanish language-rich environment provides students the opportunity to learn Spanish similar to the very first learned their first language. Spanish instruction includes a strong emphasis on listening and speaking skills.
- ❖ Students receive approximately 45 minutes of instruction once a week.
- ❖ Our curriculum is comprised of units, with each unit consisting of lessons that teach Spanish vocabulary and communication within the context of a theme and culture.
- ❖ Each unit includes skill-acquiring activities and skill-using activities, with emphasis on skill-using activities. Through songs, games, drama, art, and movement exercise our students learn to understand and communicate in Spanish.
- ❖ Science, math, and social studies will also be included in our Spanish lessons.