Literacy
Students will work on becoming fluent and thoughtful independent readers, as they transition from reading word to word, to more thought to thought in third grade. They will spend more time in chapter books and in more sophisticated nonfiction texts, practicing metacognitive skills such as connecting, visualizing, questioning, predicting, inferring and synthesizing, as well as strengthening their fluency. Book selection continues to be an essential part of a reader’s life, and time will be dedicated to helping students select books that are appropriate for them. Students will also continue to talk about texts together, through whole class Read Alouds, partnership work and in Book Clubs.

In third grade Writing Workshop, students will continue to grow as writers by composing pieces about their personal lives, applying more sophisticated craft techniques as they go. Throughout the next few months, students will have opportunities to expand and revise their notebook entries in order to create published works.

Students will continue to acquire spelling skills that help them as readers and writers, as they work through word sorts and study spelling patterns in class.

Mathematics
Third graders are continuing to develop their computational fluency in addition and subtraction. They will be focusing on flexibility, accuracy, and efficiency through a variety of addition and subtraction strategies. Students will also be strengthening their communication skills by explaining their strategies in verbal and written form. They will have opportunities to make connections by applying their reading strategies to envision math problems and create clear representations of their process for solving them. During our geometry study students will be making observations by connecting their understanding of geometric structures within The School and beyond. They will have the opportunity to engage in the design thinking process and redesign an object of their choice based on their purpose and function integrating both measurement and geometry. Students are encouraged to use estimation in all areas of mathematics and to continue developing concepts of time and money on an ongoing basis. Throughout the year the students will be engaging in both individual and collaborative work focused on deepening their mathematical understandings.

Performing Arts: Dance
Third grade students began the year building community through dance. They quickly embarked on various choreography projects. A favorite being an integrated art, music and dance project where they were asked to create small group dances based on New York City-inspired paintings. Throughout the project, students were able to re-familiarize themselves with the elements of the craft including space, time, energy, and body. They revised and shared their work several times, practicing and reinforcing good audience member and performance skills and even learned how to give and receive feedback in a constructive and positive manner. Next, the children will move toward a more technical unit, discovering the uniqueness of New York’s Broadway scene. We will focus primarily on musicals set in the city. As the social studies focus shifts to the
Harlem Renaissance, we will make a smooth transition into an exciting tap unit. The children will learn basic tap dance technique, as well as the history of how the genre evolved. They will even able to watch video clips featuring the greatest tap dancers of all time.

Performing Arts: Music
During this semester, third grade students are learning rhythms, rhythmic notation (including whole notes, half notes, quarter notes, and eighth notes), and a varied repertoire of songs (singing lyrics, solfege, and note names from the staff). Third grade students have worked and continue to work on a sophisticated repertoire of music related to the theme of New York City. Third grades students have composed a soundscape for paintings portraying different neighborhoods of New York City. Third grade students continue to learn and play the recorder, reading and playing notes B, A, and G on the five line treble clef staff with good posture, accuracy of pitch, and a pleasing tone.

Science
This semester third graders will explore the world of rocks and minerals. We begin our study by examining various rocks and minerals and sorting them by identifying attributes. As students study as geologists, they will learn to gather information about minerals by using a streak test to distinguish between the observable and identifiable color of minerals, and assessing minerals using the Mohs scale of hardness. In addition to examining rocks and mineral samples in class, we will examine rocks found in local parks and explore how New York City's unique geology has shaped the city and its environs. We will also examine the many ways which nature weathers and breaks down rocks on the earth's surface. Through various investigations, student will develop an awareness and appreciation of the role of rocks and minerals in our world and every day lives.

Social Emotional Learning
Third Grade students focus on building a community both in their classes and as a grade. Students learn to work in concert with their peers and develop a class constitution. Children also work towards using “I-Statements” to express how one feels and demonstrate an interest in the perspective of others. They discuss how family and classroom rules help a community of people get along and become increasingly aware of one’s personal responsibility and resulting consequences. Independently, children develop self-awareness through regular reflective writing.

Spanish Language/Literacy
This semester students have been exploring the theme of City and the concept of Experience in Spanish. This exploration has been visual, verbal and kinesthetic through speaking, reading, singing, dancing, drama, role-play and games. Students have used notebooks as language resources to keep a record of new vocabulary and conversation starters. They have built on their prior Spanish knowledge and experiences to discuss how they were feeling, describe their families, and share activities that they enjoy doing in the city. They engaged in daily scripted conversations to practice pronunciation and vocabulary while learning about their classmates. Finally they made connections comparing New York City with cities in Spanish-speaking countries in South America.

Visual Arts
In the art studio the third graders will continue to develop their technical skills and explore the expressive qualities of a variety of two and three-dimensional media. To begin the year third graders will create and personalize their portfolios with a design painting. Students will begin a unit focusing on clay with explorations in clay to reacquaint themselves with its unique malleable qualities. They will learn about the three basic forms of clay: ball, slab and coil as useful forms for clay construction and practice techniques for joining. Our clay unit will culminate in the creation of a sculpture of two animals showing affection with a
background environment. From there students will turn to two-dimensional materials with an exploration in paint and a focus on color mixing. Third graders will be challenged not only to mix a wide range of colors from the basic primaries but also to be mindful of their process and to record their unique color “recipes.” They will consider how adult artists combine colors, shapes and lines in a broad range of non-objective paintings before beginning their own. Third graders will make choices about color and composition in the creation of dynamic tempera paintings.

**Wellness**
The students began the semester working on cooperative games and continue working on positive, effective communication strategies for groups or teams with emphasis on the 3rd grade theme of Experience. They learned street games of NYC and looked at the history of their development and the limitations of playing in an urban environment. The students continue to focus on movement education. We isolated the individual skills of dribbling or cradling, passing, and shooting in the games of soccer, basketball, Frisbee, and lacrosse and focused on how their movements are related. We gave the students multiple drills, exercises and differentiated learning scenarios to help develop the correct techniques and skills necessary to succeed in each sport and skill.