Library
During the second semester, grade 3 students are introduced to a wide variety of non-fiction materials in support of the non-fiction reading and writing they do in the classroom. Students are exposed to various elements of non-fiction texts, such as glossary, table of contents, index, sidebars, and discuss strategies for finding the information they need within these works. Grade 3 students are also introduced to the basics of the Dewey Decimal system and begin to become increasingly independent library users and knowledge seekers.

Literacy
In literacy, students focus on nonfiction in both reading and writing, and integrate that work with the Social Studies topic of Immigration. In Reading Workshop, students continue to use reading comprehension strategies such as connecting, visualizing, questioning, predicting, inferring, and synthesizing, while reading independently and preparing for conversations with others. Students think about how books fit into different categories by type and topic, and talk about choosing both fiction and nonfiction books. Students also spend time studying and synthesizing a variety of text features and text structures. The reciprocal nature of reading and writing comes out, as students not only read to confirm and learn new information on a variety of topics, but also to study texts as mentors for their own eventual writing. Students practice talking about texts and strengthening their comprehension by meeting in partnerships and book clubs to discuss and compare their ideas and opinions, backed up with text evidence. During whole-class Read Aloud times, students also practice discussing one idea at a time in a conversation and growing ideas together by thinking about the variety of perspectives that readers bring to a text. Students complete a cycle of Realistic Fiction writing at the beginning of the New Year. They incorporate artwork to illustrate important scenes in their stories. They also learn to weave together details such as dialogue, action and setting, to make their stories come alive. Students then work through a quick cycle of writing informational texts in order to gain more control with the structures of nonfiction writing and discuss how it is different than narrative writing. They choose personal topics of which they have a lot of content knowledge, and turned this knowledge into texts that teach others. Then they turn their focus toward the Immigration study, learning key note-taking notes skills, and then work to turn those notes into more structured pieces of writing. Students choose subtopics to focus their final nonfiction writing on.

Mathematics
In math, students are challenged to be accurate, flexible, and efficient in their thinking as they continue to solidify strategies for all whole number operations. As students work to solidify strategies around multiplication, they make connections to division. During our New York City landmark investigation, students apply their multiplication strategies. Students also learned how to use the open array model as a tool to think about solving multiplication and division problems. Throughout the year third graders gain strategies to approach complex word problems. Using these strategies, they are expected to read and interpret the information presented, represent their thinking using mathematical notation, and clearly communicate their thinking using mathematical language. The end of the year concludes with an integrated study involving measurement and an introduction to fractions that allows students to estimate, calculate, and use logical reasoning skills to develop an
understanding of tools and units within authentic contexts. Within each inquiry, students further develop their mathematical vocabulary and communication skills while working collaboratively with peers.

**Performing Arts: Dance**
Dance class is tightly interwoven into the grade 3 curriculum. Students begin the semester immersed in jazz technique, which leads beautifully into a performance-focused study. The children learn, rehearse and perform a full-length production, “The Spirit of Harlem.” Everyone works very hard together in class and is also asked to practice their dances for homework. Their incredible effort paid off as their performance was a wonderful success! After spring break, we turn our focus toward the Great Migration and immigration in general. Students create various small group dances with inspiration from Jacob Lawrence’s artwork and multiple Ellis Island-inspired books, photographs and stories. Both projects can be viewed on The Tube. We finish off the year learning various world dances as a celebration of immigration in the United States.

**Performing Arts: Music**
During the second semester, grade 3 students work on mastering sophisticated repertoire related to the theme of New York City. This involves exploring the musical styles prevalent in each era as well as composing their own New York City mode of transportation. The children perform on the recorder, reading and playing notes A, B, C, D, and low E. Students study Jazz and the Harlem Renaissance, and experience improvising on classroom instruments.

**Science**
During our unit on Lego Robotics, students construct robots and learn the language of Mindstorms programming. They explore concepts of time, distance, and speed while programming their robot to follow different pathways. Students work collaboratively to troubleshoot when they encounter challenges both in construction and programming. Students also examine and analyze current robot technologies in their world as they engaged in an online dialogue with their peers.

**Social Emotional Learning**
Throughout the year, grade 3 students focus on building a community both in their classes and as a grade. Students work together with their peers and develop class rules. Children also practice expressing feelings, learn to demonstrate an interest in the perspective of others, and become increasingly aware of their personal responsibility within the community. Independently, children are encouraged to develop self-awareness and communicate effectively by using "I - statements" that reflect on their thoughts, feelings and behavior. They learn that working hard brings rewards in the form of pride in one’s accomplishments, and that taking responsibility for one’s mistakes allows the whole community to move forward successfully.

**Spanish Language/Literacy**
This semester the grade 3 students integrate movement with the theme of “City” by studying different forms of transportation that they use and would like to use. They study the concept of movement through Latin American folk songs and the exposure to the life and music of Tito Puente. They also explore movement through read-alouds, practicing listening comprehension skills in Spanish as well as the literacy strategies of summarizing, sequencing and predicting events. Students study the Spanish-speaking countries of South America, comparing North American and South American cities. Using vocabulary learned throughout the year, they generate complete
sentences about a South American city, applying Spanish subject-adjective agreement rules. Connected to the theme of South America, and after reading the book “El sancocho del sábado,” students learn about South American traditions and typical foods while also practicing big numbers (1-100). In their study of South American textile arts, students write descriptions of South American animals and country landscapes depicted in "Arpilleras." Finally, associated to their study of migration, they learn about migratory animals of North America and their migratory habits.

**Visual Arts**
Grade 3 students begin the semester with a unit on representing the human figure. Students consider how the body moves, and where we bend. They construct stick puppets by cutting, selecting and combining shapes of corrugated cardboard, adding color with tempera paint, and they finish by collaging fabric to represent figures in motion. Next, grade 3 artists create illustrations and book covers in watercolor and crayon for their Realistic Fiction story-writing project. The combined results were presented and celebrated in publishing parties held in early April. The third graders build on their understanding of figures in motion in a lesson sequence titled “How We Help Others.” First, students identify a way they had helped others either at home or at school. Next, they create figures in construction paper. They finish their composition, adding features and details with paint to complete their scenes. In an “Art Talk,” third graders respond to selected works from the Migration Series by Jacob Lawrence and then get to see the real paintings on a field trip to the Museum of Modern Art. The last project focuses on images of the city and includes calligraphic prints of buildings, and photographic images of each student, all combined in collaborative murals.

**Wellness**
The grade 3 students continue to focus on movement education. They develop an understanding of fundamental skills and rules to transfer into a game setting. Specifically, the students develop individual skills related to basketball, soccer, lacrosse, baseball/softball, and racquet sports. Students concentrate on working as a group or team to continue the development of positive effective communication strategies.