

Taylor's Elementary School  
Expecting Excellence in Achievement, Actions and Attitudes  
2008-2009 Third Grade Pacing Guide



## Math

### Unit 1: Place Value

Pacing: 25 Days

**Standard 3-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 3-2:** The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.

**Unit Essential Question:** What is the importance of place value?

#### Unit 1 Concepts:

- Place Value through 999,999
- Comparing Whole Numbers
- Number Words
- Rounding

**Reading Integration:** How Much is a Million?

### Unit 2: Addition, Subtraction and Money

Pacing: 22 Days

**Standard 3-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 3-2:** The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.

**Standard 3-3:** The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.

**Standard 3-5:** The student will demonstrate the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygons; and the values and combinations of coins required to make change.

**Unit Essential Question:** How do you find the sums and differences of whole numbers?

#### Unit 2 Concepts:

- Addition and Subtraction
- Patterns
- Unknown Quantities
- Making Change

**Reading Integration:** The Lunch Line

### **Unit 3: Multiplication and Division**

Pacing: 30 Days

**Standard 3-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 3-2:** The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.

**Standard 3-3:** The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.

**Unit Essential Question:** What is the relationship between multiplication and division?

**Unit 3 Concepts:**

- Multiplication and Division Facts
- Use Models to Multiply
- Unknown Quantities

**Reading Integration:** *the Hershey's Multiplication Book, the Grapes of Math,*

### **Unit 4: Measurement**

Pacing: 25 Days

**Standard 3-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 3-5:** The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationship between systems of measure; accurate, efficient, and generalizable combinations of coins required to make change.

**Unit Essential Question:** How and why do we use different units of measurement?

**Unit 4 Concepts:**

- Length
- Mass
- Time
- Volume

**Reading Integration:** *How Big is a Foot?*

### **Unit 5: Data Analysis and Probability**

Pacing: 21 Days

**Standard 3-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 3-3:** The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.

**Standard 3-6:** The student will demonstrate through the mathematical processes an understanding of organizing, interpreting, analyzing and making predictions about data, the benefits of multiple representations of a data set, and the basic concepts of probability.

**Unit Essential Question(s):** How do you collect and interpret data? How do you determine the probability of certain outcomes?

**Unit 5 Concepts:**

- Organize Data
- Analyze Graphs
- Prediction and Probability
- Interpret Data
- Range of Data

**Reading Integration:** *The Great Graph Contest, Math Appeal*

## **Unit 6: Fractions**

Pacing: 15 Days

**Standard 3-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 3-2:** The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.

**Unit Essential Question:** What are fractions?

**Unit 6 Concepts:**

- Parts of a Whole
- Fractions Equal to or Greater than One

## **Unit 7: Geometry**

Pacing: 19 Days

**Standard 3-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 3-5:** The student will understand through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.

**Standard 3-5:** The student will demonstrate the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygons; and the values and combinations of coins required to make change.

**Unit Essential Question:** How do we make the connection between basic attributes and the classification of two-dimensional shapes?

**Unit 7 Concepts:**

- Attributes of Circles
- Transformations
- Polygons
- Perimeter

## **Science**

**Reading Integration: Leveled Readers for each Unit**

### **Unit Topic: Animal Habitats and Adaptation**

Pacing: 26 days

Standard 3-2: Animal structures, characteristics, and adaptations allow them to function and to survive within their habitats.

Unit Concepts: Life Cycles of Animals, Habitats, Physical Adaptations, Behavioral Adaptations

Unit Essential Question: Why do some animals survive and thrive in their habitats?

**Language: Poetry: Cinquain, Diamante**

**Reading Integration: Rainforest Project Guide**

**Comprehension Skill: Predict/Infer, Fact/Opinion, Cause/Effect**

### **Unit Topic: Plant Habitats and Adaptation**

Pacing: 22 days

Standard 3-2: Plant structures, characteristics, and adaptations allow them to function and to survive within their habitats.

Unit Concepts: Life Cycles of Plants, Habitats, Physical Adaptations, Behavioral Adaptations

Unit Essential Question: Why do some plants survive and thrive in their habitats?

**Language: Poetry: Cinquain, Diamante**

**Unit Topic: Earth Materials and Changes**

Pacing: 34 days

Standard 3-3: Identify Earth's composition and the changes that occur to the features of Earth's surface.

Unit Concepts: Types of Rocks, Types of Soil, Mineral Properties, Fossils, mold and cast, preserved parts of plants

Unit Essential Question: How do we classify rocks, minerals, and fossils?

**Reading Integration Everybody Needs a Rock, If you find a Rock, Sylvester and the Magic Pebble**

**Comprehension Skill: Sequencing, Fact/Opinion, Cause/Effect**

**Unit Topic: Earth's Land**

Pacing: 15 days

Standard 3-3: Identify Earth's composition and the changes that occur to the features of Earth's surface.

Unit Concepts: Water Features, Land Features, Useful Earth materials, Earth changes - slow processes, Earth changes - rapid processes, Tools

Unit Essential Question: How can we explain why the Earth is changing on the surface and in its interior?

**Comprehension Skill: Cause/Effect**

**Reading Integration How to dig a Hole to the other side of the World**

**Comprehension Skill: Sequencing, Fact/Opinion, Cause/Effect**

**Unit Topic: Heat and Changes in Matter**

Pacing: 17 days

Standard 3-4: Heat changes matter from one state to another.

Unit Concepts: Forms of Matter, Properties, Changes of state, Heat Movement, Sources of Heat, Heat Production

Unit Essential Question: What is the relationship between heat and matter?

**Comprehension Skill: Cause/Effect, Sequencing**

**Unit Topic: Motion**

Pacing: 21 days

Standard 3-5: Motion is affected by a push or a pull.

Unit Concepts: Position of an Object, Motion, Pull of Gravity

Unit Essential Question: How is motion affected when you push or pull an object?

**Reading Integration And Everyone shouted, "Pull"**

**Comprehension Skill: Fact/Opinion, Cause/Effect**

**Unit Topic: Sound**

Pacing: 16 days

Standard 3-5: Sound is affected by the vibration of an object.

Unit Concepts: Sound

Unit Essential Question: How is sound affected by the vibration of an object?

**Reading Integration Amazing Bats**

**Comprehension Skill: Fact/Opinion**

## Social Studies

### Unit 1: Places and Regions

**Unit Essential Question:** How have people affected places and regions in SC? How do places and regions affect how people live?

**Time Frame:** 10-15 periods

**Reading Integration:** *Letting Swift River Go*, *Cracker the Crab*, *LEgare*, *The Low Country Lizard*, *Sophies' Master Piece* "

**Comprehension Skill:** *Author's Viewpoint, Sequencing, Fact/Opinion, Cause/Effect*  
**Story Elements, Realistic Fiction**

### Unit 2: Exploration and Settlement of South Carolina

**Unit Essential Question:** How did explorers and settlers from different countries influence the development of South Carolina and the United States?

**Time Frame:** 20-25 periods

### Unit 3: Creating a New Nation

**Unit Essential Question:** Why was the American Revolution important to South Carolina's development as part of the new American nation?

**Time Frame:** 20-25 periods

**Reading Integration:** *Swamp Fox*, *Felicity*, *Lion to Guard Us*, *Who is Ben Franklin?*  
*The Keeping Room*

**Comprehension Skill:** *Author's Viewpoint, Prediction/Inference, Sequencing, Fact/Opinion, Cause/Effect*  
**Story Elements, Realistic Fiction**

### Unit 4: The Civil War: Before, During, and After

**Unit Essential Question:** How did the Civil War change South Carolina and the United States?

**Time Frame:** 25-30 periods

**Reading Integration:** *Last Brother*, *Learning Tree*, *Friend on Freedom River*,  
*Circle of Unbroken*, *Pink & Say*

**Comprehension Skill:** *Author's Viewpoint, Prediction/Inference, Sequencing, Fact/Opinion, Cause/Effect*  
**Story Elements, Realistic Fiction**

### Unit 5: From the late 1800's to the Present

**Unit Essential Question:** What were the major developments in South Carolina from the late nineteenth century to the present?

**Time Frame:** 20-25 periods

**Reading Integration:** *Stone Fox*, *Rosa*, *Martin Luther King's-I Have a Dream*

**Comprehension Skill:** *Author's Viewpoint, Prediction/Inference, Sequencing, Fact/Opinion, Cause/Effect*  
**Story Elements, Realistic Fiction**

### Unit 6: Our Local History

**Time Frame:** 10-15 periods

**Unit Essential Question:** What have been the important events, changes, and characteristics that make our local community what it is today?

## Writing

<b>First Nine Weeks</b>	
<b>Focus: Personal Narrative "The Small Moment"</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Narrative transitions</li> <li>• Endings</li> <li>• Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters-Beginning sentence/Proper Nouns</li> <li>• End punctuation</li> <li>• Compound subject/predicate</li> </ul>
<b>Focus: Memoir ("The Snapshot"-Activities with parents, friends, or relatives)</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Questions for the Memoirist</li> <li>• First Lines for the Memoir</li> <li>• Narrative transitions</li> <li>• Episode-<u>When I Was Young in the Mountains</u></li> <li>• Transformation (Possibility)</li> <li>• Endings</li> <li>• Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Compound sentence structure</li> <li>• End punctuation</li> <li>• Possessive nouns</li> <li>• Nominative and objective case pronouns (Ex. I or me?)</li> </ul>
<b>Focus: Poetry-"The Acrostic" (Sentence for each letter or Alliterative in form)</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Word Choice-"Strong Nouns and Verbs"</li> <li>• Connecting thoughts to topic</li> <li>• Steven Schnur's Acrostic Alphabet Books</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of standard patterns</li> <li>• Complete sentences</li> </ul>
<b>Focus: Writing Directions</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Use of expository transitions</li> <li>• Sequencing</li> <li>• Use of a variety of forms</li> <li>• Use of diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the colon</li> <li>• Appropriate word combinations and word choices</li> <li>• Precise vocabulary</li> </ul>
<b>Focus: Journals-Response Journal, Science Notebook, and Dialogue Journal (On-going)</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Crafting complete response to questions</li> <li>• Making connections to texts, immediate world, and greater world</li> <li>• Use of a table of contents</li> </ul>	<ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• Plurals of common irregular nouns</li> <li>• Precise vocabulary</li> <li>• Simple transitional devices</li> <li>• Contractions</li> </ul>
<b>Second Nine Weeks</b>	
<b>Focus: Friendly Letter (Invitation)</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Activity</li> <li>• Place</li> <li>• Date/Time</li> <li>• RSVP</li> <li>• Think "authentic audience/authentic task"</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization of geographical names, holidays, historical events, and special events</li> <li>• Commas in addresses</li> <li>• Apostrophes in contractions</li> <li>• Precise vocabulary</li> <li>• Paragraph indentation</li> <li>• Periods in abbreviations</li> </ul>
<b>Focus: Book Report (Oral Presentation with "Book" Artifact)</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>

<ul style="list-style-type: none"> <li>• Summary</li> <li>• Conveying opinion</li> <li>• Creating a rating system</li> <li>• Successfully quoting dialogue</li> <li>• Art</li> </ul>	<ul style="list-style-type: none"> <li>• Use of quotation marks to denote dialogue or description</li> <li>• Compound sentences</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Indent paragraphs</li> </ul>
<b>Focus: Research (S.C. History-Heroes of the American Revolution)</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Paragraphing (Multiples)</li> <li>• Topic selection</li> <li>• Generating questions based on topic selection</li> <li>• Narrow the questions to three manageable questions</li> <li>• Note taking ("Sticky Note" Reading)</li> <li>• Draft</li> <li>• Body</li> <li>• Introduction</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate word combinations and word choices</li> <li>• Paragraphing</li> <li>• Simple transitional devices</li> <li>• Variety of sentence structures (simple/compound)</li> <li>• Bibliography (Author, Title, Website)</li> <li>• Prepositional phrases</li> </ul>
<b>Third Nine Weeks</b>	
<b>Focus: Memoir ("The Snapshot"-Activities with parents, friends, or relatives)</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Narrative transitions</li> <li>• Episode-<u>The Relatives Came</u></li> <li>• Controlling time</li> <li>• Show NOT Tell</li> <li>• Word Choice</li> <li>• Plot-Linear/Circular</li> <li>• Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Use of quotation marks</li> <li>• Commas in compound sentences</li> <li>• Variety of sentence structure (simple/compound)</li> <li>• Nominative and objective case pronouns (Ex. He/him, she/her, we/us, they/them)</li> <li>• Paragraphing</li> <li>• Commas in a series (optional)</li> </ul>
<b>Focus: Science Observation</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Use of a diagram, chart, and table of contents</li> <li>• Organization</li> <li>• Word Choice-Scientific Process Terminology</li> <li>• Conclusion/Outcome</li> <li>• Process</li> <li>• Factual information</li> </ul>	<ul style="list-style-type: none"> <li>• Precise vocabulary</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Variety of sentence structures (simple/compound)</li> </ul>
<b>Topic: Poetry-Diamante</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>• Word choice</li> <li>• Descriptive transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Precise word choice</li> <li>• Spelling strategies (using word families or syllabication)</li> </ul>
<b>Focus: Poetry (Couplet)</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
A couplet is a verse composed of two lines and typically rhymes.	<ul style="list-style-type: none"> <li>• Precise vocabulary</li> <li>• Spelling of standard patterns and use of</li> </ul>

	spelling strategies (syllabication or rhyme) <ul style="list-style-type: none"> <li>Plurals of common irregular nouns</li> </ul>
<b>Focus: Poetry-Cinquain</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>Word choice</li> </ul>	<ul style="list-style-type: none"> <li>Capitalize the first word of a line of poetry.</li> </ul>
<b>Fourth Nine Weeks</b>	
<b>Focus: Fairy Tales</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>Elements of a Fairy Tale             <ul style="list-style-type: none"> <li>Formulaic beginning</li> <li>Formulaic ending</li> <li>Magical objects and/or people</li> <li>Events/actions grouped in threes</li> <li>Fruit-apple</li> <li>Flower-rose</li> <li>Good vs. Evil</li> <li>Good is pictured as beautiful, and evil is pictured as ugly.</li> <li>Youngest or oldest sibling is the best, brightest and prettiest.</li> <li>Goal-save someone, protect something or avenge a wrong</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Quotation marks with dialogue</li> <li>Capitalization of geographical names or special events</li> <li>Variety of sentence structures (simple/compound)</li> <li>Appropriate word combinations and word choices</li> <li>Simple transitional devices</li> <li>Paragraph indentation</li> </ul>
<b>Focus: Poetry-Haiku/Tanka</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
The haiku is an unrhymed Japanese poem of three lines with a total of seventeen syllables. Nature is the topic of haiku. <u>Tanka</u> -An unrhymed Japanese poem of three lines with a total of seventeen syllables. The topic is anything other than nature.	<ul style="list-style-type: none"> <li>Precise word choice</li> <li>Spelling strategy-syllabication</li> </ul>
<b>Focus: Poetry-Free Verse</b>	
<i>Writer's Craft</i>	<i>Writing Conventions</i>
<ul style="list-style-type: none"> <li>Word choice</li> </ul> "poetry that doesn't have a set rhythm, line length, or rhyme scheme; it relies, instead, on the natural rhythms of speech."	<ul style="list-style-type: none"> <li>Spelling of standard patterns</li> <li>Comparative and superlative adjectives and adverbs</li> <li>Precise vocabulary</li> </ul>

## Reading

In addition to novel integration in Science and Social Studies, some literature from the basal may be included to reinforce targeted skills.

Theme 1	Skill Focus
Cliff Hanger	Cause and Effect, Predict and Infer
The Ballad of Mulan	Making Inferences and Judgments
The Lost and Found	Summarizing, Sequencing Events
Genre: Poetry	Evaluating, Synonyms
Theme 2	Skill Focus
The Keeping Quilt	Author's Viewpoint, Evaluating

Grandma's Records	Classifying, Questioning
The Talking Cloth	Noting Details, Drawing Conclusions
Dancing Rainbows	Compare and Contrast
Genre: Trickster Tales	Synonyms
<b>Theme 4</b>	<b>Skill Focus</b>
The Night of the Pufflings	Fact and Opinion, Making Generalizations
Seal Surfer	Compare and Contrast, Sequencing
Two Days in May	Making Judgments, Problem Solving
Genre: Biography	Questioning, Visualizing
<b>Theme 6</b>	<b>Skill Focus</b>
Pepita Talks Twice	Problem Solving, Realistic Fiction
Poppa's New Pants	Drawing Conclusions, Cause and Effect
Ramona Quimby, Age 8	Making Generalizations/ Making Judgments

In addition to books identified with the Science and Social Studies Units, additional text used to reinforce targeted skills may include:

<p><b>Science</b>  Level Readers for each Unit  Science Text Weathering / Erosion  Everybody needs a Rock  Sylvester and the Magic Pebble  If you find a Rock  How to dig a Hole to the other side of the World  And Everyone shouted, "Pull!"  Amazing Bats</p>	<p>Vocabulary, Cause /Effect, Sequencing,  Fact/Opinion, Main Idea  Rocks &amp; Minerals  Rocks, Seasons, Fantasy  Rocks  Earth's Changes, Sequencing</p> <p>Motion  Sound</p>
<p><b>Social Studies</b>  <b>Regions:</b>  Letting Swift River Go  Cracker the Crab  Legare, The Low Country Lizard  Sophie's Master Piece  <b>Creating a New Nation</b>  Swamp Fox Novel  Felicity  Lion to Guard Us  Who is Ben Franklin?  The Keeping Room  <b>The Civil War: Before, During and After</b>  Last Brother  Learning Tree  Friend on Freedom River  Circle Unbroken  Pink &amp; Say  <b>From the late 1800's to Present</b>  Rosa  Martin Luther King</p>	<p>Author's Viewpoint Craft, Sequence,  Cause/Effect, Voice, Story Elements</p> <p>Vocabulary, Realistic Fiction, Sequence  Fact/Opinion, Making Judgments, Drawing  Conclusions, Cause / Effect</p> <p>Realistic Fiction, Sequence  Fact/Opinion, Making Judgments, Drawing  Conclusions, Cause / Effect</p> <p>Biographies, Making Judgments, Drawing  Conclusions, Cause/Effect</p>