

Grade 3 Block Rotation Alaska
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Block	Activities	Waldorf Standards	AK Content Standards	Formative Assessments
<p>1. Creation (Language Arts) (4 weeks) Sept. 6th- Sept. 30</p>	<p>-Create a book of Paintings and writing with the story of creation.</p> <p>-Students will verbally recall stories after a 24 hr period and identify main idea/concept during recall</p> <p>-Students will write dictations from the creation stories</p> <p>-Students will memorize a variety of verses in Hebrew.</p> <p>-Students will model the various aspects of the creation stories using bee's wax or clay.</p> <p>-Students will read aloud as a class, in a small group, and individually.</p> <p>-Students will learn how to or work to increase their ability to write in cursive.</p> <p>- Students will copy text from the blackboard and draw pictures in their Main Lesson books following the example of the teacher. Emphasis</p>	<p>-Student exhibits good listening, verbal memory and comprehension skills through participation in class story recall after a twenty-four hour period has elapsed</p> <p>- Student displays an ability to acquire verbally memorized material and recite this material while participating in movements as seen in circle-time activities.</p> <p>- (Sensory-Motor Skills)Student demonstrates skill and enjoyment in craft and other handwork activities</p> <p>-Student displays emerging skill in cursive handwriting using upper and lower case.</p> <p>-Student reads with emerging inflection in sentence</p>	<p>PS W1.1 The student writes about a topic. (3)1.1.1 Write complete sentences including subject and predicate. PS 1.4.1 The student can retell or dramatize a story after reading it. PS 1.7.1 The student can distinguish between prose and poetry.</p> <p>PS W1.2.2 The student writes for a variety of purposes and audiences. The student can use expressive language when responding to literature or producing text (e.g. Journals, pictures supported by text or poetry)</p> <p>PS. R1.5 The student understands the concept of the main idea. The student can identify main idea/concept in</p>	<p>- Review main lesson book using a rubric</p> <p>- Keep a journal or clip board to take notes of who is participating, struggling, and answering correctly during mental math.</p> <p>-Check for understanding through recall of stories.</p> <p>-Observe understanding through the children's free rendering.</p> <p>- Assess/interview children individually</p> <p>-Review individual dictation</p> <p>-Observe small group activities</p> <p>-Edit self generated writing</p>

	will be placed on proper punctuation and capitalization.	closures, commas, questions, etc. - Fluency in oral reading is increasing. -Given activities and games in large and small groups, children will learn basic punctuation including initial capitalization, periods, and question marks.	various types of text.	
2. Shelter (History, Arithmetic, and Language Arts) (3 weeks) Oct. 3- Oct. 21	<ul style="list-style-type: none"> -Build a structure as a class. -Students will draw pictures and write sentences describing how to build a house. -Nature Observation*- During hikes, students will look for evidence of animal shelters. -Students will draw a picture of their room, house, and or classroom -Students will build forts inside of the classroom -Students will draw or try to explain orally or through writing how they built their fort. 	<ul style="list-style-type: none"> - (Math)Given real-life situations (e.g., house building) the children will apply problem-solving strategies using estimation, mental math, and other manipulatives.. -(Social Science) - Given the opportunity to build a simple structure, the children will learn about laying a foundation, framing, and finishing a shed or similar structure. -Student has gained (through field trips and other activities) a basic 	<ul style="list-style-type: none"> PS MEA-1 Student can estimate length to the nearest inch or foot. Student can identify or describe objects that are greater than, less than, or equal to a unit of measure (standard or nonstandard). PS MEA-4 Student can select an appropriate unit of measurement. (length/weight) PS W1.3 1.3.3 The student can identify and correct mistakes in punctuation at the end of sentences and 	<ul style="list-style-type: none"> - Review main lesson book using a rubric - Keep a journal or clip board to take notes of who is participating, struggling, and answering correctly during mental math. -Check for understanding through recall of stories. -Observe understanding through the children's free rendering. - Assess/interview children individually -Review individual dictation -Observe small group activities

<ul style="list-style-type: none"> -Observe and identify geometric shapes in structures** -Students will explore their local habitat and create a simple structure with found materials. -Discuss observable patterns in various structures and compare or describe shapes (larger than, smaller than, congruent to) -Estimate how many items were used to build various structures -Material inquiry of an eclectic mix of shelters -Bring in idea of Noah's ark as transition into measurement using the ark as a shelter 	<p>understanding of the tenets of modern construction.</p> <p>-(Sensory Motor) Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.</p> <p>-(Sensory Motor) Student demonstrates skill and enjoyment in craft and other handwork activities.</p>	<p>capitalization.</p> <p>3 G-1The student understand geometric relationships. The student can use the number of length of sides to identify, describe, (model) or compare triangles or rectangles (including squares)</p> <p>3 G-4 Compare or describe shapes (circles, triangles, or rectangles) as "larger than," "smaller than" or "congruent to" a given shape.</p> <p>F & R -3 The student understands patterns and functions and can use manipulates when describing, extending or representing patterns</p> <p>F & R -2 Express a generalization of a pattern using words</p>	<p>-Edit self generated writing</p>
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			<p>3 E& C-1 Find “how many” or “how much” to 50</p> <p>3 G-8 Draw real-world objects that consist of geometric shapes (squares, rectangles, triangles, or circles)</p> <p>3 PS-5 The student connects and applies mathematical concepts. Student can: understand and apply mathematical skills and processes in real-world contexts.</p>	
<p>3. Measurement (Arithmetic)</p> <p>(4 weeks)</p> <p>Oct. 24-Nov18</p>	<p>-Students will listen to imaginative stories about how standard measurements have been created.</p> <p>-Students will make a sundial outside as a class.</p> <p>-Students will explore time through the changing of the seasons and will make their own calendars.</p>	<p>-Student participates, with understanding, in class group activities involving measurement of length, volume, time, weight, mass and capacity.</p> <p>-Student is able to identify seasons, weekdays, time of day and</p>	<p>MEA-8 Student can determine elapsed time using a calendar.</p> <p>MEA-7 Student can tell time to the nearest quarter hour using an analog clock.</p> <p>MEA-2 Compare and measure objects according to</p>	<p>- Review main lesson book using a rubric</p> <p>- Keep a journal or clip board to take notes of who is participating, struggling, and answering correctly during mental math.</p> <p>-Check for understanding through recall of stories.</p>

<ul style="list-style-type: none"> -Students will observe how the sun tracks across the sky, and enter drawings/observations in Nature journal. -Students will create their own clocks -Students will use practical measurements through the activity of cooking/baking -Students will review place value, carrying and borrowing. -Practice the 2-12 times tables. -Practice number bonds. -Estimate addition and subtraction problems before solving them -Circle - review of patterns in the number system -review of addition and subtraction patterns and problems 	<p>various verbal phrases indicating all of the latter.</p> <p>-Student demonstrates various strategies for solving mental arithmetic problems. Uses number grouping, regrouping skills, multiple additions as well as using times tables, etc.</p> <p>Computation. Given written practice problems, children will demonstrate proficiency in borrowing and carrying with two- and three-digit numbers.</p> <p>The following skills will be reviewed: place value number patterns, multiplication tables through 12's.</p>	<p>measurable attributes (ex. calendars)</p> <p>3 N-1 The student can read, write, and count numbers between 1 & 1000.</p> <p>3 n-2 Model using base ten blocks or identify place value positions to thousands.</p> <p>3 N-9 Identify or use patterns in the number system (skip count by 2s, 5s, or 10s. add or subtract by 10, even or odd</p> <p>3 N-E& C-2 Estimate results of simple addition and subtraction problems up to 1,000.</p> <p>3 E& C The student understands computation. Student can recall basic addition and subtraction facts, sums up to 20 and corresponding subtraction facts efficiently</p>	<ul style="list-style-type: none"> -Observe understanding through the children's free rendering. - Assess/interview children individually -Review individual dictation -Observe small group activities -Edit self generated writing
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			<p>3 E & C The student understands computation. Student can add or subtract two-digit whole numbers.</p> <p>3 E & C-5 The student understands Computation. The student can use repeated addition to model multiplication with whole numbers with products to 25</p>	
<p>4. Ancient Hebrew Stories (Language Arts)</p> <p>(3 weeks)</p> <p>Nov. 28- Dec. 16</p>	<p>- Students will listen to Ancient Hebrew stories, construct simple, orally dictated sentences and illustrate their work in their ML books.</p> <p>-Students will work as a class to create a paragraph with a topic sentence, supporting sentences, and a closing sentence to summarize a story told.</p> <p>-Students will read aloud as a class, in a small group, and individually.</p>	<p>- (Spelling)Student exhibits a growing awareness of and use of phonics-based spelling rules.</p> <p>- (Listening and Responding) Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to</p>	<p>1.3.3 Student can identify and/or correct mistakes in punctuation.</p> <p>1.3.4 Identifies if handwriting is too difficult to read and neatly rewrites for a final draft, when necessary.</p> <p>1.4.1 Rearranges details to improve the order of ideas.</p> <p>1.4.2 Provides and accepts</p>	<p>- Review main lesson book using a rubric</p> <p>- Keep a journal or clip board to take notes of who is participating, struggling, and answering correctly during mental math.</p> <p>-Check for understanding through recall of stories.</p> <p>-Observe understanding through the children's free rendering.</p> <p>-</p>

	<p>-Students will verbally recall stories after a 24 hr period</p> <p>-Students will write sentences from the blackboard and, using different colors, will underline nouns and verbs.</p> <p>- Students will write their first independent composition based on one of the Bible stories.</p> <p>-Learn how to play Dreidel and play in groups.</p> <p>-Students will measure classroom, home surrounding's and length of Noah's ark using ancient body measurements.</p>	<p>it.</p> <p>-Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.</p> <p>-Student uses vocabulary from the verbally told stories, thereby exhibiting an expanding word finding and vocabulary building skill.</p> <p>-Student will use appropriate grammar, word choice and phrasing while retelling story-based or verbally taught material.</p>	<p>specific and helpful feedback about writing.</p> <p>1.4.1 Recreates a story by retelling it or acting it out.</p> <p>1.5.1 Identifies main idea</p> <p>1.1.4 Context cues- Determines meaning of an unfamiliar word by its use in a reading passage.</p> <p>1.1.5 Self-monitoring and self-correcting when reading.</p>	<p>Assess/interview children individually</p> <p>-Review individual dictation</p> <p>-Observe small group activities</p> <p>-Edit self generated writing</p>
<p>5. Measurement & Double Digit Multiplication (Arithmetic)</p> <p>(4 weeks)</p> <p>Jan. 3- Jan 27</p>	<p>-Class will build a large scale and compare weights of items, ex) something large that is light compared to something small that is heavy...</p> <p>-Students will make their own scales</p> <p>-Students will play</p>	<p>-Student has memorized equivalent measurements in length, liquid, weight, time and money and is able to apply this knowledge to solving written and oral measurement problems.</p> <p>-Student is</p>	<p>3 n-9 Identify or use patterns in the number system (skip count by 2s, 5s or 10s, add or subtract by 10; even or odd numbers)</p> <p>3 n-8 Model (with manipulative) and explain</p>	<p>- Review main lesson book using a rubric</p> <p>- Keep a journal or clip board to take notes of who is participating, struggling, and answering correctly during mental math.</p> <p>-Check for</p>

<p>“bank” or “store” and exchange money.</p> <p>- Visually break down the double digit multiplication into parts and show relationship to addition in commutative property (ex: $18 \times 2 = 10 \times 2$ plus 8×2 or $123 \times 3 = 100 \times 3$ plus 20×3 plus 3×3)</p> <p>-Tell the story of the Royal Family to explain the positioning for double digit multiplication (most honored goes first to introduce to the guests (king and then queen sit at a table across from the guests). Family does not introduce to each other because they know each other, same with the guests) 14 (guests) <u> </u> $\times 32$ (royal family)</p> <p>-Introduce the Indian Pictorial double digit multiplication “model”</p> <p>- Students will review simple division and math families.</p> <p>- Students will work</p>	<p>grade appropriate in recitation and use of multiplication tables 1-12 as evidenced in individual oral recitations to the teacher.</p> <p>-Student demonstrates understanding of place value of numbers up to and including the thousands column.</p> <p>Student can write and read these numbers from verbal dictations using comma as indicator of place value.</p> <p>Given written problems and problems to do at the blackboard, the children will do simple division problems with remainders, using problems with single-digit divisors and double- and triple-digit dividends.</p> <p>Given games and activities using appropriate manipulatives, the children will read,</p>	<p>commutative property of addition</p> <p>3 MEA-5 The student understand Measurable Attributes. The student can identify cons, their value, or the value of a set of coins.</p> <p>3 MEA-2 The student understands measurable attributes. The student can compare and order objects according to measurable attributes (weight)</p> <p>3 E & C -6 Use grouping or “sharing equally” to model division with whole numbers to 25</p> <p>3 E & C-1 The student understand estimation. Student can find “how many” or “how much” to 50</p> <p>3 E & C-2 The student understands</p>	<p>understanding through recall of stories.</p> <p>-Observe understanding through the children’s free rendering.</p> <p>- Assess/interview children individually</p> <p>-Review individual dictation</p> <p>-Observe small group activities</p> <p>-Edit self generated writing</p>
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	with estimation.	write, compare and round off four-digit whole numbers for building the concept of estimation. Given real-life situations (e.g., house building, cooking, baking, handcrafts) the children will apply problem-solving strategies using estimation, mental math and other manipulatives.	estimation. The student can estimate results of simple addition and subtraction problems up to 1,000. 3 E& C-5 The student understands Computation. The student can use repeated addition to model multiplication with whole numbers with products to 25.	
6. Ancient Hebrew Stories (Language Arts) (3 weeks) Jan. 30- Feb. 17	-Dictations using ancient Hebrew stories -Recall stories told using the four different sentence structures. -Write rough drafts of individual recounts of the stories told -Edit rough drafts using editing skills with help from peers and teacher -Write the Hebrew Alphabet -Learn the words and movements to a Hebrew dance	-Student exhibits growing ease with verbal dictations. Student is able to construct simple, orally dictated sentences with grade appropriate accuracy in sight vocabulary as well as appropriate phonetically based spelling with word encoding tasks. -Student is capable of identifying misspelled words and is	3 MEA-2 The student understand Measurable attributes. The student can compare and order objects according to measurable attributes (weight/volume) 3 Mea-3 Identify or describe objects that are greater than, less than, or equal to a unit of measure (standard or nonstandard)	- Review main lesson book using a rubric - Keep a journal or clip board to take notes of who is participating, struggling, and answering correctly during mental math. -Check for understanding through recall of stories. -Observe understanding through the children's free rendering. - Assess/interview children individually

<p>-Bake challah and observe units of measure</p> <p>-Creative writing, expository writing, compare/contrast writing and if then writing.</p> <p>-How to do read and make editing marks</p>	<p>developing techniques for editing skills, such as seeking adult or peer help in correction.</p> <p>Through practicing writing and dictations, the children will learn the difference between a simple statement and a simple question.</p>	<p>PS W1.1 The student writes about a topic. The student can write complete sentences including a subject and a predicate.</p> <p>PS W1.3 The student uses conventions of standard English to write and edit.</p> <p>Student can</p> <p>3.1.1 Write a variety of complete, simple sentences)</p> <p>1.3.2 Identify and correct mistakes in spelling</p> <p>1.3.3 Identify or correct mistakes in punctuation at the end of sentences and capitalization (i.e.beginning of sentences, proper nouns)</p> <p>Ps W1.4 The student Revises Writing.</p> <p>3 1.4.1 Student can rearrange and or add supporting detail to improve clarity.</p> <p>1.4.2 Give/receive</p>	<p>-Review individual dictation</p> <p>-Observe small group activities</p> <p>-Edit self generated writing</p>
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appropriate
feedback about
written work