

**What a
Solomon Schechter
Third Grader
Should Know
and
Be Able To Do!**

Judaic Studies
General Studies
Specials Program

ושננתם לבניך

“And you shall teach
your children...”



**SOLOMON SCHECHTER
DAY SCHOOL OF NASSAU COUNTY**

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A Message to the Reader

This brochure lists skills and abilities in Judaic Studies, General Studies, and the Specials program that students should acquire by the end of Third Grade to earn promotion to the Fourth Grade. It answers questions that everyone in the school community needs to ask, such as:

- What are students expected to know and be able to do?
- How are their achievements measured?

This document is the product of extensive work by our faculty and administration, taking into account guidelines published by the New York State Education Department, the Board of Education of the City of New York, and the unique needs of our school community. Besides detailing the curricular goals and objectives of this particular grade, this document is designed to be part of the overall K-12 curriculum of the Solomon Schechter Day School of Nassau County. Similar brochures can be obtained for other grades. If you have any questions or suggestions, please be sure to contact either Mr. Dickstein or Mrs. Hirsch at 516-935-1441. We value your feedback and input.

Mission Statement

The mission of the Solomon Schechter Day School of Nassau County is to provide a caring and nurturing environment within which Jewish students grow educationally, culturally, socially, and spiritually, and to promote the observance of mitzvot and traditions that are the foundations of the Jewish religion.

Statement of Purpose

The Solomon Schechter Day School of Nassau County is a co-educational private Jewish day school affiliated with the Conservative Movement. Through the efforts of a dedicated and qualified staff, the school offers rich and innovative curricula for students from Kindergarten to 12th Grade in both general and Judaic studies, and strives to help students and their families lead meaningful lives, instilled with the values of American democracy, pluralism, and the love of Israel.

Judaic Studies

Conservative Judaism

We are a school proudly aligned with the Conservative Movement. We adopt the guiding principles of our Movement for our school's curriculum and program. As such we provide learning and experiences that encourage:

- Development of a personal relationship with God
- The centrality of Mitzvah and Torah Study
- Valuing and cherishing Jewish plurality and diversity, both within our school and the larger world around us
- Identity with Jews in Israel and the world

Mitzvah

As a Conservative Day School, we teach, experience, and celebrate mitzvah. All of the mitzvot are both taught and observed throughout our school program. Much of the Mitzvah curriculum is implicit in all phases of our school program. This applies both to mitzvot we traditionally call "ritual" (*mitzvot bein Adam l'Makom*) and those we sometimes refer to as "ethical" (*mitzvot bein Adam l'chavero*). For example, all children give tzedakah during their weekly Kabbalat Torah celebrations. So too, Kashrut is required for all food brought to the school. At the same time, we teach respect for teachers through an emphasis on proper behavior. Children observe the mitzvah of *kavod ha Brit* through recognition of the differences among our students and teachers. While we recognize the wide range of observances among our families, the school remains committed to the observance of mitzvot for our children and families.

The children in the Third Grade learn about mitzvah of *brit milah*. As part of unit connected to their Torah study, the children learn about the continuity of Jewish life through a comprehensive unit on *brit milah* and *brit chayim*. This study is combined with a family project about the child's family history and significance of his/her name.

Among the mitzvot lived in Third Grade are:

- Hachnasat Orchim – Welcoming Guests
- Bikur Cholim – Visiting the Sick
- Ezrat haDadit – Helping those in need
- Returning Lost Items and Respect for Each Other's Property
- Derech Eretz – Politeness and Proper Manners
- Identifying and Performing Acts of Gemilut Chasadim – Acts of Kindness
- Tzedakah
- Shabbat – Candles, Kiddush, Challah, Tefillah
- Food – Kashrut, Brachot
- Tefilah

Tefilah

Tefilah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefilah teaches us the central categories of Jewish values and helps us communicate with God. Because the school sees Hebrew as the language of the Jewish people, tefilah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefilah both to help children learn the *matbayah tefilah* (the way the tefilot are recited in the synagogue services) and the ideas and aspirations the tefilah encompasses. Our Staff Development program is centering on tefilah.

Tefilah is a sequential curriculum. Each year builds on the tefilot learned in the previous school years. By the end of their learning in the Elementary School, the children are capable of leading almost all of the daily and Shabbat tefilot.

The Third Grade adds the study and recitation of the *mincha* (afternoon) tefilot to the curriculum. Since tefilah is always done during Judaic Studies time, shacharit will be done when Judaic Studies takes place in the morning and mincha will be done when Judaic Studies takes place in the afternoon.

By the end of the third grade, the expectation is that our students will be familiar with the following tefilot:

Bracha for Wearing a Talit; Modeh Ani; Mah Tov; Yigdal; Reysbet Chochmah; Birchot haShachar; Baruch Sheamar; Ashrei; Haleluyah; Yishtabach; Barcho... Yotzer Or; Shema v'ahavat; Amidah – Avot, Gevurot, and Kedusha Brachot; Oseh Shalom; Torah Tzeva Lano Moshe; Birchot haTorah; V'zot HaTorah; Aleinu; Ayn Kelobeimo; Adon Olam; Kiddush Shel Shabbat; Kabbalat Shabbat; Hallel for Rosh Hodesh and Holidays; Teftiah Mincha – Ashrei, Amidah, Aleinu.

Shabbat and Holidays

Through the weekly and monthly life of the school, the children see Shabbat and the Jewish holidays as special moments for Jewish celebration. Connections are made between the mitzvot of the Torah, our Jewish life in school, and our lives as Jews at home and in the wider world.

The children are given teacher-made holiday booklets about each of the holidays. These booklets outline the main elements of the given holiday and the major celebrations associated with the holiday. Because the children's Hebrew is more active than in previous grades, the booklets cover a wide range of topics, from the different names given to each of the holidays to Jewish celebrations throughout the world.

Torah Study

The goal of Torah study is to fulfill the mitzvah of *Talmud Torah*. We study the Torah as the central unifying story of our people's understanding of the world and our relationship with God. By studying the Torah, we come to identify with our Jewish history and fulfill God's covenant with the Jewish people. Finally, we begin to appreciate God's commands and wishes for us as responsible and committed Jewish people.

In Third Grade, the children begin the textual study of the Torah. The children celebrate this important stage of their learning with a Chagigat Kabbalat haTorah. At the conclusion of the program, the each child receives his/her *Sefer Beresbet*.

For the first time, the children learn Torah from a Hebrew text (*Berebet Sheli*). They learn the organization of the Torah, Books, Chapter, Verses. Beginning with the story of God's command to Avram to leave his homeland, the children learn about the major episodes of Avraham's life. The children study Avraham to see the personal and religious qualities he possessed. They study Avraham as the first Jew and the beginning of our people of our people's relationship with God and our role as a Chosen People. The focus of the school year is the lives and events of the Avot and Emahot (Forefathers and Foremothers).

The children study the travels of the Avot. There is a connection made between the lives of the Avot and our connection to the Land of Israel and to the Jewish people as a whole. As the children study each of the three Avot, they come to appreciate the nature of the religious quest.

By the end of the year, the children should know and understand:

- Avram's travels from Ur to Canaan
- The qualities (*midot tovo*) of Avraham
- God's promise to Avraham
- Hagar and the birth of Yishmael
- Mitzvah of brit milah for all generations
- Birth of Yitzchak
- Death of Sarah and Avraham

Hebrew Language

By the end of the year, children should be able to:

- Read and understand class material.
- Read independently from the classroom library and summarize in written form.
- Speak and write in complete sentences.
- Begin to apply rules of grammar appropriate to Third Grade in both speaking and writing.
- Actively and comfortably use classroom vocabulary words.

Medinat Yisrael

All children in the school learn about the State of Israel. Focusing primarily on modern day Israel, the children daily express our love of Medinat Yisrael by singing *Hatikvah* at the start of the school day. The children learn about the Flag of Israel.

Through our annual celebration of Yom haAtzmaut (Israel Independence Day), the children learn about different aspects of modern day life in Israel, ranging from Jerusalem to the Army, from the map of Israel to the joy of Israel's existence. So too, the children periodically learn about the political conflicts confronting present-day Israel. Finally, the children regularly engage in projects fostering their connection to the State of Israel and our responsibility to Israeli Jews. These projects range from letter writing to tzedakah projects.

As part of the Social Studies curriculum, children learn about four different cities throughout the world. We focus extensively on Jewish life in these communities. We choose the city of Jerusalem, the eternal home of the Jewish people, as one of the cities to study.

Language Arts

Reading—Reading Habits

By the end of the school year, students should:

- Choose reading as a way to enjoy free time at school and at home.
- Continue to choose challenging material to read for pleasure and for information.
- Continue to have good literature read to them daily in all subject areas.
- Read to others with expression.
- Read and understand 10 chapter books.
- Read several books by the same author in the same genre, and on the same subject.
- Read messages they see in the classroom and the world around them, including labels, instructions, menus, and announcements.
- Use simple reference books to get information.
- Discuss books daily with the teacher, a classmate, or in a group.
- Keep a personal reading log to record thoughts and ideas about books.
- Learn new words daily.

Reading—Getting the Meaning

By the end of the school year, students should:

- Be able to write about, discuss, and summarize the plot, setting, character, and main ideas in books that they have read.
- Compare characters, setting, and story from one book to another.
- Read aloud independently from books they have previewed on their own, using appropriate expression to get across meaning.
- Read more sophisticated books.
- Use punctuation to help understand meaning, and read aloud smoothly from books that they have chosen themselves.
- Raise questions about what an author writes and try to answer questions through their reading.

Reading—Print/Sound Code

By the end of the school year, students should:

- Use their knowledge of how words work to figure out new and challenging words.
- Have a rapidly growing vocabulary of words that they recognize on sight.

Writing—Habits

By the end of the school year, students should:

- Write daily for extended periods on topics that they choose themselves.
- Write daily in all subject areas, such as Social Studies, Science, and Mathematics.
- Take 10-12 pieces of writing through the process of revising, editing, and publishing.
- Have a well-developed sense of what makes a good piece of writing.
- Have a number of strategies for making work better and more interesting to an audience.
- Write a variety of pieces (poems, stories, reports, etc.) that are longer and more complex than in earlier grades.
- Keep a collection of their writing.
- Have opportunities to share finished work with an audience.

Writing—Purposes

By the end of the school year, students should:

- Write in order to:
 - Share an experience or event, real or imagined (narrative writing).
 - Learn new things and communicate information to others (report writing).
 - Tell what they think about a book (response to literature).
 - Tell how to do something (procedural writing).
- Choose forms of writing that best suit what to say (poem, story, letter, etc.).
- Begin to choose details that establish a mood and keep a reader interested.
- Include different types of characters in stories, developed more fully with dialogue and description.
- Write stories with the reader's reaction in mind (make someone laugh, create suspense, etc.).
- Use in their own writing ideas and language from books they have read.
- Provide some kind of conclusion to their stories.

Writing—Language Use and Conventions

By the end of the school year, students should:

- Spell most words correctly, and notice when a word does not look correct.
- Write using more of the types of words and sentences they read in books.
- Include new and more sophisticated vocabulary in their writing.
- Use periods, question marks, capital letters, exclamation marks, and contractions correctly nearly all the time.
- Use classroom resources such as books, dictionaries, charts, and word lists to help with writing and editing.

Listening and Speaking

By the end of the school year, students should:

- Listen and speak daily in whole class and small group discussions, and in one-to-one conversations with the teacher, in order to:
 - Show a deeper understanding and appreciation of stories read to them.
 - Continue to add to their listening and speaking vocabulary.
 - Share ideas, facts, observations and opinions with classmates and teachers.
 - Know the difference between fact and opinion.
 - Be able to support opinions with reasons.
 - Present a short oral report.
 - Give or follow directions with a number of steps.
 - Listen respectfully and take turns speaking.

Mathematics

Arithmetic and Number Concepts

By the end of the school year, students should:

- Count, use, and read numbers through 100,000.
- Count to 100 by twos, threes, fours, fives and tens.
- Learn about positive and negative numbers.
- Estimate numbers by rounding using number lines and measuring instruments such as thermometers or yard sticks.
- Predict when the sum of two numbers will be odd or even.
- Add two- three- and four-digit numbers with sums less than 10,000.
- Subtract two numbers each less than 10,000.
- Explore the role of zero and one in multiplication.
- Experiment with grouping two or more factors when multiplying (associative law).
- Study short and long division procedures.
- Explore division as finding the number of equal groups of items.
- Explore the relationship of multiplication and division.
- Compare fractions using $<$ and $>$ symbols.
- Use the terms “numerator” and “denominator.”
- Understand the relationship between fractions and decimals (e.g., $1/4 = .25$).
- Add and subtract fractions with like denominators.
- Add and subtract decimals with one place (tenths).

Geometry and Measurement Concepts

By the end of the school year, students should:

- Identify equivalent units of measure (12 inches = one foot).
- Find the distance around polygons (perimeter).
- Investigate the properties of circles, including diameter and radius.
- Construct figures (polygons and circles) using a compass and protractor.
- Explore three-dimensional figures to begin the understanding of volume (taking up space).
- Investigate symmetry (reflections).
- Locate points on a grid and a map.
- Investigate solid figures, such as cubes.

Function and Algebra Concepts

By the end of the school year, students should:

- Use formulas to find perimeter and area of geometric shapes.
- Use counters to explore number patterns like square numbers and triangular numbers.
- Use counters to help solve problems with unknowns (open sentences).
- Explore or explain commutative and associative properties of multiplication and addition.
- Find the average (mean) of a set of data.

Statistics and Probability Concepts

By the end of the school year, students should:

- Organize data using tables and bar graphs.
- Discuss graphs found in everyday publications.
- Conduct experiments and predict outcomes.
- Understand and use fractional notation to show the probability of the outcome of an experiment.
- Use orderly methods to count the outcomes in an experiment.

Mathematical Process

By the end of the school year, students should:

- Draw pictures, charts, and diagrams to help understand problem information.

- Clarify problems by discussing them with classmates.
- Use estimation, number relationships, and mathematical checks to justify answers.
- Break a problem into parts to make it easier to solve.
- Identify missing information in a problem.
- Recognize the use of mathematics in other subject areas such as Science, Social Studies, Music.
- Understand that a group of things may be researched by studying just a few of them (sampling).

Science

Physical Sciences

By the end of the school year, students should:

- Continue to observe, investigate, describe and classify physical properties (change of state).
- Observe and investigate examples of the interaction of matter and energy (evaporation of water).
- Conduct simple experiments to explore electrical energy.
- Observe and investigate variables and properties such as shape, material, and mass, and their effect on an object (floating).

Life Sciences

By the end of the school year, students should:

- Demonstrate an understanding of the life cycles of organisms.
- Investigate the characteristics of vertebrates (structure and function).
- Observe and explain how plants and animals depend on each other (adaptation and interdependence).

Earth and Space Sciences

By the end of the school year, students should:

- Observe and investigate properties of Earth's materials (water, rock, sand, and soils).
- Begin to investigate the effects of the interrelationships among the Sun, the Earth, and the Moon (lead to sunrise, sunsets, changes in shadows).

Scientific Thinking

By the end of the school year, students should:

- Begin to describe natural events, using the languages of Mathematics and Science.
- Work cooperatively to solve scientific problems using a variety of inquiry skills including observing patterns, predicting, and testing solutions.
- Design and conduct investigations and experiments individually and in groups.

Scientific Tools and Technology

By the end of the school year, students should:

- Continue to use technology and tools such as magnifiers, thermometers, balances and computers.
- Continue to use standard and non-standard units of measurement for length, width, weight and volume (using grams).
- Continue to use charts, tables, and graphs to record, read, and understand experiment results.

Social Studies

Grade 3: Communities Around the World - Learning About People and Places

In the Grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

History

By the end of the school year, students should understand:

- What a culture is and what a civilization is.
- How and why cultures change.
- Where people settle and live, and why.
- People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.
- Historical events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
- World communities have social, political, economic, and cultural similarities and differences.
- Important events and eras of the near and distant past can be displayed on timelines.
- Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD/BCE and CE as reference points.
- Families in world communities differ from place to place.
- Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.

Geography

By the end of the school year, students should understand that:

- World communities can be located on maps and globes (latitude and longitude).
- Regions represent areas of the Earth's surface with unifying geographic characteristics.
- The Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.
- The physical, human, and cultural characteristics of different regions and people throughout the world are different.
- Lifestyles in world communities are influenced by environmental and geographic factors.
- The development of world communities is influenced by environmental and geographic factors.

Economics

By the end of the school year, students should understand that:

- Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
- Human needs and wants differ from place to place.
- People in world communities locate, develop, and make use of natural resources.
- Production, distribution, exchange, and consumption of goods and services are economic decisions that all world communities must make.

Political

By the end of the school year, students should understand that:

- People in world communities celebrate various holidays and festivals.
- People in world communities use monuments and memorials to represent symbols of their nations.
- People in world communities form governments to develop rules and laws to govern community members.
- The processes of selecting leaders, solving problems, and making decisions differ in world communities.
- Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.
- Governments in world communities plan, organize, and make decisions.

Specials

In addition to classroom learning, all children are offered an enriching "Specials" program. Children have Music, Library, Computer, and Art, for 40 minutes each week. The children have Physical Education twice a week. Each of the special areas is taught by a full-time teacher who specializes in the given area.

MUSIC

The Music program combines singing, clapping, and body movement with the playing of both pitched and unpitched instruments to teach beat competence, vocal development, music notation, form, rhythm, melody, harmony, timbre, dynamics, and conducting. In addition, separate educational units are presented in the areas of the science of sound, musical instruments and their respective families, unconventional musical instruments, recorder, and famous composers. The vocal repertoire, approximately 80% of which is Judaic, is often used as a tool in teaching the elements of music.

In addition to the weekly music period, the school sponsors a Fourth and Fifth Grade Choir. The Choir performs during special school functions and for a variety of events in our community. Students in Third through Fifth Grades may also participate in the after-school instrumental music program.

PHYSICAL EDUCATION

The primary goals in Physical Education are to teach students individual and team games, that stress the importance of physical activity and fitness. Instructional emphasis in Grades K-3 is based on motor skill theme development, movement concepts, and improvement in muscular strength, endurance, flexibility, and agility. In Grades 4-5, emphasis is on refinement of motor skill themes, and development of a high level of physical fitness. Student will improve skills, knowledge, and attitudes to help them lead active, healthy, and productive lives as adults.

The Physical Education program is based on Project Adventure, which encourages children to engage in non-competitive games and group problem-solving initiatives. The program seeks to help individuals reach their goals, to improve self-esteem, to develop strategies that enhance decision-making, and to respect differences within a group.

In addition to the two weekly Physical Education classes, there is a very active after-school sports program. We belong to a private school league, composed of different private schools in our area. There are separate boys' and girls' teams, with three sports seasons during year.

LIBRARY

Loving to read is one of the most important goals of the Library program. The children are exposed to a wide range of quality children's literature. Children in the younger grades learn about different kinds of books and authors. Children in the middle and upper grades also learn the different parts of a library and are introduced to elements of library research. Students learn and use basic library skills through the use of games.

Various types of books are shared with the children throughout the year, especially at Jewish holidays. Responsibility in taking care of the book at home and returning the book on time is stressed. Every day starts with a poem read to the whole school. In the fall, the Read-a-thon is used as a reading incentive. At Purim time, we "Search for Haman" with a school-wide geography game. Together with the Parents Association, we offer birthday books to the children. The library has approximately 8,000 volumes. We also have a range of encyclopedias and other research materials.

In recognition of the importance of computers and the Internet to all learning, the Library and Computer Specials are becoming linked. Children will learn to use the Internet to do research, and to seek, evaluate, and synthesize information. This learning will be connected to the classroom curriculum through year-long projects. Students will be encouraged to use the computer as a tool to facilitate their ability as independent, critical learners. The school looks forward to sharing this work with you throughout the school year.

COMPUTER

The Computer program is fully integrated with the classroom curriculum.

Kindergarten classes work on early learning programs, including early literacy and math. Children also work on "All About Me" projects that integrate sounds and digital photos. To coordinate with the First Grade curriculum, the children are introduced to their first writing program, entitled *Paint, Write, and Play*. First Graders are introduced to a range of phonic awareness, reading, and math programs.

Second Graders begin to use desktop publishing programs, using *The Writing Center* and *Storybook Weaver*. They learn basic editing skills and graphics programs. Second Graders also use *Inspiration*, a program that helps organize ideas. Third Graders are given their own disks to learn data management. They also use the computer as a research tool for their Solar system and Rainforest units. They also make a multimedia presentation using *Kid Pix*.

Fourth and Fifth Graders use the Internet to supplement their class learning and research projects. The Fourth graders use *ClarisWorks* to learn about databases. They also use *Inspiration* to brainstorm ideas and thoughts as they write their Cinderella stories. Students in Fifth Grade learn the fundamentals of spreadsheets. They also use the Internet to obtain information for the State reports.

ART

Each week, every child in SSDS comes to the Art Room for approximately 40 minutes. The children have assigned seats, participate in a Great Behavior program, create artwork in a variety of media on a variety of themes, assist in reading directions, and help give out and clean up supplies. When they finish their projects, Mrs. Fields encourages them to create free drawings, read about an artist, fold an Origami project, or learn and practice drawing using assorted art books. The children read a color poem and learn about a new artist each month and receive notes and phone calls from Mrs. Fields to compliment their great work. Class often ends with a 2 or 3 minute game such as Hang the Colors, Finish the Picture, Observation (what is different), and verbal vocabulary games.



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