

Transcription and Summary: Third Grade: Welcome to Third Grade with Teacher Amy

Overview

The document is a transcription and summary of a Living Lessons Video featuring Teacher Amy, who introduces her third-grade classroom and the curriculum for the year. It emphasizes hands-on learning and engaging lessons that connect students with real-world experiences.

Key Points

Introduction

- Teacher Amy welcomes students to her third-grade classroom.
- She expresses excitement about the various lessons planned for the year.

Curriculum Highlights

- **Subjects Covered:**
 - Form drawing
 - Farming
 - Grammar
 - Native American and creation stories
 - Old Testament origin stories
 - Mathematics (volume, space, two-digit multiplication, long division)

- Natural world studies, including gardening

Learning Approach

- Lessons often begin with live demonstrations or visits to gardens to enhance understanding.
- Students create main lesson book pages that reflect their learning experiences.
- Emphasis on storytelling and artistic expression through chalkboard presentations and illustrations.

Gardening and Environmental Education

- Students learn about gardening, including composting and the "Three Sisters" planting method.
- Real-life gardening experiences are integrated into lessons to foster a connection with nature.

Creative Expression

- Students are encouraged to express their creativity through drawings and writings related to their lessons.
- The curriculum allows for flexibility, enabling students to explore their ideas while adhering to basic guidelines.

Historical Context

- Lessons on the Hebrew people and Native American stories provide historical context and enrich students' understanding of different cultures.

Conclusion

- The document highlights the importance of experiential learning, creativity, and cultural education in Teacher Amy's third-grade classroom, aiming to foster a love for learning in her students.

1
00:00:00.510 --> 00:00:01.520
Hi, friends.

2
00:00:01.610 --> 00:00:02.260
I'm Miss Amy.

3
00:00:02.550 --> 00:00:05.800
Welcome to my classroom and to third grade.

4
00:00:06.110 --> 00:00:08.380
We have so many beautiful lessons lined

5
00:00:08.390 --> 00:00:13.120
up for the youth this year, and I'm excited to walk you through some of them

6
00:00:13.130 --> 00:00:17.860
so you can get an idea of what to expect when you sign up for these living lessons

7
00:00:17.870 --> 00:00:18.580
or schooling.

8
00:00:19.190 --> 00:00:21.440
Let's go down to the table so I can show

9
00:00:21.450 --> 00:00:26.420
you some of the beautiful main lesson book pages and talk to you about the

10
00:00:26.430 --> 00:00:29.720
lessons and what we'll be learning as we're creating them.

11
00:00:30.430 --> 00:00:34.240
In third grade, we cover a lot of different topics.

12
00:00:34.910 --> 00:00:41.580
We talk about form drawing, farming, grammar, Native American and creation stories.

13
00:00:41.910 --> 00:00:46.120
We go into the origin stories of the Old Testament, talking about the Hebrew

14
00:00:46.130 --> 00:00:51.400
people, which goes very well with house building and textiles.

15
00:00:51.410 --> 00:00:57.260
We go through different types of math,

such as volume and space, as well as two

16

00:00:57.270 --> 00:00:59.860

-digit multiplication and long division.

17

00:01:00.490 --> 00:01:02.700

We learn a lot about the natural world,

18

00:01:02.930 --> 00:01:07.980

and I often take children into the garden with me, or we visit another garden,

19

00:01:08.290 --> 00:01:12.700

even, so that we can help these lessons really come more to life.

20

00:01:12.710 --> 00:01:20.760

Almost every lesson either starts with me in a live location that has to do with

21

00:01:20.770 --> 00:01:26.140

the lesson, or there's a beautiful, full-color chalkboard waiting for them to

22

00:01:26.150 --> 00:01:29.740

help with the storytelling aspect of presenting the main lessons.

23

00:01:29.750 --> 00:01:36.340

After the main lesson is presented and they've learned what they need to for

24

00:01:36.350 --> 00:01:41.760

that part of the lesson, then we move

into doing a main lesson book page

25

00:01:41.770 --> 00:01:46.060

together, unless there's something more hands-on to be showing at that time.

26

00:01:47.170 --> 00:01:51.260

Here are some examples of the main lesson

book pages that you'll see them creating.

27

00:01:52.070 --> 00:01:56.620

This is from the first planner, or the first farming block.

28

00:01:57.150 --> 00:02:02.040

We start with talking about gardening on a smaller scale, like in the home or

29

00:02:02.050 --> 00:02:04.880

someplace locally, that they can see that happening.

30

00:02:05.830 --> 00:02:10.540

We make a schedule of when different

31

00:02:10.550 --> 00:02:12.480

aspects of gardening take place.

32

00:02:12.690 --> 00:02:14.680

When are we doing the harvesting, and

33

00:02:14.690 --> 00:02:19.600

when are we doing the planting, so that

they can start to create a calendar and a

34
00:02:19.610 --> 00:02:24.400
schedule in their mind based on their
location and where they're at, and what

35
00:02:24.410 --> 00:02:26.420
to be expecting to see around them.

36
00:02:27.730 --> 00:02:30.680
Which is a really nice way to approach

37
00:02:30.690 --> 00:02:35.080
it, especially if you have a child who
has not gotten to experience gardening.

38
00:02:58.730 --> 00:03:05.220
It's not an approach of expecting that to
already be there, so I think it's really

39
00:03:05.230 --> 00:03:12.240
a nice way to start introducing that, and
to build if you already do have those
experiences.

40
00:03:27.270 --> 00:03:33.120
Small snippets of what's going on in my
garden, or in our real life, so that they

41
00:03:33.130 --> 00:03:34.140
can connect with that.

42
00:03:36.110 --> 00:03:41.680
We talk about composting, and they write

43
00:03:41.690 --> 00:03:47.120
out what's good for composting, what
helps it, what makes it too hot or too

44
00:03:47.130 --> 00:03:52.480
cold, so they really get to learn about
the aspects of composting, as opposed to

45
00:03:52.490 --> 00:03:59.620
just the idea of it existing and throwing
it all together.

46
00:04:02.810 --> 00:04:07.500
And of course, what gardening lesson
would be complete without learning
about

47
00:04:07.510 --> 00:04:08.720
the Three Sisters?

48
00:04:09.530 --> 00:04:13.120
So, they get to hear that story, and then

49
00:04:13.130 --> 00:04:14.980
we create this beautiful image.

50
00:04:16.210 --> 00:04:17.480
In fact, I believe this is when we

51
00:04:17.490 --> 00:04:22.800
actually went to the local giving gardens
in my community, so that they could see

52

00:04:22.810 --> 00:04:26.840

where they had planted this, and so they get to draw it, but they also get to see

53

00:04:26.850 --> 00:04:28.780

what it actually looks like in real life.

54

00:04:29.590 --> 00:04:32.960

They draw a picture of dandelions and get

55

00:04:32.970 --> 00:04:34.620

to write a poem about it.

56

00:04:58.790 --> 00:05:00.760

Not to look at this angle and feel like I

57

00:05:00.770 --> 00:05:04.640

have to get there, but to be able to kind of grow through it and then see their

58

00:05:04.650 --> 00:05:05.760

progress throughout the year.

59

00:05:34.990 --> 00:05:38.080

And they have room where they can take

60

00:05:38.090 --> 00:05:42.980

some freedom with that, and they can choose different colors, and they can

61

00:05:42.990 --> 00:05:47.720

choose different patterns, so long as they are following the basic design of

62

00:05:47.730 --> 00:05:51.980

the overall product, and they can create what they want.

63

00:06:04.550 --> 00:06:09.760

Learning themselves still how to provide these lessons, that there is a jumping

64

00:06:09.770 --> 00:06:14.280

-off point and then also a final product to look at, so they can say, well, you

65

00:06:14.290 --> 00:06:18.900

know, I started and I got lost a little bit along the way, but they have a place

66

00:06:18.910 --> 00:06:22.800

that they can come back to and go, oh, that is a new idea, I did not think about

67

00:06:22.810 --> 00:06:23.760

doing it that way.

68

00:06:34.550 --> 00:06:36.080

If they are confident and they say, I

69

00:06:36.090 --> 00:06:39.780

have got this, I have this beautiful idea in my head, and that is how I want to do

70

00:06:39.790 --> 00:06:42.520

it, then that is wonderful too, they can go with that.

71

00:06:46.120 --> 00:06:53.030

We talked about what we need to start our garden, and these are wonderful written

72

00:06:53.040 --> 00:06:56.370

tools that they can come back to as they put them in their main lesson book and

73

00:06:56.380 --> 00:07:01.430

they can see their improvement and then they can also be reminded of what

74

00:07:01.440 --> 00:07:02.110

they have learned.

75

00:07:06.460 --> 00:07:08.230

And then we talked about the importance

76

00:07:08.240 --> 00:07:14.190

of soil, how to create good soil, what makes the best soil and what soil makes

77

00:07:14.200 --> 00:07:15.270

it harder for plants.

78

00:07:15.860 --> 00:07:18.390

In planner three, we get into some really

79

00:07:18.400 --> 00:07:20.830

rich, beautiful stories.

80

00:07:21.800 --> 00:07:23.230

Here is a picture from one of our Native

81

00:07:23.240 --> 00:07:31.970

American stories, and this is a good example of where I left the picture a

82

00:07:31.980 --> 00:07:36.950

little more simple and encouraged them to add whatever else they would like.

83

00:07:36.960 --> 00:07:42.870

I always like to make space in the end part of the lesson where I say, okay,

84

00:07:42.940 --> 00:07:47.590

this is where I am going to call it done, but whatever else you want to add, please

85

00:07:47.600 --> 00:07:48.250

go for that.

86

00:07:50.260 --> 00:07:52.450

Here is one of our homes that we created

87

00:07:52.460 --> 00:07:53.830

in the home building.

88

00:07:55.420 --> 00:07:58.470

You can see the straw -thatched roof and

89

00:07:58.480 --> 00:08:03.650

the stones, and in this one we took a

little snippet from our story and we

90
00:08:03.660 --> 00:08:05.610
practiced writing it out on our page.

91
00:08:05.620 --> 00:08:10.410
We used the corn as a border, and they

92
00:08:10.420 --> 00:08:12.450
created the home that they were learning about.

93
00:08:13.200 --> 00:08:20.570
As we get into the origin stories, here

94
00:08:20.580 --> 00:08:25.610
we have the angel appearing, the world lighting up.

95
00:08:26.400 --> 00:08:31.510
That was from the Tower of Babel, as all the people spread throughout the world

96
00:08:31.520 --> 00:08:40.870
and created different civilizations after the fall, and then Cain and Abel.

97
00:08:41.400 --> 00:08:45.970
All of the stories of the Hebrew people are meant to create a historical context

98
00:08:45.980 --> 00:08:51.590
about what it was like to be part of the Hebrew people at that time.

99
00:08:51.600 --> 00:08:57.610
Here is another image from a later block in the house building where we are

100
00:08:57.620 --> 00:08:58.670
learning about the aqueducts.

101
00:09:26.870 --> 00:09:49.680
Here is another image from a later block

102
00:09:49.690 --> 00:09:54.100
in the house building where we are learning about the aqueducts.

103
00:09:54.130 --> 00:10:21.040
Here is another image from a later block in the house building where we are

104
00:10:21.050 --> 00:10:24.100
learning about the aqueducts.

105
00:10:24.130 --> 00:10:39.480
Here is another image from a later block

106
00:10:39.490 --> 00:10:53.180
in the house building where we are learning about the aqueducts.

107
00:11:00.210 --> 00:11:10.060
Here is another image from a later block in the house building where we are

108

00:11:10.070 --> 00:11:23.100
learning about the aqueducts.

109

00:11:31.610 --> 00:11:39.100
Here is another image from a later block

110

00:11:39.110 --> 00:11:53.620
in the house building where we are
learning about the aqueducts.

111

00:12:13.730 --> 00:12:18.500
Here is another image from a later block
in the house building where we are

112

00:12:18.510 --> 00:12:24.100
learning about the aqueducts.

113

00:12:33.730 --> 00:12:39.530
Here is another image from a later block

114

00:12:39.540 --> 00:12:55.510
in the house building where we are
learning about the aqueducts.

115

00:12:56.780 --> 00:13:26.750
Here is another image from a later block
in the house building where we are

116

00:13:26.760 --> 00:13:26.750
learning about the aqueducts.

117

00:13:32.640 --> 00:13:53.710
Here is another image from a later block

118

00:13:53.720 --> 00:13:56.610
in the house building where we are
learning about the aqueducts.

119

00:13:56.780 --> 00:14:13.850
Here is another image from a later block
in the house building where we are

120

00:14:13.860 --> 00:14:25.310
learning about the aqueducts.

121

00:14:30.280 --> 00:14:35.910
Here is another image from a later block

122

00:14:35.920 --> 00:14:37.080
in the house building where we are
learning about the aqueducts.

123

00:14:39.200 --> 00:14:41.850
Here is another image from a later block
in the house building where we are

124

00:14:41.860 --> 00:14:41.850
learning about the aqueducts.

125

00:14:47.600 --> 00:14:57.450
Here is another image from a later block

126

00:14:57.460 --> 00:15:11.110
in the house building where we are
learning about the aqueducts.

127

00:15:11.120 --> 00:15:11.190

Here is another image from a later block
in the house building where we are

128

00:15:11.200 --> 00:15:11.510
learning about the aqueducts.

129

00:15:12.160 --> 00:15:18.690
Here is another image from a later block

130

00:15:18.700 --> 00:15:40.050
in the house building where we are
learning about the aqueducts.

131

00:15:40.060 --> 00:15:41.490
Here is another image from a later block
in the house building where we are

132

00:15:41.500 --> 00:15:41.490
learning about the aqueducts.

133

00:15:42.720 --> 00:16:07.290
Here is another image from a later block

134

00:16:07.300 --> 00:16:09.150
in the house building where we are
learning about the aqueducts.

135

00:16:09.160 --> 00:16:09.230
Here is another image from a later block
in the house building where we are

136

00:16:09.240 --> 00:16:09.230
learning about the aqueducts.

137

00:16:18.120 --> 00:16:34.510
Here is another image from a later block

138

00:16:34.520 --> 00:16:39.210
in the house building where we are
learning about the aqueducts.

139

00:17:04.900 --> 00:17:09.050
Here is another image from a later block
in the house building where we are

140

00:17:09.060 --> 00:17:09.050
learning about the aqueducts.

141

00:17:09.060 --> 00:17:09.050
Here is another image from a later block

142

00:17:09.060 --> 00:17:09.070
in the house building where we are
learning about the aqueducts.

143

00:17:09.080 --> 00:17:38.230
Here is another image from a later block
in the house building where we are

144

00:17:38.240 --> 00:17:39.050
learning about the aqueducts.

145

00:17:39.060 --> 00:18:09.030
Here is another image from a later block

146

00:18:09.040 --> 00:18:09.030
in the house building where we are

learning about the aqueducts.

147

00:18:22.640 --> 00:18:29.010

Here is another image from a later block
in the house building where we are

148

00:18:29.020 --> 00:18:33.310

learning about the aqueducts.

149

00:18:34.020 --> 00:18:36.170

Here is another image from a later block

150

00:18:36.180 --> 00:18:38.650

in the house building where we are
learning about the aqueducts.

151

00:18:38.660 --> 00:19:04.910

Here is another image from a later block
in the house building where we are

152

00:19:04.920 --> 00:19:08.630

learning about the aqueducts.

153

00:19:21.160 --> 00:19:25.990

Here is another image from a later block

154

00:19:26.000 --> 00:19:36.950

in the house building where we are
learning about the aqueducts.

155

00:19:36.960 --> 00:19:37.150

Here is another image from a later block
in the house building where we are

156

00:19:37.160 --> 00:19:37.150

learning about the aqueducts.

157

00:19:37.160 --> 00:20:04.570

Here is another image from a later block

158

00:20:04.580 --> 00:20:07.130

in the house building where we are
learning about the aqueducts.

159

00:20:14.840 --> 00:20:21.390

Here is another image from a later block
in the house building where we are

160

00:20:21.400 --> 00:20:25.270

learning about the aqueducts.

161

00:20:25.320 --> 00:20:26.190

Here is another image from a later block

162

00:20:26.200 --> 00:20:27.510

in the house building where we are
learning about the aqueducts.

163

00:20:27.520 --> 00:20:28.910

Here is another image from a later block
in