

3rd Grade

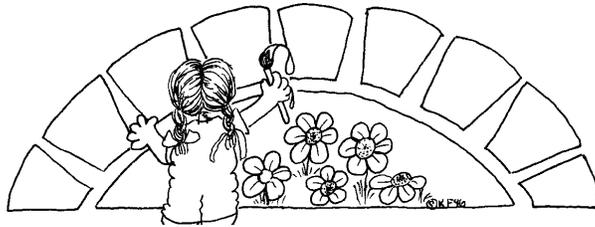
Parent Information Night

2019-2020 School Year

3rd Grade Teachers

Ms. Laura Shakespeare

Mrs. Megan Steenman



THOUGHT

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher - the tools he used
Were books, music, and art.
The other, a parent, worked with a guiding hand
And a gentle, loving heart.

Day after day, the teacher toiled with touch
That was careful, deft, and sure.
While the parent labored by his side
And polished and smoothed it o'er.

And when at last their work was done
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.

And each agreed they would have failed
If each had worked alone.
For behind the parent stood the school
And behind the teacher, the home.

Author Unknown

3rd Grade Team Overview

Daily Schedule

School begins at 8:30, and class begins *promptly* at 8:45 a.m. Listed below is a plan of our daily schedule:

8:30-8:45	Breakfast
8:45-9:00	Morning Work & Morning Meeting
9:00-10:55	Math & Social Studies/Science
10:55-11:40	Recess/Lunch
11:40-12:00	Math & Social Studies/Science
12:00-2:10	Literacy Block
2:10-2:20	End of the Day Routine
2:20-3:25	Specials
3:25-3:30	Dismissal

During the first half of each quarter students will participate in social studies instruction and during the second half of each quarter our focus will be on science instruction.

Listed below is a schedule of students' specials classes.

Ms. Shakespeare's Room (212)	Ms. Noecker's Room (210)
Monday - Art/P.E.	Monday - P.E./Art
Tuesday - Art/P.E.	Tuesday - P.E./Art/Spanish
Wednesday - Music/P.E.	Wednesday - P.E./Music
Thursday - Music/P.E./Spanish	Thursday - P.E./Music/Library
Friday - Spanish/P.E/Library	Friday - P.E./Spanish

Responsive Classroom

Overview

Responsive Classroom is a teaching approach that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers in 1981 and continually refined to meet schools' needs, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out. In urban, suburban, and rural settings nationwide, educators using Responsive Classroom strategies report increased student engagement and academic progress, along with fewer discipline problems. The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. All teachers at Skinner North take this approach to social learning and management.

Morning Meeting

Each and every day, students will participate in a Morning Meeting. The Morning Meeting follows a predictable pattern each day. Content is integrated throughout

different components of the Morning Meeting. We will integrate social/emotional lessons from the Second Step curriculum into our Morning Meetings as well.

Social Studies

Social Studies Overview

This year, students will be learning all about Chicago! Here is an overview of the four units students will explore this year:

Unit 1: Before Chicago - In this unit, students will explore the early history of the area that became known as Chicago and how it became a settlement. They will investigate the Native American tribes that were its inhabitants and the explorers that were sent from other countries to claim the land. Students will learn how these early settlements developed and grew into the city of Chicago.

Unit 2: How Chicago Came to Be - During this quarter, students will trace Chicago's development from its earliest development as a town of 350 people to its growth as a major city. The unit emphasizes the origins of the city, the city's changing design, and the people and industries that have sustained the city. Students will determine the importance of various historical, social, and economic events that were instrumental in Chicago's growth and development.

Unit 3: Chicago Today - In this unit, students will be able to make connections between Chicago's history and the Chicago of today. They will be able to define and describe Chicago through its various communities and people, businesses, services, politics, landmarks, arts, and entertainment.

Unit 4: Chicago & Other National Cities - In this final unit of the year, students will first view Chicago in respect to other major U.S. cities (*such as New York, Boston, Los Angeles, Houston, Miami, Atlanta, and San Francisco*). Features for comparison for cities include historic interests, geographical boundaries, business and industry, culture and environment, and political systems. Students' final culminating assignment will be writing a compare/contrast article comparing both cities.

Math

Everyday Math Curriculum

We will be using the 4th Grade Everyday Math series to develop the students' mathematical skills. This program will strengthen their foundation in addition, subtraction, multiplication, and division of whole numbers. Furthermore, fractions, decimals, percents, geometry, measurement, and interpreting data and probability concepts will also be included in our program. Everyday Math offers a wide range of strategies, games, and activities so that all students experience success at their level in mathematics.

Overview of the Math Units of Study in Third Grade:

Unit 1: Place Value; Multi-digit Addition and Subtraction

Unit 2: Multiplication and Geometry

Unit 3: Fractions and Decimals

Unit 4: Multi-digit Multiplication

Unit 5: Fraction and Mixed Number Computation; Measurement

Unit 6: Division and Angles

Unit 7: Multiplication of a Fraction by a Whole Number; Measurement

Unit 8: Fraction Operations; Application

Math Workshop Model

In order to meet the needs of each child in our classroom, we will use the workshop model to practice the concepts we are learning each day. Within the workshop model, each child rotates through three "stations" each day.

Workshop Stations:

Work With Teacher: A small, focused mini-lesson with the teacher. This lesson is differentiated to meet the groups' needs and is based off of pre-tests, prior assignments, and exit slips.

Independent Practice: Quiet, independent, seat work that allows students to practice the skill taught in our mini-lesson that day. The work often comes directly from the Everyday Math Student Math Journals or teacher-created worksheets.

Extension: A game or activity where the student is practicing the skill we have learned in our mini-lesson, either through technology or with a buddy.

Multiplication Facts

Students should have memorized their basic multiplication facts. Please review these with your child if necessary until they are memorized. This will help your child experience success in all areas of our math curriculum.

Math Assessments & Math Assignments

Each student will check his/her student math journal throughout the unit while working with teacher. This helps students take accountability for their own learning. The completion of the math journal will reflect the student's participation in the math grade.

Students will complete an Exit Slip each day that reflects the work they have done during their Independent Practice time. This helps us to monitor their progress immediately and to see if students need additional help in an area before they move on to another concept.

Additionally, students will be assigned a Home Link page to complete each evening that reflects the lesson taught that day. It is important that students do not go ahead

and complete Home Links that have not been assigned for instructional purposes. Please make sure students only complete the assigned Home Link.

Daily assignments are counted along with math boxes assignments, participation, and the unit assessment for a final unit grade. Math Study Guides will be sent home prior to the unit tests. Please refer to your child's Home Links and Study Guide to review for assessments.

Differentiated Math Instruction

Before we begin each unit, students will be given a pre-test. This pre-test will help us to differentiate instruction so that all students are challenged and learning at their own level. If a student already knows a concept being taught, they will then be given a lesson enrichment activity that goes along with the same benchmark being taught or given a higher level thinking activity related to a math concept. Differentiated instruction takes place during the Workshop time as well.

Science

Science Curriculum Overview

The third grade science curriculum focuses on three major areas: physical science, earth science, and life science. Here is a description of our four main units of study:

Energy (*Physical Science*)

The Energy Unit provides first-hand experiences in physical science dealing with energy and change. Students investigate electricity and magnetism as related effects and engage in engineering design while learning useful applications of electromagnetism in everyday life. They explore energy transfer through waves, repeating patterns of motion, that result in sound and motion.

Soils, Rocks, and Landforms (*Earth Science*)

Geology is the study of our planet's earth materials and natural resources. Because they are so ubiquitous and abundant, they are often taken for granted. The Soils, Rocks, and Landforms Module provides students with firsthand experiences with soils and rocks and modeling experiences using tools such as topographic maps and stream tables to study changes to rocks and landforms at Earth's surface.

Environments (*Life Science*)

The Environments Unit has four investigations that focus on the concepts that organisms have structures and behaviors, including sensory receptors, that serve functions in growth, survival and reproduction, and living organisms depend on one another and on their environment for their survival and the survival of populations.

Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.

Language Arts

Writing

Students will use the writing process, which includes pre-writing, drafting, revising, editing, and publishing to practice writing skills learned. A variety of informational and narrative genres will be covered in third grade. Our writing program this year will focus on the writing process equally as much as the final product.

We will continually teach writing skills through mini-lessons and these skills will be applied in a variety of activities such as writing stories, informational pieces, reports, reflections, journal entries, and poetry. The mini-lessons are composed of explicit teaching points from the following areas: Choosing ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

The third graders will practice these skills throughout the following Units of Study as well as through various extension assignments in additional content areas:

The Arc of Story

--- Students will study creating and developing stories in which characters feel real. They will work on drafting and revising pieces with an eye toward believability and prepare for publishing with an audience in mind.

Informational Writing

--- Students will research and develop expository writing on a chosen topic. They will develop research skills, organizational skills, and explore a variety of text structures during this unit.

The Literary Essay

--- We will write about reading, citing and using textual evidence to support our theses. They will work on their craft to develop effective beginnings and endings to their pieces, and finally, compare and contrast familiar texts in compare and contrast essays

Word Study & Vocabulary

Vocabulary is another important component to word study in third grade. Both indirect and direct vocabulary instruction strongly affects students' reading comprehension. Throughout the year, students will pay close attention to new and interesting words during read-aloud, and learn to infer the meaning of such words using context clues. Follow-up discussions and activities will help students develop a more conceptual understanding of the vocabulary terms. During our reading units, students will be "front-loaded" with advanced vocabulary terms needed for text comprehension. They will complete instructional activities that allow them to explore and create a deeper understanding of the terms. Students will also explicitly learn academic vocabulary terms throughout the content areas. During the year, we will also begin exploring Greek and Latin root words in our word study.

Reading

Students will be reading in a variety of settings and groups within the classroom. We will be working with small guided reading groups focusing on writers' craft and the reading comprehension strategies of: making connections, questioning, visualizing, inferring, synthesizing, and summarizing the main idea. Some small group work will also focus on analysis of literary elements. Literature discussion groups and book club talks will be used to practice comprehension skills while reading other pieces of literature. A variety of informational and narrative reading genres will be covered in third grade. Additionally, reading instruction will also take place in the content areas of social studies and science.

We will continually evaluate the students reading progress throughout the year using individual conferences and goal setting, writing assignments, book logs, discussions, and participation.

Third Graders Will Engage in the Following Units of Study:

- Self-Monitoring, Summarizing, and Main Ideas
- Character Study
- Fables, Folktales, Myths
- Perspectives
- Biographies

Reading is a very important part of learning each day. For independent reading at home, your child is expected to read a minimum of 150 minutes per week. Additional reading homework will vary depending on the Unit of Study.

Assessments

Classroom Assessments

Students will be assessed on daily activities and assignments, homework, and quizzes, final assessments, and projects. All students will be monitored closely for growth and mastery in curriculum based concepts and skills.

On many newly introduced topics "guided practice" assignments will be assessed with a check plus, check, or check minus. The check plus indicates mastery of the learning objective, the check indicates partial mastery, and the check minus indicates that the learning objective was not yet mastered. A zero means that the assignment was not completed.

Long-term projects, papers, and assignments will be accompanied with checklists, rubrics, and/or guidelines to provide expectations and necessary content. Teacher instruction regarding the project will take place in the classroom.

Tests will be given at the conclusion of studying a specific skill or topic. Students that receive below a 70% on a final assessment will be given a re-take test after appropriate review time. The highest possible final assessment grade a student may receive from re-taking a test is 70%.

NWEA Tests

Students will take NWEA assessments both in math and reading in the fall, winter, and spring. These computerized tests are adaptive; when taking the test, the difficulty of each question is based on how well a student answers all of the previous questions. As the student answers correctly, questions become more difficult. If the student answers

incorrectly, the questions become easier. These tests are designed to target a student's academic performance in mathematics, reading, and language use.

The purpose of NWEA testing is to measure your child's progress or growth in school. These tests are important to teachers because they let us know where a student's strengths are and if help is needed in any specific areas. We will use this information to help guide instruction in the classroom.

Technology

Throughout the school year, we will be incorporating the use of technology into our daily lessons. Keyboarding will be an area of focus this year for third graders. Students will post their published writing pieces and other classroom work on their own personal blog throughout the year. We would love for you to comment on your child's blog posts after they have finished publishing. The use of computers will also be very important for long-term assignments and inquiry projects. Flash drives are useful tools for data transport and storage, please make sure they are returned to school if they are used at home. We recommend that all third graders have one for their personal use.

Expectations of Students

Skinner North is a school where all students can feel safe and welcome. Bullying and behaviors that fall under this category will be written up and reported to the principal and homeroom teacher. Parents will be notified of any infraction.

Throughout the year students will have the opportunity to work with their peers in groups or pairs. Respect for others in all situations will be modeled and taught. We hope that as your child progresses through school they will have adopted a value system that they themselves, their teachers, administration, and parents would be proud of. Students will know that they will always have a network of peers that will support them at any time.

Homework Expectations

In third grade, students are guided through large amounts of curriculum. Hands-on activities, differentiation, and explorations are part of everyday learning. The learning experience is one where the student *experiences* learning.

The approximate homework time appropriate for third grade is **45-60 minutes per night**. This will include their daily independent reading at home, long-term projects, weekly assignments, and/or other work not completed in class.

Late Work Policy

This age is truly the time when students are learning to become independent learners. Our goal is to prepare for the rigors of upper-elementary grades and in doing so our homework policy is that all assignments must be turned in on the due date and be of third grade quality. Growth is inevitable when you let your child take on this responsibility of getting their homework completed.

1 day late highest grade possible 89% (B)

2 days late highest grade 79% (C)

3 days late highest grade 69% (D)

4 days late highest grade 59% (F) 5+ days late highest grade 49%

Student Planners

Student Independence and Ownership

Students are responsible for their own schoolwork. There should be an appointed area in your home and a specific time when homework is completed each day. This predictability will help prevent arguments, frustration, and incomplete or missing assignments.

Your child is ultimately responsible for the product of work that comes back to school, thus it is their responsibility to complete the work in a reasonable amount of time and of **superior quality**. Do not feel like you have to edit or check over their final product of work.

Parental Support with Planners

Each evening you can help your child by looking over the assignments that are recorded in the Daily Planner and initialing each day to ensure you are aware of the homework assignments for the night. Double check that your child has completed all of the assignments and that they are in their green homework folder to return to school the next day.

At the end of each day, students will be given time to write down all of their homework assignments in their student planners. **Homework assignments recorded in the planner are due the next day, unless otherwise specified by the teacher.** The student planner is a great tool for learning organization and a wonderful way to keep you informed of the assignments that your child is working on.

There is a comment section available in the planner, but because the planners are out on desks and visible to all students, we would ask that parents send in separate notes with their children if they want to communicate to the teacher for confidentiality purposes.

Parental Involvement

The Third Grade team encourages all parents to become involved in the education of their child. Throughout the year we will be in need of volunteers for a wide variety of activities and programs. Please don't hesitate to contact us if you wish to help in any way and make sure your volunteer status is up-to-date in the office. We will also post on our Newsblog when we are looking for volunteers to help out with classroom projects or "teacher" work.

Third Grade Field Trips

Throughout the year parents will have the opportunity to assist with curriculum related activities. As a third grade, we are planning on going on at least one field trip per quarter. We will need chaperones, teachers, leaders, and volunteers for many events. We will email all parents prior to each event to request volunteers. If we have an abundance of parents that volunteer for a particular activity, we will draw names. Our hope is to include all willing parents in at least one activity.

Report Cards & Conferences

Grading Scale & Weight

This is the grading scale Skinner North has adopted:

100-90% = A 89-80% = B 79-70% = C 69-60 = D 59% ↓ = F

Students' grades are broken down into five sections. Each section is weighed differently to account for students' overall grade for each subject area.

- Participation: 15%
- Homework: 10%
- Assessments: 30%
- In-Class Assignments: 30%
- Projects: 15%

Fall and Spring Conferences

This fall and spring you are invited to attend our parent/teacher conferences. This conference will last ten minutes and will take place in the child's classroom. Report cards will be handed out at this time. A sign up sheet will be sent home about a week prior to conferences. Sign up times will be honored on a first come, first serve basis. We will do our best to accommodate your schedule.

Report Cards & Progress Reports

Report cards are given to parents quarterly. There is a progress report sent home at the five-week mark of every quarter. Progress Reports are expected to be signed by a parent and returned to school the following day.

Breakfast and Lunch

Breakfast

Eating a good breakfast is very important. If your child is planning on eating breakfast at school, please make sure they are here at 8:30 to receive their breakfast. We will leave the cafeteria promptly at 8:40 to make sure we are in the classroom at 8:45 for instruction. Morning work is a graded assignment and very important for their vocabulary acquisition.

Lunch

If students are bringing a lunch from home, they must leave it in the lunch bin downstairs outside of the cafeteria. No food is allowed in the classroom at any time. To ensure the safety of all students, we expect students to place their lunches in the assigned bins for the classrooms. Due to limited staff for adequate supervision during the lunch and recess block, students will not be permitted to go back to the classroom to retrieve lunches, unless a previously approved plan is in place. As a natural consequence, they will be offered a free school lunch, unless a documented food allergy or dietary restriction is on file.

Parent and Teacher Communication

Communication is a vital component of any relationship. We plan to keep our communication open to parents in a number of different ways. These will include News Blog updates, e-mails, and websites.

News Blogs & Website

Each of the third grade classrooms has their own News Blog. Ms. Shakespeare's News Blog address is - <https://shakespearenewsblog2020.blogspot.com> and Mrs. Steenman's News Blog Address is:

Each classroom's News Blog will be updated on a weekly basis with important news and happenings in the classrooms. Please look for this publication to know what is happening in our classes. This will be one way that we will communicate with all the parents.

Another way that you can see what is currently happening in our classes is by visiting our Third Grade Website. The address to our Third Grade website is - <https://www.snthirdgrade.com/>. Our classroom website includes a variety of helpful information including: daily planner of possible homework, unit overview and descriptions, News Blog addresses, this Parent Information Packet for reference, any duplicate forms and copies, and helpful online links for your child to use.

Email

Please feel free to contact us if you ever have any questions or concerns. It is easiest to reach us via e-mail:

- Ms. Shakespeare: ljshakespear@cps.edu
- Mrs. Steenman: mesteenman@cps.edu

Absences

Responsibilities When Absent

If circumstances prevent your child from attending school, the child will be responsible for obtaining a Classroom Absence Form, which states incomplete homework or in-class work that was missed. The day that he/she returns they will collect their absence folder and form from the student absence helper. The student helper and teacher together will explain assignments that were missed and class work that was completed. Please report all absences to the homeroom teacher and the Skinner North office.

Making Up Missed Work

Keep in mind that all work missed may not be able to be made up at home. The Classroom Absence Form will go home with the student the day he/she returns. Depending on how many days the child has missed, the student is granted one day per day absent to make up missing assignments.

Family Vacations

Families are encouraged to use breaks and holidays for extended vacations. Please refrain from taking family vacations during school days. If you choose to go on an extended vacation (3 days or more) during school, **teachers will not be able to provide the assignments and activities that your child will be missing in advance.** If extensive curriculum is missed, those standards may not be assessed on the report card.

Appointments

Schedule doctor and dental appointments before or after school hours if at all possible. Notify the school office and your child's classroom teacher if the scheduling of appointments during the school day is unavoidable.

We Greatly Appreciate Your Support!



