

3rd Grade 2018 - 2019

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Agenda

- Literacy (Reading and Writing)
- Math
- Research
- Communication
- Classroom Expectations and Behavior
- Homework
- Grading Policy
- Tips for home

Reading Components of Instruction

- Close Reading/Shared Reading
- Independent reading - independent practice
- Small group work - targeted work based on individual student needs

Strategies and Skills

- Ask and answer questions
- Refer explicitly to the text
- Determine the central message/lesson of the story/main idea
- Describe characters and explain motivations
- Distinguish literal from figurative language
- Compare and contrast the themes, settings, and plots of stories and information
- Recognize point of view

Reading Units

Unit 1 Reader's Workshop Launch- Building a Reading Life: routines, exploring our library

Unit 2 Informational Reading- studying nonfiction texts and text features to engage in research

Unit 3 Character Studies- Character development and story plot

Unit 4 Folktales- Structure, features, central message, moral, cultural connection.

Unit 5 Expeditionary Unit of Peter Pan- Asking and answering questions.

Unit 6 Informational Reading- Access to Resources: Food, Clean Water, Education

Unit 7 Book Clubs- Social Issues (Bullying, divorce, being left out, gossip)

Leveled Reading

Level determined through ongoing assessments

Formal and informal assessments

Grade 3 September 1= J or below 2= K/L 3= M/N 4= O or above	Grade 3 November 1= K or below 2= L/M 3= N 4= O or above	Grade 3 January 1= L or below 2= M 3= N/O 4= P or above	Grade 3 March 1= L or below 2= M/N 3= O 4= P or above	Grade 3 June 1= M or below 2= N/O 3= P 4= Q or above
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The Writing Cycle

- Generating Ideas and planning/organization
- Craft Lessons
- Drafting
- Revising
- Editing
- Publishing

Assessment:

- On demand pieces
- Conferencing
- Notebooks
- Writing pieces
- Common rubrics

Writing Units

- **Unit 1 Launch** – Establishing routines and practices through a personal narrative about a memory
- **Unit 2 Informational Writing** - Descriptive essay on rivers
- **Unit 3 Opinion Piece** – Opinion on character traits, motivations and changes
- **Unit 4 Narrative Writing** - Folktale adaptations
- **Unit 5 Writing about Reading** - Responding to Peter Pan and nonfiction articles
- **Unit 6 Informational Writing** - Access to resources (food, water, education)
- **Unit 7 Opinion Piece** - Persuasive speech on access to resources

Writing: Language Conventions

- Spelling
- Punctuation
- Conventions of Standard English
- Vocabulary Acquisition and Use

Math Units

1 Launch – Routines/procedures, place value, addition and subtraction to 1,000

2 Multiplication and Division

3 Fractions

4 Multiplication and Area

5 Problem Solving with measurement, time, capacity, data

6 Geometry

7 STEM Parachutes

Math Games

- Reinforce and review concepts
- Increase opportunities to respond
- Adaptable to different levels

Research Units

- What is Research? Note-Taking using maps (United States)
- How Do Rivers Connect Us?
- Why is Geography Important?
- How Does Access of Various Resources Affect the Lives of People?

Assessment and Testing

Classroom based assessments

- Reading
- Writing
- Math

State Assessments

English Language Arts - April 2 - April 4

Mathematics - May 1 - May 3

Communication

Take home folders

Class parents

Parent engagement time (Tuesdays 2:45-3:20 by appointment)

Parent-teacher conferences: 11/15 and 3/14

Parent Workshops 12/4 1/29

Learning Alongside Your Child 11/2, 3/1

Email:

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Classroom Expectations and Behavior

- Goal: Warm and safe learning environment
- Components:
 - 4Bs
 - Positive Reinforcement of Classroom Agreements
 - Responsive Classroom: Community Building and Social Skills Instruction
 - Logical Consequences
 - Home to School Communication

Homework

Given DAILY, usually due the next day (unless specified)

Purposes: build independence, home-school connections, practice skills and reinforce concepts

Possible components:

- Reading log and journal
- Math problems
- Study related (research)

Grading Policy

Academic Standards

1. Assignments/Projects
 - a. In-class assignments
 - b. Notebooks
 - c. Presentations/Projects
 - d. Class Participation
 - e. Assessments/Quizzes
 - f. Homework

Classroom Standards

1. Manages time and consistently demonstrates effort to independently achieve goals
2. Works in an organized manner
3. Persists through challenges to complete a task by trying different strategies
4. Asks for help when needed
5. Respects school rules and works well in the school community

Tips and Reminders

Make sure your child gets to school on time each day.

Create a routine for homework.

Remind your child to check their home folder each day for homework and notes.

Ask your child questions about the books they read (how the character feels, the author's message, etc.) This will help deepen their understanding of the text.

Questions?

General questions about this year?

Please save specific questions about your child for private meetings.

Class Specials

Class 3-331

Monday - Art

Tuesday - P.E. and Science

Wednesday - Art

Thursday - Music and

Friday - Spanish and Science

Class 3-329

Monday - Art and P.E.

Tuesday - Science

Wednesday - Science and Library

Thursday - Music and Spanish

Friday - Art

Class 3-331 Bari and Paola

Class Parent:

Dana Gourtay

DanaBKNY@icloud.com