

3rd Grade
HANDBOOK



2018-2019

General Information

Monday Folders

Third Grade

All work and graded assignments will be sent home weekly, along with communications from the classroom and office. Please be sure to check the folder on Monday night, sign and return any papers on Tuesday along with the folder.

Grading Scale

Third Grade

Third grade begins a new grading scale; A 90-100%, B 80-89%, C 70-79%, D 60-69%, F 59% and below. Report cards or progress reports will be sent home every 4 weeks.

We will send home four progress reports and four report cards. A progress report is sent home approximately after four weeks in a grading period. The Progress Report is a current record of the progress they have made that quarter thus far. This information can change until the time of the Report Card. Report Cards mark the end of each academic quarter. Report Cards will be marked with grades that have accumulated since the beginning of the grading quarter. On the final Report Card, the quarter grades will be averaged for a final grade in each subject.

PEP

Personalized Education Plan

The Personal Education Plan (PEP) is a developmental tool that establishes a student's goals for the school year. Students are tested in reading and math during the first two days of school. This information, the test results from CSAP and CTB, and student work samples are taken into account when establishing goals and writing the PEP for each student. The PEP is reviewed with the student and parents during the Fall Parent/Teacher Conference. The goals on the PEP will guide instruction focus at school as well as needed at home practice of skills. At the Spring Parent/ Teacher Conference the PEP is reviewed and discussed in regard to meeting goals and/or continuing goals.

RtI (Responsiveness to Intervention)

Response to Intervention (RtI)

RtI is the procedure under No Child Left Behind, to provide interventions for students who are not working at grade level. If a student does not respond to the interventions, s/he may be recommended for special education. RtI intervention is a three-tiered process. The three tiers are Universal, Targeted, and Intensive.

Universal

Expectation is that 80% of the students in the classroom can perform at or above grade level, with little to no interventions.

Targeted

Expectation is that 15% of the remaining students will require some type of outside intervention. Crown Pointe has graphed test results for each student and determined which students are consistently below grade level. We are currently providing small group instruction in struggling areas on top of the general education instruction to see if the "gap" closes. This intervention is provided during specials classes, so students are not taken out of core class instruction. We continually look at new data and graph new results to see if the intervention is making a

difference; if so, we continue the intervention, if not, we increase the intervention (more time, more days, etc.).

Intensive

If we determine that students are not making progress toward being on grade level, even with a variety of interventions in the targeted level, the student moves to the third tier. This tier provides students with intensive individual interventions. This is also the tier in which teachers can bring all data to the RtI team and ask that the student be considered for special education. Approximately 5% of the students in each class might need intensive interventions.

The RtI process allows students to receive appropriate interventions to help bring them up to grade level. Most students will be successful. However, we can assume that those students who continue to struggle, even with additional interventions, probably have a true learning disability and need special education services.

WOW Days

Third Grade

As a school we have set aside a special day (“WOW Day”) for each child. This allows every child to pick a special day to celebrate themselves. (The “WOW” day may be your child’s birthday if it falls during the school year). Ideas to bring in on your child’s WOW day are pictures, a personal poster collage, a favorite stuffed animal or toy, special items or hobbies, etc. **No pets are allowed.** Healthy snacks can also be a part of this celebration, however, in the best interest of students health and nutrition, and in an effort to meet Wellness Policy guidelines, alternatives are suggested. “WOW” days are celebrated according to each classroom’s unique schedule. Refer to your classroom teacher(s) or look for information in their newsletters.

Uniforms

Be sure to check the policy in the Parent/Student Handbook for accepted uniforms. After ten (10) uniform violations of the same offense, the student will be assigned an after school detention.

Water Bottles

Third Grade

Water bottles are kept in student’s cubbies and during designated times students are permitted to get a drink from them. Bottles must be spill proof and contain only water.

Quick Start

Third Grade

Quick start is offered twice a year: once in the fall and once in the spring. Students attend based upon teacher recommendation according to reading, math, and writing proficiency. Groups remain small and usually contain five to ten students. Sessions last for six consecutive weeks and meet one-two days per week.

After School Activities

Third Grade

Students have the opportunity to participate in various after school activities. Watch the Monday folder for offerings.

Planners

Third Grade

Each student will be receiving a Crown Pointe Assignment Planner. If this planner is lost or damaged there will be a replacement fee. The entire year is included in this planner and we will be using them to keep track of homework as well as long-term assignments. We ask that you help your child by checking to be sure that all assignments are completed and returned to school when due. This is something new for them and it will help them in learning responsibility for their own work.

Science Fair

Third Grade

Science Fair is not mandatory in Third Grade but is highly recommended. Students may work in a team to do a project. Any student that completes a project will receive extra credit in Science for that quarter. A class project will be done and displayed during the Science Fair.

Volunteers

Third Grade

A volunteer calendar will be sent home at the end of each month for parents to sign up for any days that they wish to volunteer in the classroom to grade papers, file, make copies, etc. A completed calendar will be sent home once the volunteers have been determined. Brown bag work can also be sent home upon request.

Field Trips

Third Grade

Students usually attend 2-3 field trips throughout the year. This is subject to change from year to year. Buses will be provided and students must ride with the class to and from the field trip. Any parents or guardians attending the field trip must have an annual background submitted at least 2 weeks prior to the field trip. We recommend submitting this with your annual registration paperwork. Siblings may not attend.

Snacks

Third Grade

Students may bring a healthy snack to eat during the morning recess.

Accelerated Reader

Crown Pointe has implemented the Accelerated Reader (AR) program for several years. This program allows students to read books appropriate to their reading level while providing teachers feedback on comprehension through a computerized test.

Students are expected to read a book for a minimum of 45 minutes per day. We will provide approximately 30 minutes of reading time during the school day and it is expected that students will read an additional 15 minutes each evening.

Third Grade

Student reading ranges for their independent Accelerated Reading (AR) books are determined from the previous teacher's recommendation of reading level. Students must score 90%-100% on at least four AR books in their reading range for their level to change. Two of the three books must be nonfiction, and at least two of the books must be chapter books. Student reading zones range by .3 points. For example, a student's zone may be 3.0-3.3. After meeting the above criteria and changing their level, it would be 3.1-3.4. Students may continue increasing their reading level all year long. They are to keep a reading log in class and before testing students are

to fill out an AR Question Sheet that will be checked by the teacher and turn it in before taking an AR test in class. Students are allowed to bring their log home for you to look at any time.

Homework

Third Grade

Assignments: Students may have occasional homework in math, science and social studies. We also encourage students to spend 20 minutes reading their AR books.

Money

Whenever money is sent with your child to school, please seal it in an envelope and label it with **your child's name, amount, and its purpose.**

Special Events

Third Grade

All information will be sent in the Monday folders several weeks before the event.

CURRICULUM

Language Arts

Reading:

Textbooks/Materials:

Core Knowledge Language Arts

Literacy Plans

Literacy plans are established for children who need additional help in reading. Teachers, parents and students must be actively involved in achieving the goals established. Students who are on literacy plans at the end of second grade will remain on a plan or they may be placed on a plan as determined by the tests given at the beginning of the year. In May, parents will be notified if their child has achieved the goals and is removed from the plan or if the recommendation is made to keep their child on the plan until the beginning of the next school year.

Spelling:

Textbooks/Materials:

Core Knowledge Language Arts

Handwriting:

Content

Handwriting Without Tears

Textbooks/Materials:

Handwriting WithoutTears

Writing:

Content:

Expository writing, friendly letters, narrative writing (tall tales, realistic fiction, fairy tales), report writing, note taking, grammar

Textbooks/Materials:

Core Knowledge Language Arts

Social Studies

Content:

Geography and Spatial Sense, Native Americans, Vikings, 13 Colonies, Canada, Ancient Rome, Rivers of the World

Textbooks/Materials:

Core Knowledge/Pearson- History and Geography, various supplemental teacher books

Science

Content:

Animal Classification, Ecology, Bones and Muscles, the Eye, the Ear, the Brain and Nervous System, Astronomy

Textbooks/Materials:

Teacher created, Lessons from the Core Knowledge Website, various supplemental teacher books

Character Education

Content:

Lessons revolve around these Character Traits: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Math

ABOUT GO MATH!

We live in a mathematical world. Never before has the workplace demanded such complex levels of mathematical thinking and problem solving (National Council of Teachers of Mathematics, 2009). Clearly, those who understand and can do mathematics will have opportunities that others do not—and building students' early foundational skills is essential. An analysis of the results of the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) led researchers to conclude that “countries that want to improve their mathematics performance should start by building a strong mathematics foundation in the early grades” (American Institutes for Research, 2005, p. v).

The Common Core State Standards at the elementary grade levels were written to provide such a foundation for young students. The standards describe the content and skills needed for young students to “build the foundation to successfully apply more demanding math concepts and procedures, and move into applications” (Common Core State Standards Initiative, 2011).

The Common Core State Standards (CCSS) were systematically developed to:

- Be research-based;
- Focus on the critical skills at each grade level;
- Encourage conceptual mastery of key ideas;
- Develop students' mathematical understanding and procedural skills;
- Prepare students for the demands of the future—in school and work.

The standards detail the knowledge—content and processes—students need at each grade level, but the standards do not describe the instructional approaches needed to meet the standards. Thus, an effective instructional program is needed to bridge between the expectations set out by the standards and the desired student learning and achievement. This alignment between standards, curriculum, instruction, and assessments is critical. Researchers looking at effective educational practices identified nine characteristics of high-performing schools, and reported that several of these relate to standards and standards alignment. High-performing schools have a clear, shared focus; high standards and expectations for all students; and curriculum, instruction, and assessments aligned to the standards (Shannon & Bylsma, 2003).

Houghton Mifflin Harcourt's GO Math! was developed with the Common Core State Standards for Mathematics as a foundation, and uses research-tested approaches to address the rigors of the Common Core. Throughout **GO Math!** alignment with the Common Core is made explicit. At every grade level, the program is organized around the Critical Areas identified in the Common Core. A special color-coded system in the student and **Teacher Editions** make each Critical Area easy to locate and use. The Mathematical Practices are completely imbedded in the lessons. Teachers who use **GO Math!** can be assured of meeting the expectations of the Common Core. Beyond this alignment with the content and practices of the Common Core, **GO Math!** represents a comprehensive system of mathematics instruction that includes multiple instructional approaches, diagnostic and formative assessments linked to differentiated instructional resources and tiered interventions, and technology solutions designed to support and motivate students.

Content

Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division; understand properties of multiplication and the relationship between multiplication and division; multiply and divide within 100; solve problems involving the four operations and explain patterns in arithmetic. Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic. Number and Operations—Fractions: Develop understanding of fractions as numbers. Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; represent and interpret data; geometric measurement: understand concepts of area and relate area to multiplication and to addition; geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Geometry: Reason with shapes and their attributes.

Specials

Elementary students rotate through three specials: P.E., Art, and Music. All special classes are thirty minutes in length. Every class attends an EXPO class one time a week for 30 minutes.

Intermediate Physical Education

Content

Grades 3-5 will be working in an individualist movement curriculum guided by the research based SPARK PE program. This will provide lots of variation to meet different needs, and lots of progressive practice to refine skills. Throughout the year students will participate in cooperative games/sports, refine basic movements and gymnastics, engage in a lot of fitness exercises, and finally, learn many different sport/game skills. Students will take fitness tests towards the end of the second semester.

Textbooks/Materials

All students are expected to wear tennis shoes during P.E. class. Girls must have shorts under dresses or skirts (Skorts are ok!).

Class Procedure

Students perform a structured warm-up, often followed by fitness exercises. Then practice activities or games follow. During class students are expected to:

1. Be safe
2. Be Responsible
3. Be Respectful

Art Program

Content

Core Knowledge Standards in visual arts; state standards in visual arts; art topics that correlate to academic learning in the classroom; exposure to a variety of art media and techniques; introduction of art specific vocabulary and techniques; art history related to studio projects; critique famous artwork and classmates' artwork.

Textbooks/Materials

No textbook. Material includes tempera, watercolors, color pencils, markers, oil pastels, chalk pastels, etc.

Class Procedures

Elementary classes rotate between having art once a week and twice a week by the semester. All class periods are thirty minutes in length. Students are expected to:

1. listen to directions and follow them the first time
2. raise their hand when they have a question, would like to share something, or need help
3. share art supplies with their classmates, act politely, and use kind words
4. use class time to discuss and create art
5. sit in "artist mode" (freeze, put supplies down, and put eyes on the teacher) when they hear the teacher's cadence clap
6. respect the classroom, supplies, and tools, and clean-up after themselves

Music Program

Content

Every grade level participates in one even music program each year.

Expo

Content

Building, designing, researching, growing...no worksheets allowed. Watch our EXPO blog on the CPA website