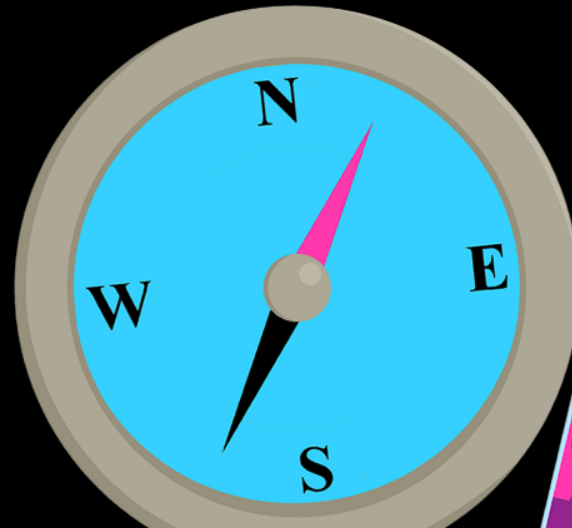


Before We Begin:

- Look through papers on desk - Pull out student handbook and sign back page. Please turn into gray tray when finished.
- Register as a volunteer: You must register every year in order to volunteer in classroom or on field trips (instructions are by the computers!)
- write down any questions you already have - Use the sticky notes and I will try to answer them at the end of my presentation or I will collect at the end and answer them via email!
- Leave a note to your child on their desk - You can use the sticky notes to leave them a note of encouragement to surprise them in the morning ☺



Welcome, Families!



Teacher Introduction

A Quick Favor:

Please save all questions until the end.

Please feel free to write down any questions you have during the presentation on a sticky note!

I will try my best to answer as many as I can at the end.
If we run out of time, I will answer
via email and/or the website! 😊



Instructional Tools and Resources

- Big Universe
- Thinking Maps
- Classroom Devices (Chromebooks and iPads)
 - *we are now a 3-1 device classroom!*
- BYOD
 - Devices must be registered every year
 - Please go to the MES website and click on parent/Student copy

All of these can be used at home!

ANNOUNCEMENTS



BYOD
BRING YOUR OWN DEVICE

Be sure to [register](#) your students device for the 2018-2019 school year!

Devices must be registered and agreement forms signed before students can use them at school.

[Parent/Student copy of BYOD Parent Letter](#)



“Think Different”

21st Century Classroom

- Providing opportunities for students to engage in real world problem solving and skills using:

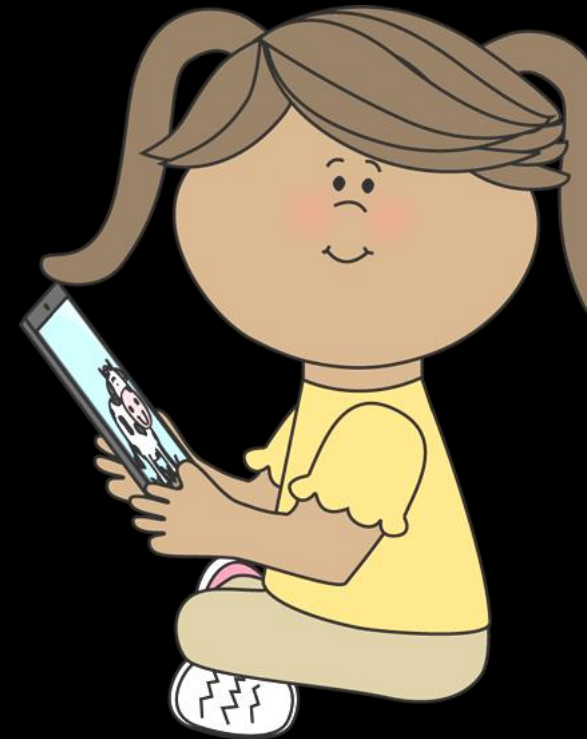
“The 4 C’s”

Communication

Creativity

Critical Thinking

Collaboration



Learning Targets

Learning Targets are used to help kids understand WHAT they are LEARNING not just what they are DOING!

At the beginning of the lesson, the teacher will say “Today our learning target is *I can ask and answer questions based on the information I find in the book!*” (posted in What We are Learning)

Remember to ask your child...

“What did you learn today?”

Instead of...“How was your day?”



Literacy

EL Education

1. The Primacy of Self-Discovery

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas

Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Literacy

EL Education

6. Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Literacy

EL Education

Module 1 Overcoming Learning Challenges Near and Far	Module 2: Adaptations and the wide world of Frogs	Module 3: Exploring Literary Classics	Module 4: water Around the world
Unit 1: Reading Literary Texts: Overcoming Challenges – School and Education	Unit 1: Reading and Writing Narratives: Poems and Pourquoi Tales about Frogs	Unit 1: Analyzing Author's Craft: Character Development of Peter Pan	Unit 1: Building Background Knowledge: Water Around the World
Unit 2: Reading and Writing to Inform: Overcoming Learning Challenges - Books	Unit 2: Building Background Knowledge: Frogs and Research Process	Unit 2: Writing Grounded in Evidence: An Opinion of <u>Peter Pan</u>	Unit 2: Developing an Opinion: The Importance of Water Conservation
Unit 3: Writing to Inform: Overcoming Learning Challenges - Reading	Unit 3: Using Writing to Inform: Freaky Frog Text	Unit 3: Reading Like a Writer: Revising Scenes from <u>Peter Pan</u> .	Unit 3: Call to Action: Solutions to Water Issues

Math

Math Block Set-up:

*Whole group lessons

- Fluency Practice
- Homework Review

*Mini-lessons (10-15 mins)

*Math practice rotations:

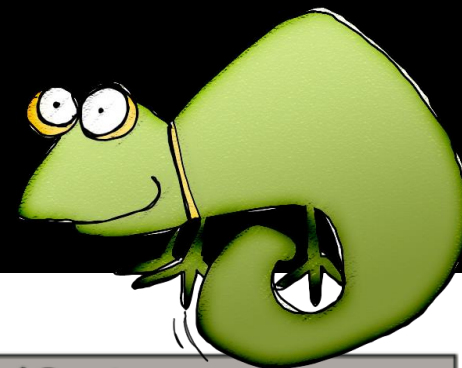
-Students will work on math activities in small groups

*Small Groups:

-Differentiated practice



Curriculum



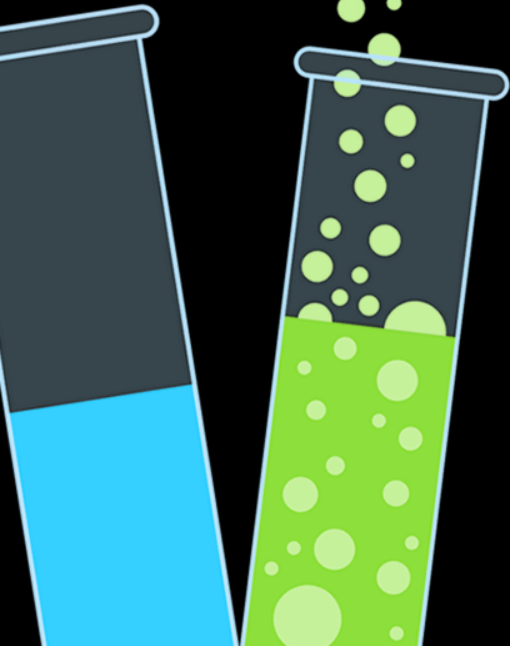
3rd Grade Math at a Glance for Parents 2018-2019

First Quarter				Second Quarter			
Unit	Building Mathematical Community & Understanding Equal Groups	Using Data to Solve Problems	Stories with Addition & Subtraction	Stories with Addition & Subtraction (cont'd)	Making Sense of Multiplication & Division		Reasoning with Shapes and their Attributes
Standards Assessed	NC.3.OA.1 NC.3.OA.3 NC.3.OA.9	NC.3.MD.3	NC.3.OA.8 NC.3.NBT.2	NC.3.OA.8 NC.3.NBT.2	NC.3.OA.1 NC.3.OA.2 NC.3.OA.3 NC.3.OA.6	NC.3.OA.7 NC.3.OA.8 NC.3.OA.9 NC.3.NBT.3	NC.3.G.1
Big Ideas on the Elementary Report Card	<ul style="list-style-type: none">Represent and solve problems involving multiplication and division.Multiply and divide within 100.Represent and interpret data.Use place value understanding and properties of operations to perform multi-digit arithmetic.			<ul style="list-style-type: none">Use place value understanding and properties of operations to perform multi-digit arithmetic.Solve problems involving the four operations, and identify and explain patterns in arithmetic.Understand properties of multiplication and the relationship between multiplication and division.Multiply and divide within 100.Reason with shapes and their attributes.			
Third Quarter				Fourth Quarter			
Unit	Applying the Operations to Area & Perimeter	Understanding Fractions as Parts of a Whole		Using Tools to Measure Length, Weight, and Capacity	Understanding Time		
Standards Assessed	NC.3.MD.5 NC.3.MD.7 NC.3.MD.8	NC.3.NF.1 NC.3.NF.2 NC.3.NF.3 NC.3.NF.4		NC.3.MD.2	NC.3.MD.1		
Big Ideas on the Elementary Report Card	<ul style="list-style-type: none">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.Develop understanding of fractions as numbers.			<ul style="list-style-type: none">Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.Solve problems involving the four operations, and identify and explain patterns in arithmetic.			

Science

Science plan Units Covered this year:

- *Bones, Muscles and Skin
- *Matter: Structure, Properties, and Change
- *Force and Motion
- *Earth in the Universe and Earth Systems
- *Plants & Soil



Social Studies

4 Third Grade Social Studies Units:

- Civics and Government
- Geography, Environmental Literacy and Culture
- Economic and Financial Literacy
- History and Colonial America



Differentiation

- Students will work in small groups with the teacher and each other.
- Students will receive one on one or small group instruction for intervention or enrichment in reading, writing, and math



Policies and Procedures

Refer to MES website under “parent” tab
— “policies and procedures”

- Absents and Tardies
 - walk child in to sign in when running late
 - Instruction begins right at 9:15 AM
 - Let me know when you will be absent
- Eating Lunch with your child
- Check out no later than 3:15



Lunch.Snack.Birthdays

You may **come to eat with your child** at any time!
However, you may only take YOUR child outside to eat.

please send in a **healthy snack** for your child!
we eat our snack during literacy time.

You may send in a “treat” for your **child’s birthday**. *please let me know if you plan to bring in a snack for the class so we can expect you.* I also need to be able to contact parents whose child has specific allergies. This will allow the parents to be able to send in an alternative snack if needed.

please do not send in **birthday invitations**
unless for entire class!



Classroom Procedures

- Classroom Behavior:

- We will be using **tickets** for the first half of the year. This enforces positive behaviors based on the classroom rules. Each student works towards goals set throughout the year. Tickets may be taken away when not following the rules of the classroom.

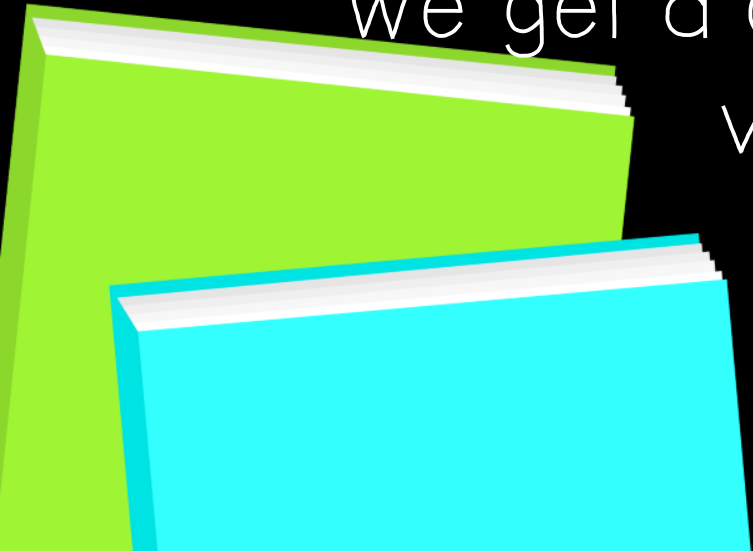


Classroom Procedures

- **whole Class Behavior:**

- “Apples” for the MES Chart:

- Whole class behavior in hallway, specials, lunch, recess, etc.
- Once we fill up our MES poster, we get a class reward that we have voted on as a class!



Classroom Procedures

- HIKERS guide:

- Sections:

- Agenda
 - Homework Folder
 - Divider Sections

- Classroom Info (resources)
 - Quarter 1
 - Quarter 2
 - Quarter 3
 - Quarter 4



Classroom Procedures

- HIKERS guide:

- Data:

- Data Walls

- Common Assessments

- Look for and initial new data, graphs, and common assessments



Our Daily Schedule...

time

subject

8:45 – 9:15

Students Arrive

9:15 – 10:15

Math

10:20 – 11:00

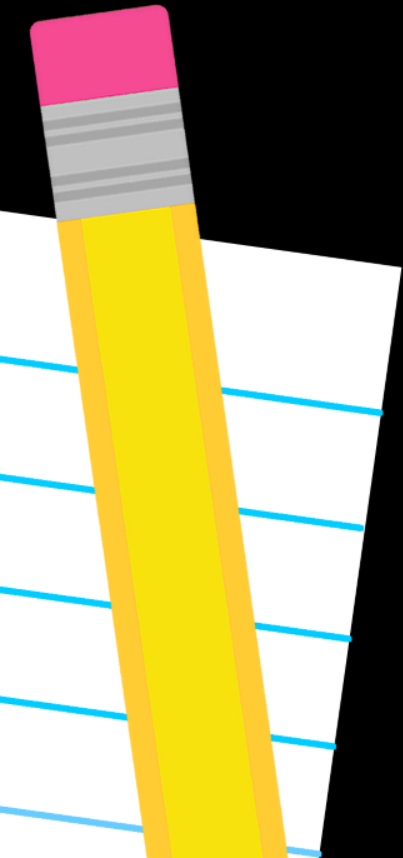
Specials

11:05 – 12:05

Literacy Module Lesson

12:05 – 12:35

Lunch (red table)



Our Daily Schedule...

time

subject

12:35 – 1:05

Recess

1:10–2:10

Literacy (ALL block)

2:10 – 2:55

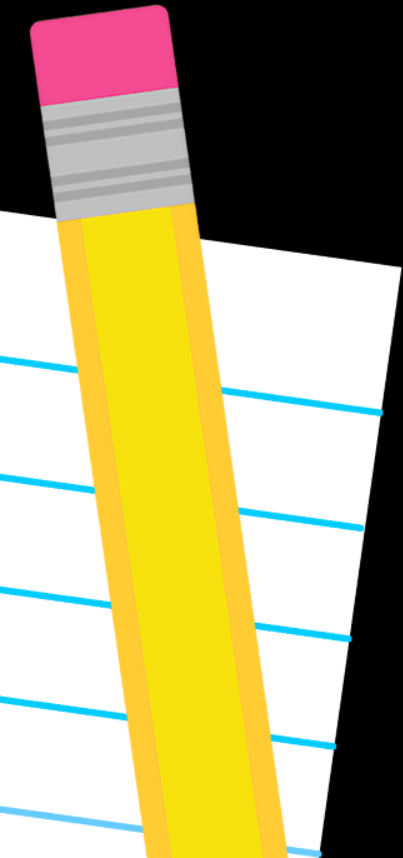
Science/SS

2:55 – 3:30


Intervention/Enrichment

3:40–3:45

Dismissal



Classroom Website

- 
- Classroom Updates:
 - Calendar
 - what we are Learning
 - Emails on Fridays about upcoming week
 - Resources:
 - Class Info
 - Subject Resources (Literacy, Math)
 - Common Core links

*I am available via Email — limited during the day

Testing Schedule

Beginning of Grade (BOG) – July 25th (Wed)

- scores will be returned by the end of July
- everyone will be tested
- test is online

Read to Achieve (determined from BOG score)

mClass Reading Testing

- three times a year (BOY, MOY, EOY)
- assesses fluency & comprehension
- DORF, DAZE, TRC
- TRC has been updated – chance of change in level

Cog-At Testing – TBD

- everyone will be tested

ITBS Testing – TBD

- selected students will be tested

End of Grade (EOG) – TBD

- everyone will be tested

mClass

MCLASS GOALS:

BOY

- DORF
 - WPM (70)
 - Accuracy (95%)
 - Retell (20)
- DAZE (8)
- TRC (L and M)

MOY

- DORF
 - WPM (86)
 - Accuracy (96%)
 - Retell (26)
- DAZE (11)
- TRC (N)

EOY

- DORF
 - WPM (100)
 - Accuracy (97%)
 - Retell (30)
- DAZE (19)
- TRC (O and P)

What is TRC? Students will read a book on his/her reading level. After reading the book, students will be asked to answer 4 oral questions about the book. After correctly answering oral questions, your child will move on to the next level. Once the child has settled on a reading level, they will complete a written response.

What Is DORF? Students will read 1-3 passages to see how many words he/she can read in a minute (accurately). Students will then tell about what they have read in the story to see if they are able to capture at least 3 details and the main idea of what they have read.

What is DAZE? DAZE is only monitoring during official mClass windows, not progress monitoring. DAZE gives students a passage that has words left blank. Students will be given the choice of three words, and they will have to correctly circle the one that makes sense in the story.

● **DIBELS Next Composite:**
Has Met Goal

○ **TRC Reading Level:**
Has Met Goal

What does this mean?

Karen has met or surpassed grade-level expectations in DIBELS Next®. The DIBELS Next composite result reflects performance on the skills shown below. Karen has met or surpassed grade-level expectations in TRC.

Why is Karen being assessed?

To examine the important skills Karen needs to become a successful reader, we use **mCLASS®:Reading 3D™**, a program that combines DIBELS Next to assess performance on foundational skills, and TRC to determine how those skills are applied to increasingly complex text for comprehension.

What can I do?

To reinforce what Karen is learning in school, you can read together every day at home.

What are the skills Karen should learn to become a good reader?

Phonemic Awareness
Hearing and using sounds in spoken words

We no longer measure Karen's phonemic awareness because students should have this skill by the middle of first grade.

Phonics
Knowing sounds of letters and sounding out written words

We no longer measure Karen's phonics because students should have this skill by the middle of second grade.

Accurate and Fluent Reading
Reading words in stories easily, quickly, and correctly, measured by DIBELS Next Oral Reading Fluency (DORF)

Can your child...

- ...read all the words in a very short story?
- ...recognize familiar words without sounding them out?
- ...blend letter-sounds to read unfamiliar words?
- ...read words by themselves and in very short stories easily?

Reading with fluency (DORF)

Reading with accuracy (DORF)

Reading Comprehension
Reading for meaning is the ultimate goal of comprehension, which is measured by the Retell portion of DIBELS Next Oral Reading Fluency (DORF), Daze, and Text Reading and Comprehension (TRC).

Can your child...

- ...tell you about the story she or he just read?
- ...fill in the blank in this sentence: "Before you eat, be sure to [] your hands?"

Does your child...

- ...read often and in many subjects?
- ...show a passion for reading?

Retelling a story (DORF)

Constructing meaning from text (Daze)

Classroom Assessments

Grade Level Common Assessments

Continuously check your child's HIKERS guide behind the current quarter for grades on assessments!

PLEASE do not remove any of their common assessments out of their binders!



Homework Assignments

Nightly Expectations:

****Homework will be recorded in agenda!**

- Read at least 20 minutes:

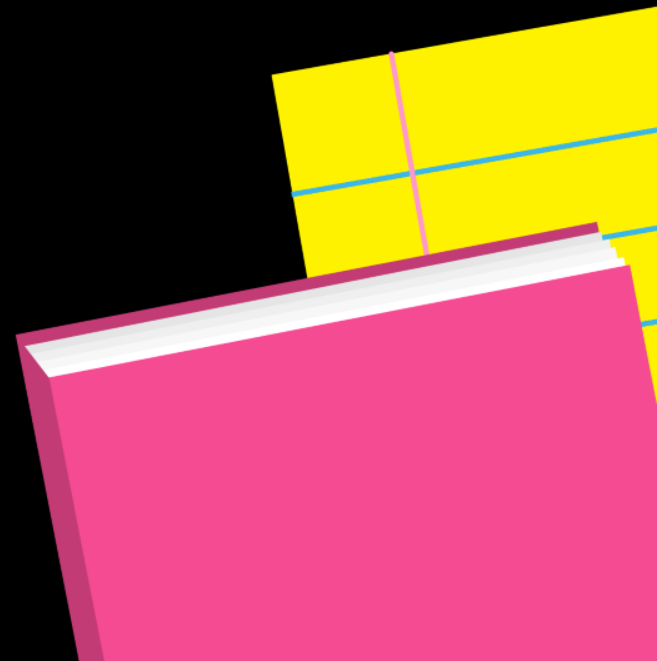
Independent Reading, Journal, Vocabulary Log

- Math:

- 2-3 minutes Math Fact Practice
- Math Sheet

- Assigned Homework

- Any other nightly assigned HW should be written in agendas daily.



Interims

Report Cards

Conferences

- Interims are sent out around the 5th week of the quarter.
- Report cards Check the calendar on our class website for updates. I will also be sending home reminders at the end of each quarter.
- Conferences will be scheduled during Quarter 2 and Quarter 4.



How to help your child at home:

- Check your child's HIKERS guide and discuss their work from Friday Folders with them, as needed.
- Check your child's HIKERS guide often and discuss any "homework helpers", weekly work, or common assessments with them.
- Practice **math facts** at home using the practice page in their HIKERS guide. Multiplication/division will start very soon! (This is placed in a page protector so they can practice with a dry erase marker!)
- Read with your child **EVERY NIGHT!** Have them read a book to you and spend some time reading to them. Have them read a variety of texts (fiction & nonfiction): books, magazines, newspapers, articles, etc. ALWAYS ask questions about the text before, during, and after they have read!!!



Questions?

