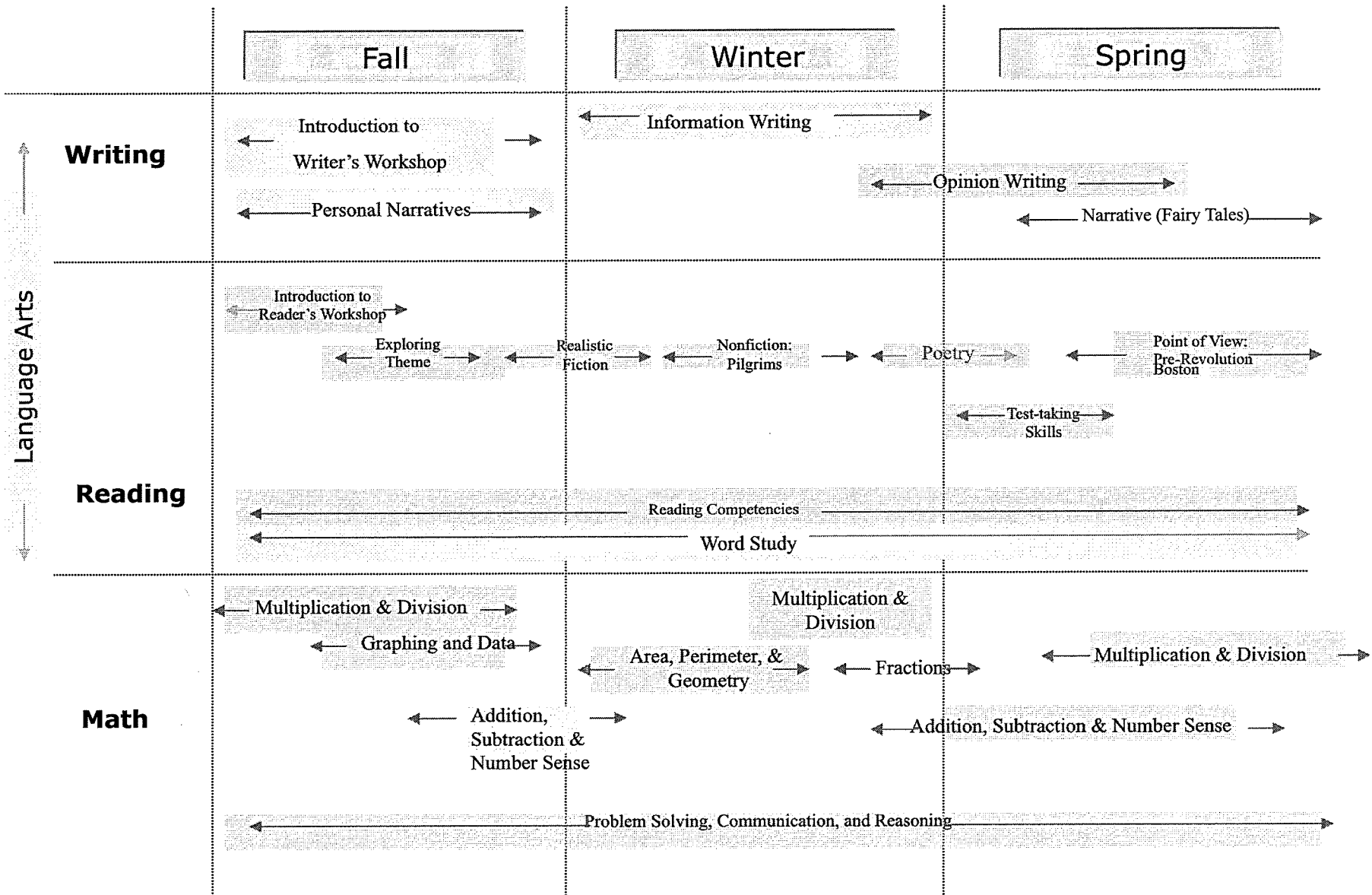
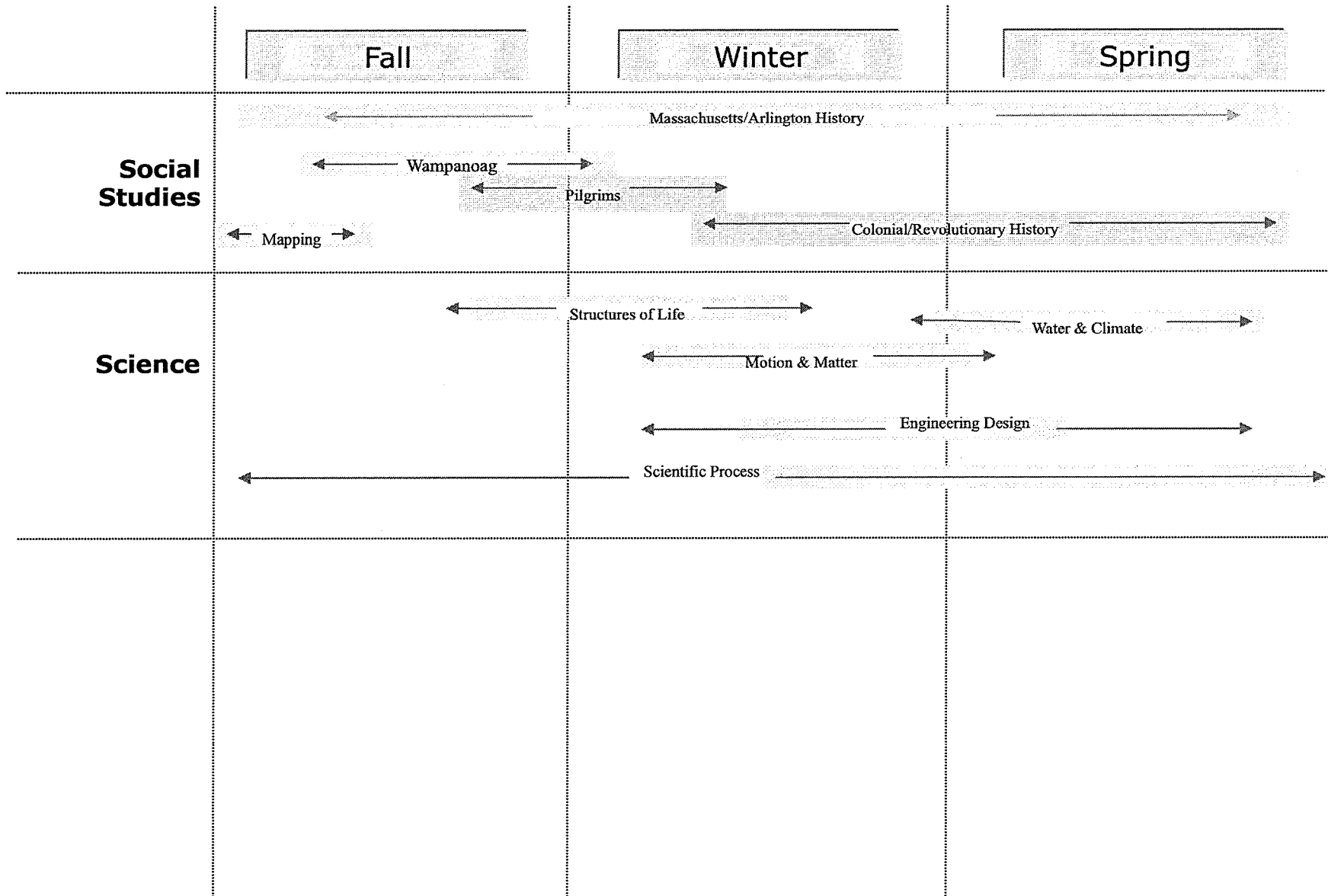


Community Expectations

I-CHART

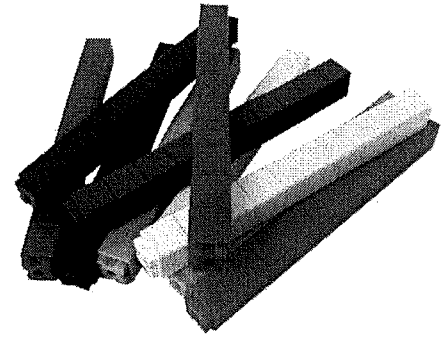
	Hallway	Cafeteria	Recess	Assembly	Bathroom	Morning Arrival	Afternoon Dismissal
Courage	Set a positive example for others	Be open to new things - new food, new friends	Use positive strategies when you have strong feelings Try new games with new friends	Participate when invited	Set a positive example for others	Enter the building with a positive mindset Be ready to learn something new	Remember the best part of your day Set a goal for tomorrow
Respect	Remain quiet to respect others' learning Keep your lockers and shared area tidy	Use an inside voice; Listen for adult instructions Use your manners	Listen to others opinions Find ways to include others	Use the school listening look during presentations	Keep the area clean Honor privacy	Say hello to adults and students with a smile	Yield for younger students Use calm, safe bodies
Responsibility	Keep hands and body to ourselves Notice the displays of student work	Clean your area and take care of trash responsibly (reduce, reuse, recycle)	Play by the rules Find a trusted adult when a problem seems too big to handle alone	Learn something new Be aware of personal space	Be timely Wash your hands and back to class	Follow classroom or grade level routines Be on time	Follow classroom or grade level routines







TERC Mathematics in Grade 3



The TERC curriculum is aligned with Massachusetts math standards. Students engage in the mathematics using the habits of mind of mathematical thinkers (Math Practice Standards).

K-5 Investigations Goals:

- Support students to **make sense of mathematics** and learn that they can be mathematical thinkers
- Focus on **computational fluency** with whole numbers as a **major goal** of the elementary grades
- Provide substantive work in important areas of mathematics – **rational numbers, geometry, measurement, data and early algebra** – and **connections** among them
- Emphasize reasoning about mathematical ideas
- Engage **all learners** in understanding mathematics

Some Details from the Program

- Parents may not see workbook pages until the unit is completed or until the end of the year (depending on whether or not you want to rip out pages.)
- Many of these pages will not be completed/corrected as teachers are using them to gauge student understanding and because, in math workshop, students can choose what they want to work on.
- Concepts may not be completely mastered within a unit. The curriculum is designed with multiple opportunities for children to learn over time and over units.
- Much of the math practice will be achieved by playing games. We will soon send information of how to access these games, and playing a game online is a great way to review with your child.
- Classroom discussions are an important time for students to express their mathematical understandings and to clear up misconceptions. A good question for parents to ask at home is what did you talk about in your math discussion today?
- Students will be systematically learning groups of facts over time. Students will become fluent in math facts through visual representations and conceptual understanding rather than memorizing flash cards.
- There is **homework** built into the curriculum. Students will be responsible for two practice sheets a week.
- **Differentiation:**

- o The curriculum has built in opportunities for students to extend their thinking as they explore concepts deeply. **Extension** strategies include:
 - Exploring a concept with larger numbers,
 - Adding an additional variable/constraint to a problem,
 - Asking students to make a generalization/s about a problem or category of problems
 - Justifying a conjecture.
- o The curriculum also provides **scaffolded opportunities** for students to develop an understanding as part of their regular math work.

The third grade curriculum covers the following units:

Unit 1: **Understanding Equal Groups** (Multiplication and Division 1)

Unit 2: **Graphs and Line Plots** (Modeling with Data)

Unit 3: **Travel Stories and Collections** (Addition, Subtraction, and the Number System 1)

Unit 4: **Perimeter, Area, and Polygons** (2-D Geometry and Measurement)

Unit 5: **Cube Patterns, Arrays, and Multiples of 10** (Multiplication and Division 2)

Unit 6: **Fair Shares and Fractions on Number Lines** (Fractions)

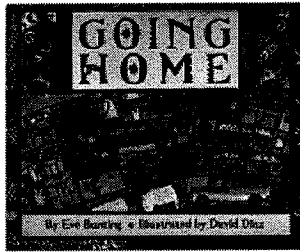
Unit 7: **How Many Miles?** (Addition, Subtraction, and the Number System 2)

Unit 8: **Larger Numbers and Multi-Step Problems** (Multiplication and Division 3)

Gr. 3 APS Literacy Curriculum Overview

The Grade 3 Literacy Program consists of five reading units of study, and three writing units of study, with an optional fairy tale unit if time permits at the end of the year. The writing units are rooted in the Lucy Calkins writing curriculum. The reading units are locally blended units drawing on a combination of Nancy Boyles' *Lessons and Units for Closer Reading*, and the Model Curriculum Units developed by the Massachusetts Elementary and Secondary Education curriculum project.

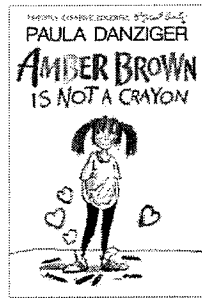
READING Home Unit



Overview: This unit is centered around the concept of home, and what makes a home special. Students will read and carefully consider how four different authors portray the concept of home in their work. Students will read and analyze the texts to answer the following questions: What techniques did the author use? How was the text structured? Which author was the most effective? What made their work effective?

Sample Final Project: Students write a story trying out some of the techniques used by the authors studied in this unit. They can describe a particular room, like Cynthia Rylant, and include family members and traditions, like Eve Bunting.

READING Realistic Fiction: Stories Matter



Overview: Through reading a whole class text, and additional guided reading texts, students will explore how realistic fiction helps us to understand our own lives and the lives of others. The unit also looks closely at characters' problems and responses to those problems, as well as other literary story elements.

Sample Final Project: Students prepare and present a Book Talk on a realistic fiction book of their choice that demonstrates their understanding of story elements and character traits. Students will also share connections they made with the story to their own lives.

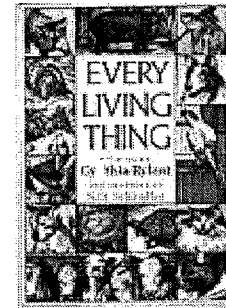
READING/SOCIAL STUDIES Pilgrim Unit: Whose Story Is It?



Overview: This unit draws on a wide range of sources pertaining to the Pilgrim and Wampanoag encounter in an attempt to explore and answer essential questions around why people choose to move from one place to another, how people adapt to new environments, and the important role that perspective, or point of view, plays in the way we learn and read about history.

Sample Final Project: Students compare a child's life today with a child's life in the 1600's by producing an informational writing piece for second graders in their school.

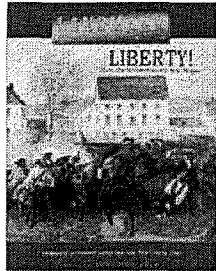
READING Poetry: The Voices and Images of Our World



Overview: This unit focuses on how a poet uses language to evoke the sounds and feelings of a topic or theme. The common poetic elements of rhyme, rhythm, alliteration, and onomatopoeia will be explored. Students will collect poems and create a personal poetry anthology. Students will both read and write poetry throughout the unit.

Sample Final Project: Students create an oral presentation of two poems from their personal anthology and a written response to a published poem to demonstrate their understanding of poetic elements.

READING/SOCIAL STUDIES
Pre-Revolution Boston:
Opinions Matter



Overview: The focus of the unit is on reading historically researched texts and writing opinion statements to respond to events occurring in and around Boston during the events leading up to the American Revolution. Students will keep a diary in which they state their opinion about events after reading texts and viewing video clips. This unit has a special emphasis on point of view - a student's own point of view, the point of view of people on different sides of the conflict, and the author's point of view.

Sample Final Project: Students write a diary entry about events happening before the American Revolutionary War began, choosing a point of view on whether colonists should fight, or not fight, for independence from the King of England.

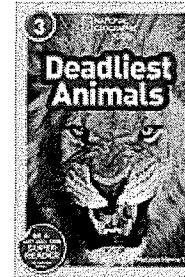
WRITING
Narrative Writing: Crafting True
Stories



Overview: The third grade narrative writing unit focuses on helping students build stamina and independence for longer writing projects. Students are invited to spend more time in rehearsal for writing, collecting lots of quick drafts in a writer's notebook, then selecting just one to put through the writing process. Students are encouraged to view writing about events in their own life in the same way that authors write about characters in fiction, as they develop their own story-teller voice.

Sample Final Project: While students will develop drafts of several personal narratives during the unit, at the end of the unit, they will select one special piece to take through the full writing process and into the publication stage.

WRITING
The Art of Information Writing



Overview: The information writing unit invites students to select a topic they are passionate about, then takes them through the process of writing to explain this topic to others. Students learn how to organize their writing in ways that help readers understand the information they will eventually share with their classmates. Students also learn how to transfer these writing skills to writing about other topics they are studying in school.

Sample Final Project: Students take their writing on the topic they have chosen through a formal publication process. Students may be invited to use their information writing booklet to teach others about their topic: classmates, parents, younger students.

WRITING
Opinion Writing: Changing the
World



Overview: This unit engages students in writing letters, persuasive speeches, and petitions as they learn the art of persuasion. It could be called a "baby essay unit". It develops the skills of introducing a topic, supporting your topic with evidence and reasons, and writing a conclusion. The unit helps students see how their arguments can be more effective when they are well supported. The unit also reminds students of the importance of keeping their audience in mind as they write.

Sample Final Project: Students will write a persuasive speech on a topic of their choice. They will also produce a letter or petition on a topic of their choosing.

A Comprehensive Literacy Block for K-5

Component	Description	K-2	3-5	Grouping Options
• Read-aloud	Teacher models the reading process by reading a variety of genres, as children listen, discuss and respond	Picture Books/Big Books Beginning Chapter Books Information Books Poetry	Picture Books Chapter Books Information Books Poetry	Whole
• Shared Reading and Writing	Teacher reads first for understanding; teacher and children reread together to develop fluency and focus on skills; teacher invites children to participate in writing a group message	Text is at/above independent reading level; Big Books, Picture Books, Anthology, poems, overheads	Chapter Books; magazine articles, poems, overheads	Whole (K-2) Paired reading (After Whole Group) Small Groups (3-5) Struggling Readers (3-5)
• Guided Reading and Writing	Teacher scaffolds and monitors children's application of problem-solving strategies for word recognition, word analysis, and comprehension; children read at their instructional reading level. Teacher scaffolds and monitors fluent phrasing and expression. Teacher scaffolds and confers with individuals in all phases of the writing process	Focus is on developing accuracy, automaticity, and expression (fluency) AND on comprehension and self-monitoring of these skills and strategies	Increased focus on comprehension and self-monitoring with Reciprocal Teaching, DRTA, and Think-alouds	Small Group Similar ability levels 1 on 1
Word Study	Children engage in a variety of hands-on activities to read and spell high frequency words and apply strategies for decoding and spelling	ABC Center, Making Words, letter tiles, Word Wall	Word Wall Making Big Words Focus on structural analysis	Whole Group Small Group Individual
• Independent Reading and Writing	Children self-select materials from a variety of genres, at their independent reading level; children work on all phases of the writing process; teacher confers with individual readers and writers, and conducts on-going assessments	Classroom library selections, browse boxes, books on tape, reading corner, S.S.R., D.E.A.R., writing center	Classroom library, Research Projects, computer center, S.S.R., and D.E.A.R.	Individual Pairs 1 on 1

Reading

Our reading program is genre-based and integrates the new Common Core State Standards. Students learn nine reading competencies that good readers use to understand what they are reading. Throughout the year, different genres, elements of fiction, and topics are studied through the lens of these competencies.

Units will include: Realistic Fiction, Nonfiction, Pilgrims, Poetry, Fairy Tales, American Revolution, and a unit centered around studying common themes across texts.

The more students hear the vocabulary of the competencies, the better. You can use this vocabulary in your discussions with your child about what they are reading.

The eight competencies for fiction are grouped into three categories and are as follows:

What is the Author Saying?

Finding Evidence

- What are the most important details? What do you know about the characters, setting, problem? What does the author want us to know?

Big Ideas

- Explain what is happening in your own words. What is the big idea or lesson learned? How does the author show this through key details?

Analyze

- How does the character change throughout the story? How does the setting make a difference to the story?

How is the Author Saying It?

Word Choice

- What words paint a picture in your mind or show emotion or feeling?
What does the word mean based on other words in the sentence?

Text Structure

- How is the text organized? How does this part or section fit into the whole text? What is the genre and how do you know it?

Point of View/Purpose

- Who is the narrator, or who is speaking in this passage? What does the narrator/character care about? Do different characters have different points of view about _____?

Why is the Author Saying It?

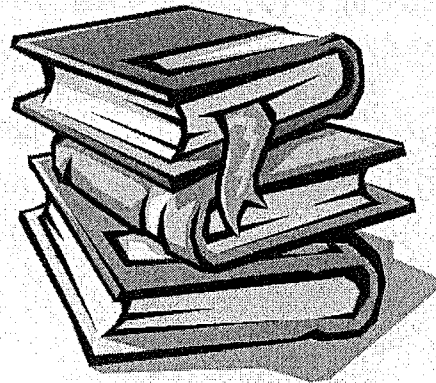
Compare/Contrast

- How is (character 1) the same as or different from (character 2)? Does the story remind you of anything else you have read? How is the message/theme of (story 1) the same as or different from (story 2)?

Integrate Diverse Media

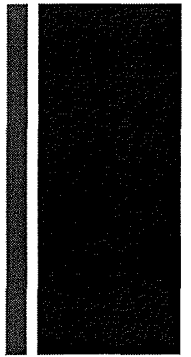
- How do the illustrations (charts, photographs, etc.) add to meaning? How is the (live version, video) the same as or different from the text version?

**Please note that there are nine competencies for nonfiction!



+ It's always good to think about, jot, and talk about

- Interesting or surprising moments
- Puzzling or confusing parts
- “Cool” or difficult vocabulary
- Creative moves the author makes (literary devices, craft, structure)
- Patterns or repeated words, images, objects
- Big ideas or emerging topics
- Themes: What message(s) is the author trying to communicate?
- The characters or setting (perhaps how these affect one another)
- Good Readers are Active!



Word Study

Word study "describes the teaching and learning experiences designed to help learners build understandings about how letters, sounds and words work" (Pinnelle & Fountas, 1998). Students will analyze the way words are formed, the relationships between words, and find patterns to help them in their spelling. Ultimately, it is not just about spelling the word correctly in that week's quiz; the goal is for students to be able to apply what they have learned in their reading and writing.

Word Study integrates whole group lessons as well as individual and pair work. The heart of each week is a sort where children find patterns in that set of words. In addition to the patterned words, students will study high frequency words and homophones. We have begun implementing Word Study routines; the typical week's word study will look something like this:

Day	Routine	For example...
Monday	Skills, patterns and words are introduced. Modeled sort & individual sort	The three sounds of ed: /t/, /d/, /id/
Tuesday-Thursday	Practice patterns, homophones, and high frequency words	Individual written sort
Friday	Word Study Quiz	Quiz assesses words, patterns, homophones, and high frequency words

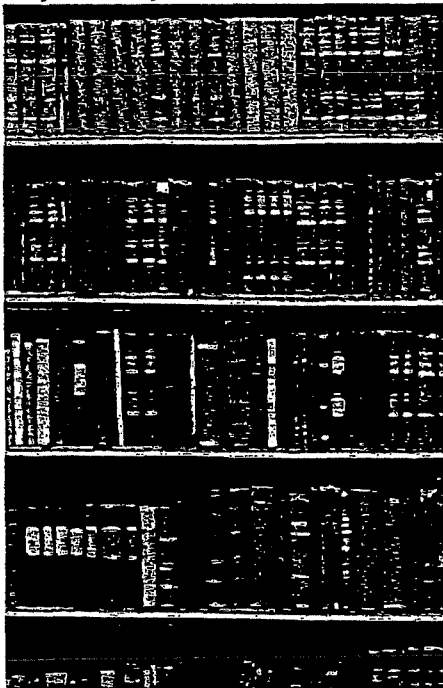
Homework: We will be introducing these routines in the classroom. Students will also bring home a list of words to study each week, as well as a Spelling Tic Tac Toe sheet with options for practice. Please help your child to practice their words at home, and to pass in any completed Word Study work.

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads 20 minutes
each day

3600 minutes in
a school year

1,800,000 words

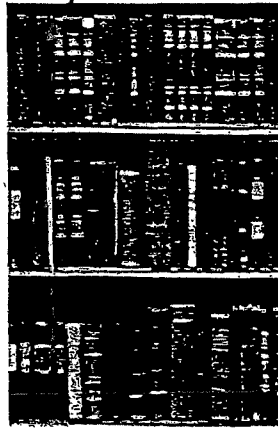


90th percentile

Student "B"
reads 5 minutes
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads 1 minute
each day

180 minutes in
a school year

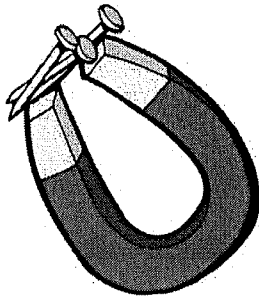
8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)



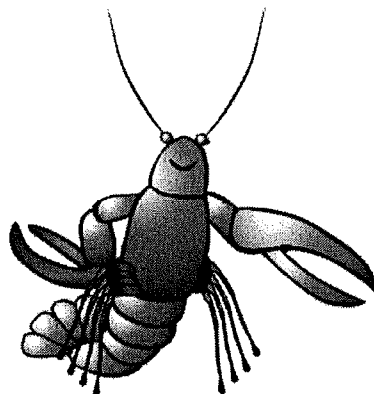
Grade 3 Science



In third grade, students will study Physical, Earth, and Life Sciences through FOSS units that are aligned with the Next Generation Science Standards, as well as learn the engineering process through the Museum of Science's Engineering is Elementary curriculum.

This year, your child will be encouraged to explore the scientific world, using hands-on learning experiences. Scientific investigations can center on student questions, observations, and communication about what they observe. Students will plan and carry out investigations as a class, in small groups or independently.

Science is a way of looking at the world around us. Children have a natural curiosity to explore that world. Learning becomes reality when a child is allowed to discover the why's and how's, of that world. Classroom investigation and experimentation can build essential scientific skills such as observing, measuring, collecting and reporting data. When your child comes home with new knowledge or the need for more exploration, please provide encouragement by participating in the experiences with your child.





Social Emotional Learning (SEL)



Social Emotional Learning (SEL) is an important component in our curriculum at Dallin Elementary. Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005).

The staff at Dallin incorporates the teaching of social emotional learning in three ways: Responsive Classroom, Open Circle, and Social Thinking- Superflex.

Responsive Classroom:

- Morning Meeting—Everyone in the classroom gathers in a circle for twenty to thirty minutes during the school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- Establishing Rules—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- Energizers—Short, playful, whole-group activities that are used as breaks in lessons.
- Quiet Time—A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.
- Closing Circle—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

Open Circle:

The Open Circle curriculum is implemented during classroom meetings on the rug once a week. Students form a circle and leave a space open to symbolize that there is always room for another voice, person, or opinion. Open Circle is a familiar setting for students to discuss important issues that arise in the classroom, school, local community and even the world around us.

Social Thinking- SuperFlex:

Superflex embodies the ideas and practices to teach students strategies to help with social thinking and social skills to meet their own social goals. Students and teachers generally strive for goals that include learning to work as part of a team, sharing space with others in a positive way, and developing relationships.

For more information:

www.responsiveclassroom.org

www.open-circle.org

www.socialthinking.com

Topics Discussed in SEL

Listening
Non-Verbal Communication
Complimenting
Inclusion
Cooperating
Recognizing when to tell a Responsible Adult
Handling Annoying Behavior
Dealing with Teasing
Recognizing Differences
Speaking Up
Understanding/Recognizing Feelings
Being Calm
Problem Solving
Interviewing
Leadership
Expressing Anger Appropriately
Understanding/Recognizing Body Language
Self-Talk

Start the Writing Process

In Writing Workshop

The children...

- generate their own topics.
- write about what they know.
- rewrite pieces they feel can be improved or begin a new "vision" of a piece.
- may not choose to finish or revisit some pieces.
- All work is saved and dated.
- learn to edit their own work.
- conference with the teacher to discuss pieces in progress.
- publish at least one piece per term.
- share their writing with peers.
- can assess own work based on a pre-established rubric.

Structure of Writing Workshop

Mini lesson -15 minutes

Writing - 25 minutes

Author's chair (closing) -5 minutes

Mini Lessons may include:

Punctuation usage

Descriptive words

Lead Sentences

Spelling strategies

Topics selection

Editing

Mood

Character development

Point of view

Author's voice

Similes/metaphors

Purpose

Alliteration

Genre

The Great Body Shop

The Great Body Shop is an exciting, comprehensive health education and substance abuse prevention program. Each grade level of The Great Body Shop from kindergarten through grade five is structured so that concepts are age appropriate and familiar. There are ten content strands, which are consistent with the Massachusetts Health Frameworks.

During The Great Body Shop lessons, students will learn to examine problems from multiple perspectives, practice methods of making good decisions, and learn how to compare, contrast, and generate multiple solutions to problems. By practicing these critical thinking skills, we can help students create responsible options for themselves and to evaluate and manage their own progress towards positive goals.

Following are the third grade Great Body Shop units:

When Bodies Have Problems

The Better to See You

Community Safety

Things You Might Catch

I like Your Attitude

Your Family, My Family

Responsibilities and Expectations

It is everyone's responsibility to:

- Teach and model self-discipline
- Respect the rights of others
- Cooperate with one another
- Provide a safe and positive educational environment at school and at home

It is the student's responsibility to:

- Be in charge of his/her own behavior
- Comply with the school and classroom rules at all times
- Have their homework done and be prepared to learn
- Tell the school staff about any discipline concerns or unsafe conditions they may have
- Honor the teacher's duty to teach and other students' right to learn

It is the parent's responsibility to:

- Support school rules and expectations
- Communicate to the teacher their child(ren)'s concerns or needs
- Encourage child(ren) to do his/her best
- Contact the school if child(ren) will be absent
- Be available for conferences
- Assure that child(ren) attend school daily and be on time

It is the teacher's responsibility to:

- Manage classroom behaviors
- Inform classroom rules and behavioral expectations
- Be available for communication with parents
- Provide students with a safe school environment
- Encourage child(ren) to reach his/her potential
- Teach in accordance with the Massachusetts Curriculum Frameworks and Common Core Standards

Ways To Help Your Child

How can I help my child at home? That is the question most asked of a teacher by interested parents. Here are some suggestions that may be of help to you:

- When booklets and papers are brought home, look at them; comment on them; go over them with your child. Show genuine interest in the work. This communicates the idea that education is important and encourages your children to do well in school.
- Talk with your children about school and everyday events.
- See that your child gets plenty of sleep. Encourage exercise and good nutrition.
- Monitor TV programs. TV can be instructional and also relaxing in proper doses at the proper time. Talk with them about the programs they watch. Turn off the TV during meals to facilitate conversation.
- Encourage your child to do homework as early in the afternoon or evening as possible.
- Provide a quiet, well lit study area for your child. Set up a desk, table or area designated for study, not far from the other family members. Remember to provide materials such as pens, pencils, pencil sharpener, paper, dictionary, ruler, crayons, glue stick and scissors.
- Take an active interest in your child's school work. Keep up with your child when he/she has a test and needs to study.
- Orally quiz your child to help him/her prepare for a test.
- If your child has trouble understanding something, try to help.
- Be aware of numerous study strategies, such as flash cards, that can be shared with your child.
- Provide learning experiences outside of school. Parks, museums, libraries, zoos, historical sites, and family games offer good learning experiences.
- Encourage your children to write.
- Read with your children. Encourage them to read for fun and discuss what they read.
- Insist that your child do homework in a place free of distractions, with the TV, stereo, and radio off.