How to survive the Third Grade

A practical guide for students and parents - Compiled by Mrs. Kreider
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Dear Parents,

This packet will give you a basic overview of our classroom. You may find it helpful to keep this packet handy during the year. In this newsletter, I have outlined many of my expectations that I have for students in my class, but I also have many expectations for myself.

I will:

* Create an environment in which my students can learn
* Be available to communicate with parents and students
* Use a variety of methods in teaching
* Encourage all students to reach their full potential
* Motivate students to continue to learn outside of the classroom

If a problem arises or if you have any questions, you may write me a note, e-mail or call me at school.

I believe that if you and I work as a team, your child will benefit.

Please note that the last page needs to be signed and returned to me as quickly as possible.

Sincerely,

Allison Kreider

Howard Elementary
700 Howard Ave.
Eugene, OR 97404
(541) 687-3365
Classroom Website - http://web4j1.lane.edu/~kreider_a/Site/Home.html
* Responsibility plays an important role in your child’s success at school. I expect students to be responsible for their own supplies, assignments, belongings, lunch money and behavior.

* Knowledge of basic addition, subtraction, multiplication, and division facts are absolutely essential for the success in math. Memorization and repeated practice are still the best way to insure familiarity. Students will practice at school, but a lot of practice at home will be helpful.

* Homework. Your child will have a weekly packet they will need to finish and turn in at the end of the week. Any part of the packet not completed at home, will be completed at school on Monday. I am also sending home a reading log for students to record their minutes and turn them in on Tuesday’s. For each 1000 minutes read, students will choose a free book to take home and keep. In addition, work not finished at school goes home to be completed in a red “HELP” folder. If your child comes home with a lot of work, chances are time is not being used wisely at school.

* When your child is absent from school, he or she will be expected to make up the work missed. Since this can create quite a workload, absences should be rare. The amount of time given to complete work for full credit will be determined on individual basis. There will be some assignments for which no make-up work can be given.

* Papers will be sent home regularly. Please take a few minutes to look at them. It is one way for you to keep abreast of your child’s progress. Most often, graded work will be sent home on Friday’s in your child’s Friday Folder. Please make sure to sign the folder and return it with your child on Monday.
What can you expect this Year?

Here is a look at some things that we will be doing this year:

**MATH**

* Students will collect and organize data, complete, interpret, and solve problems related to pictographs, bar graphs, line graphs or venn diagrams.
* Students will demonstrate an understanding of numbers through hundred thousands.
* Students will round to the nearest hundred and use/explain estimation strategies.
* Students will interpret ending time and time between events to the half hour.
* Students will tell time in 5-minute intervals, including half-past, quarter ‘til, and quarter after.
* Students will apply and explain strategies used to add and subtract whole numbers up to four digits with and without regrouping.
* Students will demonstrate knowledge of money by counting up to $10.00 and making change from $5.00.
* Students will write the number sentence used to solve a mathematical problem.
* Students will create, recognize, describe, and extend a geometric or numerical pattern, including those in input/output tables.
* Students will use multiple strategies to solve basic multiplication problems with an emphasis on facts 0-12.
* Students will use multiplication to construct and solve single- and multiple-step story problems from the real world.
* Students will multiply 2- and 3- digit numbers by 1-digit numbers with and without regrouping.
* Students will compare and describe the following 2- and 3- dimensional shapes based on their characteristics: circle, rectangle, triangle, rectangular prism, cylinder, pyramid, and sphere.
* Students will identify and construct lines, rays and line segments.
* Students will identify figures that are congruent regardless of their motion (slide, flip or turn). Students will also identify lines of symmetry in polygons.
* Students will determine relative position of an object using ordered pairs, ordinal numbers, and coordinate grids.
* Students will use appropriate standard (English and Metric) and non-standard units of measure and explain their choice.
* Students will use appropriate standard (English and Metric) and non-standard units of measurement to investigate area and perimeter.
* Students will represent commonly used fractions: halves, thirds, fourths, through tenths.
* Students will interpret events as to whether they are likely or unlikely to occur.
* Recognize and generate equivalent representations for the same number.
* Develop fluency with basic division facts to 12.
**COMMUNICATION ARTS**

* Students will demonstrate proficiency in phonics, decoding skills, and word skills.
* Students will demonstrate an understanding of grammatical principles by using parts of speech correctly.
* Students will demonstrate proficiency in reading comprehension.
* Students will demonstrate an understanding of sentence structures.
* Students will demonstrate proficient and correct use of punctuation and capitalization.
* Students will identify and apply basic literary elements to respond to fiction.
* Students will demonstrate knowledge of basic paragraph elements (topic sentence, supporting details, and conclusion) within an expository writing text.
* Students will demonstrate and apply knowledge of the steps in the formal writing process.
* Students will demonstrate and apply knowledge of formal writing.

**SCIENCE**

* **Electricity and Electric Circuits**
  * Observe the interaction of permanent magnets with a variety of common materials.
  * Identify materials that are conductors and insulators.
  * Understand and construct simple open, closed, parallel, and series circuits.
  * Acquire vocabulary associated with electricity.
  * Exercise language, math, and social studies skills in the context of electricity investigations.
  * Develop and refine the manipulative skills required for making investigations in electricity.
  * Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing.

* **Plants**
  * Develop a curiosity and interest in plants as living things.
  * Experience some of the diversity of forms in the plant kingdom.
  * Provide for the needs of growing plants.
  * Observe and describe the changes that occur as plants grow and develop.
  * Become familiar with the structures and functions of flowering plants (root, stem, leaf, bud, flower, seed).
  * Discover various ways that new plants can develop from mature plants.
  * Organize and communicate observations through drawing and writing.
  * Acquire the vocabulary associated with the structures of plants.

* **Rocks and Minerals**
  * Develop an interest in earth materials and acquire vocabulary.
  * Gain experiences with rocks and minerals.
  * Understand the process of taking apart and putting together to find out about materials.
  * Use measuring tools to gather data about rocks.
  * Collect and organize data about rocks.
  * Observe, describe, and record properties of minerals.
  * Organize minerals on the basis of the property of hardness.
  * Investigate the effect of vinegar (acid) on a specific mineral, calcite.
  * Use evaporation to investigate rock composition.
  * Learn that rocks are composed of minerals and that minerals cannot be physically separated into other materials.
  * Compare their activities to the work of a geologist.
  * Exercise language and math skills in the context of science.
  * Use scientific thinking processes to conduct investigations and build explanations.
TECHNOLOGY

Basic Operations and Concepts

* Students will be able to:
  - keyboard at 10 words per minute
  - log in/out server
  - save files properly
  - use a printer
  - do basic troubleshooting including quitting programs
  - appropriately care for equipment

Social, ethical, and human issues

* Students will be able to:
  - work cooperatively and collaboratively with peers when using technology.
  - discuss basic issues related to responsible use of technology.
  - describe the consequences of inappropriate use of building technology.
  - understand their responsibilities when using technology.
  - understand that copyright laws protect authors.
  - cite basic information sources.
  - describe what plagiarism is and understand that it is wrong.
  - discuss common uses of technology in daily life.

Technology productivity, research, problem-solving and communication tools

* Students will be able to:
  - determine when technology is the right tool to use for a project.
  - determine the right tool (with guidance) to achieve the learning goal. Examples include: word processing, drawing, database, spreadsheet, Internet, search engines, graphics, digital camera for taking pictures, multimedia authoring software (iWeb, Pages, Keynote)
  - use basic editing techniques for word processing.
  - use basic search strategies for finding information from electronic and Internet sources.
  - evaluate the accuracy and relevance of electronic sources by: locating the author of website, looking at the content of the site to determine its usefulness.
  - use software designed for skill remediation in curriculum area (KidBiz3000)
  - use technology resources for problem solving, including: handheld calculators, specialty software (mapping, encyclopedia)

Graded Papers

Students will be graded on both their classwork and their homework. Classwork will receive either a “check” or a “star” if it is complete. All homework will be worth 1 point per page. If any sections of homework are not completed, students will not receive credit for that page and will be required to complete it at school to receive credit. Graded papers will be sent home on Friday’s in your child’s Friday Folder.
Classroom Discipline

As I firmly believe that life-long success depends on self-discipline, I have developed a Classroom Discipline Plan that coincides with our School Wide Positive Behavior System (PBS). Your child deserves the most positive educational climate possible for academic growth, and therefore will know exactly what is expected of them at all times in all areas of the school.

*BE SAFE *  BE KIND    * BE RESPONSIBLE

Classroom Responsibilities

1. Do your very best work the first time
2. Always be truthful
3. Always be trustworthy
4. Always be an active listener
5. Come to school ready to learn

When We Are Responsible We Get:

1. Plenty of verbal praise
2. Beep Beeps and Great Job Tickets
3. Free Time in Classroom
4. Special Class Activities

If We Are Not Responsible:

1. Warning - student will be reminded to follow directions.
2. Uh-Oh - student will be issued an Uh-Oh and will be re-taught the correct behavior and/or owe time during recess or lunch.
3. Level 3 Referral - students will be sent to the office to have a conversation with the principal. At this time, students most likely will spend part of their day in the office. A phone call will go home to parents to talk about the incident.

Depending on the severity of a disruption, levels may be skipped.

For a more detailed description of Howard’s PBS rules, please visit our Howard Website at http://schools.4j.lane.edu/howard/Site/Howard.html

Students should also be aware of the rules for the third grade:

* Keep all hands, feet, and all other objects to yourself.
* Listen and follow directions
* Complete all assignments
* Do not speak when others are speaking
* Do not use bad language
* Do not laugh at other’s mistakes
Helpful Hints for Hassle Free Homework

1. **Routine is important.** Set aside a regular time for homework. If there is not any, have your child read or practice flashcards.

2. **Help your child get organized.** Discuss what needs to be done. Set study goals.

3. **Divide big projects into smaller segments.** With weekly homework packets, divide each night into two pages. Then by Thursday night, they are not stuck completing the entire packet.

4. **Keep extra school supplies at home.**

5. **Not all children work well alone.** Try letting them work in the same room as you.

6. **Suggest that the child start with the most difficult subjects while s/he is more energetic.**

7. **Take short (5-10 minute) breaks between tasks.**

8. **Have students read the directions aloud and tell you what they should do.** This is more effective than you doing the explaining.

9. **PLEASE do not do the work for your child!** Explain how s/he can do it. If that becomes too frustrating, please send the work back to school with a note explaining the problem. Doing the problem for them teaches the child nothing and results in a failing grade.

10. **Look over complete work.** Encourage neatness and attempts at correct work.

11. **Have a regular spot (near the door) for backpacks, books and papers to be placed.** They will be more likely to get to school.

12. **Show appreciation of even small signs of progress.**

13. **Review graded papers with your child.** We learn from our mistakes as well as from our correct responses.

14. **Most assignments are due the next day.** Late work may be penalized.
Spelling
Students will be given a list of fifteen spelling words each week. Students will be tested over these words on Friday along with 3 dictation sentences. These sentences incorporate some of these words while also looking for correct conventions.

School Involvement
Howard has a PTO, Parent Teacher Organization, that meets once a month to talk about current activities in the school. Traditionally, PTO hosts Cookie Dough sales in October, Book Fair in March and a Carnival in June. Flyers are sent home prior to each PTO meeting. Elections for positions are held at the first meeting in September.

Classroom Involvement
We are always looking for help in the classroom. If you would like to help out on a regular basis, please let me know. If you have a special skill or talent and would like to teach it to the class, please let me know and we can make it happen. If you would like to help out with filing papers or classroom preparation, it is always greatly appreciated. If you can’t come to school, I can always send things home to do. The best way to support your child in my classroom is by helping with homework and helping them learn responsibility by turning papers and work in on time.

Book Orders
From time to time, your child will bring home a book order form. This is an easy way to get reading material at a discounted rate. However, your participation is optional. Please have your completed form along with cash or checks made out to Scholastic back to school by the return date I will include on each order. Because I have learned from experience, I will not order book without payment first.

Early Release Times on Wednesdays
Every Wednesday, we have early release at 1:10. This time is scheduled for teacher preparation time, staff meetings and trainings. On these days, bus drop off times might be a little different, and there are no after school programs.

Morning Routine
When students get to school in the morning they need to go to the cafeteria. Students should not stop by the room in the morning unless other arrangements have been made in advance. The cafeteria is open for breakfast at 7:20am and is free to all students. If students are running late and have missed breakfast, they can still check in and get a bagel and milk or juice and bring it down to the classroom.
Specialist Schedule

Monday - 1:05-1:35   PE*
Tuesday - 12:35-1:05 Library**
1:05-1:35   PE*
Wednesday - 1:10 Early Release
Thursday - 1:05-1:35  PE*
Friday - 1:05-1:35 Music

* Please bring tennis shoes to wear on PE days.
** Please make sure you have your library books back on Monday to ensure check out on Tuesdays.

Class Website

I have developed a class website at http://web4j1.lane.edu/~kreider_a/Site/Home.html. If you have access to the internet, you will be able to see what we are doing in class. I will be posting pictures of the students and some of their work. (I will use only first names on the website and not last names to ensure privacy and protection of students.) In order to use students names and pictures, I will need parental permission. Please see the last page in this packet.

Apple 1:1 School

Our class is considered an Apple 1:1 classroom. This means that there is one wireless MacBook for every student. I will be using an interactive whiteboard (SmartBoard), to share information and lessons with the class. In addition, occasionally students will use digital cameras, proscopes, GPS systems and digital response systems with our computers. This will be an exciting learning environment for all of us to learn in! Student’s computers will go home in March. Students know the rules and how to be responsible with their laptops at school. It is up to parents to be the final say with games, internet sites and overall use at home.

The use of technology is a privilege that may be revoked by the teacher or administration at any time for the failure to abide by the following rules:

* Students will handle all technology with proper care, as taught in the classroom and during parent training nights.
* Students will only use technology as instructed by the teacher.
* If a student has a problem with the computer, s/he will let the teacher know immediately.
* Food and drink should not be around the computers.
* Printing is to be limited to educational purposed. Please preview/proof material before printing.
* Please DO NOT load any programs/software on student computers without school permission.

Since we are in our 1st year of technology integration, we are still working out the loose ends. When there are any changes or additions in regards to technology and computers, you will always be notified.
**Snacks**

Snacks such as pretzels and crackers will be provided for your child during snack time. If you would like to send a snack to school for your child, please make sure it is a healthy snack. Please do not send candy and limit snacks with a lot of sugar or high fructose corn syrup. Students may bring a small water bottle that can be sealed. Please NO juice or soda.

**Contacting Mrs. Kreider**

Phone: (541) 687-3365  
E-mail: kreider_a@4j.lane.edu  
Address: Howard Elementary  
700 Howard Ave.  
Eugene, OR 974040  
Website: [http://web4j1.lane.edu/~kreider_a/Site/Home.html](http://web4j1.lane.edu/~kreider_a/Site/Home.html)

I am always willing to meet with parents about questions, comments or concerns. It is most helpful for me to set up an appointment before or after school. If you cannot come in for a quick meeting, we can always talk over the phone, by notes or emails.
Photo Publishing Permission Form

With our new emphasis on technology, we have discovered many ways in which pictures of your student can be showcased. In order to do this, we need your formal permission to share photographs of your student participating in learning at Howard Elementary.

Please check the box you are comfortable with and return this form with your signature to your student’s teacher.

☐ My student may be photographed at any time and the photos may be published in the following ways:

Classroom:
Classroom Website (names will never be used)
Class Newsletter (first names may be used)
Classroom Projects to be shown to fellow students and teachers

School:
Howard Elementary School Website (names will never be used)
School Newsletter (first names may be used)

Community:
Newspaper Articles (names may be used)
Newscasts (names may be used)

☐ My student may be photographed for use inside the classroom only

________________________________________  __________________________
Signature                                      Date

January 2007