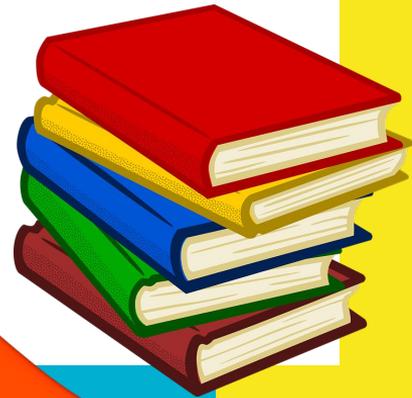
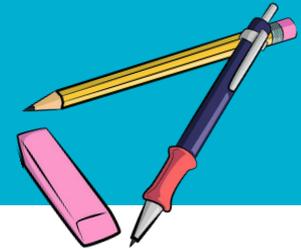


Welcome to 3rd Grade!

Open House 2017-2018



During this session...

Please note any questions you may have on the provided Post-Its and leave them with me. I will write back and place it in your child's daily folder!

Our Class Schedule

- ☐ 8:45-9:15 Arrival/Morning Work
- ☐ 9:15-11:30 EL Education
- ☐ 11:30-12:45 Math
- ☐ 12:45-1:15 Recess
- ☐ 1:15-2:00 Staggered entry lunch
- ☐ 2:00-2:50 Science/Social Studies
- ☐ 2:55-3:40 Specials
- ☐ 3:45 Dismissal



Specials

Day 1- **Stem**

Day 2- **Art**

Day 3- **P.E.**

Day 4- **Discovery Cove**

Day 5- **Discovery Cove**

Day 6- **Music**

Day 7- **P.E.**



Behavior



ClassDojo

**Parent-
Teacher-Student
Communication
tool**



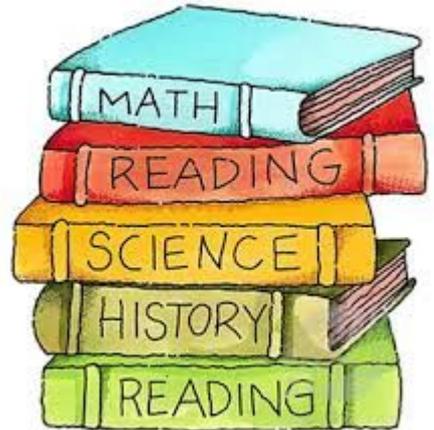
Homework

Homework is 20 minutes of reading each night in addition to 50 minutes of additional reading comprehension skill practice and math.

Homework is a review of strategies taught in class or review of previous topics! It is important to hand in the homework on a daily basis!

Homework may consist of the following:

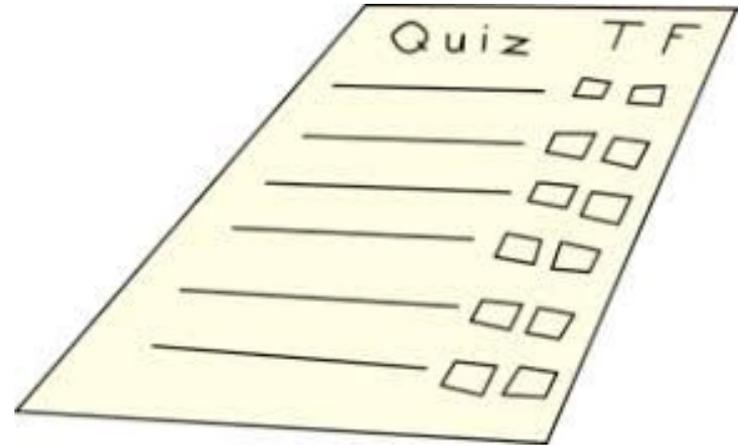
- Practice sheets
- Journal prompts
- Other resources (Edmodo, Tenmarks, videos and notetaking)



Balanced Assessments

Students will be assessed in the classroom by using the following measures:

- Quizzes
- Final Assessments
- Teacher Observations
- Performance Tasks
- Projects



State Assessments

In 3rd grade, students will take the following State Assessments

- Beginning of Grade Assessment (BOG)
- Mclass
- Cogat
- Iowa
- End of Grade Assessment (EOG)



Standards Based Grading (Learning Progression)

1

Developing Proficiency:

Student demonstrates progress toward initial foundational skills of the topic.



2

Approaching Grade Level Standards:

Student demonstrates proficiency on foundational skills of the topic.



3 (Target)

Meets Grade Level Standards:

Student demonstrates proficiency on all grade level skills of the topic.



4

Exceeds Grade Level Standards:

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.



The 5 c's



Collaboration

Working together to reach a goal. Putting talent, expertise, and smarts to work.

Communication-

Sharing thoughts, questions, ideas, and solutions.

Creativity-

Trying new approaches to get things done equals innovation & invention.

Critical Thinking-

looking at problems in a new way, linking learning across Subjects & disciplines.

Compassion-

Helping others succeed.

Growth Mindset

10 Growth Mindset Statements



What can I say to myself?



INSTEAD OF:

TRY THINKING:

I'm not good at this.

I'm awesome at this.

I give up.

This is too hard.

I can't make this any better.

I just can't do Math.

I made a mistake.

She's so smart. I will never be that smart.

It's good enough.

Plan "A" didn't work.

1 What am I missing?

2 I'm on the right track.

3 I'll use some of the strategies we've learned.

4 This may take some time and effort.

5 I can always improve so I'll keep trying.

6 I'm going to train my brain in Math.

7 Mistakes help me to learn better.

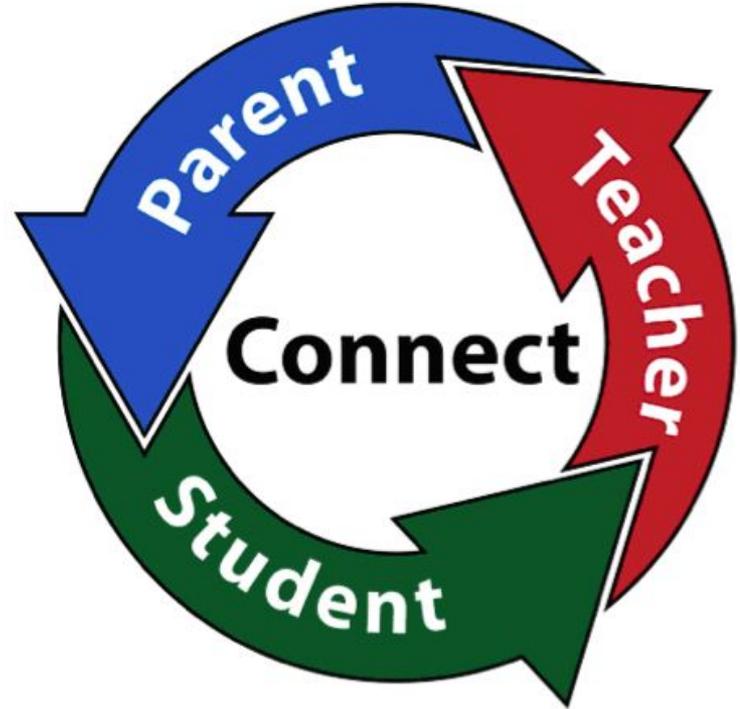
8 I'm going to figure out how she does it.

9 Is it really my best work?

10 Good thing the alphabet has 25 more letters!

Parent-Teacher Communication

- Tuesday Folders
- Friday Journals
- Edmodo
- Scholastic Book Orders
- Website and E-Mails



Field Trips

- **Mordecai Historic Park**
- **Morehead Planetarium**
- **3rd field trip (TBD)**



PTA

Important dates



General PTA Meeting (for all PTA parent members) is **Sept. 20th at 5:45pm**

Spirit Wear money will be due **Sept. 20th.**

Fall Pictures **10/6**

Teacher Appreciation Week **10/16-10/20**

Red Ribbon Week **10/23-10/27**

Dine Out Nights:

Chick-Fil-A (Parkside Commons location) **10/25**

Ruckus/YOLO **11/14-11/15**

Maarco's **2/20-2/21**

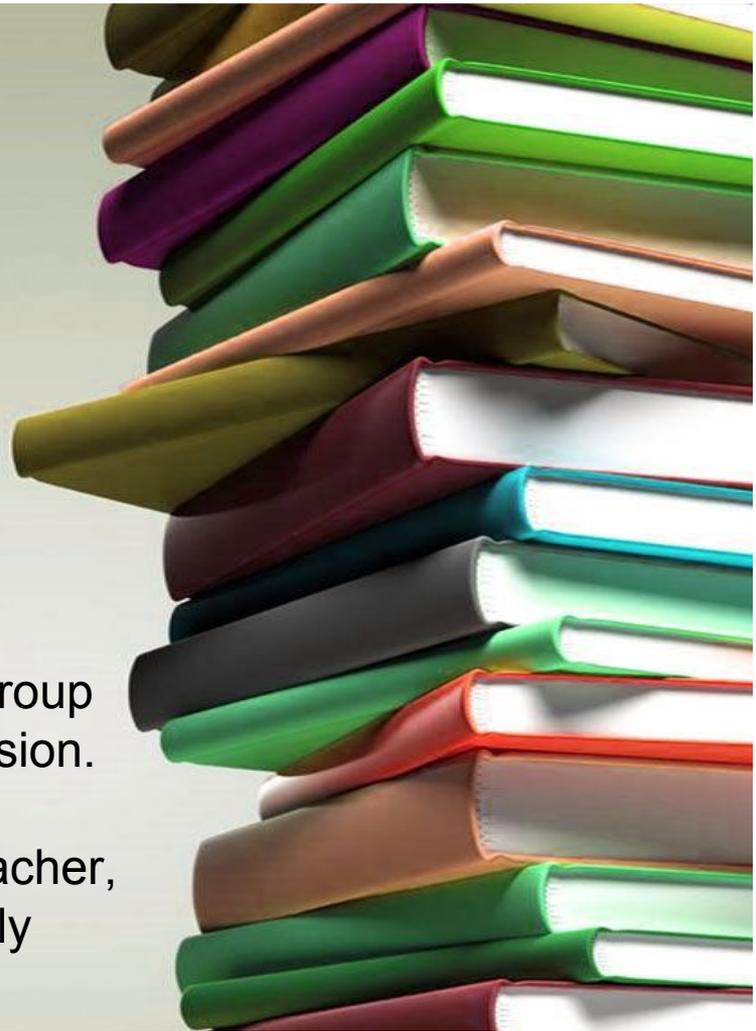
Book Fair **12/1-12/15**

Candy Grams **12/11-12/19**

EL Education

EL Education Language Arts curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content. EL engages teachers and students in an active and meaningful way.

- The EL structure consists of an 1 hour whole group lesson and an 1 hour small group rotation session.
- During stations, students will meet with the teacher, complete a task card activity and independently read.



Quarter 1

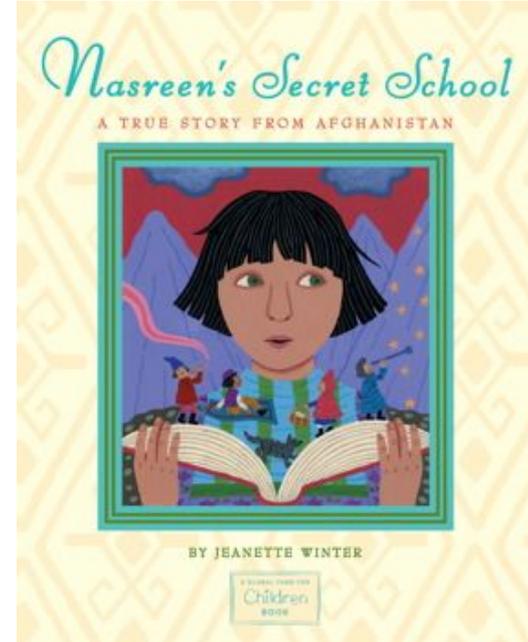
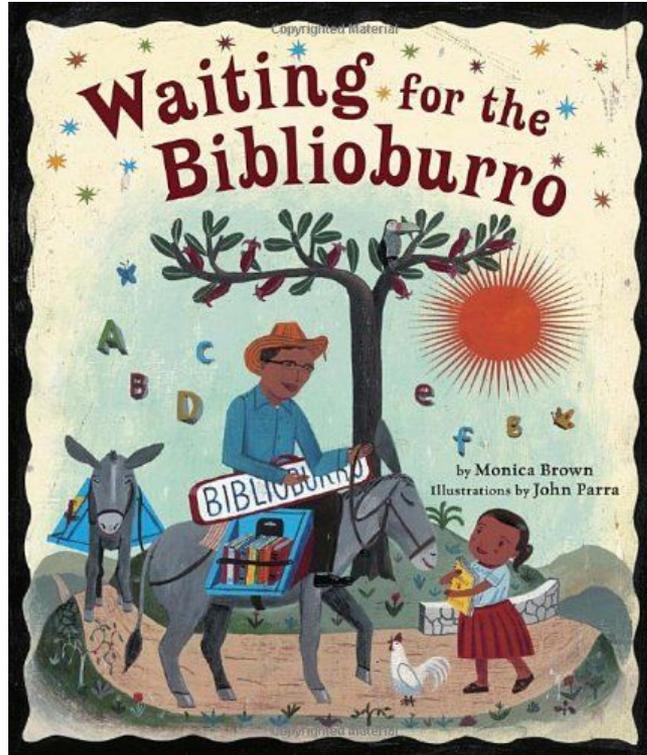
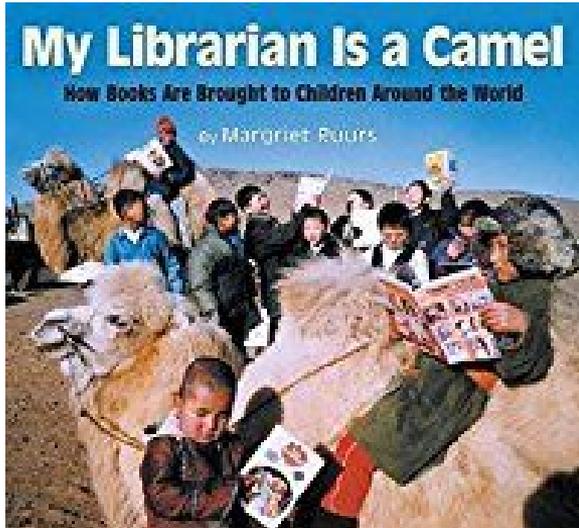
This module uses literature and informational text to introduce students to the power of literacy and how people around the world overcome learning challenges. It is intentionally designed to encourage students to embrace a love of literacy and reading. In Unit 1, students begin to build their close reading skills; they hear stories read aloud, read works in their entirety, and read more challenging excerpts closely. Throughout their readings, students determine the gist, identify the central message, and consider what key details convey that message in the text. In Unit 2, students consider how geography and where one lives in the world affects how one accesses books. Students continue building knowledge and vocabulary related to world geography as they study excerpts from *My Librarian Is a Camel* by Margriet Ruurs, which describes how librarians overcome geographic challenges to get children books. Students apply their learning by writing a simple informative paragraph about how people access books around the world, focusing on the role of specific librarians or organizations they studied.

Quarter 1



Finally, in Unit 3 students focus more on what it means to be a proficient and independent reader. They continue to read literature about characters who are motivated to learn to read and overcome struggles to do so. Students assess their challenges as readers, and identify strategies to overcome those challenges. This unit includes a heavy emphasis on building reading fluency. Students write a reading contract in the form of a three-paragraph informative essay, in which they describe two of their learning challenges and some strategies to overcome those challenges. As part of the final performance task, they make an eye-catching reading strategies bookmark to help them remember those strategies as they read independently throughout the rest of the year. This task centers on CCSS ELA Standards W.3.4 and W.3.5.

Unit read alouds



Big Ideas & Guiding Questions

- Why are education, books, and reading important?
- *Education, books, and reading are important because they help us learn about and make sense of the world, and escape into the lives of other people and other worlds.*
- How can I overcome learning challenges?
- *I can overcome learning challenges by being an effective learner: taking initiative and responsibility, persevering, and collaborating.*

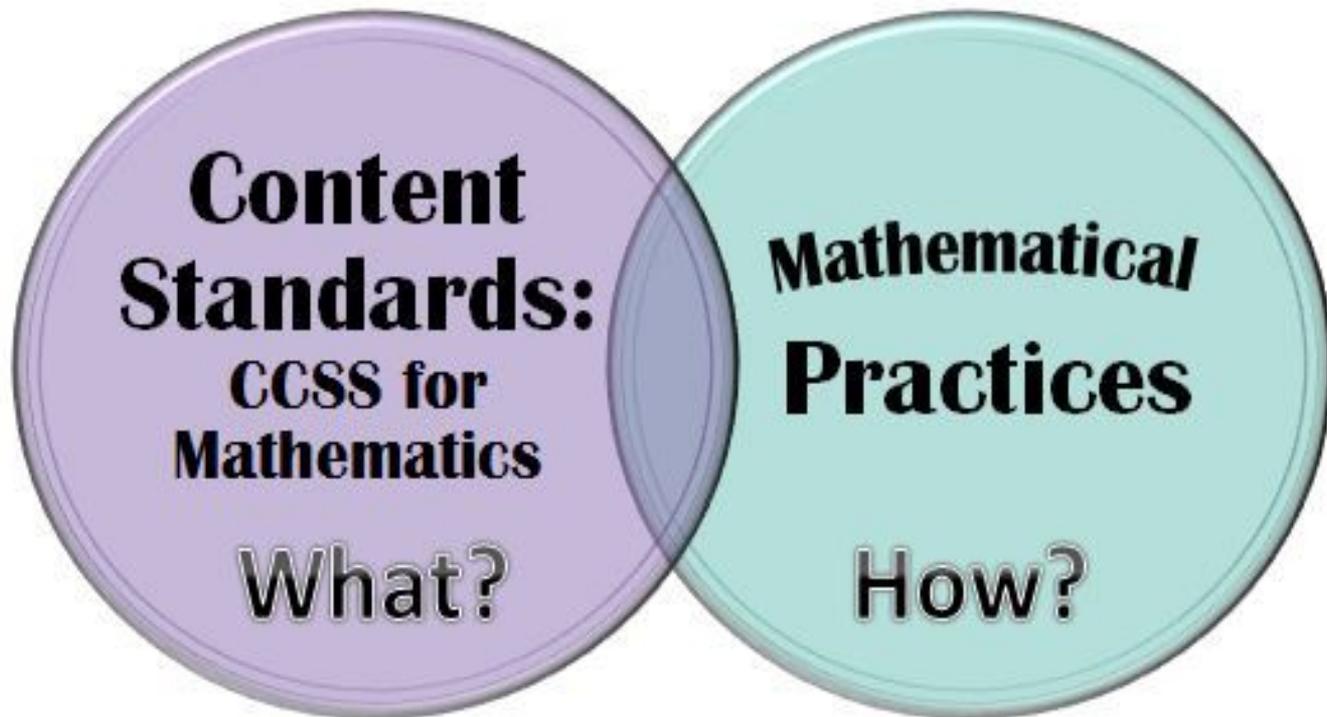




The 4 T's

- Topic: Overcoming Learning Challenges Near and Far
- Task: Reading strategies bookmark
- Targets (Standards explicitly taught and assessed): W.3.4, and W.3.5
- Text: *Waiting for the Biblioburro, Rain School, Nasreen's Secret School, My Librarian Is a Camel, and More Than Anything Else*

Mathematics



What will students be learning?

Operations and Algebraic Thinking

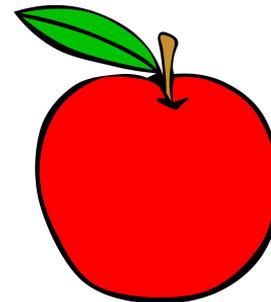
- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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.



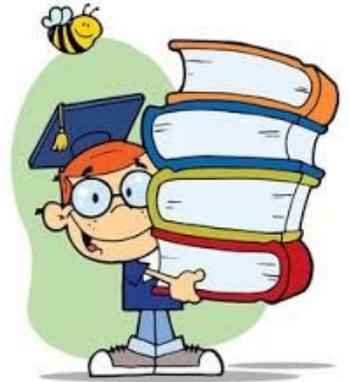
What will students be learning?

Measurement and Data

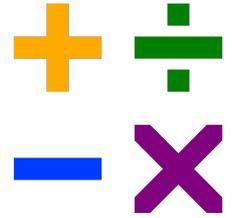
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.



OUR FOCUS ON FOUR CRITICAL AREAS:

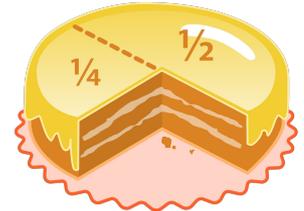


Developing understanding of multiplication and division and strategies for multiplication and division within 100.

Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

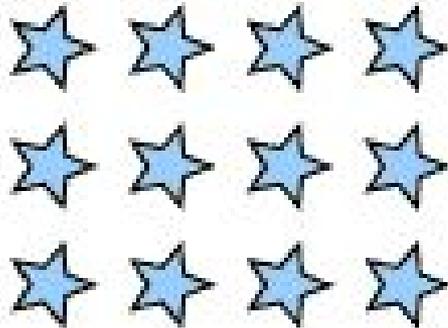
Developing understanding of fractions, especially unit fractions (fractions with numerator 1.)

Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.



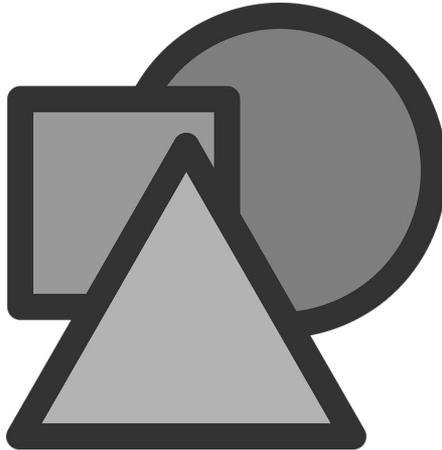
Developing understanding of the structure of rectangular arrays and of area.

Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.



Describing and analyzing two-dimensional shapes

Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.



Standards for Student Mathematical Practice

1

Make sense of problems and persevere in solving them.

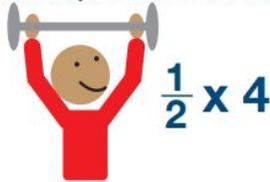


Keep on going!

2

Reason abstractly and quantitatively.

Write a story for the mathematical equation

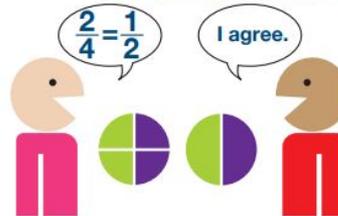


DeJuan exercises 1/2 hour a day for 4 days. How many total hours does he exercise?

Think what makes sense.

3

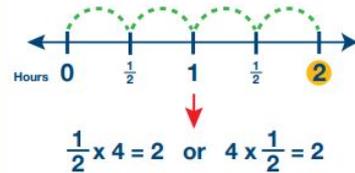
Construct viable arguments and critique the reasoning of others.



Talk and explain.

4

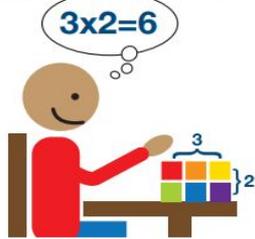
Model with mathematics.



Show your thinking.

5

Use appropriate tools strategically.



Use the right tools.

6

Attend to precision.

120 minutes = 2 hours

symbol: equals (the same as)

units of measure

Check your work.

7

Look for and make use of structure.

$8 + 4 = 12$

See the pattern or connection.

8

Look for and express regularity in repeated reasoning.

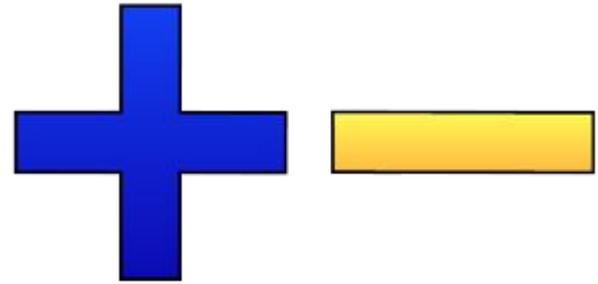


See the pattern or connection.

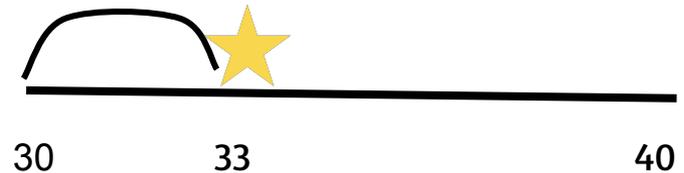
Quarter 1

Students will learn the following:

1. Whole numbers can be rounded to the nearest 10 or 100. **(3.NBT.1)**
2. Rounding can be used as an estimation strategy to assess the reasonableness of answers. **(3.NBT.1)**
3. There's an inverse relationship between addition and subtraction. **(3.NBT.2)**
4. Place value strategies (including but not limited to expanded form), properties of operations and number lines can be used to solve addition and subtraction problems less than or equal to 1000. **(3.NBT.2)**



ADDITION
SUBTRACTION



Rounding

Quarter 1

Students will learn the following:

1. Shapes in different categories may share attributes.
2. Shared attributes can define larger categories.
3. Quadrilaterals can be categorized differently based on their unique attributes.
4. Some quadrilaterals do not fit into the given subcategories.
(3.G.1)

Quadrilaterals are shapes that have 4 sides and 4 vertices.
There are many different names for quadrilaterals.

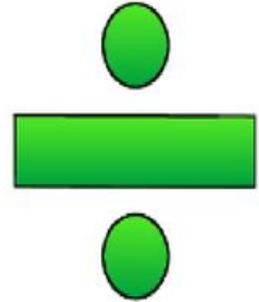
Rectangle	Square	Trapezoid	Parallelogram
			
2 sets of parallel sides 4 right angles	4 equal sides 4 right angles	1 pair of parallel sides	2 sets of parallel sides

Some quadrilaterals can have multiple names.
Example: A square can also be called a parallelogram because it has two sets of parallel sides.

Quarter 1

Students will learn the following:

1. Objects can be counted in equal groups instead of individual units **(3.OA.1)**
2. The context of the problem determines the equation, *for example 3×5 means 3 groups of 5* **(3.OA.1, 3.OA.5)**
3. Products of a whole number can be interpreted as the total number of objects, given the number of groups and the amount in each group. **(3.OA.1)**
4. Relate division to multiplication as an unknown factor problem **(3.OA.6)**
5. Multiplication and division are inverse operations. **(3.OA.6, 3.OA.7)**
6. Properties of operations can be applied to numbers to make sense of patterns **(3.OA.9)**



MULTIPLICATION

DIVISION

Science

UNITS OF STUDY

- Structures and Functions of Living Org:
- Matter: Structures, Properties, and Cha
- Earth in the Universe
- Earth Systems, structures and processe
- Ecosystems
- Energy Conservation & Transfer



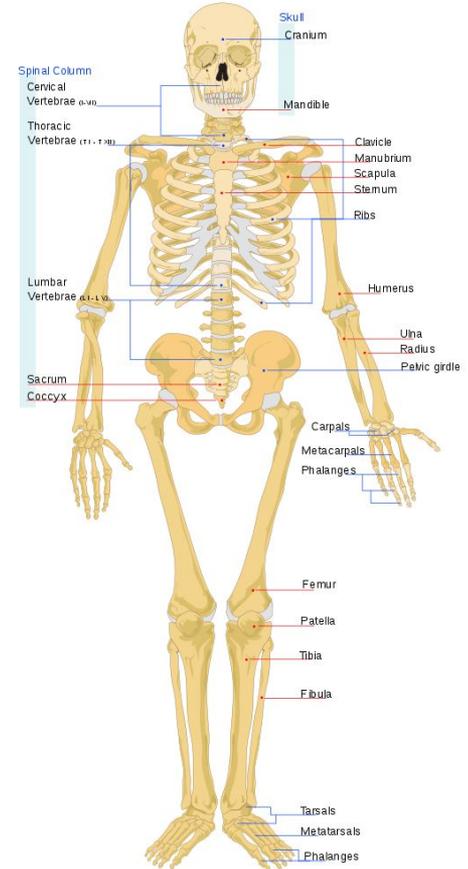
SOLID
Liquid
GAS

Science Quarter 1

Human Body

Students will learn the following concepts:

- **Key Concept 1:** The Human Body is made of systems that are essential for life. (3.L.1)
- **Key Concept 2:** The Skeletal System is made of bone and has functions.(3.L.1.1)
-
- **Key Concept 3:** The Muscular System is made of muscles and it has functions.(3.L.1.1)
- **Key Concept 4:** Skin is an organ that has functions.
- **Key Concept 5:** The Skeletal and Muscular Systems, along with skin, function together to protect, support, and help the human body to move. (3.L.1)



Social Studies

UNITS OF STUDY

- Civics & Government
- Geography & Environmental Literacy
- Economics & Financial Literacy
- North Carolina History & Culture

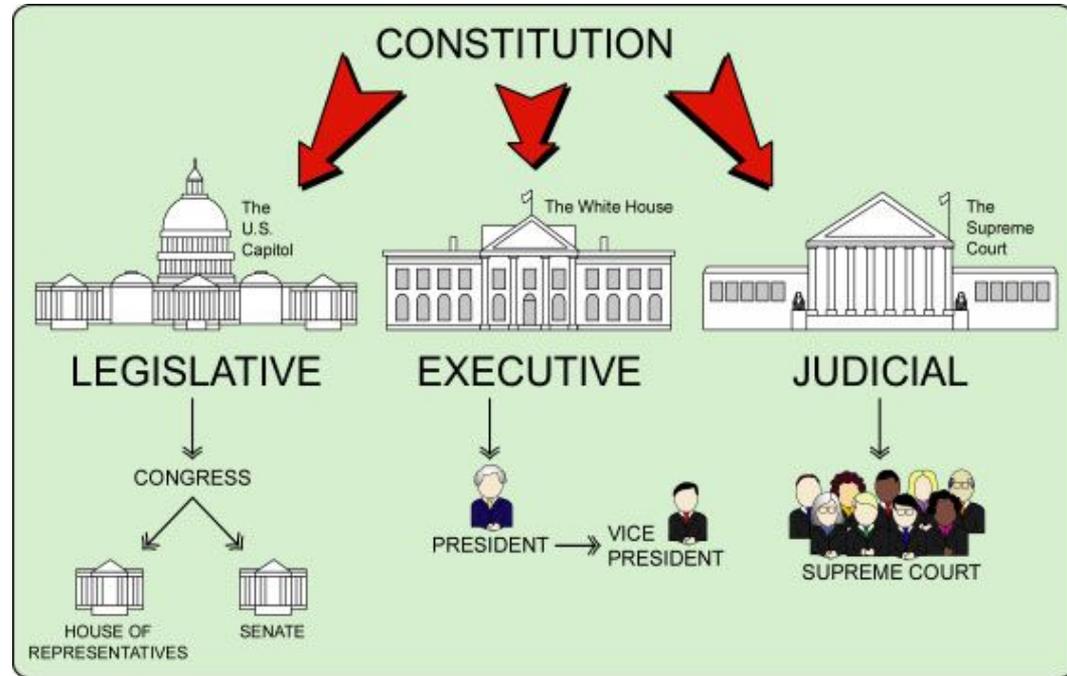


Social Studies Quarter 1

Students will learn...

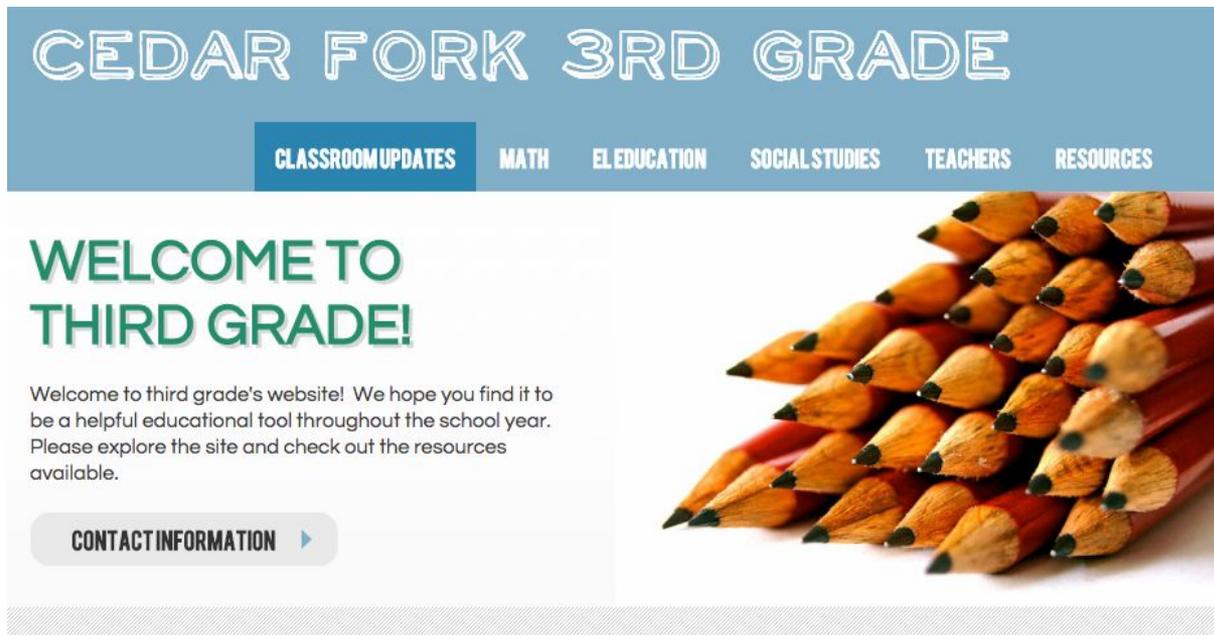
1. The structure and functions of local government enables participation in the democratic process.
2. The development, structure, and function of local government have shifted over time based on the community needs.
3. Citizens are expected to participate in government in order to have a positive impact on their community and their community's natural environment.

THE 3 BRANCHES OF GOVERNMENT



Visit the Cedar Fork Third Grade Website!

- Unit Overviews
- Essential Vocabulary
- Strategies and Skills
- Video Support
- Additional Resources



Curriculum Pacing Guides

- At the beginning of each quarter, Cedar Fork will post the Common Core and Essential Standards that will be covered for each grade in English Language Arts, Math, Science, and Social Studies.
- Look for these on the Cedar Fork Website. Click on Parent Resources, and scroll down to Pacing Guides.

[Cedar Fork Elementary Website](#)



www.cedarforkthirdgrade.weebly.com



Parent Meeting : September 27th, 2017
from 5:30-6:30pm