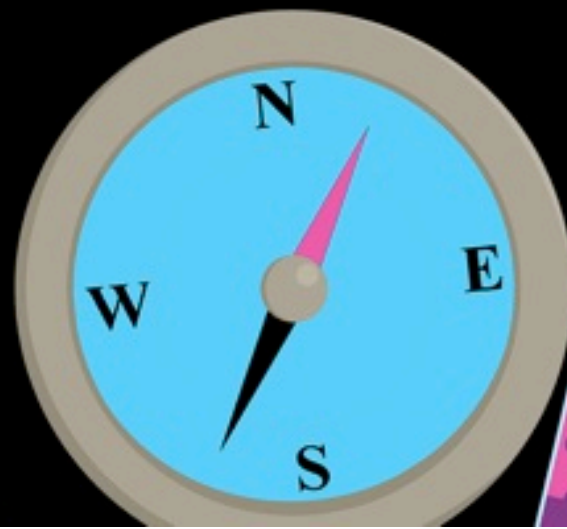


Welcome,  
Families!



# Teacher Introduction

Melissa Pipik, Teacher

Colleen Pollitt, ITL

Cindy Wascavage, Teacher

Jim Wright, Teacher

Sarah Criscuolo, ParaEducator



# Our Daily Schedule...

## time

## subject

9:00 - 9:20

Opening/Announcements

9:20 - 10:20

Content (SS/Science/Health)

10:20-11:20

Related Arts

11:20- 12:40

Math

12:40-1:40

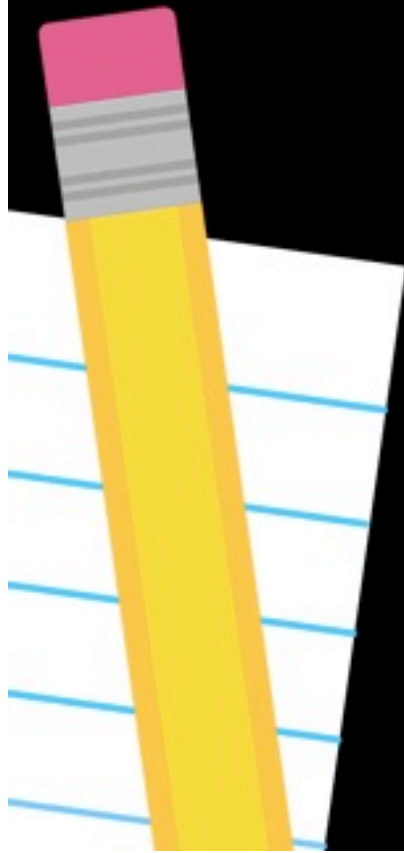
Recess and Lunch

1:40 - 3:30

Reading/Language Arts

3:30 - 3:45

Stack and Pack & Dismissal



# Reading

When students move from second grade to third grade, the procedure changes for determining Above, On, and Below grade level reading achievement.

In order to maintain his/her On Grade Level\* status, a student:

1. Must be able to read grade level text with appropriate fluency.
2. Must be able to demonstrate a deep understanding of text.
3. Must be able to write a satisfactory evidence-based response to a text-dependent question

\*\*For a student to be considered AGL in third grade, he/she must demonstrate the above with text that is a FULL YEAR ahead.



# Reading

Determining Below, On, and Above

## Progress Monitoring by Instructional Text Reading Level



	Beginning of Year (Aug. - Sept.)	1 <sup>st</sup> Quarter (Sept. - Nov.)	2 <sup>nd</sup> Quarter (Nov. - Jan.)	3 <sup>rd</sup> Quarter (Feb. - April)	4 <sup>th</sup> Quarter (April - June)
2	EARLY 3  I/J	J → K	FLUENT  K → L	L → M	→ M
3	M/N	N →	N → O	O → P	→ P
4	P/Q	Q →	Q → R	R → S	→ S

# Reading

The Common Core State Standards for Language Arts require an increased focus on

- ✓ Complex text
- ✓ Close, analytic reading
- ✓ Text-dependent questions
- ✓ Text-based evidence
- ✓ Balance of text types



# Language Arts

The Common Core standards focus on:

- ✓ Writing from Sources
- ✓ Academic Vocabulary
- ✓ Speaking and Listening
- ✓ Short, focused research
- ✓ Integration of standards

HCPSS ELA Parent Website

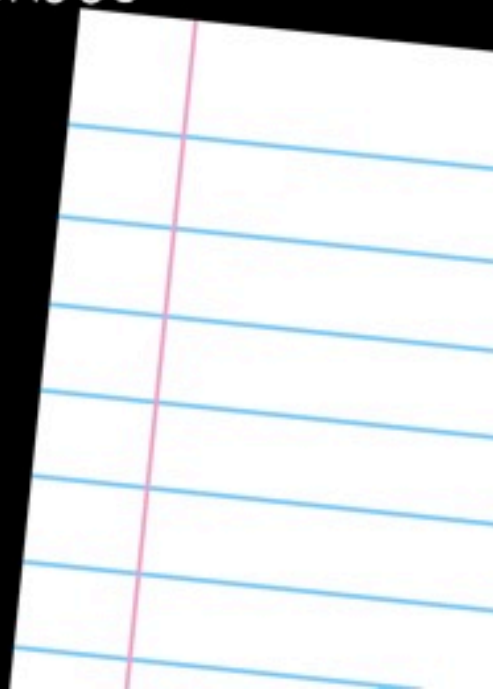
[http://elaparentsupport.weebly.com/  
intermediate-grades-3-5.html](http://elaparentsupport.weebly.com/intermediate-grades-3-5.html)



# Writing

## On-grade level writing:

- ✓ Proper word ordering of a sentence
- ✓ Correct punctuation and capitalization
- ✓ Ideas written in complete sentences
- ✓ Words used correctly
- ✓ Ideas that are only related to the topic sentences
- ✓ Support that consists of 4-6 well developed ideas reasons/examples
- ✓ Varied sentence beginnings
- ✓ Written in paragraph form
- ✓ Spelling mistakes that are identified and corrected by the student

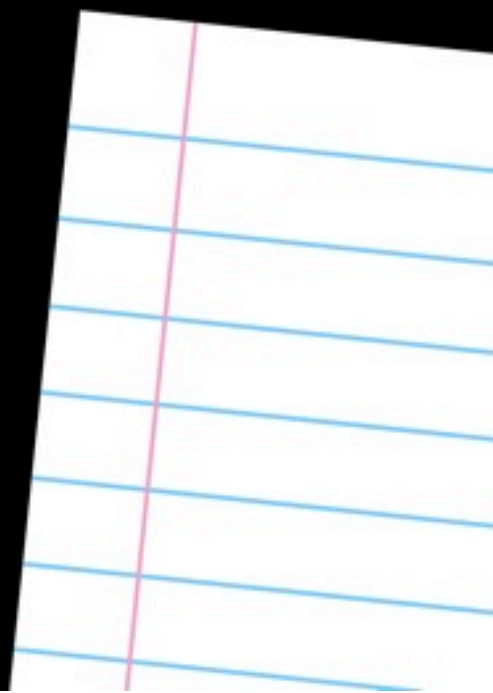




# Writing

## Students will write to...

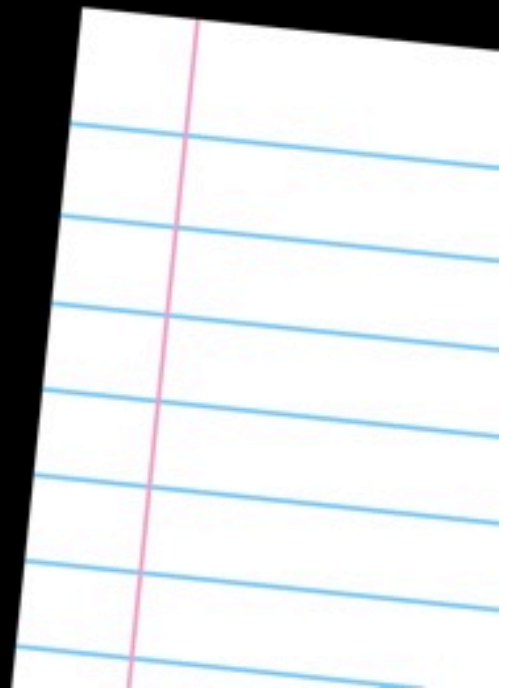
- ✓ Inform- Biographies and How to Books
- ✓ Opinion- Book Reviews and Persuasive Message (letter/ email)
- ✓ Express Personal Ideas- Realistic Fiction, Personal Narratives, Respond to Reading, and Poetry
- ✓ Writing to /Using Sources- in response to sources both in the language arts class and content classes and will research various content topics.



# Writer's Workshop

Students have the opportunity to be authors.

- ✓ students choose what to write
- ✓ focuses on the writing process
  - ✓ Prewrite
  - ✓ Draft
  - ✓ Teacher conference
  - ✓ Revise
  - ✓ Peer conference
  - ✓ Edit with teacher
  - ✓ Proofread
  - ✓ Publish
  - ✓ Share

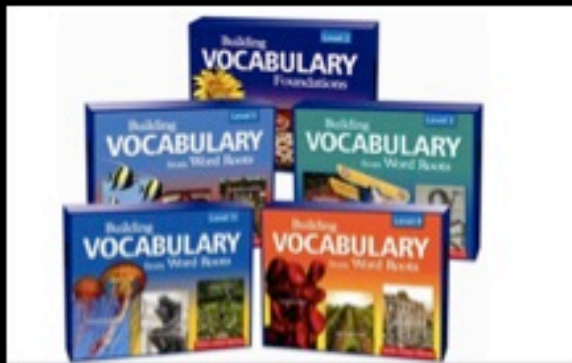


# Word Work

## Building Vocabulary With Word Roots

- Greek & Latin Roots
  - Prefixes
  - Suffixes
  - Spelling

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# Spelling

Then:

- Assigned word lists
- Little or no connection to curricular areas or each other
- The weekly assignment: “Find and write a definition for each word,” or “Use each word in a sentence”
- A test came at the end of the week (rote memorization)

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# Spelling

## Why Use This New Approach?

- Systematic approach to word awareness and vocabulary building
- 90% of English words of two or more syllables are of Greek or Latin origin
- Most academic vocabulary is derived from Latin and Greek origins

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# Word Work

## NOW

- Word lists are organized through meaningful roots or patterns
- Expand and deepen word knowledge during content-area study
- The weekly assignment:  
"Meet the Root, Combine and Create, Read and Reason, Extend and Explore"
- Applied spelling

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# Word Work

- Assessments will be given as needed once students demonstrate mastery.
- Spelling Grades will be based on applied spelling

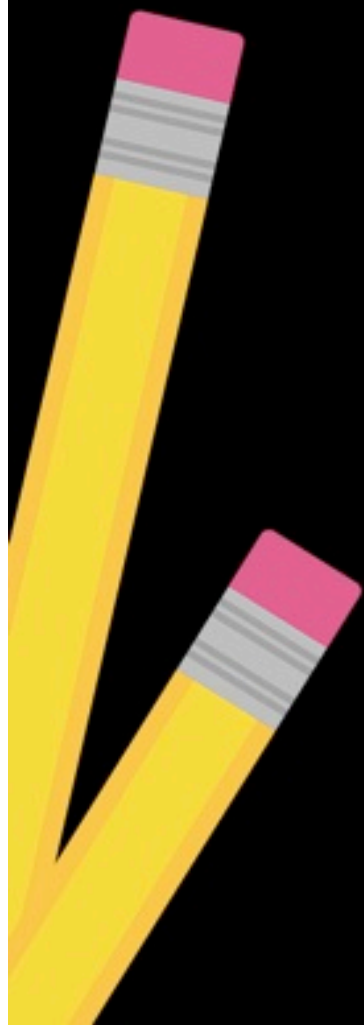
	Prefix/Suffix	Base	Word means
<u>remove</u>			
<u>motivate</u>	<u>-ate</u> = to make or do		
<u>promote</u>	<u>pro-</u> = forward		
<u>unmotivated</u>	<u>-ate</u> = to make or do		
<u>commotion</u>	<u>com</u> = completely		

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# Math

## 3<sup>rd</sup> Grade Focus (OGL)

- ✓ Problem Solving and Application
  - ✓ Place Value
  - ✓ Addition/Subtraction
- ✓ Multiplication/Division including Fact Fluency
  - ✓ Fractions
  - ✓ Time
- ✓ Area and Perimeter
- ✓ Attributes of shapes

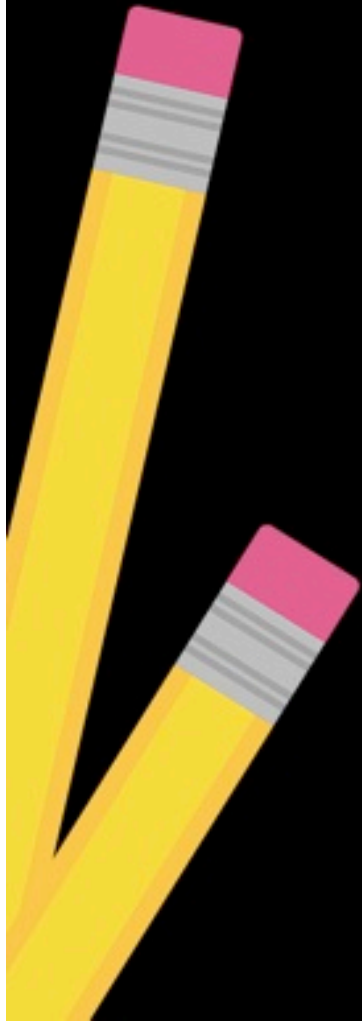




# Math

## 4<sup>th</sup> Grade Focus (AGL)

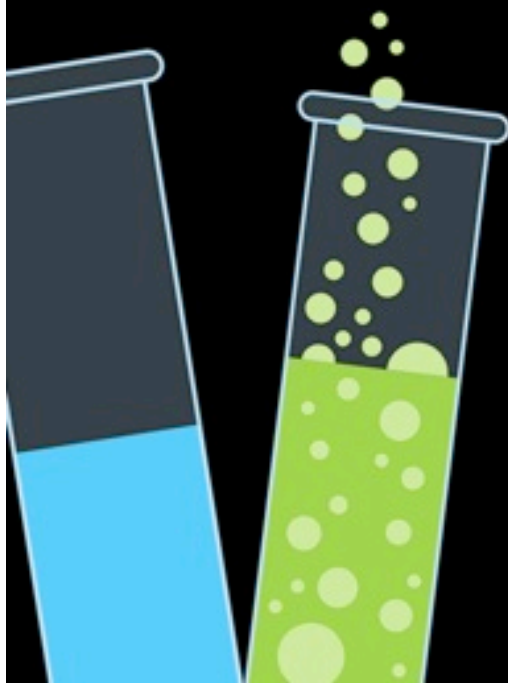
- ✓ Problem Solving and Application
  - ✓ Place Value
  - ✓ Addition/Subtraction
  - ✓ Multiplication/Division
    - ✓ Fractions
    - ✓ Decimals
  - ✓ Area/Perimeter
- ✓ Geometric lines and angles



# Science

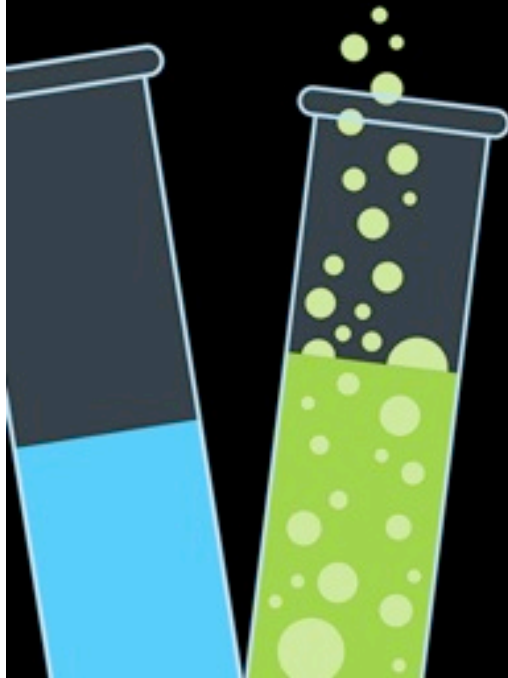
Last year we piloted the new science curriculum based on the Next Generation Science Standards (NGSS) and this year it is implemented countywide in K and 3<sup>rd</sup>.

The NGSS were purposefully created based on research, by an extensive group - across 26 states - of practicing scientists, brain research professionals, science education researchers, educators, policy experts, and were even released to the public for review and revision.



# Science

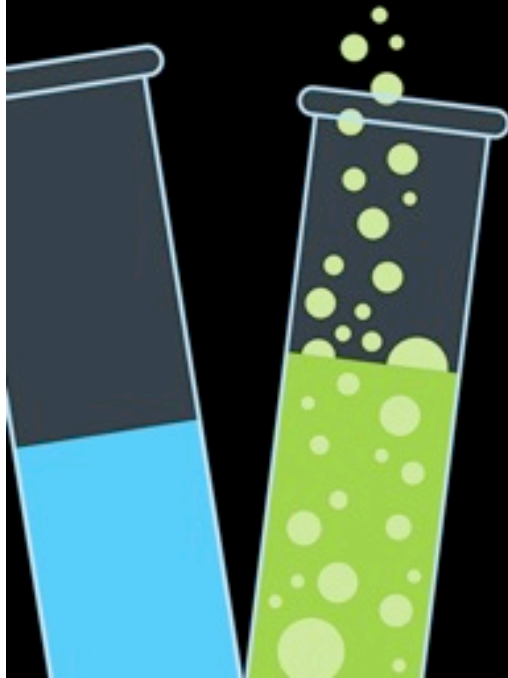
- Align with Maryland College and Career Readiness ELA and Mathematics Standards.
- K-12 science education should focus on BOTH content and skill, so that students know how to apply their factual knowledge.
- Science and engineering are integrated in the NGSS from Kindergarten through Twelve Grade.
- The NGSS were specifically designed to prepare students for college, careers, and citizenship.



# Science

## Scientific and Engineering Practices

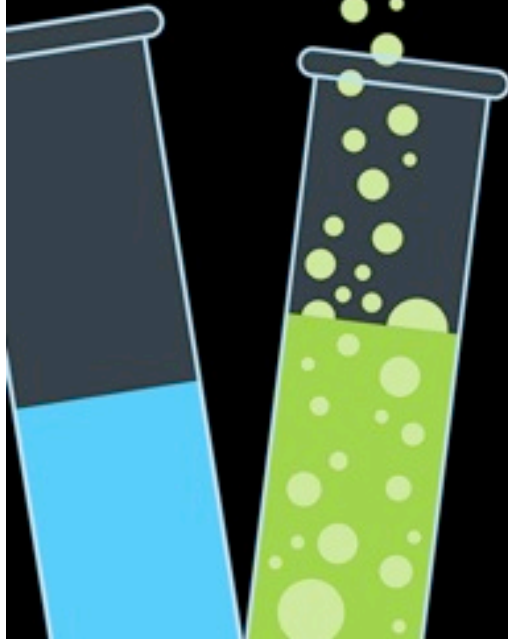
1. Asking Questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information



# Science

## Quarter I: Weather and Climate

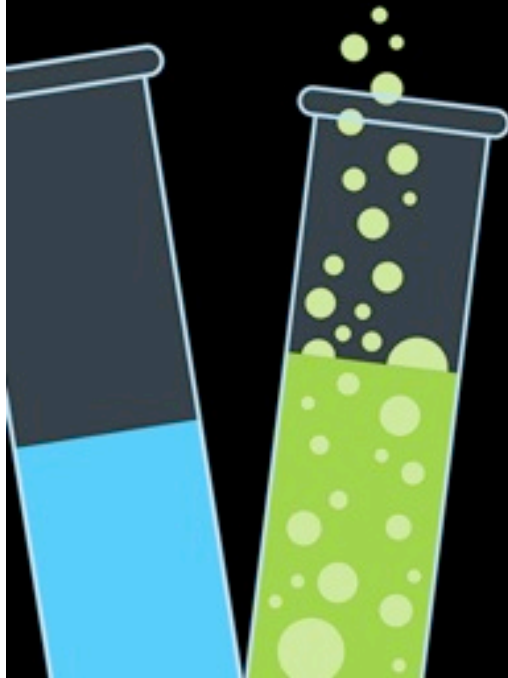
- Collect and analyze weather data.
- Determine patterns in data.
- Make predictions about future weather that may occur.
  - Climate describes a range of typical weather conditions in a given area.
  - Effectiveness of solutions to weather related hazards



# Science

## Quarter 2: Forces and Interactions

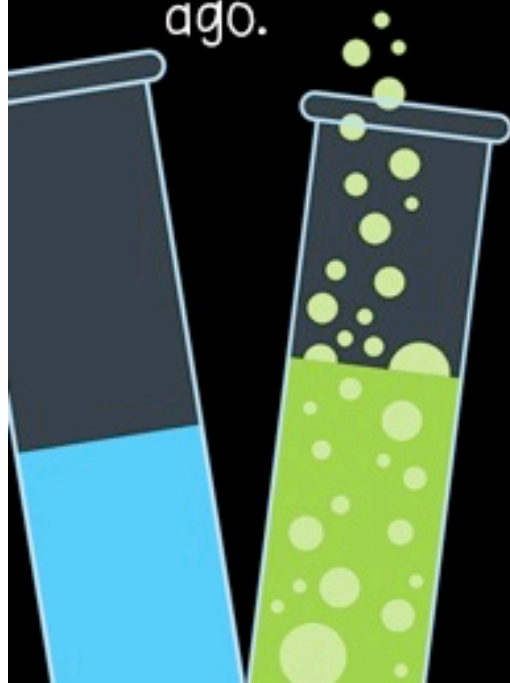
- Every force has both a strength and a direction.
- Patterns of an object's motion can be observed and future motion can be predicted from it.
- Objects in contact exert forces on one another.
- Electrical and magnetic forces between objects do not require that the objects be in contact.



# Science

## Quarter 3: Interdependent Relationships in Ecosystems: Plant and Animal Survival

- For any particular environment, some organisms survive well, some less well, and some cannot survive at all.
- Being part of a group helps animals survive. Groups may vary.
- Fossils provide evidence about types of organisms that lived long ago.

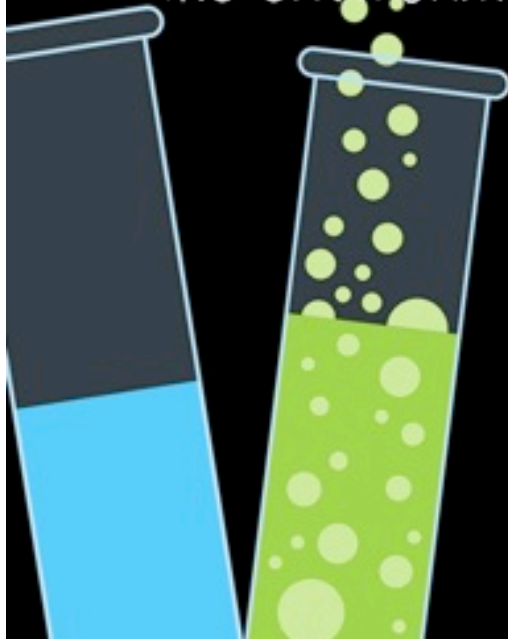


- Some kinds of plants and animals that once lived on Earth are no longer found.
- Populations live in a variety of habitats, and changes in those habitats can affect the organisms that live there
- When the environment changes some organisms survive, others move, new organisms may arrive, and some organisms die.

# Science

## Quarter 4: Inheritance and Variation of Traits: Life Cycles and Traits

- Reproduction is essential for living things to continue to exist.
- Many characteristics of organisms are inherited from their parents.
- Some characteristics of organisms come from interactions with the environment.
- Different organisms vary in how they look and function because they have different inherited information.
- Sometimes, differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.





# Social Studies

- ✓ Communities and Beyond
- ✓ Communities Near and Far
- ✓ The Community Count\$
- ✓ The Citizens and the Community



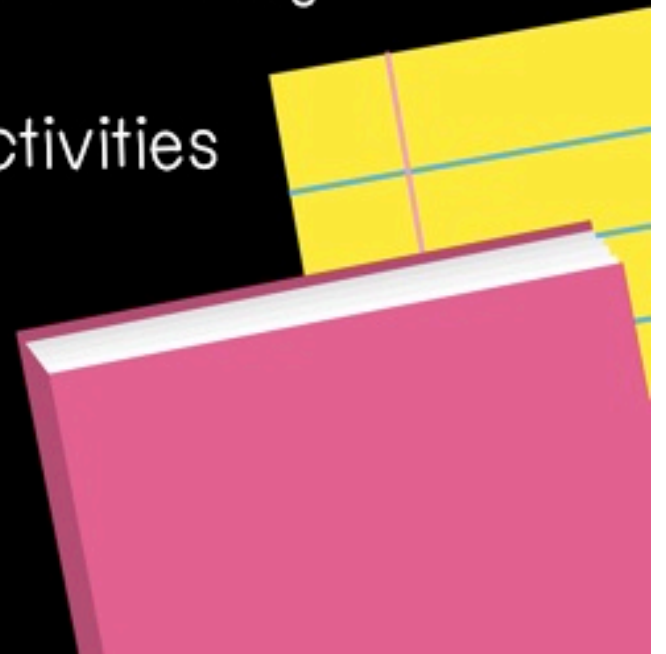
# Homework Assignments

## Reading Homework

A Reading Homework packet will be sent home bi-weekly.

Assignments include:

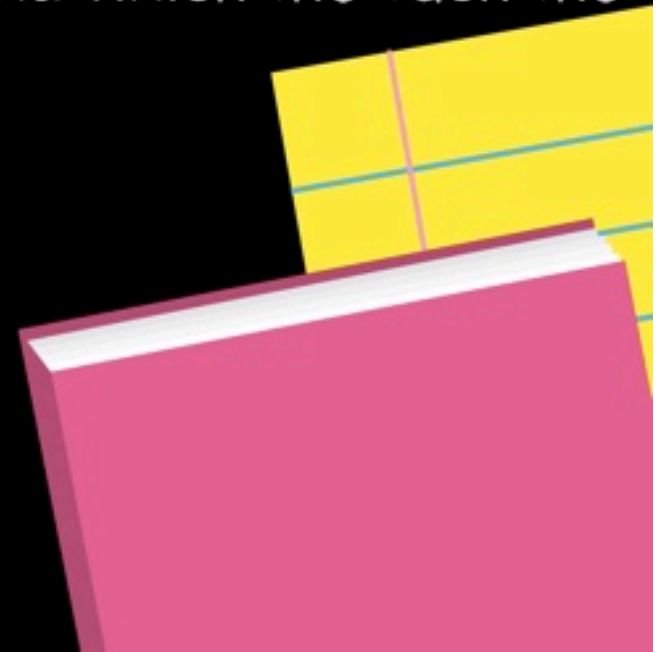
- ✓ Three repeated readings of the included reading passage
- ✓ Options for 3 Independent reading activities
- ✓ Comprehension Check
- ✓ Reading or Vocabulary Skill
- ✓ Options for 3 Word Work/Vocabulary activities



# Homework Assignments

## Reading Homework

- ✓ Homework should take about 20 minutes
- ✓ If your child is becoming frustrated with the reading passage, it can be read to him/her
- ✓ After 20 minutes, it is okay to stop and finish the task the next evening



# Homework Assignments

## Math Homework:

We want homework to be meaningful and purposeful so at this time nightly homework will be to practice basic math facts.

- ✓ 1st quarter: add and subtraction facts,  $x \div 2, 5, 10$
- ✓ 2<sup>nd</sup> quarter:  $x \div 1, 0, 3$
- ✓ 3<sup>rd</sup> quarter:  $x \div 6, 9$
- ✓ 4<sup>th</sup> quarter:  $x \div 4, 8$

Your child's math teacher may assign homework throughout the week.



# Fieldtrips

In Planning Stage 😊

- ✓ January/February: In-school Fossil Activity
- ✓ March/April: Museum of Natural History in DC

## Mark Your Calendar!

- BioWax Museum: Thursday, April 30th

Students will research and write a biographical speech about a person who has made a difference in the world.



# Classroom Procedures

## Classroom Discipline

Students are expected to show Focus, Respect, Effort, and Safety.

- ✓ We use a Daily clip chart to compliment student behavior.
- ✓ Students can earn eagle eggs to trade in for a reward.
- ✓ 1-2-3 Magic and Cool Down/Take Five



# Classroom Procedures

- ✓ Thursday Folders
- ✓ Agenda Book
- ✓ No birthday treats or invitations can be sent in with your child.
- ✓ Label all coats, backpacks, lunchboxes ~ anything you want to be returned, if lost
- ✓ Please let us know any food restrictions you child has.
- ✓ Students cannot have cough drops in the classroom



# Classroom Procedures

Thank you for  
coming! 😊

