

Third Grade Handbook



Mrs. Flory
Georgetown Elementary
2018-2019

School Policies

Attendance

Please inform the school office when your child is going to be absent. You can call the school any time before 9:15 to report the absence. Our answering machine will record your message if you call before the office opens.

More and more of our learning is being accomplished through group projects, hands-on activities, demonstrations and discussions. These changes in curriculum make it more difficult to send home the work your child misses. We know that you will make school attendance a priority and that your child will miss school only when it is absolutely necessary. Please try to schedule vacations and appointments so that they will not interfere with school attendance.

If your child arrives late, please stop in at the office to sign him/her in. If you are picking your child up early, please stop in the office to sign them out. At that time Mrs. Ripley will call your child down to the office to meet you.

Prearranged Absences

Please send a note in advance indicating when your child will be gone from school. Families planning vacations **must fill out a vacation request form** at least five days in advance of the scheduled vacation.

Dismissal

If your child is going home a different way than he or she normally does, please **send a note or email** indicating this change. We cannot allow your child to go home with anyone else, or stay after school for an activity without your written instructions. If your child does not have a note, they will be sent home on the bus they normally ride.

Personal Items

Please **label** your child's hat, coat, mittens, boots, gym shoes, lunch box, backpacks, etc. so that they are easy to identify when they are lost. Toys of any kind, including electronic games, are not allowed at Georgetown Elementary.

Recess

Students are expected to go outside for recess when it is not raining and the wind chill factor is appropriate as determined by the office. Students will go out before their lunch (12:15 -12:30) and at afternoon recess (2:20 -2:40). Please make sure your child is dressed for the weather.



Lunch Money

You will need to send separate slips for each of your children with their first and last name, indicating how much money you would like to put into that child's account. Please send all slips in one envelope with the children's names, grades and teachers on the outside. It is recommended that money be sent in early in the week, but it will be accepted on any day. It is suggested that you deposit enough money in your child's account to cover at least one week's worth of lunches or milk.



Messages

Georgetown Elementary has a voice mail system, and if you need to contact me, call the school at 797-9797 extension 22207. The **best way** to reach me is by email nflory@hpseagles.net. I will try to check my messages when I can, but if you have an urgent message, please leave it with the secretary. I will return your call as soon as possible.

Special Circumstances

We would appreciate knowing about any special circumstances (sickness or death of a family member, death of a pet, etc.) that you feel may affect your child at school. Sometimes things that happen outside of school cause them to need extra patience and TLC, and we want to take care of your child the best we can.





Classroom Procedures



Rules

Our basic rule is that we are respectful of each other, other teachers, the school building/grounds, the materials we use and ourselves.

School Discipline Policy

School Discipline Policy Georgetown Elementary

Every classroom teacher works to build relationships as a classroom community -- a safe, caring environment for the students and adults.

We have a set of management rules that we learn together:

Rule number One is: Raise your hand to speak.

Rule number two is: Raise your hand to leave your seat.

Rule number three is: Follow directions quickly.

Rule number four is: Make smart choices.

Rule number five is: Make your dear teacher happy.

When students don't make smart choices (interrupting, leaving the seat without permission, not listening), this interrupts the learning of others.

With a simple contest of giving out student Michibucks for good choices (following all the rules), we can see that we are working together as a team to follow the rules.

- In my classroom, the student earn good choice MICHIBUCKS each day for good choices which are saved for the classroom store.
- If students do not make the correct choice (and all students make mistakes), they do not receive a Michibuck for that day.
- All students will also earn Michibucks for doing their job each week and having their agenda signed daily.

If I notices a pattern of repeated struggles for a student with making poor choices, I will meet with the student to find out what is driving this repeated pattern of interrupting, leaving seat without permission, etc. I don't want a child to repeated miss out on MICHIBUCKS. If this happens, the child will not feel safe --- and the program isn't working to help him/her to make good choices.

Typically, this helps the child to turn around their choices. If this conversation and support does not help, I will contact parents to ask for support in helping the child to have more success in being part of a learning community.

Sometimes, rarely, I or other teachers have students who make poor choices that make it unsafe for others in the classroom --- examples being unkind and hurtful words, act of aggression (hit, kick), stealing.

For unsafe choices, I will make sure the child who felt unsafe is safe and also do a full investigation to find out why and what happened and follow through with both sets of parents

In these situations (unsafe behavior) there needs to be a consequence and this consequence depends upon the severity of the action as well as the frequency or pattern of incidents. We as a school work closely with the principal to make sure the consequence is appropriate, fair and also helps the student to be aware that their actions hurt others --- and owning that your actions hurt others is essential so that you don't do it again.

In exceptionally rare situations of repeated unsafe behavior, we will implement behavior plans that will be tied to referrals and in needed playground restrictions/suspensions. This is only done when the actions/choices create safety issues for the student/s.

Homework

I feel that homework serves three purposes. First, it helps to develop responsibility. Next, it serves to reinforce skills learned in class. Lastly, it increases parent awareness of what is happening in the classroom. There will be assigned homework on **most Tuesdays and Thursdays**, as well as work that was not finished during class time. Homework will be due the next day unless otherwise noted. It is your child's responsibility to return the work, but gentle reminders from you are always helpful. Also, feel free to help your child with homework, but please have them do the work with you as a guide.

Agenda and Nightly Folder

The students will have a nightly agenda/folder that will come home with them each evening. They will write a few words each day to inform you of what we did in class and any homework assignments they might have. **Please check the folder with your child daily and initial in the space provided**. Any papers or homework for your child will travel to and from school in their nightly folder. Please check it each evening and make sure it is returned each day to school.

Class Work

Most days your child will bring home samples of their work. Keep in mind that much of the math work is kept in a journal, which you may ask to see at any time, or done on white boards. "Remembering", another daily math practice sheet will begin after a few weeks into the math program. I will also save a selection of work to share with you at conferences. Your child will have corrected some sheets with mistakes before they come home. Please take some time to review these papers with your child. If you ever have any questions or concerns about the work coming home, please let me know.

Notes from the Office

Notes from the office will travel with the youngest or only child in your family and will be sent home on the day they are issued. Please check your child's mail each evening. In our attempt to be a "Green School" you will not see as many paper notes as in the past. Please remember to check the Georgetown Blog (<http://georgetown.edublogs.org/>) and Mrs. Flory's Blog (<http://nflory.edublogs.org/>) frequently for information updates.

Parent/Teacher Communication

I will be posting upcoming tests, events and other classroom information on my classroom blog and occasionally via group email. Please subscribe to my blog so that you will be sent a notice when it is updated. <http://nflory.edublogs.org>.

Report Cards Report cards will be issued three times a year. Parent/Teacher conferences will be held in November and March.



We will be using the math program called "Math Expressions." As you may have noticed in prior years that math for students today takes a different approach to math instruction than we grew up with. It has proven to be very successful in developing "math smart" kids. Homework is an important part of the program. The homework sheets help students see that math is all around them, not just during "math time" at school. Their second purpose is to keep you involved in their math education. Quite often, the homework will require someone to work with the child. There is a homework sheet for each lesson, but since we may not complete one lesson per day, I will choose certain homework sheets to send home.

Math homework will be sent home on Tuesdays and Thursdays and needs to be turned in the following day.

I will let you know if your child gets behind on their homework. I will also send other math homework home, depending on what kind of practice we need and what will be helpful for the students. Please encourage your child to complete these assignments, helping as necessary. Please note: If you run into a homework assignment you absolutely cannot figure out, don't sweat it. Send the homework back with a brief note on it. No one, including parents, should be in tears over math homework.



This year we will be using a program called Words Their Way in our classrooms. Words Their Way is phonics, spelling, and vocabulary instruction through daily word study. We are so excited to watch your child grow and discover reading and writing words in a whole new way! Take a minute and read on to see how this word study (spelling time) will look different than how we were taught during school, and what the benefits to your child's education come with it.

One focus of word study is to teach students how to spell and decode new words and to improve their word recognition speed in general. To accomplish this goal, I will teach the students how to examine words to learn the regularities that exist in the spelling system. I will also teach them some irregularities of spelling (we call "oddball words"). The simple process of sorting words into categories is the heart of our word study program. When students sort words, they are engaged in the active process of searching, comparing, contrasting, and analyzing. Word sorts help students organize what they know about words and to form generalizations that they can then apply to new words they encounter in their reading.

The best part of a word study is that your child can sort words anywhere! Yes, anywhere! And I'd like for him/her to start sorting their weekly spelling words at home. It's easy and it's fun! It's a hands-on way to get kids to learn more about our spelling system! Below you will find our classroom schedule and also what you should do nightly at home to support your student.

Our Classroom Word Study Schedule

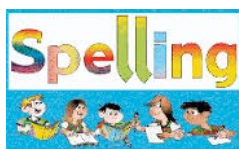
Monday: Students will be given a word sort of around 20 words to teach them the pattern of the week. They will keep one of the sorts here at school and bring a copy their list home in their nightly folder so they can work with their words at home. Their final test will not be all 20 words. I will choose 10 words (they will not know which ten until the test) from the sort and then 10 that reflect each of the spelling patterns learned that they will be tested on that week. They will have a mini lesson with me to learn what patterns they are learning this week and how they should sort their words.

Tuesday: Students will sort and identify word patterns in spiral in small teacher guided groups. I will also give them time to work independently and cooperatively with another student on pattern word sorts. They will also have time to do a speed sort with a partner or time themselves as individuals.

Wednesday: Students will also hunt for additional words that follow the spelling pattern during our Word Discovery Time. If time allows students will also play a spelling game.

Thursday: Students will perform a blind sort with myself or a partner calling out words as they write them in the correct categories. Students will also complete a spelling game and/or speed sort.

Friday: Students will have time to review the spelling patterns they have learned this week and then they will take the weekly test.





Reading



Reading is a tool that unlocks the door to many opportunities. Book after book has been written on the subject. How do we improve? READ! READ! READ! Reading instruction will take place in a variety of ways.

Reading Workshop

Our main goal in third grade is comprehension. Our focus will be on seven different strategies good readers use when they read. We will learn or review the strategy and then practice, practice, practice! The seven strategies are: making connections, questioning, visualization, inferring, "fix-up" strategies, synthesizing, and determining important details in nonfiction. We will be practicing these strategies by reading independently or reading to someone. The students will learn how to choose books that are "Just Right" books for them by understanding why they want to read a book (interest level), if they comprehend the book and if they know most of the words.

Read Aloud

Students will hear stories read daily. Sharing books with students is a great way to motivate them to want to read and allows them to experience wonderful literature and vocabulary that might otherwise be above their reading level.

Reading Counts

In third grade we have a program that allows children to read at their own level and take comprehension quizzes to see how well they read the text. In the next few weeks each student will be given a quiz on the computer to determine his/her reading range (level) and a point goal. Each book is worth a certain amount of points. Depending on how well your child has read, they will receive points after taking the quiz. It is a great motivational tool for the children. They can read at their own pace and at their own level.

(READING HOMEWORK)

I would like your child to be reading **at home at least four times per week for at least 15 -20 minutes**. Your child can choose which days are "days off". Of course, they can always read more! I know you want to see your child grow as a reader as much as I do, and that will require them to read as much as possible. Also, when they complete a chapter book at home, they can ask me for a book recommendation slip to fill out if they would like. If they choose to complete a book recommendation slip, they will receive \$5 Michibucks and their slip will be

displayed for their classmates to see. Thank you for your continued efforts at home so important!



Reading Comprehension Strategies

Quick Reference Guide for Parents

Make Connections: The reader uses what they know about themselves, other books, and the world around them to help them self understand what they are reading. These three types of connections are often labeled: **T-S** (Text to Self), **T-T** (Text to Text) and **T-W** (Text to World).

Ask Questions: The reader asks questions before, during and after reading to help them self understand what they are reading. **Before** reading ask yourself: What is this book about? **While** reading ask yourself: Do I understand what I am reading? **After** reading ask yourself: How can this book help me? Other questions include: I wonder? How come? Why?

Visualize: The reader creates a picture in their mind. The use all of their senses to connect to the characters, events, and ideas to help them self understand what they are reading.

Infer: The reader reads between the lines to draw conclusions, to make predictions before and during reading, and to identify the theme to help them self understand what they are reading. Prompt the reader asking: What were you thinking when the text said...? What did the author mean by...?

Determine Most Important Ideas: The reader reads to find the main ideas, what the author considers important, and the theme to help them self understand what they are reading. It is here that we want the reader to identify a key concept, idea, or theme within the story. Probing questions may include: How would you sum up the story in a few words?

Synthesize: The reader combines new ideas from what they read with what they already know to create something new and different to help them self understand what they are reading. It is important that the reader can recall the main idea and details in sequence and use this information to summarize the author's underlying theme.

Repair Comprehension: The reader uses "fix-up" strategies when they come to a word they don't know or a part they don't understand to help them self understand what they are reading. It is here that the reader will resort back to using their "decoding" strategies to figure out specific words and phrases.



In third grade we will study animals and weather. Three other science units will be covered in STEAM studio.



Social Studies

In third grade our social studies focus is the state of Michigan. We will be exploring the geography, economics, history, government and growth of our great state.

Handwriting/Keyboarding

In third grade your child will be introduced to cursive writing and continue developing key boarding skills. Computers are the future. There are many keyboarding programs you may purchase (lots of free ones) for home use that will help your develop a much needed skill.

Specials Schedule

Our special schedule will be each day from 10:35 -11:25. A calendar will be posted on the school blog indicating which special we will be having on a given day. We will be having Gym on day 1, Music on day 2, and Art on day 3 and STEAM on day 4 on a rotating schedule.





Birthdays

Birthdays are very special in our classroom. We will celebrate birthdays on their exact date if we have school on that day. Otherwise, we will celebrate it on the next school day. If your child's birthday is in the summer, we will celebrate all summer birthdays the last two weeks of school. I will send you an email letting you know the day we will celebrate your child's birthday. If your child would like to bring something special they are welcome to bring in something like pencils, erasers, or some other small wrapped snack. Please send enough for 25 students.

Snacks



We will have a snack at around 10:00 each day. Each student in third grade will be responsible for bringing a daily snack in from home to rejuvenate his or her energy and attention span. Snack should not take the place of a healthy breakfast. Please make sure your child eats a hearty healthy breakfast each morning, as food is fuel for the brain to get started each day. When packing your student's snack, please keep in mind the safety of our food allergy friends by choosing a snack off of the following list:

- Honey Maid Graham Sticks: Cinnamon and Honey Flavored
- Teddy Grahams: Cinnamon, Honey, & Chocolate
- Ritz Dinosaur Crackers
- Fritos (regular)
- Triscuits (regular)
- Saltine Crackers (read label)
- Most regular pretzels (read label)
- Most regular potato chips (read label)
- Most corn chips (read label)
- Betty Crocker Fruit Snacks and Fruit Rollups
- Kellogg's Fruit Streamers and Fruit Twistables

As always, healthy snacks are best: raisins, apples, bananas, grapes, melon, carrot sticks, celery sticks, Jello, applesauce, peaches, pears, strawberries, blueberries, etc.

The best defense against accidental exposure for our allergy students is to always read the label. At the bottom of the ingredients list there is almost always an allergen warning. Ingredients do change, so always read the label even if you've checked on a prior purchase. Thank you for helping us to keep our students healthy and safe! If you have any questions, do not hesitate to contact us at school.

Mrs. Flory

Daily Schedule 2018-2019

8:45-8:55 Attendance/Hot Lunch

8:55 -9:10 Grammar/Spelling

9:10 - 9:50 MTSS

9:50 - 10:30 Writing

10:35 - 11:25 Specials

11:30 -12:15 Social Studies/Science

12:15 -12:30 Lunch Recess

12:35- 12:55 Lunch

1:00-2:00: Math

2:00 - 2:20 Read Aloud

2:20-:2:40 Recess

2:40 - 3:20 Reading Workshop

3:20-3:30 Agenda & Jobs

3:30 - 3:40 Exit Slip and pack up

3:40 Dismissal

Library: Tuesdays 3:10 -3:30

Please email me at nflory@hpseagles.net to let me know you and your child have read the handbook.

Please do not hesitate to make comments or ask questions about the handbook or any other information you need.

Thank you,
Mrs. Nancy Flory

