



PARENTS

The Information You Need!

3rd Grade Orientation

September 9, 2020

🕒 Weekly Time Breakdown 🕒

Our Pod (2020-21)

Math: 185 min/week

- Minilesson & Math Workshop (40 min/day M-Th)
- Speed Math (5 min/day M-F)

ELA: 395 min/week

- Reading Workshop & Independent/Guided Reading (35 min/day M-Th) ● Writing Workshop (35 min/day M-W & F)
- Read Aloud (20 min/day M-Th, 35 min/day F)

Science: 180 min/week (45 min/day M-Th)

Social Studies: 180 min/week (35 min/day M-Th, 40 min/day F)

Music: 70 min/week (35 min/day W-Th, *with PBL*)

Art: 70 min/week (35 min/day M-T, *with PBL*)

PE: 225 min/week

- Move Breaks (15 min/day M-F)
- Recess (30 min/day M-F)

Health: 125 min/week

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:55	Journaling / Morning meditation				
9:00 – 9:15	Morning meeting				
9:20 – 9:25	Speed math				
9:25 – 10:05	Mini lesson math workshop	Math catch up			
10:05 – 10:20	Snack	Snack	Snack	Snack	Snack
10:20 – 10:55	Readers workshop independent reading				
10:55 – 11:20	PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
11:20 – 11:45	Writers workshop	Writers workshop	Writers workshop	Choice	Read aloud
11:45 – 12:45	Lunch & Recess				
12:45 – 1:30	Science	Science	Science	Science	Skills session
1:30– 2:00	Social studies art	Social studies art	Social studies music	Social studies music	Social studies catch up
2:00 – 2:30	Afternoon meeting				
2:30 – 3:00	Clean-up	Clean-up	Clean-up	Clean-up	Clean-up

First Quarter Scope and Sequence

Math:

We will begin the year by building on student’s knowledge of repeated addition and arrays. This will shift over the course of the first few weeks of school to expanding on their understanding of factors and how they interact in multiplication and division! Beginning with units of 2 and 3, students will eventually build their way up to using units of 2-5 and 10 during this manipulative heavy unit.

We will then flow into place value (Ms. Linekin’s favorite!) and units of measurement. Exploring different measuring tools and uncovering the power of estimation, students will gain a solid foundation of place value across different units to make difficult word problems a piece of cake.

Reading:

The beginning of the school year is all about falling, re-falling, or remaining in love with reading! Students will work together to create a strong community of readers in Our Pod. This happens through daily discussion of what we’re reading, how our reading lives are developing and impacting us both individually and together, and what we’re going to do moving forward to have those experiences again, and again, and again!

Students will then dive *deep* into the books they’re reading and the characters that populate them. Recognizing descriptors such as character traits; what they character does, says, and thinks; and the actions of the characters closest to that main character they’re tracking pushes students to see the power of inferring what might happen next. We will make close connections to our beloved (and some not so beloved) characters by relating to their motivations and struggles.

In addition to Reader’s Workshop, Guided Reading, and Independent Reading, students will also submerge themselves into many different worlds during the first quarter of school through daily Read Alouds! Beginning with *The Secret School* by Avi, we will discuss what it feels like to have a bump in the road when it comes to our lives as students and teachers. This book relates closely to what our students are currently experiencing in their own lives and will serve as a wonderful reminder of our community’s strength and ability to push through.

Note: Once all students have been assessed on their reading levels (hopefully by the end of the 2nd week of school), we will sit down together to determine reading goals and best practices around growing each and every day as readers.

Writing:

We will begin the year by sparking a passion for writing. By reflecting on and writing about topics that are closest to our hearts, students have the opportunity to begin crafting their own internal - soon to become external on the page in front of them - narratives. Utilizing graphic organizers, pre- and post-writing tools, and one another, students will develop a strong foundation from the very beginning of the school year upon which they can flourish.

Building on what we already know about narrative writing, Unit 2 will push students planning and thought processes beyond where they thought they could go. We will question ourselves - *what* do we actually *want* to write? Once students have a draft, we will work together to read, revise, and repeat until students find immense pride in the published piece they've created!

Social Studies:

Beginning the year with the essential question “*Why does geography matter?*”, students will explore the different factors that make up our world geographically. Through student-led research, inquiries into how physical positioning impacts culture and lifestyle, and hands on projects using tools such as maps and globes, we begin to understand how geography impacts society.

Units 2-7 (potentially more, potentially less depending on student interest across units!) build off of the students' work in Unit 1 as they engage in case studies of countries across the globe. Through a variety of different projects and presentations, students will gain a deeper understanding of culture, art, music, lifestyle, and storytelling across different countries and flex their compare and contrast brain muscles along the way.

Science:

Science this year will be all about asking and answering our own questions through experiments and research! Beginning with an investigation into force, motion, and interactions, students will observe the patterns they see across test runs to formulate their own conclusions based in reality.

Expanding on their ability to hypothesize and evaluate the results of their experiments, we will move into a study on what relationships make up the ecosystems all around us! The great outdoors will become our classroom as we study the living environment in our community and the different characteristics of each ecosystem that help its members survive.

Health:

Social, Emotional, and Physical Health will be a focal point in Our Pod. We will experiment with a variety of techniques throughout the school year to determine what makes each individual student feel most uniquely themselves. Whether that be meditation, stretching and movement, or simply some time alone with a pencil and paper, our class will maintain open dialogue from the very first day of school around what works and what we should leave in the past.

We will specifically focus on our seven core values and how they arise in Our Pod to create an excellent community of strong willed and conscious individuals:

- Empathy
- Citizenship
- Curiosity
- Creativity
- Agency
- Courage
- Determination

Art, Music, and PE:

While PE is formally on the schedule for 15 minutes/day during Move Breaks and 30 minutes/day during Recess time, we will be moving throughout all components. Prioritizing physical health and recognizing the deficits of sitting all day is part of our classroom culture and students will have the opportunity to learn new skills and move their bodies throughout the entire school day.

Art is seen through all components. Students will have the opportunity to draw and create during Journaling/Morning Meditation, Choice Time, and Social Studies. We will study the visual arts and culture during our

Project Based Learning units and students will grow as artists through the study of both past works and what is created by their peers!

Similar to Art, Music is incredibly important to me as an educator and will be a constant factor in our classroom environment. More formally, we will study the music of different communities and cultures around the world during our Project Based Learning units throughout the year. Students can share their own musical talents (or rather, if they are anything like Ms. Linekin, their musical tastes!) with the pod so we can learn and grow together as musicians.

Individualized Home Instruction Plan

Hopefully the above will suffice in creating IHIPs for each student! Please let me know if there's additional information or more descriptors needed.

Quarterly Reports

A quarterly assessment will be filed in each student's portfolio on the following dates (flexible):

1. Q1: Friday, October 30, 2020
2. Q2: Friday, December 18, 2020
3. Q3: Friday, March 13, 2021
4. Q4: Friday, June 18, 2021

The components that can be found on these quarterly assessments are:

1. Reading
2. Spelling
3. Writing/Speaking
4. Mathematics
5. Science
6. Social Studies
7. Health
8. Music
9. Art
10. Physical Education

We will use the following system to evaluate student's progress over the course of the year:

1. 1: Not Meeting Expectations
2. 2: Approaching Expectations
3. 3: Meets Expectations
4. 4: Exceeds Expectations

Each "grade" will be followed by a written explanation and concrete examples illustrating the student's progress. Examples of student work will also be attached to the quarterly reports.

End of Year Assessment

According to The Putnam/Northern Westchester Boces Regional Home School Handbook, an alternative evaluation to Standardized Testing is "a written narrative completed by a qualified person" for "students in grades 1-3".

We can decide together if this is the route we would like to take or if we would like students to take standardized tests (if this is available come Spring 2021).

