

Spratley Gifted Center

Third Grade Handbook 2016/2017



"You must be the change you wish to see in the world."

-Ghandi

Grade Level Theme: Culture

**Mrs. Williams, Language Arts / Math
Mrs. Lemley, Language Arts / Science
Mrs. Crawford, Language Arts / Social Studies**

Home-School Communication

Spratley Main Office: 850-5032

Mrs. Williams	caseywilliams@hampton.k12.va.us
Mrs. Lemley	klemley@hampton.k12.va.us
Mrs. Crawford	mcrawford@hampton.k12.va.us

Student Agendas

- Students agendas are sent home nightly. Students are expected to write down nightly homework and other pertinent information. Teachers indicate student behavior colors in the student agendas daily. Please check and sign your child's agenda nightly.

Weekly Communicator (Yellow Envelopes)

- The Weekly Communicator is sent home the first school day of each week containing your child's work for the past week and other school related news.

Third Grade Newsletter

- The 3rd grade newsletter is sent home Fridays with updates from each homeroom and subject area.

Third Grade Website - sgctthird.weebly.com

- Our website is updated often with weekly homework assignments, school news, and helpful curriculum resources.



School-Wide Discipline Plan

Spratley Seahawks GLIDE Toward Success

GLIDE	Classrooms	Hallways	Restroom/ Locker Rooms	Assemblies/ Extra Curricular	Cafeteria	Buses
Generosity	-Be positive and encouraging. -Be optimistic and open-minded.	-Walk quietly.	-Go in and out in a timely manner.	-Have transportation pre-arranged.	-Clean up after yourself. -Use an inside voice.	-Clean up after yourself. -Use an inside voice.
Leadership	-Be present and on time. -Wait your turn to speak.	-Be considerate of younger students. -Stay to the right.	-Be considerate of younger students. -Put trash in the trashcan.	-Be considerate of younger students. -Participate in an appropriate manner.	-Be considerate of younger students. -Put trash in the trashcan.	-Be considerate of younger students.
Integrity	-Comply with directions the 1 st time given. -Respect yourself, others: property, space, and ideas. -Do your own work.	-Comply with directions the 1 st time given. -Be mindful that classes are in session.	-Comply with directions the 1 st time given. -Have permission from a staff member.	-Comply with directions the 1 st time given. -Be courteous.	-Comply with directions the 1 st time given. -Have permission to go to the bathroom. -Eat your own food.	-Comply with directions the 1 st time given.
Determination	-Bring required materials. -Complete all assignments.	-If you drop it, pick it up! -Have a hall pass.	-If you drop it, pick it up! -Use and secure your own locker.	-Keep questions on topic.	-If you drop it, pick it up! -Eat all food in the cafeteria.	-If you drop it, pick it up!
Education	-Keep hands, feet, and objects to yourself. -Comply with dress code.	-Keep hands, feet, and objects to yourself.	-Keep hands, feet, and objects to yourself. -Wash hands.	-Keep hands, feet, and objects to yourself. -Enter and exit in an orderly manner. -Sit up straight in your seat.	-Keep hands, feet, and objects to yourself. -Remain seated. -Conduct yourself in an orderly fashion in line.	-Keep hands, feet, and objects to yourself. -Remain seated.

We believe a child should have a positive and nurturing learning environment to function at the best of his/her ability. We also wish to encourage students to take responsibility for their actions. With that end in mind, we developed a set of rules and guidelines to foster student success in 3rd grade.

Third Grade Discipline Plan

3rd Grade Rules and Expectations:

1. Be respectful (Respect for self, others, and property).
2. Be responsible (Follow directions the first time, complete all assignments on time, have necessary supplies, etc.).
3. Be safe (Show self control, keep hands and feet to self).
4. Be kind (Treat others the way you want to be treated).

Consequences:

1. Verbal warning
2. Take a break/behavior essay/loss of privilege like GLIDE time, etc.
3. Note in agenda or phone call home
4. Visit to the principal's office

Behavior Card System:

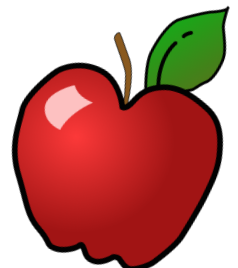
Each child has a pocket with 4 cards in it. If students do not follow the rules and expectations, they are asked to pull a card. Of course, warnings are always given before this happens. Colors are marked in student agendas at the end of each day. The card colors are:

- : You're on the right track! Keep working hard!
- : Warning; discussion with teacher
- : Time to make a plan about better choices (behavior essay, etc.)
- : Parent contact. Loss of some privileges. A "demerit" may be issued.

Students earn "merits" for behaviors that exceed expectations. Students turn in merits at the front office for a chance to win prizes.

"Hoppy Grams", "Minion Money", and "Crawford Cash" are homeroom incentives students earn for each day on green. These "monies" can be redeemed for items in the class store every 2 weeks.

More information about school-wide expectations can be found in the Student Rights and Responsibilities Handbook at the front of the student agenda.



Homework Policy and Expectations

Students are expected to cultivate habits of excellent time management for classwork, homework, and projects. Homework is due the day after it is assigned unless otherwise specified. Deductions for late homework are as follows:



1 day late	10 points off
2 days late	50 points off
3 days late	no credit

- ❖ Students are required to write homework down in the student agenda and use a Homework Folder to organize daily homework.
- ❖ Spelling/Word Study words are sent home Mondays. Spelling/Word Study homework assignments are due Fridays.
- ❖ Homework information and other updates are posted on the 3rd grade website: sgctthird.weebly.com

Projects

- ❖ A variety of projects are assigned throughout the year. Work that is given a specific due date must be turned in on the due date. We encourage parents to be involved in these fun and engaging projects, but please allow your child to complete the majority of the work on their own.

Reading Logs

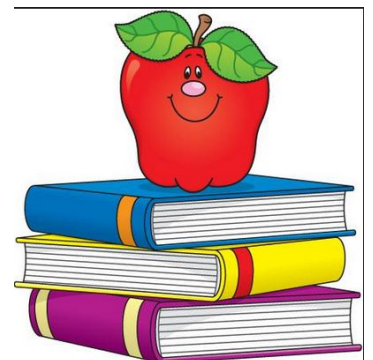
- ❖ Students are expected to record nightly reading on their reading log. For each reading log completed, students write a brief chapter or book summary. The summary should include the title and author of the book and at least 8 - 10 sentences describing the main characters, setting, problem, and solution. Students should choose challenging texts of various genres throughout the year.

Work/Study Habits and Grading

Please emphasize the following work/study habits with your child:

- o Be prepared with all necessary school supplies (pencils, scissors, glue, crayons, etc.) both at school and at home for homework.
- o Neatly complete all homework each night. If the handwriting is not legible, it will be counted wrong. If the whole assignment cannot be read the student will redo the assignment.
- o Study for quizzes/tests or review skills taught by studying interactive notebooks.
- o Keep your Homework Folder, interactive notebooks, and desk neat and organized.
- o Bring the student agenda to and from school each day.
- o Read each night for at least 15 to 20 minutes. (Don't forget to record it on your log!)

<u>Grading Scale</u>	<u>Conduct and Work/Study</u>	<u>Weighing of Grades:</u>
93 - 100 A	O Outstanding	Homework 10%
90 - 92 A-	S Satisfactory	Class work 25%
87 - 89 B+	N Needs Improvement	Quizzes 30%
83 - 86 B	U Unsatisfactory	Tests 35%



Language Arts Curriculum

Spelling/Word Study

Students receive a differentiated spelling list each week. Students are expected to complete all assignments and homework for Spelling and Word Study in the **Spelling/Word Study notebook**. Students are required to complete **three (3) assignments** from the choice board weekly. Homework needs to be returned by **Friday** of each week. On Fridays students are tested by sorting the words according to the phonics pattern (Reading grade) and spelling the words correctly (Writing grade).

Writing

Students are expected to write meaningful sentences and develop organized, descriptive paragraphs with appropriate topic sentences, supporting details, elaborating details, and concluding sentences. Students are instructed on developing descriptive detail sentences that "show, not just tell." Students have an opportunity to write in a variety of styles including narratives, expository paragraphs, fairy tales and folktales, and biographies.

Reading

The Spratley Gifted Center utilizes an inquiry-based approach to reading instruction. Students learn to think critically about the text and participate in student centered/teacher facilitated discussions. These discussions are modeled after Socratic Seminars and take place during whole group settings and small group "literature circles." Novels we analyze in depth include Charlotte's Web, Stone Fox, Riding Freedom and/or The Lion, the Witch, and the Wardrobe.

In addition, the students learn comprehension strategies utilizing Hampton City Schools' curriculum to prepare for the Reading SOL test in the Spring. It is important students read daily at home to increase reading fluency, comprehension skills, and vocabulary development. Reading logs are used to keep track of student reading.



Novel Study Information

<u>Charlotte's Web</u> by E.B. White	This novel study integrates with Science. Students examine their own change and growth and write autobiographies.
<u>Stone Fox</u> by John Reynolds Gardiner	<u>Stone Fox</u> is a beautiful story of a young boy growing and learning through adversity. This novel study also integrates with Science. Students create animal guidebooks after researching animal adaptations.
<u>Riding Freedom</u> by Pam Muñoz Ryan	<u>Riding Freedom</u> is a historical fiction novel that integrates with Social Studies. Set in the mid 1800s, this is the story of a young girl growing up during a time when life was particularly difficult for women and other minority groups. Students learn about and celebrate each other's heritage.
<u>The Lion, the Witch, and the Wardrobe</u> by C.S. Lewis	Myths, Legends, and Folklore are integrated with Social Studies and Students examine various fables including Aesop's Fables and Rudyard Kipling's "Just-so" stories and write their own legends, fables, or folktales. The unit is culminated with the fantasy fiction novel, <u>The Lion, the Witch, and the Wardrobe</u> .

Interactive Notebooks

- ❖ Students are responsible for maintaining composition notebooks for Language Arts (Reader Response, Grammar/Writing, Spelling/Word Study, Comprehension Super Sleuth) and Math, Science, and Social Studies.
- ❖ Interactive notebooks are kept in the classroom and sent home when needed for homework assignments or studying before a test.
- ❖ Teachers provide information for the notebooks and students interact with the information in a variety of ways (drawing symbols/pictures, creating graphic organizers, and annotating key information).
- ❖ Many of the assignments completed in the interactive notebooks are graded.



Science

Scientific Investigation is an on-going skill for each unit of study. It includes planning and conducting investigations, predicting and observing outcomes, classifying, formulating hypotheses, gathering data in a variety of ways, and drawing conclusions.



<u>First Quarter:</u>	Scientific Investigation Reasoning and Logic, Earth/Space Interrelationships (Soil), Earth Patterns, Cycles and Change (Water Cycle)
<u>Second Quarter:</u>	Life processes, Living Systems-Food Chains, Living Systems-Environments
<u>Third Quarter:</u>	Simple Machines, Magnetism, Resources and the Environment
<u>Fourth Quarter:</u>	Each Patterns and Change (Moon Phases, Day/Night), Life Cycles, Energy resources, Matter

Math

Problem solving is an on-going skill for each unit of study. Students are expected to master facts (addition, subtraction, multiplication, and division). Students review all skills taught throughout the year to prepare for the Math SOL test in the spring.

<u>First Quarter:</u>	Unit 1: Data Collection Unit 2: Place Value Unit 3: Addition and Subtraction Patterns
<u>Second Quarter:</u>	Unit 4: Multiplication and Division Patterns Unit 5: Money, Time, and Temperature
<u>Third Quarter:</u>	Unit 6: Fractions and Mixed Numbers Unit 7: Probability Unit 8: Measurement
<u>Fourth Quarter:</u>	Unit 9: Plane Figures Review for the CAT (Computer Adapted Test) Math SOL



Social Studies

The 3rd grade theme is "Culture." Throughout the year students explore different cultures and reflect upon their own culture. Students develop a deeper understanding of culture and learn to appreciate the diversity of cultures around the world. Interactive projects will focus on developing this theme.

<u>First Quarter:</u>	Good Citizenship, Rules and Laws, Map Skills (Africa, Asia, and Europe), Ancient China
<u>Second Quarter:</u>	Contributions, Map Skills, and Environments of Ancient Egypt, Ancient Greece, and Ancient Rome
<u>Third Quarter:</u>	Contributions, Map Skills, and Environment of Ancient Mali, Map Skills (North and South America), Economics
<u>Fourth Quarter:</u>	The Importance of Government, Diverse Ethnic Origins, Customs, and Traditions, Review and 3rd Grade Posttest

Students have two major Social Studies projects that integrate with Language Arts and require some support from home.

The Heritage Day Project requires students to interview an older family member (such as a grandparent) to gather basic information about their family's history and heritage. Each student creates a family tree spanning at least two generations. Students also write a favorite family recipe for a 3rd grade "Culture Cookbook."

The "Night at the Museum" project requires students to purchase a tri-fold board for their Wax Museum presentation. Students select a famous person who made a positive impact, research biographical information, and write a minute-long speech. Our Art teachers, Mrs. Waite and Ms. Smith, help the students design their boards. Students also need a basic costume to make their person "come to life". This costume does not need to be elaborate. For example, students may wear a hat, a dress, or a suit to represent their famous person.

We look forward to a terrific year of learning. Thank you for your support!

SGC Third Grade Team

