

# Welcome to Hollifield Station 3rd Grade

## Back to School Night 2024-2025

Please feel free to write a note to your child on  
the paper heart while we wait for the  
presentation to begin.



# Agenda

- **Meet the Teachers**
  - 3rd grade teachers
  - Specialists and Related Arts
- **A Week in 3rd Grade**
  - Schedule
  - Related Arts
- **Info from the County**
- **What Your Child Will Learn**
- **Building a Positive Environment**
  - SEL/Morning Meeting
  - School Behavior Management
- **Grading and Testing**
  - Grading Scale
  - Behavior Grades
  - MAP/CoGAT/MCAP
- **Extracurriculars**
- **Questions and Answers**



Meet the Teachers

# The 3rd Grade Team

- **Mandy Regan:**  
Teacher/Team Leader
- **Shannon Cunningham:**  
Teacher
- **Yoselin Espinal:** Teacher
- **Tara Kolick:** Teacher
- **Robin Woodlon:** Teacher
- **Tim Bayne:** Math Teacher



# ReLated ARTS

Upneet Kaur - media paraeducator

Margie Eisenstein - art

Ami Holden - media

Sarah Bresky - art

Tasha Maglocchi - music

Judy Fulmer - PE

Aimee Winner - music

Cassandra Miranda-Murray - instrumental  
music

Tonya Kyler - media & technology

Dave Floyd - Technology

Dave Murphy - PE

Kyle Williams - PE *(not pictured)*



# ELD Team

# Reading Team

# GT Team



Sarah Slivosky

Emily Kassir

Michele Knorr

Pam Rochlin

Jennifer O'Toole



Kelly  
Broccolino

Mary Hall

Alicia Peerson



Lori Speelman

Stephanie Noonan

Kelley Hatcher



## Special Educators

Alexa Chestnut  
Judy Fitzsimmons  
Erin Carney  
Harriet Sniadach  
Shelley Godlewski  
Stella Meyerhoeffer



## Special Education Paraeducators

Susan Lloyd  
Irfan Dean  
Angie Perez  
Lakisha Opher  
Pradnya Trivedi  
Sri Venkatrathinam



## Student Assistants

Dominic Abrams  
Michelle Weaver  
Mary Ault  
Chaithanya Antham



## Related Service Providers

- Rachel Dorsey
- Alessa Christenson
- Jenn Hopping
- Kate Kessler



## Front Office

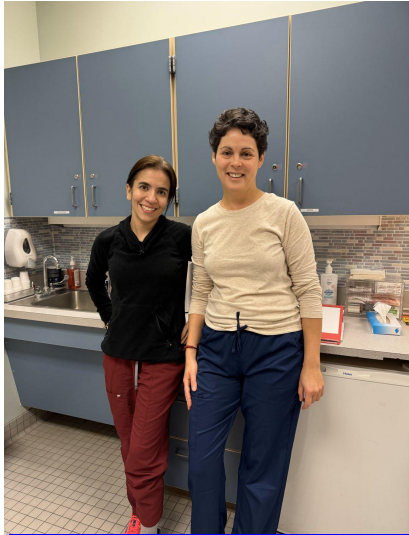
- Laurie Poquette
- Elise Allen
- Tyeisha Bydume
- Camilla Shook
- Rachel Maddox-Cosden
- Amanda Wadsworth
- Aaron Tark



## Guidance

- Lauren Honza
- Hanadi El Bashir-Hill





## Health Room

Ida Waldron  
Paula Lacerda



## Building Services

James Tomlin  
Katie Kindel  
Tammy Thomas  
Paul Slater



## Cafeteria

Judi Schneider  
Tiffany Miller

# A Week in 3rd Grade

### Third Grade Schedule



9:25 am - 9:35 am	Vocabulary
9:35 am - 10:30 am	Content (Science, Social Studies, or Health)
10:30 am - 11:30 am	Related Arts
11:35 am - 12:20 pm	Reading Rotations (Reading Groups)
12:20 pm - 12:45 pm	Whole Group Reading
12:45 - 1:45 pm	Recess → Lunch
1:45 pm - 2:00 pm	SEL (Social Emotional Learning)
2:00 pm - 2:40 pm	Writing
2:40 pm - 3:50 pm	Math
3:50 pm	Dismissal

# Related Arts

This year, Related Arts will be on a ROTATING schedule. The classes they take will be change on a weekly basis based on the day's color and the color code of their related arts class.

There will be a copy of each class' schedule, including related arts, available if you would like one.

HELPFUL HINT: You can check the Grade 3 Canvas page to download a PDF of the colored days for this school year!

Sample Calendar from Canvas:

## November 2024

Calendar is subject to change. Please visit [www.hcps.org](http://www.hcps.org) for the most recent version.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 red	2
3	4 orange	5 Election Day Schools and offices closed (State mandated holiday)	6 yellow	7 green	8 blue	9
10	11 red	12 orange	13 yellow	14 green	15 blue	16
17	18 red	19 orange	20 yellow	21 green	22 blue	23
24	25 red	26 orange	27	28 — THANKSGIVING HOLIDAY —	29	30

November holidays and other dates of interest  
National Native American Heritage Month  
1 All Saints Day – Christian 11 Veterans Day  
2 Diwali (5 days) – Hindu 15 Guru Nanak Devji's Gurpurab – Sikh  
3 Birth of the Báb – Bahá'í 20 Education Support Professionals Day  
4 Birth of Bahá'u'lláh – Bahá'í 28 Thanksgiving  
3 Daylight Saving Time ends

Schools close 3 hours early  
No half-day Pre-K/RECC.  
ES/MS parent/teacher  
conferences and  
countywide HS Staff  
Development Day

Schools close 3 hours  
early for parent/teacher  
conferences. No  
half-day Pre-K/RECC.

Schools closed for students.  
Parent/teacher conferences

Schools and offices closed  
(State mandated holiday)

Schools and offices closed  
(State mandated holiday)

# Information From Our School and County

# HCPSS Student Code of Conduct

We view the [code of conduct](#) as a team effort. There are responsibilities for staff, students, families and our community. Let's all do our part to make this year safe and successful for all!

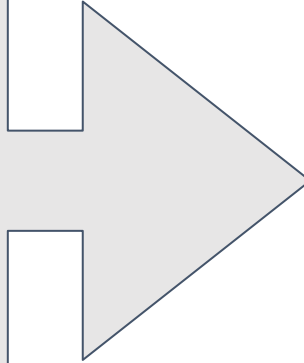


# Howard County Student Code of Conduct

All students in HCPSS schools are expected to know and abide by the student code of conduct.

This is put into place by the county to make sure that **everyone** has a safe and respectful learning environment.

If students do not follow the HCPSS Student Code of Conduct, measures will be taken such as: a phone call/email home, conference with parents and/or student, or an Office Incident Report.



## Students will:

- Do their best to co-create a positive classroom community where all students are able to learn in a supportive, safe, and welcoming environment.
- Self advocate and seek personal and/or academic supports when needed.
- Be knowledgeable about and adhere to HCPSS policies.
- Express values, opinions, beliefs, and perspectives in a respectful and civil manner.
- Build positive and supportive relationships with students and staff, demonstrating the acceptance of differences, with regards to, but not limited to, race/ethnicity, gender, gender identity, socioeconomic status, sexual orientation, language, culture, religion/beliefs, mental and physical ability, disability, age, and national origin.
- Avoid participating in any behavior or activity that intentionally or unintentionally causes harm to themselves or others. If harm occurs, recognize how actions affect others.
- Attend and engage in all learning experiences.
- Complete independent learning experiences and submit assignments in a timely manner.
- Give their best effort and persist in their work.
- Seek clarification, when needed, to understand the expectations for grading and attendance.
- Set personal goals and be aware of their academic progress.
- Ask questions and actively seek assistance from teachers and other school staff when they need support.

# Receiving Emails and Texts



Utilizing contact information submitted through the Family File, parents and guardians automatically receive emails from HCPSS and our school.

To comply with FCC & wireless carrier requirements, parents/guardians must opt in one time to receiving text message alerts. To confirm that you have opted in, text the word "YES" to 67587 from the cell phone number on file in HCPSS Connect Family File.

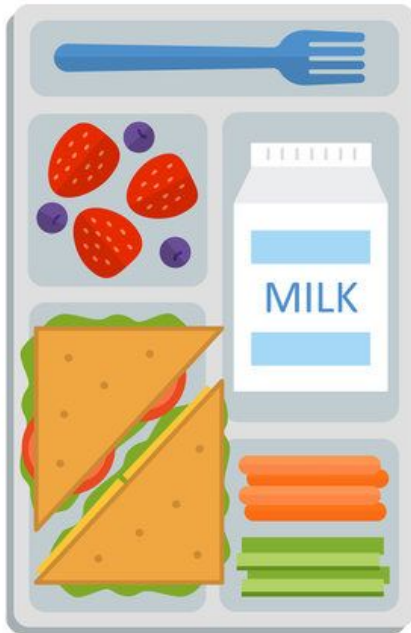
**Unsubscribing to either an HCPSS or school email, will remove you from receiving all email messaging - including emergency notifications!**

Please call the front office if you believe you are not receiving emails and/or text messages.



# 2024-2025 Student Meals

Students whose families do not qualify for free or reduced lunch will be required to pay full price.



## DAILY MEAL PRICES

### Student Breakfast

Breakfast – \$2.00

Reduced Price Breakfast – \$0.00

Free Breakfast – \$0.00

### Student Lunch

Elementary School Lunch – \$2.80

Middle/High School Lunch – \$3.30

Reduced Price Lunch – \$0.00

Free Lunch – \$0.00

Milk (1/2 pint) – \$0.50

# Free and Reduced-Price Meals (FARMs)

**Step 1:** Visit [www.hcpss.org/farms/](http://www.hcpss.org/farms/)

**Step 2:** Click “Apply Online” to begin the online application process

## How to Apply

Please submit only one application per household. Families that need computer or language assistance to apply online, please contact your child’s school.

View the [federal income eligibility guidelines](#).

## Online

APPLY ONLINE

(ADDITIONAL LANGUAGES AVAILABLE)

- After the online application has been submitted and reviewed, eligibility notifications will be sent via email/mail.

HCPSS WEBSITE

The screenshot shows the 'MY SCHOOL Apps' website for Howard County Public School System. The page has a teal header with the school system name. Below the header is a navigation menu with 'Getting Started' selected. The main content area is titled 'Getting Started' and lists the requirements for the application process. A blue button at the bottom says 'BEGIN ONLINE APPLICATION PROCESS'.

MY SCHOOL Apps

Howard County Public School System

Getting Started Household Information Students Children (Non-Student) Signer's Information

### Getting Started

**What you will need to provide during the application process:**

- The name and **current** income of every member of your household
- The school and grade of every student in your household
- Your electronic signature
- (Optional) A valid email address or phone number for district communication about the status of the application.

If you are ready to get started, click the button below to begin the online application process.

BEGIN ONLINE APPLICATION PROCESS

APPLICATION

# Free and Reduced-Price Meals (FARMs)

Qualifying families can receive free or reduced-cost:



HCPSS - FAMILY FILE (EMERGENCY FORM)



MAIN NAVIGATION

- Students
- Parents/Guardians
- Emergency Contacts
- Medical
- Arrival/Departure
- Media
- Data Confidentiality
- Student Creative Work
- PTA Directory / School Directory
- Submit

Thank you. You have successfully submitted the family file information.



Click the below link to download the printed emergency procedure card:

[ Download ]

Free and Discounted Benefits

The FARMs program provides families with significant benefits to help you save money. Eligibility is based on family size and income, and enrollment is confidential.

Log out

- School meals
- Health insurance
- HCC tuition
- SAT, ACT and AP exam fees
- Camps, sports, child care
- Many other benefits

# Attendance matters! We miss your child when they aren't here!

## EVERY DAY COUNTS

School and future **success** starts with good **attendance!**



**100%**  
Your attendance  
is excellent!

Our target for  
all students



### DAILY LATENESS EQUATES TO...



5 MINUTES LATE  
15 hours lost to learning

10 MINUTES LATE  
30 hours lost to learning

15 MINUTES LATE  
50 hours lost to learning

**Remember**  
Your education is important - don't miss out!

**97%**  
Well done!

**6 DAYS ABSENCE**  
30 hours lost to learning  
You're on the right path for  
success, keep it up!

**95%**  
We're concerned

**10 DAYS ABSENCE**  
50 hours lost to learning  
A poor attendance gives you  
less chance of success.

**90%**  
Seriously worried

**19 DAYS ABSENCE**  
95 hours lost to learning  
Very poor attendance has a  
serious impact on your  
education and may reduce  
your life choices.



# *When to stay home and what to do.*

## **Your child MUST stay home if....**

- They have had a fever of 100\* or higher within the last 24 hours.
- They have vomited within the last 24 hours.
- They have had diarrhea within the last 24 hours.

## **Otherwise, please send them to school.**

## **If your child is absent....**

- Please email your child's teacher and [HSESabsence@hcpss.org](mailto:HSESabsence@hcpss.org)
- Students are responsible for making up all work missed during seminar, band & orchestra pull outs
- If your child is absent, they will have time to make up assignments (for every day absent, there is a day to make up).

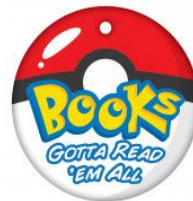
# PTA

- Please consider joining the PTA (Parent Teacher Association).
- This is a group that supports the school and community.
- To join, you pay a fee. That money will go towards:
  - Assemblies for the students
  - Community events (ex-Blacktop Parties)
  - Staff appreciation events
  - Materials for students and the school
- For more information, check out the PTA Booth at the Welcome Back Blacktop Party on September 19th (evening event)



# Read-a-Thon

- Our school will be doing a Read-a-Thon from September 23rd-October 4th.
  - This is our one big fundraiser for the year- 20% of money raised goes back to the school.
  - Students collect pledges for amount of minutes read.
    - A flyer and email will be coming home with more information about how your child can participate.
- Students will earn brag tags and prizes for participating.
- There will also be 2 pizza parties per grade for the classes that raise the most money.
- There will be a Spirit Week from 9/23-9/27.
  - Monday- bring your favorite book to school or dress as your favorite book character
  - Tuesday- Twin Day or dress up like The Cat in the Hat
  - Wednesday- Wacky Tacky Day
  - Thursday- Wear a shirt with words
  - Friday- Wear orange



# Family File is your child(ren)'s Emergency Card!



## HCPSS Connect

HCPSS Connect provides access to a variety of student information and classroom instructional tools offering personalized communication and timely, relevant and easily accessible information relating to your student.

 [HCPSS CONNECT LOGIN](#)

Fill it out TODAY!

Family File needs to be complete:

- To attend field trips.
- To ensure safe dismissal for emergency closings.
- To ensure we can contact you in an emergency with your child.



# What Your Child Will Learn

# Into Reading

- Into Reading focuses on standard-based reading instruction that was designed around The Science of Reading.
  - Students will engage in whole group instruction that focuses on grade-leveled texts, as well as small group instruction, which will focus on instructional leveled texts. In both whole and small group reading, students will be working towards mastery of the grade level standards.
- We will be going through different Modules, or Units. Each module is about 3 weeks long.
  - During these modules, students will be reading different texts, answering comprehension questions, completing quizzes, practicing their spelling and fluency skills, building their vocabulary, and practicing phonics skills.
  - This is a spiraling curriculum. We will have different comprehension focused discussions and close readings that we will revisit throughout the year.
  - The comprehension focus that we are working on in whole group, we will also be reinforcing in small groups.

# Into Reading

Into Reading Modules for 3rd Grade:

<b>Module One: What a Character! (Fiction)</b>	<b>Module Two: Use Your Words (Fiction and Poetry)</b>	<b>Module Three: Let Freedom Ring (Nonfiction)</b>	<b>Module Four: Stories on Stage (Drama)</b>	<b>Module Five: Teamwork (Fiction and Nonfiction)</b>
<b>Module Six: Animal Behaviors (Nonfiction)</b>	<b>Module Seven: Make a Difference (Fiction and Nonfiction)</b>	<b>Module Eight: Imagine! Invent! (Nonfiction)</b>	<b>Module Nine: From Farm to Fork (Nonfiction)</b>	<b>Module Ten: Tell a Tale (Fiction)</b>

Please see Canvas if you would like more information on Into Reading.

# Being A Writer

## Dual Goals of the Program

To help students develop strong writing skills and communicate their ideas effectively.

To provide opportunities for students to work together and to develop socially and ethically.

<b>Unit 1: The Writing Community</b>	<b>Unit 2: The Writing Process</b>	<b>Unit 3: Personal Narrative</b>
<b>Unit 4: Poetry</b>	<b>Unit 5: Functional Writing</b>	<b>Unit 6: Informational Writing</b>
<b>Unit 7: Opinion Writing</b>	<b>Unit 8: Fiction Writing</b>	<b>Unit 9: Revisiting the Writing Community</b>

# Math Expectations

- Standards-based instruction centered on big ideas in grade 3 including
  - Multi-digit addition and subtraction
  - Multiplication and division
  - Fractions
  - Problem solving
  - Math Facts- there is an expectation students are fluent in their facts by the end of 3rd grade
- We want students to:
  - Communicate about their thinking and share reasoning both orally and in writing
  - Choose an efficient strategy and apply it to a problem
  - Be flexible with strategies
  - Apply knowledge to determine reasonableness of solution.

# Content Expectations

## Science

- Four units of instruction:
  - Q1 - Life Cycles and Traits
  - Q2 - Weather and Climate
  - Q3 - Forces and Interactions
  - Q4 - Plant and Animal Survival
- For HCPSS Science information, visit:  
<https://www.hcpss.org/academics/elementary-science/>
- For more information about the Next Generation Science Standards, visit:  
<https://www.nextgenscience.org/parentguide>

## Social Studies

- Four units of instruction:
  - Q1 - How has the past influenced the present?
  - Q2-How can I improve my community?
  - Q3- How can students help solve problems in their community?
  - Q4- Why does location matter?
- We want students to focus on:
  - Learning social studies skills and content
  - Becoming informed community members
  - Provide meaningful, engaging, and challenging problems

## Health

- Four units of instruction:
  - Q1 - Social & Emotional Health
  - Q2 - Violence Prevention
  - Q3 - Injury Prevention
  - Q4 - Personal Health and Disease Prevention
- For more information about the HCPSS Health Curriculum, visit:  
<https://www.hcpss.org/academics/health-education/>

# Building a Positive Environment

# Caring School Community

The Caring Community Curriculum is a county initiative to help build relationships between peers and staff members. The goal is for students to feel comfortable and safe in the classroom so they are more available for learning. The skills we teach in the classroom will allow them to apply them to the larger community.





# School Behavior Management

- PBIS School - Focus on catching students following 3 Rs- Respectful, Responsible and Ready
- Tickets - Individual Recognition
- Whole Class Rewards
- Positive Office Referral
- Prize Cart
- Raffle Cart
- Class Prize Menu
- We believe in the power of a collaborative relationship between home and school!



# Homework, Grading, and Testing

# Home School Connection

These are weekly homeworks for you and your child to do together! It gives you an opportunity to talk about what our behavior focus is in the classroom and see how you can apply them at home. They will be sent home at the start of every week and be done throughout the first 10 weeks of the school year.

## When I'm the Spotlight Student

Date: \_\_\_\_\_

Dear Home Partner,

Each student in the class will get to be the Spotlight Student for one week this school year. The Spotlight Student is randomly chosen each Monday morning and will get to decorate a special bulletin board with photos, artwork, or other information as he or she wishes. The Spotlight Student will also share and be interviewed by classmates during Wednesday's Morning Circle. You will be notified when your child is chosen as the week's Spotlight Student. Your child may ask for your help in choosing photos or an item to bring to class to share. Please feel free to talk with me about any special arrangements you would like to make during your child's "Spotlight Student" week.

Use the Conversation Starters that follow to talk with your child about the "Spotlight Student" activity this year. Then help your child complete the activity and return it to class by Friday. Have fun!

### Conversation Starters for This Week

- What does it mean to be the Spotlight Student?
- What will be fun about being the Spotlight Student for a week?
- What might you want to share with the class or put on your bulletin board when you're the Spotlight Student?

### Directions to the student:

On a separate sheet of paper, draw a picture and write a sentence about what you look forward to about being the Spotlight Student.

### Comments:

Write any comments you wish here (either student or home partner), sign and date below, and return to class by Friday.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Home partner signature

\_\_\_\_\_  
Date

# Reading Homework

- Students should be reading 20 minutes every night.
- A reading log will begin coming home starting in Quarter 2 (beginning of November).
- Students should record the book they are reading, and will then answer a short question based on the standards we are working on in the classroom.
- If your child does not have a book at home that they can use for the specific question/standard, then they can get one from their classroom library or the school media center.

Student Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

## Grade 3 Homework- Due Friday

Read a book for 20 minutes each night this week. Record the date and the title of your book each night below. Use the back of this page to respond to the question circled below. Get a parent signature before you turn it in.

Date:	Title of Book:
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Fiction Questions	Nonfiction Questions
RL 3.1 Write about some connection you made. How did your connections help you understand the story?	RI 3.1 What did you know about this topic before you read this book? What new information did you learn?
RL 3.2 What is the central message of this story? How do the key details show this message?	RI 3.2 Write about the main idea and details of this text. Support your answer with at least <u>two</u> supporting details.
RL 3.3 How is the main character changing throughout the story? What do you think might be causing the change?	RI 3.3 Create a timeline of events or steps. Be specific and use details from the text.
RL 3.4 Where does the author use a word or phrase that is nonliteral language? What is the author trying to say there?	RI 3.4 Identify a word or phrase from the text that was hard for you to understand. Explain how you tried to figure out what the word meant.
RL 3.5 What chapter, event, scene, do you think is the most important? Why?	RI 3.5 What more do you want to know about the topic? How will you learn more about it?
RL 3.6 How does your POV compare to the character/author in your book?	RI 3.6 What was the author's purpose for writing this text? How do you know?
RL 3.7 Choose an illustration. How does this illustration contribute to what is happening on that page?	RI 3.7 Identify a text feature in your book and explain what you learned from the text feature
	RI 3.8 How do the paragraphs in your article connect?

# Math Homework

- Starts this week, September 9th.
- Students will be given homework on the first day of the school week, and will turn in their homework on Friday.
- Homework will be a review of the standards students are learning in the classroom, so they should be able to complete it independently.
- Math homework will be given based on the student's math instructional level.

Name:

Date:

Grade 3 Mathematics • Use Make Ten/Hundreds to Add

Grounded in place value and properties, this strategy involves decomposing one of the addends and associating it with another addend with the intent to make tens, hundreds, etc, creating an easier problem to solve.

Solve using the Make Ten/Hundreds Strategy.

$$78 + 65 =$$

Solve using the Make Ten/Hundreds Strategy.

$$265 + 118 =$$

Solve using the Make Ten/Hundreds Strategy.

$$156 + 348 =$$

# Grades

Students begin earning letter grades in 3rd grade.

- Quarter grade will be determined by percentage of points earned.
- Grades are based on student progress towards meeting grade level standards.
- Assignments will be based on points.
- Grades will be given based on teacher observations, formal and informal assessments, classwork, and other projects.
- Monitor grades on Canvas-**no progress reports given.**

A	90 - 100%	Consistently Meets Expectations
B	80 - 89%	Frequently Meets Expectations
C	70 - 79%	Making Sufficient Progress Towards Expectations
D	40 - 69%	Making Insufficient Progress Towards Expectations
E	$\leq 39\%$	Limited/No Progress Towards Expectations

# What is Standards Based Instruction and Reporting?

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1. Outlines consistent standards to be taught, is focused on learning goals, and sets purpose.
2. Reports student achievement *in reference to the standards they are taught* with consistent scoring practices.
3. Supports all students in reaching the standards.
4. Progress is reported compared to a standard - not compared to other students.
5. Is equitable.



THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
- Report Card

Student:

Student ID:

Grade:

Teacher: , .

<b>Student performance</b> - For grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following
A – Consistently meets expectations (90% or higher)
B – Frequently meets expectations (89% - 80%)
C – Making sufficient progress toward expectations (79% - 70%)
D – Making insufficient progress toward expectations (69% - 40%)
E – Limited/No progress towards expectations (39% or below)
<b>Learning Behaviors</b> - Indicates student demonstration of learning
1 - Meets Expectation
2 - Making Progress Towards Expectation
3 - Limited/No Progress Towards Expectation

**REPORTING PERIOD**

<b>ATTENDANCE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
Days Absent					
Days Present					
Days Tardy					

**REPORTING PERIOD**

<b>LANGUAGE ARTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates reading comprehension				
Applies grade level reading foundational skills				
Writes for different purposes and audiences				
Applies grade level knowledge of language and its conventions when writing and speaking				
Demonstrates speaking and listening skills to productively participate in conversations				

**REPORTING PERIOD**

<b>MATHEMATICS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates understanding of number and fraction concepts				
Demonstrates understanding of addition and subtraction				
Demonstrates understanding of multiplication				
Demonstrates understanding of division				
Solves one and two-step word problems with any operation				
Demonstrates understanding of measurement, data, and geometry				
<b>SCIENCE</b>				
Demonstrates use of science and engineering practices to build understanding of the content				
Demonstrates understanding of grade level life science concepts				
Demonstrates understanding of grade level Earth/space science concepts				
Demonstrates understanding of grade level physical science concepts				
<b>SOCIAL STUDIES</b>				
Demonstrates understanding of social studies concepts				
Demonstrates ability to appropriately use social studies skills				
<b>HEALTH EDUCATION</b>				
Demonstrates knowledge and skills for social and emotional health				
Demonstrates knowledge and skills for violence prevention				
Demonstrates knowledge and skills for injury prevention				
Demonstrates knowledge and skills for personal health and disease prevention				

**Reporting Period:** Each reporting period stands independent; the fourth marking period is not cumulative





# Learning Behaviors

## Effort Code

**1 – Outstanding**

**2 – Satisfactory**

**3 – Needs Improvement**

<b>Demonstrates Interpersonal Skills</b>	<ul style="list-style-type: none"><li>• Shows respect to peers and adults</li><li>• Interacts positively with peers and adults</li><li>• Shares opinions respectfully</li><li>• Contributes positively to the classroom and school community</li><li>• Demonstrates digital citizenship</li></ul>
<b>Demonstrates Responsibility</b>	<ul style="list-style-type: none"><li>• Follows established schoolwide and classroom procedures</li><li>• Follows oral and written directions</li><li>• Exhibits self-control and manages emotions</li><li>• Participates actively in learning</li><li>• Manages time effectively to complete work</li><li>• Organizes and manages materials</li><li>• Accepts responsibility for actions</li></ul>

# Learning Behaviors

<b>Demonstrates Perseverance</b>	<ul style="list-style-type: none"><li>• Works through challenges</li><li>• Attempts new strategies when needed</li><li>• Solves problems</li><li>• Asks questions and seeks information</li><li>• Accepts and learns from feedback</li><li>• Demonstrates stamina</li></ul>
<b>Demonstrates Collaboration</b>	<ul style="list-style-type: none"><li>• Works cooperatively in a variety of settings (e.g. whole group, small group, online, guided, and unguided)</li><li>• Thinks flexibly</li><li>• Acknowledge others' ideas</li><li>• Demonstrates ability to reach compromise</li><li>• Shares responsibility</li><li>• Contributes to conversations and group discussions</li></ul>
<b>Demonstrates Initiative</b>	<ul style="list-style-type: none"><li>• Takes appropriate academic risks</li><li>• Begins task without prompting</li><li>• Demonstrates self-advocacy</li><li>• Uses technology to demonstrate learning</li><li>• Selects appropriate tool(s) for the task</li><li>• Seeks to improve work</li></ul>

# More Information on SBIR

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Access the QR code to view standards based instruction and reporting parent resources.



# Assessments in Third Grade

- MCAP (Maryland Comprehensive Assessment Program)
- MAP (or Measures of Academic Progress)
- CogAT (Cognitive Abilities Test)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- CommonLit (Literacy Test)
- Math tests

**\*\*NOTE: PLEASE MAKE SURE YOUR CHILD HAS HEADPHONES FOR TESTING!**



Extracurriculars

# Extracurriculars

## Orchestra

- Students may play violin, viola, cello, or bass this year. Lessons will begin at the end of September.
- Students will have two 30 minute lessons per week. Students are responsible for knowing when their lessons are and getting to them on time.
- Students are “pulled” from other classes like Related Arts, Recess, Content, Math, and ELA.
- Students should practice at home 4-5 nights per week for 5-15 minutes (fewer minutes in the beginning and more as they progress).
- Students will participate in a Spring concert.

## GT

- Students may choose to take part in GT Seminars.
  - Students usually will have a 30 minute lesson once a week during recess
  - Parent Permission required to join or drop
  - More information on the programs to come
- Some students will be asked to be a part of CEU
  - This digs deeper into our content curriculum
  - Students will be pulled during content
- Additional homework is usually required for these programs

# Making Up Work

- Students are may be pulled during ELA or Content in order to take part in extracurriculars
  - If a student misses classroom instruction due to GT Seminar or Orchestra, they will be **required to make up any work that they miss.**
    - This is because seminar and orchestra are electives
  - If a student misses classroom instruction due to CEU, Reading Support, ESOL Support, Special Education Support, or Guidance support, then they will be **excused from any work that they miss.**

# Field Trips

We will be taking two field trips this year. Permission slips and information will come out about 3-4 weeks in advance. Each field trip will be about 20-30 dollars each.

Chaperones will have an additional fee and forms to complete. There are usually about 4 chaperones per class.

We will let you know if you are selected.



## **Tentative Dates for Trips:**

- Monday, October 28th OR Tuesday, October 29th- BMI
- Thursday, March 27th- SkateZone



Questions?

