

**Welcome to  
Hollifield Station  
3rd Grade**

**Back to School Night  
2023-2024**



# Agenda

- **Meet the Teachers**
  - Homeroom teacher
  - 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
- **Upneet Kaur:** Paraeducator



# Other Staff

## Front Office



# Other Staff

Camila Shook  
Family Spanish  
Language  
Interpreter

Leslie Evans,  
Pupil Personnel  
Worker

Hanadi El  
Bashir-Hill, .5  
School  
Counselor

Student Support Team



Mohamed Aheadi,  
Social Worker

Lauren Honza,  
School counselor

Masooma Mohiuddin,  
Multilingual  
Achievement Liaison

Alessa Christenson,  
School Psychologist



# Other Staff



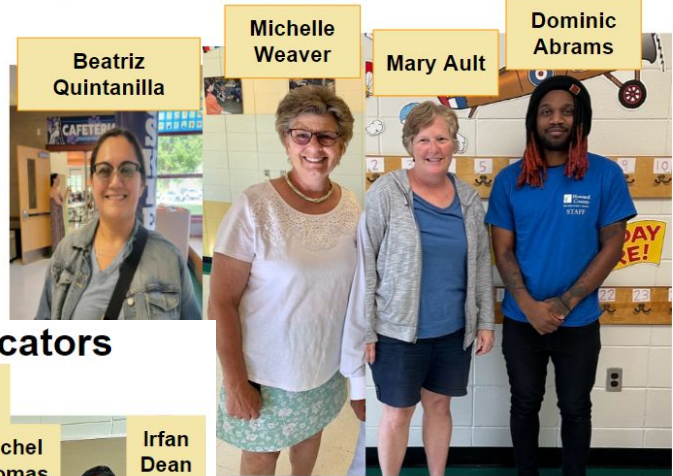
**Related Arts**

# Other Staff

## Special Education Teachers



## Special Education Student Assistants



## Special Education Paraeducators





# Other Staff

## ESOL TEAM

Michele  
Knorr

Pam  
Rochlin

Emily  
Kassir

Jen O'Toole

Sarah Slivosky

Gina  
Pi

Diversity is the one true thing

All have in com



Kelly  
Broccolino

Mary  
Hall

Alicia  
Peerson

# Other Staff



## Related Service Providers



# A Week in 3rd Grade

## Welcome to Third Grade!



9:20 am - 9:35 am

**Morning Meeting/SEL**

9:35 am - 10:10 am

**Whole Group Reading**

10:10 am - 10:55 am

**Small Group Reading**

10:55 am - 11:35 am

**Writing**

11:35 am - 12:35 pm

**Related Arts**

12:35 - 1:35 pm

**Recess → Lunch**

1:35 pm - 2:30 pm

**Content (Science, Social Studies, or Health)**

2:30 pm - 3:45 pm

**Math**

3:45 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.

**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:

## September 2023

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

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



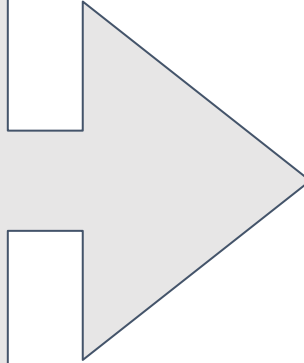
# Information From Our School and County

# 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:

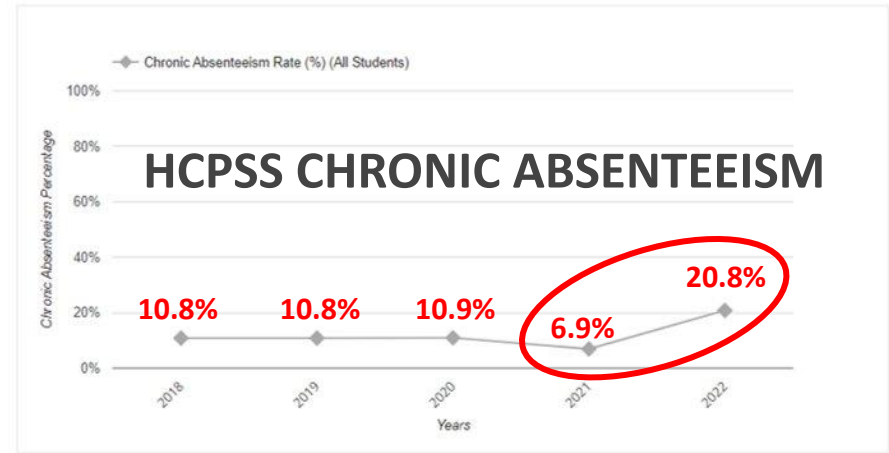
- Do their best to co-create a positive classroom community where all students are able to learn in a supportive, safe, and welcoming environment.
- Self advocate and seek personal and/or academic supports when needed.
- Be knowledgeable about and adhere to HCPSS policies.
- Express values, opinions, 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.

# ATTENDANCE IS CRITICAL

## THE DATA IS CLEAR!

Student attendance has a direct correlation to academic achievement and future success.

**Please have your child in school every day they are able.**



Filter Results:  
Grade: All Students, Gender: All Students, Special Services: All Students, Race and Ethnicity: All Students

*Building a Culture of Showing Up*

# When to Stay Home

## **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.

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

- Please email your child's teacher and [HSESabsence@hcpss.org](mailto:HSESabsence@hcpss.org)
- If your child is absent, they will have time to make up assignments (for every day absent, there is a day to make up).

# Revitalize the HSES Book Closet!



Would you like your child to read **engaging**, **current** and **diverse** books in reading group?

Help revitalize the HSES book closet by donating a **set of books** for students to use in reading group.



**Kids need books that are:**  
**Mirrors** to see themselves  
**Windows** to see the world and  
**Sliding glass doors** to enter other worlds



# What is a PTA?

We are a group of parents to volunteer our time and creativity to support the school and grow the community.



# What does the HSES PTA Do?

- 5<sup>th</sup> Grade promotion activities
- Assemblies
- Staff Appreciation events
- Community events
- Much more!





**I WANT YOU**  
**FOR HSES PTA BOARD**

## Join The PTA!

Our committees plan and do all the great things our PTA does.

1. Research shows that kids do best when they grow up in **strong communities**. That's what we do!
2. It feels good to **support** the school and make kids **smile!**

Email [hses.pta.prez@gmail.com](mailto:hses.pta.prez@gmail.com) or stop by our table to learn more!

# How can I get involved?

1. Come to our events!
2. Join a Community Meeting – Next one is 9/26
3. Become a member of the PTA
4. Volunteer or donate for an event
5. Donate to the PTA
6. Join a committee
7. Join the board



# Read-A-Thon Starts 10/2

- Our ONE big fundraiser for the year! Let's beat last year!
- Dates: 10/2 - 10/13
  - First week will include spirit week
- Brag Tag prizes – Up to 12 tags per student
- 2 pizza parties per grade
  - Most reading sessions per class
  - Most total donation amount per class
- Make sure your student sets up a page!

## BRAG TAGS:

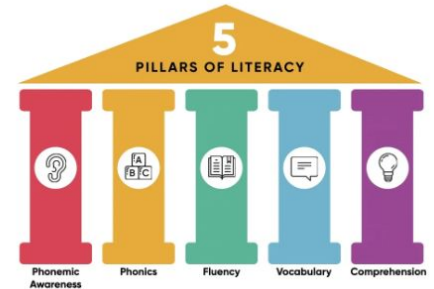




# What Your Child Will Learn

# Into Reading

- *Into Reading* is a comprehensive literacy core program that was designed around the Science of Reading
- Students are provided with opportunities for direct instruction and guided practice in the areas of:
  - foundational skills (phonemic awareness and phonics)
  - fluency
  - vocabulary
  - Comprehension
- If you want to know more, please reach out to your child's teacher.



# 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: Fiction</b>	<b>Unit 5: Expository Nonfiction</b>	<b>Unit 6: Functional Writing</b>
<b>Unit 7: Opinion Writing</b>	<b>Unit 8: Poetry</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/>



# Grade 3 Family and Community Resources

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<https://hcpss.instructure.com/courses/34429>

# 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 today, September 11th
- 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.
- Assignments will be based on points.
- Grades will be given based on assignments and anecdotal notes.
- Monitor grades on Canvas-**no progress reports given.**

A	90 - 100%	Outstanding Level
B	80 - 89%	High Level
C	70 - 79%	Satisfactory Level
D	60 - 69%	Low Level
E	≤ 59%	Failure

\*\* NOTE: Your child's grade on Canvas may be slightly different due to anecdotal notes and classroom observations.\*\*

# 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>

# 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)

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



Extracurriculars

# Extracurriculars

## Orchestra

- Students may play violin, viola, or cello this year.
- Students will have two 30 minute lessons per week.
- 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 Winter and Spring concerts.

## 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:**

- Tuesday, November 7th- BMI
- Thursday, March 21st- SkateZone



# Conference Check-In

Often times, parents like to check in with their child's teacher at the beginning of the year to see how they have adjusted to their new grade.

Instead of doing this tonight, we are going to be offering a 10 minute check in conference if you wish to have one. These can be done on the phone or via GoogleMeet.

You will get an email with a link where you can sign up for a conference if you are interested.



Questions?

