

Welcome
to
3rd Grade

Mrs. White

- This is my 15th year at Cherry Park and my 13th year teaching elementary school.
- I have my Masters in Education with an ESOL from George Fox University.
- I've been married for 29 years and have 2 daughters. My oldest graduated from OSU, Managed an organic dairy farm for several years, and is currently working for the Department of Agriculture under the head veterinarian. She is also expecting her first baby this December!
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- My youngest graduated from Southern Oregon University and is currently working as an AI Product Designer. She is getting married this October!
- On my free time, I enjoy spending time with my family and friends, cooking, gardening, kayaking, and reading.



Third Grade Team

- Mrs. O'Brien
- Ms. White
- Mrs. Singleton



Third grade teachers work together and plan together and share our students.

What to expect for your third grader:

- Multiplication and division fact memorization
- Multi-paragraph writing in informative, opinion and narrative modes.
- Increased fluency, vocabulary and comprehension of various types of literature
- Increased ability to express oneself and communicate with others
- Smarter Balanced testing in Reading and Math



Attendance



- It is very important that your child be at school everyday.
- If your child has a fever or has been vomiting then they need to stay home.
- Be on time - Class starts at 9:10 am (10:10 on Wednesdays)
- School doors open for breakfast at 8:55



- Call the school and let them know the reason for the absence
- Extended absences: Please call the teacher and arrange for work to be picked up
- Appointments: Try to keep appointments outside of the students school day. Return to school if appointments are during the day.



Phone messages

If you have important information about changes in your child's transportation, **please leave a message with the secretaries.**

Unfortunately, we are not always able to check our phone or email for messages during the day.



Behavior Expectations

- **Be Kind**

- **Be Responsible**

- **Be Safe**

- These are followed school wide as well as in the classroom
- Teachers and students work very hard to make Cherry Park a calm safe place for learning

Rewards

- Charger coins (class)
- Charger cards (individuals)
- Golden Whistle (class)
- Golden Plunger (class)
- Golden Tray (class)
- Attendance awards
- Student of the week
- Student of the Month



Levels of Discipline

- Depending on the severity of the situation, the student would first be given a reminder or warning of the incorrect behavior
- The student would be asked to move to another spot in the room or to take a short break in another classroom
- If behaviors continue, a minor would be written. A phone call or email will be sent to communicate with you.
- Problems of a more severe nature would lead to a written referral

Field Trip



- 3rd grade students usually attend a tour of downtown Portland in conjunction with our unit of Portland, community study.
- Good News – It is a well planned, informative, guide led tour
- Bad News – Chaperones are limited

Homework

Cherry Park has a “no homework” policy.

However:

- Students are always encouraged to read at home
- Students may be given work that is not completed in class
- Students could work on teacher given websites
- Students may be given family engagement activities



How to support at Home

- Be involved in your child's reading: read with them, have them read to you, have them tell about what they read, ask questions about their reading
- Math fact quizzing – Make a game out of it (memorize addition, subtraction and multiplication facts)
- On line support
 - xtramath, Iready math, Ed for reading



Schedule – What our day looks like

- 9:10 - 10:15 Math
- 10:15 - 10:45 ECRI/Vocabulary
- 10:45 - 11:25 Specials (PE, Music, Media)
- 11:25 - 12:05 Whole group reading
- 12:05 - 12:45 Lunch/Recess
- 12:45 - 1:30 Community Circle/Content
- 1:30 - 2:00 Small Reading Groups
- 2:00 - 2:50 Writing/ELD
- 2:50 - 3:25 Skill work in Reading, Writing or Math

Schedule

We have our
specials:

- PE
- Music
- Media-Library
/Computer Lab

on an A, B, C
day schedule

A - Music

B - P.E.

C - Library/Media

Grades

Are based on a
1-4 scale

Most students should expect to receive 3s and 4s

4: Proficient- at grade level

3: Approaching Proficient- occasionally meets

grade level standards; beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors

2: Not Yet Proficient-not meeting grade level standards and is working one or more years **below grade level**

1: Insufficient Evidence Towards Standard-missing assignments, and/or length of time in school (frequent absences)

X: Not yet assessed

The report card shares the
Common Core Standards
which can be found on the
district website.

Look under Parent Resources, then under Teaching & Learning.

Grades Throughout the Year

- Report cards are sent out 2 times in the year
 - November (Fall conferences)
 - January (report card)
 - April (Spring Conferences)
 - End of the year (report card)
- Grades ideally should go up throughout the year. Content that has been taught earlier in the year, will be reassessed later in the year to check for retention of the learned material.



The Main Subject Areas Assessed are:

- Writing
- Reading
- Math
- Content



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**“My teacher isn’t qualified to teach spelling!
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.
She spells BFN ‘g-o-o-d-b-y-e’...”**

Writing

Write an Opinion: Introduce a topic, state an opinion, supply reasons to support opinion, use linking words and phrases and provide a concluding statement.

Write to Explain: Introduce topic, use facts and definitions to develop points, use linking words and phrases and provide a concluding statement

Write a Narrative: Introduce narrator, character, situation. Put events in order using words to show changes in time. Develop events using dialogue and descriptions. Provide a sense of closure.

Conventions: Demonstrate knowledge of grammar, punctuation, and capitalization. Spell commonly used words, contractions, and compound words correctly.

Technology: Use technology and keyboarding skills to publish writing

Handwriting: Write legibly; leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.



**“It’s called ‘reading’. It’s how people
install new software into their brains”**

Reading

Students receive 90 minutes of reading a day.

(Intensive Readers receive an extra 30 minutes a day in a small Title 1 group)

Foundational Skills:

Phonics, Word recognition, Fluency

Literature and Informational Text

Retell, explain, describe and analyze literature

Point of view

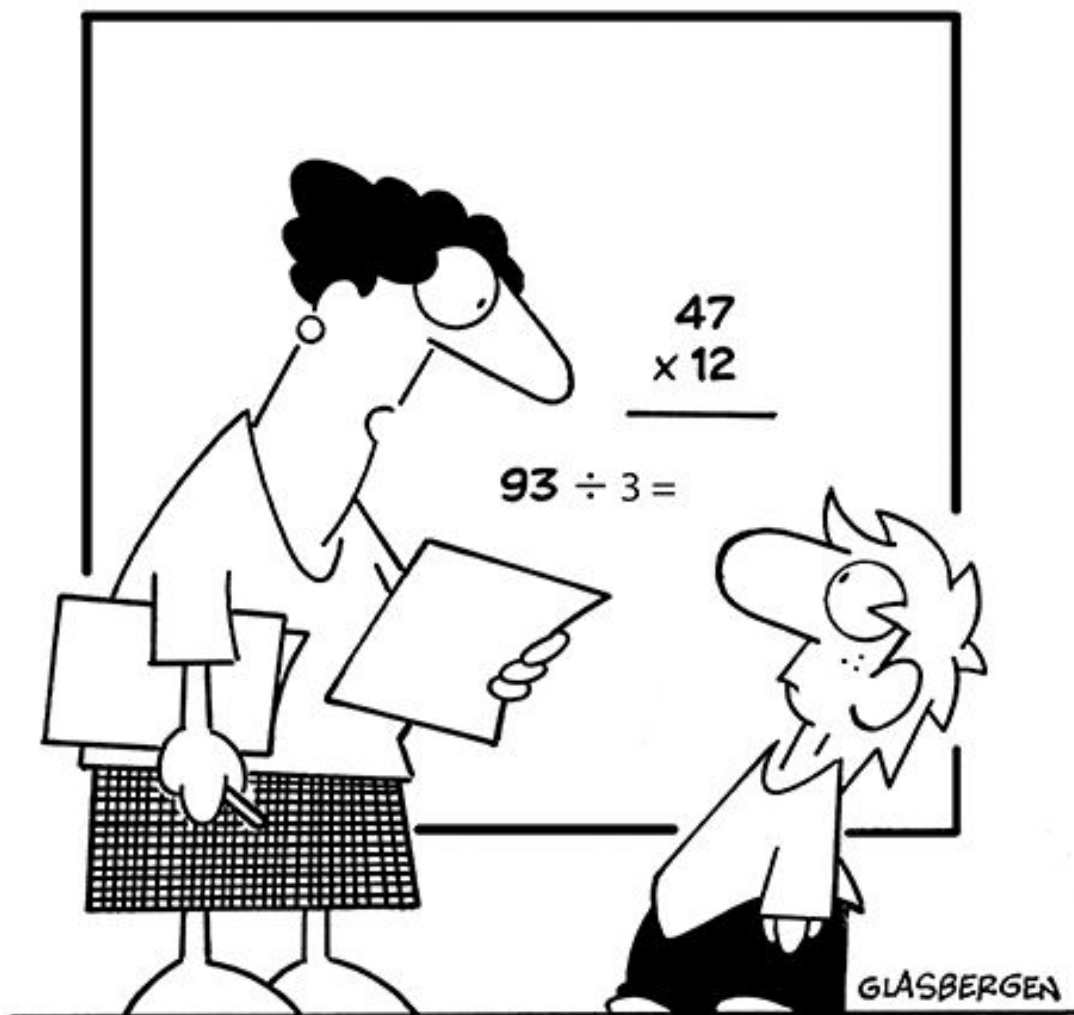
Questioning and making connections to comprehend

Identify main idea and key details, compare and contrast

Use strategies and resources to determine meaning

Locating information

Read aloud unpracticed grade level text at a rate of 110-120 words correct per minute with effective pauses, intonation, and expression.



“Yes, love is the answer...but not on a math test.”

Math

Operations and Algebraic Thinking:

- fluency in multiplication and division facts to 100.
- relationship between multiplication and division
- Identifying patterns and solving two step word problems

Numbers and Operations in Base Ten:

- fluently add and subtract within 1,000

Number and Operations – Fractions:

- explain, understand and model fractions, compare fractions, equivalent fractions and whole numbers as fractions

Measurement and Data:

- Time to the minute
- picture and bar graphs
- Area in square units of a flat surface
- Area related to addition and multiplication

Geometry:

- Identify and classify quadrilaterals, divide into equal parts with equal area

Some students will receive an extra 30 minute intervention in math skills that have been taught, but not mastered.



**“Class, I’ve got a lot of material to cover,
so to save time I won’t be using vowels today.
Nw lts bgn, pls trn t pg 122.”**

Language

- Conventions of Standard English
 - Using correct grammar when speaking or writing
 - Use capitalization, punctuation and correct spelling in writing
- Vocabulary Acquisition and Use
 - Meaning of words, figurative language, and use of grade level conversation

Smarter Balanced Assessment

- **It will be taken only one time.**
- **We will take it on computers in late April through May.**
- **It will include reading, math and written responses**
- **Scores may not be available until the following school year.**

*Thank you for
coming and
supporting
your child.*

