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**Welcome**

**to**

**3rd Grade!**

Parent Information & Reference Guide Available Online in the

Third Grade Classroom

**Please review all the information online, sign and return the attached form in packet.**

**Instructions:** Go to Lyle Briggs website <https://www.chino.k12.ca.us/Domain/29> , Classrooms and Third Grade.

**Meet the 3rd Grade Teachers**

**Shirley Keebaugh:** Math Teacher **(**Room 7) shirley\_keebaugh@chino.k12.ca.us

**Veronika Trujillo (AKA Mrs. Tru):** English Language Arts (Room 8)

veronika\_trujillo@chino.k12.ca.us

**Susan Berke-Hand:** Technology, Science/ Social Studies (Room 9)

susan\_berkehand@chino.k12.ca.us

**Work Hours**

**Teacher Contractual Hours:** 8:05-3:05

**Regular School Hours:** 8:15 - 2:55 M,T,TH,F

**1st Recess:** 10:05-10:18

**Lunch:** 11:30-12:10

**3rd Recess:** 1:20-1:33

**Minimum Day School Hours:** 8:15 - 11:45 W with **Lunch:** 9:40 - 10:10

**Dojo Communication After Hours:** At the teacher’s discretion due to the teacher’s availability.

**During the following times, teachers may or may not be available due to additional duties and break time. However, it is important for us to make ourselves available to our students to provide extra help. Please note the times our classrooms are open as circumstances allow:**

**Room 9:** 7:55-8:15

**Room 7:** 11:30-12:10

**Room 8:** 1:20-1:33

**Habits of Success**

In order for students to be successful, they need to develop and practice great habits. As a school, we teach and hold students to **Be Responsible, Be Respectful and Be Safe.** We teach these skills through our Second Step program. In addition to that, we teach, practice and hold students accountable for the following habits:

**Organization-** Being responsible to keep their school work and items in order and kept in an appropriate place.

**Educational/Class Engagement-** All students have a job and are held accountable by their peers. Students are expected to engage in the lesson and participate in whole class instruction and group work..

**Self-advocacy-** Students are expected and encouraged to ask clarifying questions. We encourage parents to set that expectation so they don’t develop the habit of going home without the information they need to complete assignments.

**Leadership/Self Management-** Students will hold each other accountable in their groups and have an opportunity to run the class if they choose to run for leadership.

**Teacher/Parent/ Student 3rd Grade Contract**

In this packet, you will find important information about the organization of our program, policies and responsibilities of the teacher, parent and student. Please read each section carefully and **keep this packet for future reference**. We will be collecting the last page of the contract and a copy will be available for your reference on our Third Grade link.

**Rotations**

In order to keep students engaged and maximize our instruction, the 3rd grade uses a rotation schedule. Each teacher teaches a Core subject, which allows us time to plan and implement some enrichment, such as, art and spanish instruction.

**Academics**

Our Academics are guided by the 3rd Grade Common Core State Standards (see handout). We primarily use McGraw Hill for Language Arts and Pearson for Math. Both programs and their texts are available online. In addition, we use the following to enrich and support your child’s learning:

**Accelerated Reading (A.R.)**

Teachers will tell you the first part of elementary school is learning to read, and third grade marks the beginning of **reading to learn**. If you have reluctant readers, third grade may really be a struggle. They ***have* to read**, and comprehend, and translate knowledge in a way they are not previously accustomed to.

Accelerated Reader is the vehicle that will help your student to practice these skills and improve their comprehension.

**The basics of the program is as follows:**

1) Students will begin the year by taking a personalized test called STAR Test(students will be tested every 6 weeks). Based on the results, students will set goals and will be given a range of reading levels they can read. They will also be assigned goal points they need to earn every week and their progress will be checked and graded after 6 weeks.

**\*There are 2 grades that they will receive for AR:**  Reading level Grade and Points Achievement Grade.

2) Students can select from over 180,000 books with comprehension quizzes, within their personal reading range, and read independently every day for 20 minutes.

3) After they have completed their book, students take short, computerized comprehension quizzes at school.

4) The teacher, parents and your students monitor progress toward goals on a weekly basis.

**How it will look in school:**

1. After each STAR test (Star Reading is a customized reading test for students to take on a computer) , students will be given an AR sheet that must be stored in their binder. On the sheet, they will document their Z.P.D. reading range (the lowest level they should be reading to the highest), STAR G.E. (grade equivalent or reading level), Goal Points and track their reading.
2. They will choose two books that are towards the bottom of their reading range. We encourage them to get one picture book and one chapter book so they can earn points during the week.
3. When they have completed their book, review the book with your child and make sure they take the test the next day. They will need to fill out their AR sheet and show it to a teacher before they get on a computer. This is when we cheer them on and check that they are reading the correct level.
4. When they are done with their test, they will document the information on the sheet and bring it the teacher to conference and get it signed. If they fail, they are encouraged to reread and review the book, so they can take it one more time. If they pass, they will be challenged to move up in level when they choose the next book.

\*\*\*All students must pass at 80% or better in the 1st trimester and 85% or better for the rest of the year.

**Parent Involvement**

It is vital that parents understand that this is far from the regular reading log. Practicing AR on a daily basis will help students comprehend all types of texts and a lack of practice will affect all areas of their academics.

**What you can do to help:**

* Parents will receive a form that will provide instructions on how to log in to Renaissance Place Home Connects. It provides the parents with the server address for the software and their child’s user name and password. You can view your child’s progress toward reading goals and reader certification, and view all books that your child has read and quizzes your child has taken.
* Parents can view their child’s testing reports and progress. AR reading is daily homework that needs to be monitored by an adult at home. Failure to read and get signed will cause the student to receive a homework ticket, loss of recess and loss of group points.
* Monitor and review your child’s reading. Help your child find a quiet place where they can focus on what they are reading and ask them to summarize what they read.
* Suggested Home Program:

**Day 1-** Ask your child what they are reading. Have them set a goal and break up books with sticky notes if it is a long book. If it is a short book, have them read it again the next day and follow Day 2’s plan.

**Day 2-** Check progress, ask about what they read and what they like about the book and check for understanding. If they have completed the book, have them fill out their sheet and remind them to take a test. You can put an encouraging Post it to remind them in their agenda.

**Day 3-** Take the test. They come to the teacher to show their sheet, take the test and come back to conference with the teacher.

\*\*Students should read a shorter book while they finish a longer one. We do not recommend students read two long books because they can get confused.

\*\*\*Monitor that your child is reading a book to completion. They are allowed to check out 2 books from the school library each week. They can keep them until they are done.

\*\*Students can earn diplomas after a certain amount of points. Those points will earn them a picture on our library wall and an invite to individual diploma parties at the end of the year. They can be invited to 5 parties!

**\*5 Top Misconceptions about AR**

1. ”My child can read higher than the range given, so therefore should be reading higher level books.” This is a common misconception. Students might have amazing decoding and phonemic awareness, but this does not mean they understand everything they read. They may not understand new vocabulary words or/and might struggle with fluency (fluid reading), which causes them to lose the comprehension. The range allows them to start at the bottom of their comprehension level and as they test, they can gradually move up to the top of their range.
2. “My child can’t find anything their level that they want to read.” We are very fortunate to have a very hardy school library and our ELA class has hundreds of current books that we keep stocked with our Scholastic Order points. It’s rare to find books that are not AR. If they find one that they want to read and it’s not AR, they can ask Mrs. Trujillo to send the title to the company and they usually have it done in a few weeks.
3. “I can’t make my child read.” This is the most difficult misconception and at times a sensitive topic to address as a teacher. However, we encourage all parents to find a way to reward or consequence their child when there is a reluctant reader. Having them divide up a book and read it outloud can really help them get through it. Daily practice is vital.
4. “It’s all about earning points.” The point system is only a tracking accountability system. Students should see this like a game where they are working on their skill level and the only way they will grow and get better is by reading, applying the comprehension skills being taught and testing to check the progress.
5. “My child said there was no time to take a test.” All classes have laptops and desktop computers that are available for testing when the teacher is not doing whole class instruction. There is a 3rd grade class open almost every recess, the school library is open for testing 15-20 minutes before the bell and they can test during library time. Please make sure you set the expectation in the morning and hold your child accountable.

**Science/Soc. Studies/Technology**

Students will be introduced to Standards in all these subjects. Students will be learning and at times required to practice skills on a computer. Those students who do not have access, will need to make arrangements with the teacher. We also require a note from a parent if the student is unable to have access to technology. We recommend the use of your local library for free internet and computer access. The following topics will be covered:

**Social Studies**

Where are we in the world?

Cultures around the world

The history of Chino Valley

**Science**

Forces

Weather

Animal Traits

**Technology**

Typing on a keyboard with proper finger placement

Digital citizenship

Google Classroom

The basics of typing a paper and turning it in digitally

**Math**

**Math Expectations**

* Homework completed daily, Monday through Thursday
  + Homework should be neat, complete, and done with precision, giving a best effort.
  + Math homework helps to improve memory and thinking skills. **Everything that is studied during homework time will prepare your child for his/her math tests.**
* Memorization of multiplication facts
  + Your child will use the online programs Jiji and IXL daily at home to practice multiplication facts. Awards will be given for completing the programs. **Please coach/verbally quiz your child at home on multiplication facts.**
  + Online programs should be used almost daily at home and not just when assigned by the teacher.
  + **Multiplication facts must be learned as soon as possible** because problems on tests include the use of multiplication facts.
  + Students who are automatic with their math facts are much more likely to be successful at higher level math and find it much easier.
* Students will bring home lesson notes in their math notebooks and they will be sent via ClassDojo. Lesson videos will sometimes be made available online via Pearson Math or sent home via ClassDojo.
  + **Students should refer to the notes and videos when doing homework.**

**P.E. Ed. Code (EC) 51210 (a) (7)**

An elementary school must provide 200 minutes of P.E. each for every 10 days. Students will have P.E. every day with the exception of Wednesday. Students will need to wear running shoes and we ask that they bring a towel with any type of design (easier to tell apart) so they can do their stretch work. Please write their name on the towel in permanent marker. They are welcome to keep a pair of sneakers in their backpack. Towels will be sent home twice a month to be washed. If your child has some type of medical condition that prevents them from participating, please write a note and the duration of time that he/she will be out. If your note exceeds 2 days, a doctor’s note will be required. A P.E. written assignment will need to be completed for each day they are not participating.

**Attendance**

**Absences/Leaving Early Ed Code: BP 6154 (a)**

For optimal success, your child should be on time and in school daily. Their **Habits of Success** are developed at a young age. Making school a priority, is where it begins. We encourage parents to make every effort to schedule appointments after school and vacations during our school breaks.

When they are absent, they **miss lessons that can not be made up** or learned on a worksheet. When they miss tests, they are difficult to make up and recesses are not always available for make-up times. If they take them during class time, they miss another lesson. They are unable to get guidance from the “teaching teacher”, and this gets them further behind.

**Briggs Attendance Award Qualifications:**

\*No absences

\*No tardies

\*No early departures

**If your child is absent:**

**\***Please verify absences with office. **VACATIONS, OUTINGS AND ANYTHING OTHER THAN ILLNESSES, ARE UNEXCUSED ABSENCES.**

**\***Your child is responsible to ask for their work upon returning. Their work will be waiting for them in a folder. **NO WORK WILL BE GIVEN ON THE DAY OF THE ABSENCE.**

**\***The student is responsible to turn in their make-up work within 3 days of them returning to school.

**\***If the student must be gone for an extended absence **(5 or more days)**, a parent must go to the office to fill out an Independent Study contract. **MAKE UP WORK OR TESTS WILL NOT BE ALLOWED TO BE MADE UP WITHOUT THE CONTRACT**

**If your child leaves early:**

\* absence must be verified

\*Teacher must get a least a one-day notice, to prepare that day’s homework. **TEACHERS WILL NOT STOP CLASS TO GIVE THE STUDENT THEIR WORK.**

**HOMEWORK AR 6154 (a)**

Homework is essential for a student’s progress. It is a review of what they have learned for the day and a time to interact with their learning. To develop great Habits of Success, students must learn how to organize their time and be Responsible for their work. It is not optional and if not completed, there are consequences, such as: loss of privileges, loss of fun activities and reduction of grades.

**As dictated by Ed. Code, 3rd grade homework is as follows:**

\* 30-45 min (20 minutes of reading is not included)

\*homework is checked first thing in the morning and will be considered late any time after that

\* Includes: Spelling (10-15 min), Fluency (2 min.), ELA or Social Studies/Science (15), Math (20 min)

\*Technology assignments will be assigned from time to time and must be completed. To accommodate those families who do not have access to technology, the student will need to make arrangements with the teacher to complete the work outside of class time. We encourage parents to take advantage of the free technology available at the local library.

\*Parent notes do not excuse homework. Extenuating circumstances will be considered on a case by case basis. PARENT MUST CONTACT TEACHER

\*Any outside extra-curricular activities will not excuse homework. **PLEASE ENCOURAGE YOUR CHILD TO WORK ON IT AT RECESS ON THOSE DAYS**

\*If your child struggles with homework completion and turning in their completed work, please make arrangements with their teacher to get their agenda signed at the end of the day to make sure all homework is neatly documented. The student is responsible to remember to get it signed. The only way this intervention is successful is if **parents hold their child accountable and provide consequences** when it is not done. With consistency, students with these issues usually get resolved.

\* Poor quality of work, work not done by student, excessive mistakes may result in a Homework Ticket

**\*\*PLEASE CONTACT THE SUBJECT TEACHER IF YOUR CHILD IS HAVING ISSUES WITH HOMEWORK.**

**Agenda**

Students will learn time management and organization this year by recording their daily homework before they leave for the day. Parents should refer to the agenda to check that all homework is completed, done with accuracy, quality and neatness. Parents are required to sign the agenda after their student has read their 20 minutes. This will be checked daily and recorded on the Dojo.

**Binder System**

Our Common Core standards consists of two parts, **“college readiness” and “life readiness”**. In 3rd grade, we work on “Life Readiness” by working on their Executive Functioning Skills, which is defined as follows: “*The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation”.* Students are responsible to carry, care for and organize their materials in a binder that they bring to school daily. We have found this useful for many reasons, such as:

* It teaches them to be responsible for their own things.
* It helps them to understand the importance of organization
* It prevents the loss of materials which creates anxiety in a student
* Student engagement
* Students learn to be accountable for their responsibilities
* Growth and maturity occurs as they practice being responsible

Students will be trained and held accountable on how to keep their binders. They will even label their own folders. Throughout the year, they will be storing important reference tools in page protectors that they will need in class and for homework.

The day before each new week, they are to clean out their old work and put things in order according to the list on the back of their binder. On the first day of the week, The Binder Check Parent will check their binder to make sure it is in the correct order. They will receive either a Gold Ticket that indicates a perfectly organized binder or a pink ticket that indicates what they need to work on.

**IMPORTANT!** Parents, we will be training the students the importance of being independent in practicing this skill. We ask that **STUDENTS only** be the one to clean out and organize their own binders. We ask **PARENTS** to **coach and guide**. Please don’t be surprised if they remind you that it is their own responsibility to do this. Praise them for wanting to grow in this skill and sit back to see how they will eventually use this skill in other areas of their lives.

**RED FOLDER**: The only folder that we ask parents to handle is the red folder. Please check it daily for any type of communication and graded work.

**Parent Involvement**

Due to an increase in class sizes, teachers count on parent support to help all students to be successful. Student’s need to know there are **high expectations at home** for their best quality of work and effort. Setting those expectations at the beginning of the year will help them have a successful 3rd grade year. It is also critical that parents stay engaged by monitoring the progress of their child and support our program by doing the following:

**Volunteering-** We have specific small jobs that are important to be filled or we will be unable to include it into our program. Room moms plan all parties, Picture Person does a monthly art project, Fluency parents test the kids biweekly..etc. All these jobs make a complete program. **You complete us!**

**Checking progress-** We use several communication methods that focus on specific areas in order for **parents to be completely aware and involved with their child’s progress**. Due to the amount of students we have, we count on **parents to monitor their child** and express any concerns you may have. Please do not wait to be called or contacted when you see your child is struggling. Contact the teacher. Teachers will also contact you if they have concerns.

**Types of Communication**

Since each teacher teaches a specific subject, we ask that you contact the teacher that teaches the area of concern. Otherwise, contact the Homeroom Teacher.

**Dojo-** #1 communication preference. Add app. on your phone and text the teacher. Use to express concerns, ask **quick questions**, view pictures on Stories page, view tutorial videos, receive daily positive points and negative points reports that are used to determine Habit of Success grades. Can be used after hours, but keep in mind that responses are based on the teacher’s personal availability.

**Email-** You can email a teacher using email addresses added on 1st page.

**Aeries-** Sign up to view your child’s grades. Code is on your packet.

**Phone call-** Call the school and they will transfer you. Keep in mind that our contract hours are 15-20 min. before and after school.

**Red Folder-** Students will receive their graded work in this folder. Please check it and review it with your child. This work will help you follow your child’s progress. Please check it daily for any type of school communication and event flyers.

**Third Grade Link-** Go to Lyle Briggs website <https://www.chino.k12.ca.us/Domain/29> , Classrooms and Third Grade. This is where you can find Spelling Lists, Tutorials , Class Information and Reference packet and other types of worksheets.

**AR Home Connects-** Sign up to receive information about your child’s AR progress.

**Pearson, Wonders-** Sign up to have access to all textbooks and see your child’s test results.

**Behavior**

In order to have a fluid and successful year, we expect students to Be Respectful, Be Responsible and Be Safe. Due to all the standards that need to be covered, class size and limited time, **teachers need parents to set behavior expectations and hold them accountable at home for their behavior** at school. We train students to self manage themselves and hold them accountable for their choices. We assign jobs, which helps them have ownership of their class and gives them the opportunity to earn a position in leadership, which comes with many privileges. **Participation of field trips and other special activities will be determined by behavior.** All behavior is documented on the Dojo and each **Friday they are expected to share their Dojo Graph** with a parent so they can set goals based on areas of concern. All students will be held accountable for the responsibility of having the graph filled out and the signature on the first day back.

Students receive points based on our 3rd grade Constitution:

I. Be Respectful

II. Be A Team Player

III. Be Responsible

IV. Be Safe

V. Do Your Best

VI. Be Engaged in Learning

**Field Trips**

We will have 2 field trips this year. The field trips will help support a Common Core Standard that has been introduced. **Field trips are a privilege**. A month before our field trip, all **students will be on a contract that will earn them a seat on the trip**. The contract requirements will be based on completed homework and behavior. Those students who do not meet the requirements are still required to come to school and join another class to complete a day’s work. 2 parents volunteers will join us based on a lottery. However, to sweeten the pot, **Room Moms will automatically get a seat on one field trip.**

**Thank you for your support! Let’s have a great year!**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_

**Parent Information and Reference Contract**

I have reviewed the Parent Information and Reference Guide and understand that this guide is available to refer to when needed. I also understand that it is critical to be involved as a parent in order to help my child’s success. I agree to support my child’s 3rd grade program by being part of the team.

Sign\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_

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Sign\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_