

How to Reach Me...

- o Email-

CMoore@mayfieldschools.org

I will be sending home all newsletters and most important information this year through email. There will be few paper copies going home, other than student work. Other information can be found on our classroom website.

- o Classroom Phone- (440) 995-7267

- o Send a note in

Please contact me if you have questions or concerns at any point in the school year. I am here to help!

Mrs. Moore's Class Schedule 2019-2020 School Year

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:10	Announcements, Lunch Count, Pledge, Morning Work	Announcements, Lunch Count, Pledge, Morning Work	Announcements, Lunch Count, Pledge, Morning Work	Announcements, Lunch Count, Pledge, Morning Work	Announcements, Lunch Count, Pledge, Morning Work
8:10-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:10	Scholastic News/Intervention	SS/Sci.	SS/Sci.	SS/Sci.	SS/Sci.
9:13-9:53	9:10-9:45	Specials A- Music B- Library C- Art D-Physical Ed.	Specials A- Music B- Library C- Art D-Physical Ed.	Specials A- Music B- Library C- Art D-Physical Ed.	Specials A- Music B- Library C- Art D-Physical Ed.
9:55-10:50	Math	Math	Math	Math	Math
10:55-11:15	Snack/Break time	Snack/Break time	Snack/Break time	Snack/Break time	Snack/Break time
11:15-12:40	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
12:40-1:30	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:30-2:15	Win/Collaboration 2:00	Win	Win	Win	Win
2:25-2:30	Prepare for home	Prepare for home	Prepare for home	Prepare for home	Prepare for home

Mrs. Moore's class 2019-2020

Student of the Week Schedule:

*You are welcome to take your child out to lunch during their special week if you would like to. Our lunch/recess time is 12:40-1:30.

Mrs. Moore will give them an 'All About Me' poster to complete at home and return on the Monday of their scheduled week.*

<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
	9 th -13 th Suhaira	1 st -4 th Eden	4 th -8 th Owen	2 nd -6 th Paige
	16 th -20 th Tyler	14 th -18 th Kelsey	11 th -15 th Eve	9 th -13 th Matt
	23 rd - 26 th Arabella	28 th -Nov. 1 st Oliver	18 th -22 nd Alessio	
<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>
6 th - 10 th Tori	3 rd -7 th Nina	2 nd -6 th Noah	13 th - 17 th Valentina	
13 th -17 th Kennedy	10 th -14 th Kaden	9 th -13 th Sean	20 th -24 th David M.	
27 th -31 st David K.		30 th - April 3 rd Domenic	27 th - May 1 st Mason	

Student Name: _____

Quarter One 3rd Grade Homework Choice Board

All homework is due on Friday!

Choose the appropriate number of activities from each column.

Circle/mark the ones you complete.

Teacher Choice *Must do both*	Family Choice Pick 2	Family Choice Pick 1	Family Choice Pick 1
RRJ from Quarter 1 Prompts	Math Worksheet	Play a game with your family	Have dinner with your family and talk about your day
Read for 20 minutes every day	Math Worksheet	Write a letter to a friend or family member to tell them what makes them special. Give it to them!	Do something to help my family or community (chores/community services)
	Math Complete one lesson on Zearn outside of school	Practice multiplication or division facts for 10 minutes or more	Read to a family member and talk about what you read

Adult Signature: _____

Responsive Classroom[®]

*Creating Safe, Challenging, and Joyful
Elementary Classrooms and Schools*

The Responsive Classroom approach

is a nationally used, research- and evidence-based way of teaching that improves students' social and academic skills and raises teachers' instructional quality. Developed by classroom teachers in 1981 and continually refined to meet schools' needs, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out. In urban, suburban, and rural settings nationwide, educators using these strategies report increased student engagement, academic gains, and fewer discipline problems.

Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach:

The social curriculum is as important as the academic curriculum.

How children learn is as important as what they learn: Process and content go hand in hand.

The greatest cognitive growth occurs through social interaction.

To be successful academically and socially, children need a set of social skills: cooperation, assertiveness, responsibility, empathy, and self-control.

Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.

Knowing the families of the children we teach and working with them as partners is essential to children's education.

How the adults at school work together is as important as individual competence: Lasting change begins with the adult community.

Classroom Practices

At the heart of the *Responsive Classroom* approach are ten classroom practices:

Morning Meeting—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

Rule Creation—helping students create classroom rules that allow all class members to meet their learning goals

Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique

Positive Teacher Language—using words and tone to promote children's active learning and self-discipline

Logical Consequences—responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls

Guided Discovery—introducing materials using a format that encourages creativity and responsibility

Academic Choice—increasing student motivation and learning by allowing students teacher-structured choices in their work

Classroom Organization—setting up the physical room in ways that encourage independence, cooperation, and productivity

Working With Families—inviting families' insights and helping them understand the school's teaching approaches

Collaborative Problem-Solving—using conferencing, role-playing, and other strategies to resolve problems with students

Grade 3 Curriculum Overview

Language Arts:

Students will participate in a variety of language arts activities every day. In third grade the emphasis of instruction shifts from learning to decode our language to reading for information. By the end of the year, students will work to identify different elements of stories and respond to reading beyond a factual understanding. They will begin to develop the ability to analyze, infer critique, evaluate, and synthesize information.

Writing skills will also develop as students learn to form paragraphs and develop longer narrative stories. Students will also write friendly letters, informational reports, and summaries. They will use the writing process to pre-write, draft, and edit their own pieces.

Language arts skills will be taught using the "Balanced Literacy" model of instruction, which allows for differentiation to meet the needs of readers at all levels. Please see the attached information sheet about the structure of the "Balanced Literacy" framework.

Penmanship/Reading Decoding:

Mayfield has adopted the *Fundations* reading decoding program. Students are utilizing the program already in grades K-2. There is a handwriting portion that we will be using with the program. The goal of cursive writing is that students are familiar with the formation of the letters, can join letters to make words, and read cursive writing. We will be sending a sample of the alphabet home for additional practice at home.

Math:

Our third grade math curriculum is designed to develop thinking strategies, make sense of math concepts, and lead to logical reasoning. We will emphasize problem solving skills and learning basic facts including addition, subtraction, multiplication, and division. We will also explore measurement and basic algebraic and geometric concepts.

Mayfield City School District elementary teachers are all teaching students mathematics computation and applications using best practices and making certain that by the end of each unit students have the level of understanding needed to with be successful the grade 3 common core standards.

Science:

The scientific skills of observation, measuring, and classification will be focal points as the students learn to read and interpret tables and graphs, conduct safe investigations as they collect and analyze data, and communicate their results. Students will explore **Life Science** with an emphasis on behavior, growth and changes. Students will learn the relationship between the natural environment and an organisms traits, which affect its ability to survive and reproduce. They will learn that offspring resemble their parents an each other. They will also learn that individuals of the same kind differ in their traits and sometimes those differences give individuals an advantage in surviving and reproducing. In life science, they will also learn that plants and animals have life cycles that are part of their adaptations in their natural environments. Students will also explore **Earth and Space Science**. In this study, students will learn that Earth's nonliving resources such as water, air, rock, soil and the energy are different from living resources. They will learn that Earth's nonliving resources have specific properties, can be used for energy, and that the resources are limited. Lastly, students will be learning about **Physical Science** with an emphasis on matter and forms of energy. Students will learn about the relationship between matter and energy. They will learn that matter has specific properties and is found in all substances on Earth. Students will learn that matter exists in different states all which have different properties. They will also learn that heat, electrical energy, light, sound and magnetic energy are all forms of energy.

Social Studies:

Our social studies curriculum will focus on 4 main domains: **History, Geography, Economics, and Government**. Students will be learning about historical thinking and skills related to local history shown on timelines and organized by years, decades, and centuries. Students will also be learning about primary resources such as artifacts, maps, and photographs and how local communities change over time. In **Geography**, students will be developing special thinking skills with the use physical and political maps and locating a map by the title, key, alphanumeric grid and cardinal directions. Within geography, students will also learn about places and regions and explain how daily life is influenced by agriculture, industry and natural resources. Students will also learn about human systems and explain evidence of human modifications of the environment, systems of transportation and communication and how these move people, products and ideas from place to place. Students will explain that communities may

include diverse cultural groups. Within the **Economics** domain, students will learn about economic decision making, scarcity, production and consumption, markets, and financial literacy and how decisions that are made now affect the future. Lastly, in **Government**, students will learn about civic participation, rules and laws of local communities, and the roles and systems of the local government.

Special Schedule:

All specials are from 9:13-9:53 daily except Monday

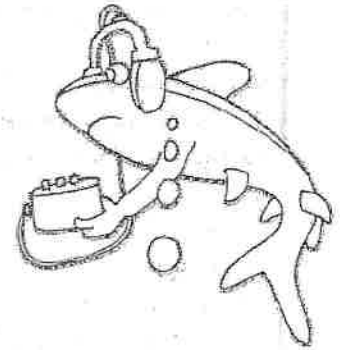
Monday 9:10-9:45

We will Follow a A,B,C,D schedule

- A- Music**
- B- Library/Maker Space**
- C- Art (please send in an art shirt)**
- D- Physical Education (must have gym shoes)**

Zaner-Bloser Cursive Alphabet

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj
Kk Ll Mm Nn Oo
Pp Qq Rr Ss Tt
Uu Vv Ww Xx
Yy Zz



abcdefghijklmn
opqrstuvwxyz



Why Can't I Skip My Twenty Minutes of Reading Tonight?

(Source Unknown)

Let's figure it out -- mathematically!

Student A reads 20 minutes five nights of every week;
Student B reads only 4 minutes a night...or not at all!

Step 1: Multiply minutes a night \times 5 times each week.
Student A reads 20 min. \times 5 times a week = 100 mins./week
Student B reads 4 minutes \times 5 times a week = 20 minutes

Step 2: Multiply minutes a week \times 4 weeks each month.
Student A reads 400 minutes a month.
Student B reads 80 minutes a month.

Step 3: Multiply minutes a month \times 9 months/school year
Student A reads 3600 min. in a school year.
Student B reads 720 min. in a school year.

Student A practices reading the equivalent of ten whole school days a year. Student B gets the equivalent of only two school days of reading practice.

By the end of 6th grade if Student A and Student B maintain these same reading habits, Student A will have read the equivalent of 60 whole school days. Student B will have read the equivalent of only 12 school days.

One would expect the gap of information retained will have widened considerably and so, undoubtedly, will school performance. How do you think Student B will feel about him/herself as a student?

Some questions to ponder:

- Which student would you expect to read better?
- Which student would you expect to know more?
- Which student would you expect to write better?
- Which student would you expect to have a better vocabulary?
- Which student would you expect to be more successful in school...and in life?