

3rd Grade Curriculum Night 2019-2020

Ms. Wacenske & Ms. Shin
3-204

Ms. Li
3-201

Ms. Lutrario
3-202

Daily Routines

Arrival

Students line up in the yard or in room 103 when the weather is inclement, and are picked up by classroom teachers at 8:20am. Any student who arrives at school after 8:20am must go to the main office and receive a late pass. They will be marked late.

Lunch & Recess

Lunch and recess are held from 12:10-1:00. Students eat lunch first and then have recess for the second half of the period. Children should be dressed appropriately for outdoor play, even when it is cold. Sneakers are the recommended daily footwear.

Dismissal

We dismiss at 2:40. Please be sure to notify us in advance of any changes in your child's dismissal schedule in writing.

Special Classes

Ms. Wacenske & Ms. Shin
3-204

Monday: Science - Ms. Long
Period 1 - 8:50 - 9:40

Tuesday: Gym - Mr. Monte
Period 2 - 9:40 - 10:30

Wednesday: Art - Ms. Bernstein
Period 3 - 10:30 - 11:20

Thursday: Music - Mr. Deutsch
Period 3 - 10:30 - 11:20

Friday: Science - Ms. Long
Period 3 - 10:30 - 11:20

Special Classes

Ms. Li

3-201

Monday: Period 3 – 10:30 - 11:20

Science – Ms. Long

Tuesday: Period 2 – 9:40 – 10:30

Science – Ms. Long

Wednesday: Period 2- 9:40 - 10:30

Music- Mr. Deutsch

Thursday: Period 4- 11:20 – 12:10

Gym- Mr. Monte

Friday: Period 3- 10:30 – 11:20

Art- Ms. Bernstein

Email: Lli@ps39.org

Special Classes

Ms. Lutrario

3-202 Prep Schedule

Monday- Science with Ms. Long, Period 6

Tuesday- Art with Ms. Bernstein, Period 2

Wednesday – Music with Mr. Deutsch, Period 3

Thursday – Science with Ms. Long, Period 7

Friday – Gym with Mr. Monte, Period 3

Homework

- It is ESSENTIAL that you check your child's homework folder each night. Read and sign any notices to return to school the next day. Be sure the homework folder comes back to school every day. Homework is an important part of the student's academic experience. The purpose for assigning homework is to give children the opportunity to extend lessons, practice skills, engage in critical thinking and develop good work habits. Homework also serves as one form of communication between the teacher and the family.
- Homework is assigned Monday-Thursday. Please check to see that your child has completed the homework since it reviews the skills and concepts taught during class.
- If your child is struggling with an assignment, or the homework is taking longer than the recommended guidelines, please let us know so that we can address it. Students, families and teachers share the responsibilities for homework. Therefore, it is important that we all communicate with one another about our experiences with homework.

Reading- 15-20 minutes, Writing 10-15 minutes, Math 10-15 minutes

TOTAL: 35-50 minutes

- Students should do their homework on their own. However, if they are finding it too difficult, feel free to help them, and let me know.

Curriculum Overview

September – October	Building a Reading Life Character Studies Persuasive Essays (Structure a paragraph)	September–October	Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
October – December	Reading to Learn: Grasping Main Ideas and Text Structures Art of Informational Writing & Writing About Research	October–November	Place Value and Problem Solving with Units of Measure
January – February	Character Studies & Social Issues Literary Essays	November–December	Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
February – March	Testing Sophistication – Reading like a test taker Expanding Ideas about Fiction and Non-Fiction Texts	December–January	Multiplication and Area
March – May	Narrative Nonfiction: Biography Crafting True Stories: Personal Narrative	January–March	Fractions as Numbers on the Number Line
May - June	Interpreting Poetry Writing Like a Poet	March–April	Collecting and Displaying Data
		April–May	Testing Sophistication
		May–June	Geometry and Measurement Word Problems

Social Studies Curriculum

Geography and World Communities- September-November

Case Study: China- December- March

Case Study: Egypt- April-June

Key concepts across the units will include how geography and climate effects culture and the economy; how key historical events and culture shape a country's history, and how myths, legends, art and literature reflect and shape present day culture.

Third graders will also compare government, customs and culture in China and Egypt to government, customs and culture in the United States.

There will be assessments and a project for each unit. The projects will be done in class, with some work at home.

Curriculum

Reading

We will follow the Teacher's College Reading and Writing Project program in both reading and writing. Throughout the year students will be exposed to a variety of texts, including fiction, nonfiction, biography, short texts, poems, and books related to science and social studies.

Third graders will have two periods of reading daily. One will be instructional. Students will engage in a brief mini-lesson during which they will be introduced to a new skill from a grade level passage. Teachers will model the skill and then students will practice on their own with their own passages, writing their thinking in their reading notebooks. They will engage in meaningful exchanges of ideas to deepen their thinking.

When writing about their reading, students are expected to use complete sentences, identify the characters by name, and use text evidence to support their ideas.

During independent reading, students will read books on their individual levels from our classroom library. During this time, teachers will work with small groups and individual students.

Curriculum

Writing

Third graders develop sophisticated opinion, informational and narrative pieces. They will be writing essays, a researched piece of informational writing and personal narratives.

Students will collect their ideas in their writer's notebooks, and will develop their thoughtfully chosen ideas on drafting paper. The drafts will be revised and edited; final drafts will be copied into booklets or looseleaf. Some final draft work might be done for homework.

Children will learn to structure their writing into paragraphs in all three genres. They will develop sophistication using detail to develop important ideas and key moments. There will be greater emphasis on focusing, organizing and connecting their ideas.

There will also be a greater emphasis on using complete sentences, correct spelling, punctuation and capitalization.

Curriculum

Math

We will be using Engage NY Modules to help align our Math instruction to the Common Core Standards.

This program incorporates number fluency, problem solving, inquiry based activities, as well as skill practice. Children will be expected to use math models as well as equations to show how they solve problems and will be expected to explain some of their strategies and some math concepts in words.

The major work of the grade is centered around multiplication, division, and fractions. In order to become proficient in these areas, students must apply their previous knowledge of mathematical skills and concepts.

We encourage you to keep a folder at home for each Module so that you can review the content that is covered in class.

Special Programs

New York Philharmonic

Third graders begin to participate in the NY Philharmonic program. Students will be introduced to the recorder and learn to play simple melodies. They will learn how to listen to music that the NY Phil will be playing in concert this season and will attend a special performance at Lincoln Center. By the end of the year they will compose their own pieces. A teaching artist from the NY Philharmonic will instruct classes regularly.

Poetry Outreach

The Poetry Outreach program is run by City College. Each class will have 6 teaching sessions with a poetry teacher. At the end of these sessions, the children's poetry will be submitted and have the potential to be published and presented at City College in May.

Assessments & Testing

Assessments

Formal and informal classroom assessments this year will include benchmark tests, exit slips, unit tests, individual conferences, quizzes, written work and observation of listening and speaking skills. We will use these measures as a way to identify strengths and weaknesses to help guide our teaching.

NY State Tests

ELA 3rd Grade Test Dates: March 25th – 26th

Math 3rd Grade Test Dates: April 21st – 22nd

The best thing you can do to help your children prepare for their first state tests is build your child's confidence and help him or her stay relaxed.

School-Wide Grading Scale

Our school utilizes the New York City Department of Education Report Card through STARS to provide parents with information on student performance. A four-point grading system is used to measure student progress as outlined below:

- Level 4 Excels in Grade Level Standards
- Level 3 Proficient in Grade Level Standards
- Level 2 Below Grade Level Standards
- Level 1 Well Below Grade Level Standards

Understanding Your Child's Report Card

	1st	2nd	3rd	Final
English Language Arts Overall 3 / Smith	3	3	3	3
Reading 3 / Smith	4	4	4	4
Reading with sufficient accuracy and fluency to support comprehension	G	G	G	G
Reads and comprehends grade level texts independently across a variety of genres (fictions and nonfiction)	E	E	E	E
Demonstrates comprehension by referring to text details	S	G	E	E
Writing 3 / Smith	3	3	3	3
Writes independently for different tasks, purposed, and audiences (opinion, informative/explanatory, narrative)	S	S	G	G

- **Overall Grade:** Based on grade level standards and determined by the policies outlined in this document. These grades are based on work graded with a rubric.
- **Sub Categories:** Sub categories are used to provide additional information about your child's performance. Subcategories will be rated using an E-U scale (E=Excellent, G=Good, S=Satisfactory, N=Needs Improvement, U=Unsatisfactory). Subcategories are not averaged to determine the overall grade in any given subject and do not impact overall grades. Overall grades are determined by the policies outlined in this document.
- **Final Grades:** Final grades indicate student performance across **Marking Periods 1, 2 and 3 (unless otherwise noted)**, not for just the third marking period. These grades reflect cumulative student performance across the year from September to June.

**** Kindergarten students will not receive a formal report card until March 2019.**

English Language Arts

Overall Grade

- The English Language Arts Overall Grade for each marking period is determined by a student's Overall Reading and Overall Writing grade for each marking period. Reading and writing are equally weighted in determining the Overall ELA grade.
- A student can only be rated as a level 4 in English Language Arts Overall if they are rated as a level 4 in BOTH reading and writing.
- A student can only be rated as a level 3 in English Language Arts Overall if they are rated as a level 3 or 4 in BOTH reading and writing.
- The Final ELA grade is determined a student's FINAL Overall Reading and FINAL Overall Writing grade.

Reading

- 60% of the overall reading grade is based on the Teachers College Reading Level Benchmarks for each marking period.
- 40% of the overall reading grade is based on classroom based tasks for each marking period (September-early November; mid-November-early March; mid-March-June). Each grade level will determine classroom based task grades utilizing a 4-point rubric.
- The FINAL Overall Reading Grade is calculated as follows:
 - 60% of the FINAL overall reading grade is based on the Teachers College Reading Level Benchmarks for May/June.
 - 40% of the FINAL overall reading grade is based on an average of classroom based tasks from marking periods 2 and 3.
- When calculating grades, if the final grade has a 0.49 or below (i.e. 3.49) the grade is rounded down (Grade of 3). If the final grade has a 0.5-0.99 (i.e 3.51), the grade is rounded up Grade of 4).

Writing

- The overall grade for each marking period is determined as follows:
 - 10% Instructional Piece Grade(s) completed at the end of each unit within that marking period.
 - 15% Class Participation/Effort (Determined by rubric score) completed at the end of each marking period
 - 75% On-Demand Writing Pieces completed at the end of each unit within that marking period.
- The **FINAL** overall Writing Grade is determined by averaging the following grades from **Marking Periods 2 and 3**:
 - 10% Average of Instructional Piece Grades from **Marking Periods 2 and 3**
 - 15% Average of Class Participation/Effort (Determined by rubric score) completed at the end of **Marking Periods 2 and 3**
 - 75% Average of On-Demand Writing Pieces in **Marking Periods 2 and 3**
- When calculating grades, if the final grade has a 0.49 or below (i.e. 3.49) the grade is rounded down (Grade of 3). If the final grade has a 0.5-0.99 (i.e 3.51), the grade is rounded up Grade of 4).

Math

- 30% of the overall math grade is based on the average of the EngageNY **Mid-Module** Assessments administered during each marking period
- 70% of the overall math grade is based on the average of the EngageNY **End-of-Module** Assessments administered during each marking period
- The **FINAL** overall Math Grade is based on the following:
 - 30% Average of all EngageNY **Mid-Module** Assessments administered during **Marking Periods 1, 2, and 3.**
 - 70% Average of all EngageNY **End-of-Module** Assessments administered **Marking Periods 1, 2, and 3.**
- When calculating grades, if the final grade has a 0.49 or below (i.e. 3.49) the grade is rounded down (Grade of 3). If the final grade has a 0.5-0.99 (i.e 3.51), the grade is rounded up Grade of 4).

Social Studies

- In K-2 SS grades are determined by end of unit projects/tasks which are accompanied by a 4-point assessment rubric.
- In grades 3-5 grades are determined by end of unit projects/tasks which are accompanied by a 4-point assessment rubric as well as an assessment of content knowledge as a percentage.

Trips & Birthdays

Trips

We will be going on trips throughout the year including Armory fitness days, neighborhood walking trips, school bus and subway trips. A permission slip will be sent home for any bus or subway field trips. You should have already signed a permission slip for walking trips. Some trips may require a fee. Please make sure all money is in **sealed envelopes with your child's name, class, amount, and the reason you are sending money.**

Birthdays

School policy does not accomodate classroom birthday celebrations in grades 3 through 5. Students are allowed to bring in a snack to share with their classmates at the end of the day for their birthday.

Parent Engagement

Every Tuesday afternoon between 2:40-3:25 has been designated by the DOE as Parent Engagement Time. These 40 minutes have been set aside for face to face meetings, telephone conversations, and written correspondence (including email) with parents. Please take advantage of this time to communicate with me as needed across the school year. Although this specific time has been provided it is not the only time that I'm available to meet or speak with parents. We'll be communicating regularly. School/family communication is important at PS 39!

1st PA Meeting- September 26th 7P.M

Parent Teacher Conferences- November 13th & 14th
Appointments will be scheduled electronically

Communication

**Feel free to contact us any time with your questions or concerns.
Send in a note, send me an email, or call the school.**

718-330-9310

CChefalo@ps39.org

Ili@ps39.org

Llutrario@ps39.org

Sshin@ps39.org

Please note, that we are not able to check our email regularly during the day, and can only respond during lunch, a prep or after school.

If something arises during the school day requiring immediate attention, [you must call the school.](#)

Thank You!

Questions? ☺

**Please join our cluster teachers
for their curriculum
presentations!**

6:30 – 7:00 Gym & Science Room: 302

7:00 – 7:30 Art & Music Room: 103