



*Saint Ambrose Catholic School*  
*Back to School Night – September 6, 2017*  
*Ms. Jennifer Blaine – Grade 3*

Dear Parents,

Welcome to a new school year! The Third Grade is an important transitional year for your child and I look forward to working with all of you to make it as smooth and productive as possible. Together we will work to build upon your child's successful academic foundation, while also meeting their spiritual, emotional, social, and physical needs.

Included in this packet you will find classroom information that is supplemental to the guidelines and procedures outlined in your Parent-Student Handbook.

**Birthdays**

Birthdays will be celebrated in class with a treat and a short class game or fun activity. Please send a note or email to arrange these with me in advance so that I can plan for them. Parents can provide storebought, peanut-free cupcakes or cookies (or a healthier treat), juice box drinks, and napkins. These should be dropped off in the office on the morning of the celebration.

**Classroom Expectations**

My classroom management style is based on positive reinforcement. Students are grouped into teams and are rewarded for cooperating with one another and following directions. I focus all behavior management on Gospel values and the teachings of the Church—honoring our parents with our school behavior, speaking and acting kindly to one another, honoring the Holy Spirit in others, and remembering that we are all created in the image and likeness of God.

At the end of each week, students are asked to complete a “Reflection and Self Assessment” of their overall performance for the week. This process encourages them to take responsibility for their actions, recognize aspects of their school life where they are successful, and devise an “action plan” for areas that need improvement. Unless there is a significant issue, these are not sent home so that students will feel comfortable being completely truthful in assessing themselves. I allow the students the first opportunity to correct their own behaviors. If they are unable to do this without teacher and/or parent intervention, I will contact you so that we can monitor this more closely. A copy of the “Reflection and Self Assessment” is attached.

**Communication Folders**

These folders are sent home with the oldest child in each family on **Thursdays** and will contain important information from the office. Please establish a routine of checking your child's bookbag **each Thursday** for this folder and return any necessary paperwork by the next day.

## **Curriculum**

The curriculum for elementary schools in the Archdiocese of Washington is standards-driven. The Academic Standards are specific skills and benchmarks that students are required to master in order to be promoted. Textbooks, workbooks and supplemental materials are used as a reference point to address the standards. The 3<sup>rd</sup> Grade textbooks and workbooks are listed below with their replacement cost should they become lost or damaged.

<b>Title</b>	<b>Replacement Cost</b>
Houghton Mifflin Reading (textbooks 3.1 and 3.2)	\$27.00
Houghton Mifflin Reading Practice (workbooks 3.1 and 3.2)	\$10.00
Loyola Press Christ Our Life Series, We Believe (workbook)	\$23.00
Loyola Press Voyages In English (textbook)	\$57.00
Loyola Press Voyages In English (workbook)	\$20.00
MacMillan-McGraw Hill "Timelinks" Social Studies (textbook)	\$50.00
MacMillan-McGraw Hill "Timelinks" Practice/Activity (workbook)	\$ 7.00
Modern Curriculum Press (Pearson) Spelling Workout (workbook)	\$17.00
Pearson Interactive Science (consumable textbook)	\$29.00
Sadlier-Oxford Vocabulary Workshop - Level Green (workbook)	\$15.00
Sadlier-Oxford Progress in Mathematics (workbook)	\$21.00
Saxon Math Program (no textbook, worksheets are provided)	
Zaner Bloser Handwriting (workbook)	\$26.00

## **E-mail**

Feel free to contact me with questions and/or concerns: [msblainesas@gmail.com](mailto:msblainesas@gmail.com)

## **Grading Scale**

The grading scale is as follows:

93-100	Excellent
85-92	Good
77-84	Satisfactory
70-76	Improvement Needed
69 and below	Unsatisfactory

Final grades for Reading will be based on:

- Weekly Fluency homework completion
- Quizzes
- Reader's Theater Performance
- Unit Tests

Final grades for all other subjects will be based on:

- Classwork
- Homework completion
- Quizzes
- Tests and Projects

### **Friday Folders**

These folders are the yellow St. Ambrose School folders and are sent home every **Friday**. The folder will include your child's graded work as well as important classroom information. Please establish a routine of checking your child's bookbag **each Friday** for this important folder. You may remove and keep any communications from me, such as notes and newsletters. Each test, quiz, or assignment in the folder should be signed and returned in the folder by the following Monday.

### **Grade 3 News**

The newsletter will come home every two weeks. Issue No. 1 was sent home on Friday, September 1st. Please read it for important reminders, test/quiz dates, and upcoming events. **Post the newsletter at home for easy reference.**

### **Homework**

Homework will typically be given Mondays through Thursdays and will always be a reinforcement of concepts and skills we have covered in class. As a general rule, homework should take your child approximately 30-40 minutes of time on task.

These assignments are a valuable assessment tool for me to determine how well your child has understood the topic covered in class and how successful they are in remembering and applying it independently. Therefore, it is important that it be the child's work. Parents are welcome to review and assist in correcting mistakes, if necessary. However, if your child is having a great deal of difficulty with an assignment, please write a note on it informing me that they needed your help to make corrections or feel free to leave their mistakes so that I can see where their misunderstanding lies. This aides me in determining if additional time should be spent reviewing or if your child has mastered a concept and is ready to move forward. If your child is struggling with homework and required a significant amount of assistance from you and I am not made aware of this, I will receive an assignment that is all correct and assume that your child has mastered that particular skill.

Students will be given credit and a homework grade for completion of the assignments and will not be penalized for mistakes.

### **Homework Folders**

Homework folders (yellow plastic) will come home each night with your child's assignment/agenda book. If there are worksheets to complete, they will be in the folder. If there are written assignments to be completed on paper, they should be returned in the folder.

### **Lost and Found**

**Clearly label ALL** of your child's belongings with their name, including backpacks, lunch boxes, school and gym uniforms, sweaters, jackets, and supplies.

### **Reader's Theater**

Third graders are natural actors and wonderful performers when given the chance to have a part in a play. Reader's Theater plays allow students to strengthen listening skills, build reading fluency, practice public speaking, and build confidence. They create excitement and fun in the classroom and are non-threatening for even the shyest student. These plays include very few, if any, props or costumes and students read directly from their scripts so no memorization is required.

We will usually hold Reader's Theater on Fridays and students will be rotated through the schedule. They will be cast as a character in the play and bring a script home for repeated practice.

Cast members in a Reader's Theater play will receive a performance assessment grade using a scoring rubric. Points are earned for volume, fluency, expression, preparedness, and respect for other cast members. A copy of the scoring rubric is attached.

### **Schoolrack.com**

Please visit our classroom website at [www.schoolrack.com/msblaine](http://www.schoolrack.com/msblaine) for resources and information. This web page will be updated periodically. Currently, you may read the 3<sup>rd</sup> Grade Academic Standards for each subject, as well as links to valuable resources. Click on "notify me when this page updated" and you will receive an email message each time I post new information on the page.

### **Snack**

3<sup>rd</sup> Graders eat lunch at 12:25 each day. We have a mid-morning bathroom break and snack at approximately 10:30 a.m. Healthy snacks (yogurt, cheese sticks, cereal bar, fresh fruit, fruit cup, etc.) should be sent from home. **Please include a napkin and plastic utensils, as needed.**

### **Special Classes**

Monday	no specials
Tuesday	<b>Library (Mrs. Porcari)</b> mrsporcarisas@gmail.com <b>Physical Education (Mrs. Dunston)</b> mrsdunstonsas@gmail.com
Wednesday	<b>Art (Mrs. Matics/Mrs. Headley)</b> mrsmaticssas@gmail.com mrsheadleysas@gmail.com <b>Music (Mrs. Fitzmaurice)</b> mrsfitzmauricesas@gmail.com
Thursday	<b>Computer Technology (Mrs. Rowe)</b> mrsrowesas@gmail.com
Friday	<b>Spanish (Senora Castillo)</b> mrscastillosas@gmail.com <b>Physical Education (Mrs. Dunston)</b> mrsdunstonsas@gmail.com

### **Uniform Policy**

Please review the uniform policy in the Parent-Student Handbook and help your child to comply. Belts are required for students in grades 3-8. A **clean** gym uniform should be worn on Tuesdays and Fridays. Any student not in proper uniform will be issued a uniform violation. After 3 violations for the same infraction, a new uniform item will be provided for the student and you will receive a bill from the office.

### **Warrior Challenge!**

The Warrior Challenge is an optional program for students who are interested in extending their learning above and beyond what is taught in the classroom or covered by academic standards. This program will be introduced in the 2<sup>nd</sup> Quarter. It is a series of 100 challenges designed to broaden students' knowledge base, provide them with extensive research practice, and arm them with a wealth of useful information. One point is awarded for each challenge completed and students' names will be posted in our Warrior Challenge Hall of Fame. This is an excellent use of time for light homework nights, long weekends, or inclement weather days.

No grades are given for participation in this program. Students will attain bronze (1-30 challenges), silver (31-60), or gold (61-100) status in the Hall of Fame based on the number of challenges they complete. At the end of the year, students will be awarded bronze, silver, or gold medals depending on the highest challenge level they have reached. They will also have created a binder full of valuable information that they will keep as a reference (to help them win that college scholarship as a Jeopardy champion one day!)

### **Weekly Fluency Homework**

Each Monday, your child will bring home a short reading assignment that asks you to listen to him or her read **out loud** to you and answer a few easy questions targeting a specific reading skill. Each passage is accompanied by a short, explanatory note to parents. The skills practiced are correlated to National and Archdiocesan reading standards. **Reading out loud to an adult has been proven to improve reading fluency and comprehension.**

Since these assignments require a short period of parent time and attention, you will have a few days to schedule it into your week. Weekly fluency homework assignments are due on Thursdays. Like other homework assignments, students will be given credit and a grade based on their completion.

### **Attachments:**

Online Resources and Textbook Support  
Reader's Theater Performance rubric  
Weekly Reflection and Self Assessment

## **Grade 3 - Online Textbook Support and Resources**

**\*Note:** Extra credit opportunities are offered in Religion and Social Studies. See details below.

### **Language Arts:** *Voyages In English*

**www.loyolapress.com**

Under “Language Arts Programs”, select Voyages In English

Select “Parent & Student Resources”

Select Grade 3

Follow the links for games, writing prompts, and homework tools

### **Math:** *Progress In Mathematics*

**www.sadlierconnect.com**

Find “Student & Family Resources”

Click on “Let’s Go”

Select Progress In Mathematics Grades K-9

Select Grade 3 and follow the links for games, study aids, printable worksheets, etc.

### **Reading:** *Houghton Mifflin Reading: Rewards (3.1)/Horizons (3.2)*

**www.eduplace.com**

Select Maryland

Select Reading/Language Arts

Select Houghton Mifflin Reading

Select Houghton Mifflin Reading for Kids

Choose Grade 3

Select the title of the story we are reading under a theme

On the left, choose E-word game, E-glossary for definitions, or Word Search

### **Religion:** *We Believe*

**www.loyolapress.com**

Click on Faith Formation, then click on Christ Our Life

Select Parent & Student Resources

Under “Resources”, select Grade 3

Select a chapter for Interactive Chapter Reviews and Study Guides

**\*Religion Extra Credit: Complete an interactive chapter review. At the end of the chapter review, you will have the option of emailing your results to me. Take the interactive review as many times as you’d like—this is a good way to prepare on Thursday nights for Friday’s quiz. Email only your best score.**

**Science:** *Pearson Interactive Science*

**www.pearsonsuccessnet.com**

\*\*Log in by typing your user name and password (these will be given in class and taped into the back cover of students' agenda books).

If an online assignment has been given, you will see a "To Do" tab. Click on the "To Do" tab to see assignments. Click on an assignment to complete the activity or tutorial.

If there are no outstanding assignments to complete, click on "Explore" to go to the chapter you wish to review. Follow the tabs at the top to go through the videos and questions. Once you open a tab at the top, remember to follow the arrows to the right to continue through the pages of that section. Then go to the next tab.

**Social Studies:** *Communities*

**www.mhschool.com**

Under Online Learning Center, click on Social Studies

In top left corner, choose Student/Parent View

Click on the 3rd Grade title – Communities

Choose the unit we are working on.

Follow the links for games, quizzes, etc.

**\*Social Studies Extra Credit: Complete the e-quiz for the lesson we are currently working on and click on "submit". Your quiz will be scored. To receive extra credit, you must print out the page and bring it to school.**

**Vocabulary:** *Vocabulary Workshop*

**www.sadlierconnect.com**

Find "Student & Family Resources" Click on "Let's Go"

Click on Vocabulary Workshop, then select Green Level, then select a unit

### **Supplemental Resources**

**Mathletics:** (online activities will be assigned) **www.mathletics.com**

login with your username and password (inside back cover of agenda book)

**IXL:** (online activities will be assigned) **www.ixl.com**

login with your username and password (inside back cover of agenda book)

**Scholastic News:**

**www.scholastic.com/sn3**

Click on "sign in", then click on "students"

Enter our classroom password: **blaine3sas**, then click on "click here to read your digital issue. You may select the current issue or a previous issue to watch the video we viewed in class, review vocabulary, or play the "Know the News" game at home.



# Reader's Theater Performance Rubric

## Grade 3 – Ms. Blaine



Name \_\_\_\_\_ Playing the part of: \_\_\_\_\_

Name of play \_\_\_\_\_ Date of performance \_\_\_\_\_

Criteria	Excellent 3	Good 2	Needs Improvement 1
<i>Volume</i>	Volume is loud enough to be heard by all audience members <b>at all times.</b>	Volume is loud enough to be heard by all audience members <b>most of the time.</b>	Volume is <b>sometimes</b> loud enough to be heard by all audience members.
<i>Fluency</i>	<b>Always</b> reads slowly and clearly enough to be understood by all audience members.	Reads slowly and clearly enough to be understood by all audience members <b>most of the time.</b>	<b>Sometimes</b> reads slowly and clearly enough to be understood by all audience members.
<i>Expression</i>	<b>Always</b> uses voice pitch, facial expressions, and body language to improve meaning and interest.	<b>Sometimes</b> uses voice pitch, facial expressions, and body language to improve meaning and interest.	<b>Very little</b> use of voice pitch, facial expressions, or body language to improve meaning and interest.
<i>Preparedness</i>	<b>Well prepared</b> and rehearsed and shows a full understanding of roles/parts.	<b>Prepared</b> but may have needed more reading practice or a better understanding of roles/parts.	<b>Somewhat prepared-</b> mispronounces or stumbles over many words or does not seem to understand roles/parts.
<i>Respect for Others</i>	<b>Always</b> listened and responded to other parts in the play. No distracting movements or noises.	Listened and responded to other parts in the play <b>most of the time</b> without distracting movements and noises.	<b>Sometimes</b> listened to and responded to other parts in the play or listened but made several distracting movements or noise.



## Weekly Reflection and Self-Assessment Grade 3 – Ms. Blaine

Name \_\_\_\_\_ Week of: \_\_\_\_\_

	I need some help	I could do better	I had a great week!
<b>On Time and Prepared</b>			
1. I arrived to school on time.			
2. I unpacked, sharpened pencils, and was at my seat, ready for school at 8:00			
3. I had all the books and supplies I needed.			
4. I completed all of my homework.			
<b>Respect for Peers</b>			
1. I respected the property of others.			
2. I listened to others when they spoke or read.			
3. I respected the answers and feelings of others and didn't laugh at mistakes.			
4. I helped my team earn stickers.			
5. I walked silently in the halls and on the stairs so I didn't disturb classes.			
6. I kept my hands and feet to myself and didn't bother or upset anyone.			
<b>Respect for Teachers and Other Adults</b>			
1. I followed directions the first time I heard them and didn't need them repeated.			
2. I showed my teachers, by my behavior and body language, that I was listening when they were speaking.			
3. I helped to keep the lines straight and quiet.			
4. I accepted responsibility for my actions and didn't blame others.			
5. I honored my parents with my behavior.			
<b>Values and Character</b>			
1. I was honest and trustworthy.			
2. I controlled my actions and my words and didn't say or do anything to make others sad.			
3. I showed concern and kindness to others.			
4. I was fair and forgiving.			
<b>Work Skills</b>			
1. I remained on task and completed my work.			
2. I worked silently and allowed others to complete their work.			
<b>TOTALS</b>			

On the back of this paper, write an "action plan" for next week. Explain what you will do to improve in any of the areas above or list new goals that you would like to reach.

