

Parent Information Packet



Grade 3

Revised: 6/04

Introduction:

The purpose of this packet is to outline for parents the Grade 3 program at Williamson Elementary School. We realize that the transition from Grade 2 to Grade 3 can be a major one and hope that this information will be helpful in making the transition an easier one for students and parents.

Children are expected to take a great deal more responsibility for themselves. Social skills and interpersonal relationships are important. We will teach the whole child. However, academics definitely take the front seat and you will notice an increase in their emphasis as your upper level elementary student progresses through the grades.

Third Grade Teachers:

Mrs. Carol Fox

Miss Kate Helmbold

Mrs. Joan Miller

Ms. Peggy Velte

Mrs. Nancy Monachino (2nd and 3rd)

Mrs. Denise Sprout (2nd and 3rd)

Other staff who may work with your children:

Miss Anne Ressler, Principal
Mrs. Janet Crudele-Reiss, Secretary
Mrs. Joanne Greaney, Secretary
Mrs. Judy Plyter, Nurse
Mrs. Michelle Seniuk, School Psychologist
Mrs. Sue Mintz, School Psychologist
Mrs. Gloria Decker, Home-School Counselor
Mr. Ben Minier, Physical Education
Mr. Dan Schoonerman, Physical Education
Mrs. Patty Sheridan, Art
Mrs. Christi Byron, Music
Mrs. Mary Jo TenEyck, Librarian
Mrs. Paula Shultes, Library Clerk
Miss Ellen Saxby, Enrichment
Mrs. Sandy Kane, Reading Teacher/AIS
Mrs. Becky Lisy, Reading Teacher/AIS
Miss Emily Bunting, Special Education Teacher/AIS
Mrs. Kathy Salitan, Speech/Language Pathologist/AIS
Miss Shannon Tipper, Speech/Language Therapist
Miss Andrea DeSain, Occupational Therapist
Mrs. Joslyn Steurrys, Certified O.T. Assistant
Mr. Baltazar Melendez, Physical Therapist
Mrs. Joan Pritchard, Computer Lab Teacher Assistant
Ms. Ellen Prill, Teacher for English Language Learners

Grade 3 Curriculum

Reading:

Throughout the year we will be reading a wide variety of literature for pleasure, enrichment, research, and learning. Forms of literature include realistic fiction, historical fiction, fantasy, poetry, and plays, biography, autobiography, folktales, and fairy tales. Our language arts program is often integrated with our social studies program and follows a schedule of themes.

Students work in large groups, individually, and in small guided reading groups at their instructional level. Students have frequent opportunities to read silently at their independent level.

Reading skills this year will include distinguishing fiction and non-fiction, making inferences, comparing and contrasting selections, recognizing cause and effect relationships, interpreting characters' feelings and actions, and identifying the story elements of character, setting, problem, sequence of events, solution, main idea, and doing basic research. For some students, phonics for decoding will be reviewed, reinforced, and retaught as necessary. Word structure skills, particularly prefixes and suffixes, are emphasized and used to aid students in long word decoding. Students will grow in their critical thinking and application of these skills as their reading ability and experience increase.

We cannot emphasize enough how important it is that your child read on a regular basis at home. Children may read orally or silently, and it is also important for parents to read to their children. Together, with teacher, parent, and child as partners, we will foster maximum reading progress this year.

Writing:

Throughout the year, the children will have opportunities to write for a variety of purposes. The types of writing will include persuasive, comparison, personal narrative, expository, and creative pieces.

There will be many other opportunities to write throughout the day in conjunction with all curriculum areas. Special emphasis will be placed on writing as it is integrated with reading, social studies, and science.

Spelling:

We use the most commonly used words in the English language as a basis for our individualized spelling program. Teachers may also require students to spell pattern words and/or vocabulary words for weekly tests.

Handwriting:

We provide instruction, practice, and use of the correct formation of cursive lower and upper case letters. Emphasis will be on starting points, spacing, and sizing.

Math:

Our math program is called, "Investigations in Number, Data, and Space." This curriculum's main emphasis is to teach children to think mathematically. Investigations have been carefully designed to engage students in activities that help them develop number sense, learn to visualize and describe geometric relations, and collect and organize real data. They will use a variety of concrete materials and appropriate technology, and express their mathematical thinking through talking, drawing, and writing.

Science:

Our elementary school uses the CIMS (Comprehensive Instructional Management System) curriculum as a basis for instruction in science. It places a very strong emphasis on the development of science process skills such as observation and prediction, but also contains content objectives. The three 3rd Grade modules are: 1) Collecting and processing data, 2) Life cycles, and 3) Changes in our world.

There will be a special emphasis on integrating science and math as well as science and language arts. We will provide a variety of trade books and opportunities to read and write related to science themes. We strongly encourage participation at the WCS Learning Fair with individual projects.

Please note: the 3rd/4th grade teams of Velte/Collins and J. Miller/Donahue are on a two-year cycle for Science.

Social Studies:

Social Studies for 3rd grade will focus on world communities. Content will be organized around these 5 perspectives: social, political, economic, geographic, and historic. Maps, globes, and atlases will be used throughout the year. Current events will be covered by using a weekly publication (such as 'Time for Kids').

Academic Intervention Statement:

Academic Intervention Services, (A.I.S.) is additional instruction and/or support services which supplement the instruction provided to your child in the general curriculum. This service is provided to those students identified as at risk of not meeting grade level learning standards. Each parent will be notified if their child has been recommended to receive this additional support service.

Homework Policy for 3rd Graders:

Third graders are expected to become more independent with their homework responsibilities than in previous years. Any written assignments sent home are to be completed that night and returned the next school day, unless otherwise noted. Other items considered to be homework at third grade include: returning library books, bringing sneakers for gym class and appropriate clothing for playground, delivering and returning special notes to parents, and practicing math facts and weekly spelling words.

Family Vacation Policy:

Regular school attendance is directly linked to student achievement. Whenever possible, please plan your family vacations for the summer break or to coincide with the school calendar. If a vacation is planned during the school year, your students' teachers will provide your child with some generalized writing and reading assignments. It is not feasible for child to complete a week or more of class work when they have missed the lesson and classroom discussion. Please inform your child's teacher of any scheduled absences from school with as much advanced notice as possible.