

Welcome To 3rd Grade!

Mrs. Hubbard's Class

About Mrs. Hubbard

This is my 17th year of teaching at K.E.S. I live with my husband and two daughters in Fond du Lac, WI. My daughter, Brianna, is in 9th grade, and my daughter, Brooke, is in 6th grade. We have one black lab that has been part of our family for 12 years and a yellow lab that just turned 5 in July. I enjoy camping, biking, hiking, and downhill skiing with my family. You will also find my nose in a good book whenever I get the chance.

Birthdays

Birthdays will be celebrated on the students' birthdays. If a birthday falls on a weekend it will be recognized on Friday or Monday. If a birthday falls during a vacation time, it will be celebrated the last day of school before vacation. Students who have summer birthdays will pick a day the last month of school to celebrate their birthdays.

Behavior

I expect all students to follow rules and be respectful towards their classmates and myself. On the first day of school the students will make a list of rules for our class and a list of rules for me. If a student chooses to break a rule, there will be a consequence.

SSR

Each day we will have a minimum of 15 minutes of self selected reading. Besides reading to become a better reader, research shows the importance of reading in writing, spelling, and all the subject areas.

Class Meetings

Each week we will have a class meeting to do such things as “team building” activities to get to know each other, discuss classroom/school concerns, do activities revolved around our school’s core virtues, and project planning. We will also have opportunities to celebrate our successes throughout the year and will discuss rewards as a class during our classroom meeting time.

School Discipline Policy

Our school has a discipline policy that includes the use of intervention slips. These slips pertain to the classroom, the whole school building, and the playground. Consequences that go along with the intervention slip will be determined at the time it is given depending on the severity of the behavior. Intervention slips could result in such punishments as loss of recesses, special activity, or detention.

Book Orders

Scholastic book orders will be sent once per month. You are under no obligation to buy any books, but if you would like to purchase books please pay with a check. Checks should be made out to Scholastic Book Club and put in an envelope with your child’s name on it.

Friday Folders

I will be sending Friday Folders home with the students every week. The folders will include notes, your child’s work, and a weekly news/notes letter. A “Weekly Review” sheet will come home if there are late assignments or behavior issues. If there is a weekly review sheet in the folder it will need to be signed and returned on Monday.

Assignment Notebook

Students will be required to get a parent signature every day. Please read through the assignments to check what was assigned during the day and if your child needs to finish any work at home.

Take Home Folder

Each day your child will bring home a take home folder. One side is labeled “Not Done”. This is homework that needs to be completed by the due date. The other side is labeled “Done”. Papers in this section have been completed during the school day, but you may review the work so you know what your child is doing at school in the different subjects. Do NOT keep “done” work at home because I haven’t corrected it yet. Any graded work will be sent home in the Friday Folder.

Everyday Math

A family letter will come home at the beginning of every unit. Please keep this in a safe spot so you can use it to help your child correct the study links that come home almost every night. Please have your child do the math homework on his/her own as much as possible (it is an extension of the lesson we did in class that day), and then use the family letter to correct. Your child **should** change incorrect answers to correct ones and return it the following day.

Grading

Student behaviors, late or missing work, extra credit, and/or attendance will not be included in academic grades. If outstanding work still remains at the end of a grading period, an “Incomplete” will be earned on the report card. Academic dishonesty will not reduce an academic grade; however, other consequences will be given. Students working in groups will be graded on an individual basis. Grades are a reflection of a student’s ability to meet the set academic standards of the classroom.

Snack Break

Each day there will be a snack break time. Children who pay for milk will get it during this time. Students may bring their own healthy snacks from home. Students eat what they bring for themselves. If students want to share their snacks with others, they must share with the entire class.

Computers

We will have the opportunity to go to the computer lab and will be using “Word”, “Publisher”, and “PowerPoint” for projects related to the curriculum. We will also be working on keyboarding skills using the Herzog method.

Contact Information

Please visit my webpage on a regular basis. (www.kewaskumschools.org) You will find weekly homework assignments, class news and notes, class photos, and other important information. I will try to update the page weekly. You may call me at 626-8427, ext. 1219. You may also email me at dhubbard@ksd.k12.wi.us.

****On the attached pages, you will find the 3rd Grade Kewaskum School District curriculum.**

****Below is a wonderful poem that I found. I look forward to working with you and your child this year!!**

Unity

I dreamed I stood in a studio
And watched two sculptors there
The clay they used was a young child's mind
And they fashioned it with care

One was a teacher, the tools he used
Were books and music and art
One a parent with a guiding hand
And a gentle loving heart

Day after day, the teacher toiled
With a touch that was deft and sure
While the parent labored by his side and
Polished and smoothed it o'er

And when at last their task was done
They were proud of what they had wrought
For the things they had molded into the child
Could neither be sold or bought

And each agreed he would have failed
If he had worked alone
For behind the parent stood the school
And behind the teacher, the home

--Author Unknown

Mathematics Syllabus

Unit 1: Routines, Review, and Assessment

- Identify Number patterns to solve problems
- Count by 10s and 100s
- Apply place-value concepts in 4 digit numbers
- Tell and show time to the nearest minute
- Calculate the value of combinations of bills and coins
- Write the total in dollar and cents notation
- Find equivalent names for numbers (Secure)
- Know addition facts (Secure)

Unit 2: Adding and Subtraction Whole Numbers

- Use basic facts to solve fact extensions
- Complete "What's my Rule?" tables
- Know addition and subtraction facts (Secure)
- Complete fact and number families (Secure)
- Solve addition and subtraction multidigit number stories
- Add multidigit numbers
- Subtract multidigit numbers

Unit 3: Linear Measure and Area

- Find the perimeter of a polygon
- Find the area of a rectangular region divided into square units
- Measure line segments to the nearest $\frac{1}{4}$ inch
- Measure line segments to the nearest cm (Secure)

Unit 4: Multiplication and Division

- Solve equal grouping number stories by using multiplication
- Solve equal grouping and equal sharing number stories
- Know multiplication facts from the first set of Fact Triangles
- Know multiplication facts having 2, 5, or 10 as a factor
- Complete multiplication/division fact families
- Know multiplication facts having 0 or 1 as a factor (Secure)

Unit 5: Place Value in Whole Numbers and Decimals

- Compare and order decimals
- Identify place value in decimals
- Read and write 1 and 2 digit decimals
- Know multiplication facts from the first set of Fact Triangles
- Read, write, and compare whole numbers up to 5 digits
- Identify place value in whole numbers up to 5 digits

Unit 6: Geometry

- Identify, draw, and name line segments, line, and rays
- Draw parallel and intersecting line segments, lines, and rays
- Draw angles and records of rotations
- Know multiplication facts from the first set of Fact Triangles (Secure)
- Identify right angles
- Identify and name 2-D and 3-D shapes (Secure)
- Identify symmetric figures and draw lines of symmetry (Secure)

Unit 7: Multiplication and Division

- Recognize and know square products
- Know multiplication facts from the second set of Fact triangles
- Solve extended multiplication facts to tens * tens

Unit 8: Fractions

- Find equivalent fractions for given fractions
- Identify fractional parts of a set
- Identify fractional parts of a region

Unit 9: Multiplication and Division

- Solve extended multiplication facts to hundreds * hundreds
- Solve equal grouping and equal sharing number stories

Unit 10: Measurement and Data

- Find the median of a data set
- Measure to the nearest centimeter and inch
- Know units of measure for length, weight, and capacity
- Make a frequency table
- Know multiplication facts
- Make a bar graph

Unit 11: Probability

- Understand and use the language of probability
- Use fractions to record probabilities of events
- Use random draws to predict outcomes
- Collect and organize data for use in predicting outcomes

Science Syllabus

How Living Things Function

- Name and identify parts of plants
- Classify animals
- Evaluate and identify how living things grow and reproduce
 - ❖ Use nonfiction books
 - Life of a Bean Plant
 - Follow Me Be a Bee
 - The Weddell Seals of Antarctica
 - The Blue Whales of Antarctica
 - Why Am I? Series

Living Things in Their Environment

- Investigate the elements that are necessary for the survival of living things

The Earth in Space

- Describe the patterns in earth's atmosphere
- Study our solar system
 - ❖ Create a solar system model
 - ❖ Use nonfiction book
 - Star Gazing in Our Solar System
- Observe cycle patterns that we see in space

Matter

- Identify and describe how matter changes
- Compare mixtures and solutions

Energy and Change

- Evaluate the different forms of energy.
- Describe and evaluate heat and light.

Science inquiries / experiments will be done using the scientific method:

State problem

Observe *to form a question*

Hypothesize

Test hypothesis / experiment

Conclusion

Social Studies Syllabus

Map Skills

- Identify the continents and major oceans of the world
- Read and interpret maps utilizing the key, intermediate directions, and distance scale
- Identify a location using a map grid

Regions of the United States

- Compare and contrast landforms and products of the five regions of the United States: Midwest, Northeast, Southeast, Southwest and the West
- Identify the fifty states
 - ❖ Practice identifying the states using computer

Landforms

- Classify types of landforms: peninsula, mountains, hills, valleys, lakes, rivers, oceans, islands, volcanoes, plains, and plateaus
 - ❖ Create a clay landform map

History

- Examine biographies and stories to understand the lives of people and explain their relationship to historical events
- Explain the significance of national and state holidays
- Read and interpret charts, graphs and time lines

Economics

- Identify basic goods and services
- Describe the role of money, banking, and saving in every day life
- Explain how business and industry depend upon workers with specialized skills to make production more efficient
 - ❖ Junior Achievement Program

Current Events

- Discussing current topics using Time for Kids

Language Arts Syllabus

Writing Topics/Genres:

- Personal Narrative-Compose a piece that tells about an important time in their life.
- Friendly Letter-Compose a friendly letter in correct format.
 - ❖ Pen Pal
- Research Report-Write a topic report including main idea and details.
- Descriptive Writing (including "How To" essay)- Compose an essay in sequential order.

Writing Skills:

Control of Language

- Applies 6 Traits □1 "good traits" of writing.
- Capture beginning/closing
- Model text patterns, language, etc.
- Uses literary devices (metaphor, simile, etc.)
- Applies fluency in writing
- Uses interesting, concise words in piece

Content/Composition

- Understands the writing process and uses the writing process. (Prewriting, editing, revising, proofreading, rough draft, final draft, publishing)
- Compose an organized piece
- Includes good ideas in text

Grammar/Spelling:

Conventions Acquired:

- Capitalization: in proper nouns (holidays, first word in a sentence, names, I, days of the week, months of the year, historical periods, special events, geographical names)
- Punctuation: declarative, interrogative, imperative, and exclamatory sentences, commas in greeting & closing of letters, dates, directly addressing someone, list of items, quotation marks used in dialogue, and apostrophes in contractions and possessives.

Grammar Acquired:

- Nouns & pronouns
- Adjectives
- Subject-verb agreement
- Past & present & future tense verbs
- Adverbs

Spelling

- Spells word wall words correctly
- Transfers spelling changes for suffixes/prefixes to other words
- Knows compound words
- Applies rules of plurals

Listening/Speaking

Oral Presentations

- Eye contact
- Poise
- Delivery – voice intonation and pace

Reading Syllabus

Reading Content/Genres:

Non-Fiction

- Discuss and chart students' background information about topic to create a base of understanding to build upon
- Examine how non-fiction text differs from fiction by use of titles, headings, graphics, illustrations, captions, and special fonts to sort information
- Determine author's purpose by finding main idea and supporting details

Fiction

- Preview text and pictures, then making predictions, confirming or revising by further reading
- Analyze story structure by tracking the story map: characters, setting, problem, events and solution
- Recognize a variety of fiction

Rhyming

- Recognize the many forms and styles of poetry
- Examine and enjoy the rhythm and rhyme, or lack thereof

Reading Skills:

Self Selected Reading

- Choosing “just right” books for independent reading
- Build fluency and comprehension
- Conference with teacher
- Meet with kindergarten reading buddies

Text Structure

- Compare and contrast fiction and non-fiction text
- Recognize text features: headings/subheadings, table of contents, index, charts, graphs, tables and flow charts
- Summarize by use of story map: characters, setting, problem, events, and solution.

Reading Strategies

- Determine importance (author’s purpose) by finding main idea and supporting details
- Summarize by sequencing the events of the story and making inferences
- Identify cause and effect

Vocabulary Development

- Identify and teach vocabulary important to comprehension of text
- Recognize and make personal connections to words
- Identify base word (root) and expand to include prefixes and suffixes

Literary Devices

- Employ theme and mood
- Compare by use of simile or metaphor
- Illustrate, through pictures and text, an animal as having human qualities

Word Recognition

- Identify beginning consonant/blends and vowel chunks (rhyming patterns)
- Recognize different sounds of vowels are determined by consonant and vowel patterns
- Employ context clues by reading on, then returning to beginning of sentence, trying a word and asking, “Does this make sense?”

Common Assessments: Third grade assesses word accuracy, fluency and comprehension by using short Rigby Books, Leveled 23, 24, 25. These assessments have, on average, 115 words.