

# MEET THE TEACHER NIGHT

**Ms. Clark & Ms. Anderson**



## Teacher Contact Information

- Email OR CALL to book an appointment
  - [CLARKA@PEARLANDISD.ORG](mailto:CLARKA@PEARLANDISD.ORG)
  - Phone Number 281-485-7912
  - Conference times
  - Monday-Friday 12:00-12:45
  - Teacher Webpage to view Important things and Peeks:



# MS. CLARK'S SCHEDULE

## **MS. CLARK'S DAILY SCHEDULE**

8:00-8:15 Welcome & Announcements

8:15-8:30 Read Aloud (Clark HR)

8:30-9:00 Shared Reading (Clark HR)

9:00-9:10 Restroom Break

9:10-9:40 Recess (Clark HR)

9:40-10:40 Guided Reading (Clark HR)

10:40-11:00 Writing (Clark HR)

11:00 Switch Classes

11:00-11:25 Read Aloud (Anderson HR)

11:29-11:59 Lunch (Anderson HR)

12:00-12:45 Specials (Anderson HR)

12:45-12:55 Restroom Break

1:00-1:30 Shared Reading ( Anderson HR)

1:30- 2:30 Guided Reading ( Anderson HR)

2:30-2:50 Writing ( Anderson HR)

2:50-3:00 Reflection and Switch

3:00 StackNPack / Dismissal (Clark HR)

## Teacher Contact Information

- Email OR call to book an appointment
  - [andersonsr@pearlandisd.org](mailto:andersonsr@pearlandisd.org)
  - Phone Number 281-485-7912
  - Conference times
  - Monday-Friday 12:00-12:45
  - Teacher webpage to view important things and peeks:



# Ms. Anderson's Class Schedule

## Ms. Anderson's Daily Schedule

8:10-9:10 Math (Whole Group)

9:10-9:40 Recess

9:40-10:10 Math (Small Group)

10:10-10:55 Science/ Social Studies

11:00 Switch Classes

11:00-11:25 Math (Whole Group)

11:26-11:56 Lunch

12:00-12:45 Specials

12:45-1:20 Math (Whole Group)

1:20-2:15 Math (Small Group) & Push-In  
Intervention

2:15-3:00 Science/ Social Studies

3:00 Switch Classes

3:05 Dismissal Procedures

# CLASSROOM RULES

CONDUCT AND WORK HABITS ARE GIVEN AS A LETTER GRADE ON YOUR CHILD'S REPORT CARD. EACH INFRACTION YOUR CHILD RECEIVES WILL BE NOTED DAILY IN THEIR CONDUCT FOLDER WITH AN EXPLANATION WHY HE OR SHE WAS GIVEN THE MARK. PLEASE TAKE THE TIME TO DISCUSS WITH YOUR CHILD WHY GOOD BEHAVIOR AND WORK HABITS ARE IMPORTANT.

<b>Safe</b>	<b>1. Keep your hands, feet, and objects to yourself.</b> <b>2. Remain in assigned location.</b>
<b>Respectful</b>	3. Follow directions. 4. Talk at appropriate times in appropriate tone. 5. Be respectful of other people and property.
<b>Responsible (work habits)</b>	6. Participate in class. 7. Be prepared: bring supplies, homework, return signed papers/ folders.

# HOMWORK

Each student will bring home a homework folder on Mondays. It will contain your student's homework for the week.

**Reading** 20 minutes of reading a night, is recommended.

**Spelling/Vocab** Lists will be distributed on Mondays. There will be a spelling jobs menu your child is required to complete as part of their homework. Spelling tests will be given on Fridays and will count towards 10% of their Language grade.

**Math** homework is a packet that is due on Friday. The packet will contain only math.

*Homework is an important part of 3rd grade. Please make sure your child is completing their homework weekly.*

## Third Grade Mathematics Course Description

### ***According to the Texas Essential Knowledge and Skills (TEKS):***

- (1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 3 are multiplying and dividing whole numbers, connecting fraction symbols to fractional quantities, and standardizing language and procedures in geometry and measurement.
- (2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify two- or three-dimensional geometric figures; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions and solve problems.
- (3) Throughout mathematics in Grades 3-5, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Grades 3-5 use knowledge of the base-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 5, students know basic addition, subtraction, multiplication, and division facts and are using them to work flexibly, efficiently, and accurately with numbers during addition, subtraction, multiplication, and division computation.
- (4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.

## Third Grade Reading Course Description

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## 3rd Grade Science Course Description

(1) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process."

(2) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.

(3) The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific methods, analyzing information, making informed decisions, and using tools to collect and record information while addressing the content and vocabulary in physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 60% of instructional time.

(4) In Grade 3, students learn that the study of science uses appropriate tools and safe practices in planning and implementing investigations, asking and answering questions, collecting data by observing and measuring, and by using models to support scientific inquiry about the natural world.

(A) Students recognize that patterns, relationships, and cycles exist in matter. Students will investigate the physical properties of matter and will learn that changes occur. They explore mixtures and investigate light, sound, and heat/thermal energy in everyday life. Students manipulate objects by pushing and pulling to demonstrate changes in motion and position.

(B) Students investigate how the surface of Earth changes and provides resources that humans use. As students explore objects in the sky, they describe how relationships affect patterns and cycles on Earth. Students will construct models to demonstrate Sun, Earth, and Moon system relationships and will describe the Sun's role in the water cycle.

(C) Students explore patterns, systems, and cycles within environments by investigating characteristics of organisms, life cycles, and interactions among all components of the natural environment. Students examine how the environment plays a key role in survival. Students know that when changes in the environment occur organisms may thrive, become ill, or perish.

# 3<sup>RD</sup> Grade Social Studies

## Course Description

**§113.1. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary.**

**§113.5. Social Studies, Grade 3.**

In Grade 3, students learn how individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.

To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of Paul Bunyan. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

## THIRD GRADE, GRADING POLICY

- 3<sup>rd</sup> and 4<sup>th</sup> = NUMERIC GRADES FOR READING, LA, MATH, SCIENCE AND SS (A, B, C, D, and F) FOLLOWING THE DISTRICT GRADING SCALE. NON NUMERIC GRADES (S = 74.5-100, N= 69.5- 74.49 and U= 0-69.49) FOR MUSIC, PE, HANDWRITING, HEALTH AND ART. CONDUCT AND WORK HABITS = NON NUMERIC GRADES USING (E = 89.5-100, S = 79.5- 89.49, N= 74.5-79.49, U = 0-74.49)
- TYPES OF GRADES = DAILY (CR ACTIVITIES, QUIZZES, IN-CLASS WRITING SAMPLES) AND MAJOR (LONG TERM PROJECTS AND TESTS)
- MINIMUM NUMBER OF GRADES = NO ONE ASSIGNMENT SHOULD COUNT MORE THAN 20% OF THE STUDENT'S GRADE. A MINIMUM OF TWO GRADES PER WEEK (COMBINATIONS OF DAILY AND MAJOR). SCIENCE AND SOCIAL STUDIES, ONE GRADE PER WEEK (COMBINATION OF DAILY AND MAJOR)

# PROMOTION REQUIREMENTS

- In grades 3-6, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for the following subject areas: mathematics, reading, language arts, science, and social studies. In addition, students must have a grade of 70 or above in each of the following areas: mathematics, reading, and language arts.

# STAAR requirements

Third graders are required to take the reading and Math STAAR tests in May. More information will be shared throughout the year as the state releases it.

May 11, 2020 and May 12, 2020

resources for parents and students:

- [parent/student resources](#)



# Other TOPICS

## Snack:

Students are allowed to bring a *healthy snack* to eat. Please do not send sugary foods like cookies, candy, etc. Please remember that it needs to be something that the child can eat while continuing to work on his/her assignments.

## Jackets:

Your child is encouraged to bring a light jacket since some rooms are chilly. Please write your child's name in the jacket and remind your child it is their responsibility to keep up with it.

## Safety:

Our priority is to ensure our students' safety.

Immediately report any concerns regarding bullying to school personnel.

Administration will investigate and take appropriate disciplinary action, as needed.

An anonymous report can be made on the district website.



# Other TOPICS

## RECESS:

RECESS IS 30 MINUTES A DAY, SO YOUR CHILD MAY BRING BOTTLED WATER AND WEAR SUNSCREEN. RECESS IS FROM 9:10-9:40 ON THE COVERED PLAYGROUND.

## BIRTHDAYS:

SUMMER BIRTHDAYS WILL BE NOW CELEBRATED DURING THEIR "HALF" BIRTHDAY. EX: JUNE WILL CELEBRATE IN DECEMBER

## TRANSPORTATION CHANGES:

- ONLY THE OFFICE CAN ACCEPT CHANGES. WRITE NOTE OR CALL IF GOING HOME A DIFFERENT WAY BY 2:30PM  
\*\*NO WALK UPS ALLOWED FOR PARENT PICKUP\*\*





## **What is RISE?**

*RISE is a school based mentoring program for students' K-12<sup>th</sup> grade in Pearland ISD. Students are matched with a mentor from the community that has been background checked, trained and has submitted an application.*

## **How does it work?**

*Mentor and mentee meet one day a week for 30 minutes on the school campus during the school day. Students are not pulled from core academic classes. Mentor and mentee participate in informal activities that the child enjoys in order to work towards building a relationship of trust.*

## **How can I learn more or get involved?**

*RISE is always working to recruit more mentors because we always have more kids wanting a mentor than we have adults available. If you would like to mentor, or if you would like to know more about your child having a mentor, contact your child's counselor or the district mentor specialist, Mandy Benedix.*

**Visit [www.pearlandisd.org/mentoring](http://www.pearlandisd.org/mentoring)**

**Email [mentoring@pearlandisd.org](mailto:mentoring@pearlandisd.org)**