Dear Families,

Welcome to the third grade! My name is Mrs. Davis and I will be your child’s teacher this year. This is my seventh year teaching and I could not be happier with my profession, workplace, grade level, and teammates. I was born and raised in North Carolina and went to the University of North Carolina at Wilmington to receive my undergraduate and master degree in Elementary Education. I am here to provide an equal opportunity for everyone to be educated in an engaging, collaborative, and supportive environment.

**Vision**

My goal this year is to provide students with the necessary skills to be lifelong learners and the confidence to become active citizens in their community. Through high expectations and rigorous work, students will excel academically, socially, and behaviorally. The skills I will be working on include independence, interdependence, interpretation, and voice, which I will often refer to as the habits of learning. These skills will improve your child’s problem solving, critical thinking, social, and communication skills. The habits of learning are intended to prepare your child for the 21st century world they are in as a child and will be in as a young adult. Thank you for working alongside me to help students be successful learners and citizens.

**Classroom Behavior Management Policy**

All students will be held to high expectations for individual and whole group success. This year our classroom rules and school rules are synonymous, therefore they will have the same consequences.

Expectations:

A: Attentive

R: Respectful

R: Responsible

R: Reliable

Consequences for not following our rules:

 -First Offense- Warning

 -Second Offense- Time-out in classroom (clip down)

 -Third Offense- Bounce to another classroom (clip down)

 -Fourth Offense- Parent contact ( clip down)

 -Fifth Offense- Office Referral (clip down and office warning/write up)

-Utilizing the Clip System allows students to clip down AND clip up throughout the day. Students who receive a “clip-down” will have ample opportunities to earn clip-ups. We all make mistakes, but the important thing is to readjust our behavior and make positive choices.

-At the beginning of each week, your child will receive a behavior/homework sheet, attached to their homework packet, that will reflect their behavior and learning for the day. Please discuss student’s behavior and academics, then sign the sheet. This sheet will stay in your child’s homework folder until Friday and then may be removed.

* + Volunteers are welcome in the class. Do not hesitate to reach out if you are interested in helping inside and outside of the classroom. If you would like to volunteer please contact me and we will set up a time that works for us both! It is great for your child to see you as part of the classroom.

**Academics/Grading**

Our academic focuses are *writing* across the curriculum, small group instruction, and expanding vocabulary. Below you will find a breakdown of the components of each subject. In my weekly newsletter, you will find the specific content topic we are learning.

1. Reading will consist of the following components:
	* Guided Reading Groups: Your child will spend the majority of our reading time in various reading centers to work on different literacy skills.
	* Accelerated Reading: Every third grader will participate in the Accelerated Reader program this year. Students will be individually assessed in reading to establish their reading level. Students will have individual reading goals for each nine weeks. Testing: In addition to the unit test related to the reading comprehension skills we will be learning, students will partake in benchmark and End of Grade testing.
2. Writing
	* Grammar: We want to expand vocabulary by teaching your child about different parts of speech, shades of meaning, and affixes.
	* Writing Conventions: We will continue to work on capitalization and punctuation.
	* Compositions: We will be writing narratives, opinion pieces, poetry, informational pieces, and responses to literature through the year. The end of the year goal is to have your child writing three body paragraphs along with an opening and closing sentence. Writing compositions will be kept in school in their writing portfolio.
3. Math
	* Guided Math: After the main lesson is delivered, students will engage in independent practice and the various math centers listed below.
		1. Math Technology will allow students to work on remediation skills through Accelerated Math (AM) and/or Tenmarks. I will be setting individual mastery goals in AM and I will send home the Tenmarks login information so that students can use the program at home.
		2. Math Games/Math with Someone is a station that allows students to play interactive math smartboard games with their peers.
		3. Math with the Teacher is where I will directly remediate, teach, and enrich students in small groups.
4. Science and Social Studies
	* These subjects will be integrated into our reading and writing block, but students will also have a more extensive science or social studies block that includes assignments, such as a research paper or experiment. Science and Social Studies Weeklys will be sent home and often collected as a grade. We also will be conducting various STEM assignments to provide hands-on learning.

\*Grading Scale= Tests 40%, Quizzes 30%, Classwork 20%, Homework 10%.

**Homework**

* + *During the school week*, reading homework will be to read for 20 minutes every night, complete the reading response journal, and have a parent initial the journal. Math homework will usually involve one or two worksheets on the current topics we are covering and a fast fact quiz. The assignments for the week will be stapled into one homework packet with instructions and then due on Friday. Spelling will be considered as extra credit work if done at home since students will have plenty of practice time in class.
	+ *Late homework for reasons other than an excused absence will not be graded.* The child’s grade will not be affected for the first two missing assignments IF the parent sends a note the day the homework is due. If any part of the homework is incomplete or missing (including the reading response journal), the child’s grade will be impacted and the child will complete during free time. *Parental signatures are required on the weekly homework packet.*