

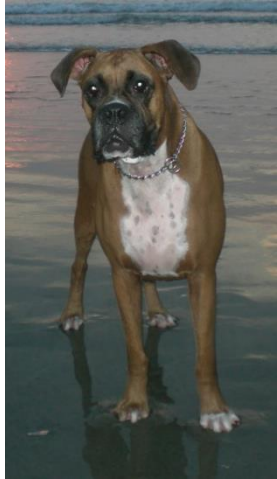
# WELCOME TO PARENTS' NIGHT!

- Thank you for taking part in your child's education!
- We will begin in a few minutes!
- While you wait....



Consider leaving your child a note on on his/her desk using the colored oak tag! They would love to hear from you. Feel free to decorate it with their markers!





# WHO IS MRS. CONNELLY?



## I am a/an:

Former Resident of West Virginia (23 years)

West Virginia University Graduate

North Penn School District Teacher for 8 years

Seventh year as a Quakertown Teacher

Certified in both elementary education and  
special education

Wife to a fellow teacher in the North Penn SD

Mother of two daughters, ages 15 and 12

Reader

Owner of one crazy boxer named Zoe & cat  
Bella.

Most often found at daughters' sporting events



# KAYLA AND TAYLOR

- Thinks outside the box.
- Needs to be challenged.
- Loves to laugh.
- Can be sensitive despite her outgoing personality.
- Can be a little lazy at times.
- Plays soccer nonstop.



## All Kids Are Different!

- Quiet
- Needs plenty of encouragement
- Loves dogs
- Works hard at studying and organization.
- Puts a lot of pressure on herself to do well in school.
- Athletic



**MY GOAL:** To find out your child's passions, strengths and areas of need in order to instruct them with a style where they can achieve a year's worth of growth in all areas.  
(Just like I would want my children's teachers to do!)





## MY CLASSROOM PHILOSOPHY...

- Every student can succeed.
- Raise the bar – set expectations high.
- Take risks as readers and writers.
- Keep it real.
- Learning to read. Reading to learn.
- Become decision makers & problem solvers.
- Independent, appropriate, and **RESPONSIBLE**.
- Fair is not always equal.

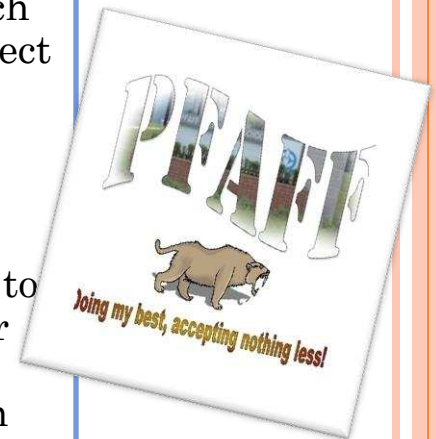




# MY CLASSROOM MANAGEMENT

We take full pride in the Pfaff Pledge and the Positive Behavior Support (PBS) program in room 217. In fact, we use it for our class rules as well. For the first few weeks, we reviewed expectations for various areas such as the classroom, hallway, playground, cafeteria, and so forth. We expect all classroom citizens to abide by the Pfaff Pledge at all times.

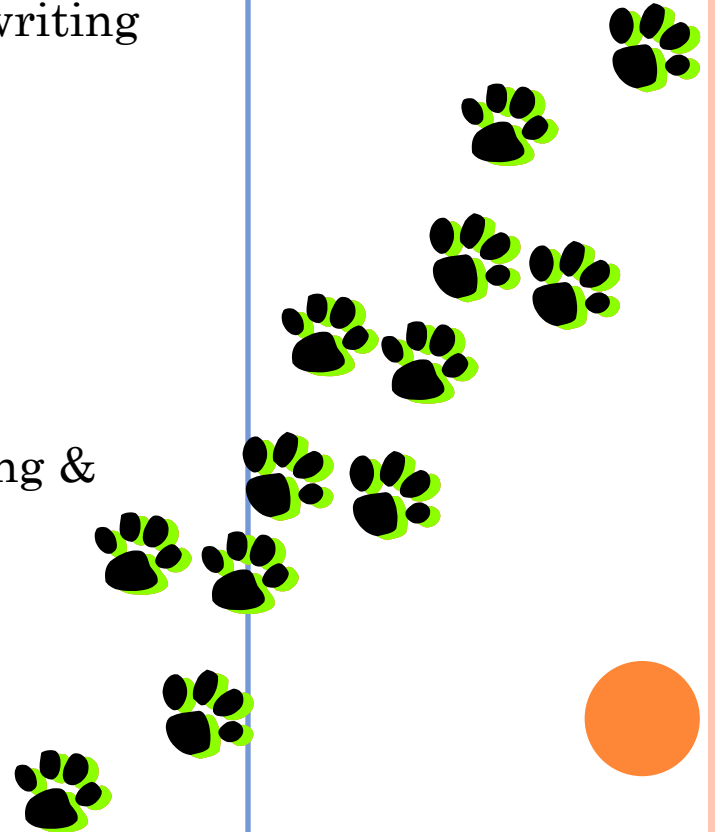
This year, our Positive Behavior Support program is in the third year of implementation and has shifted more responsibility onto the students. Our theme is to be a “bucket filler” and not a “bucket dipper.” Be sure to ask your child about all of our invisible buckets and how we can fill our own bucket while trying to fill others’. Students found to be “buckets” earns a ticket for the class, which are tallied and displayed in the main lobby. There will still be celebrations after the second, third and fourth marking period to honor our great community. The entire program runs on positive reinforcement. In the rare case of students making a poor choice that is unsafe, bullying or not easily redirected, they will have a consequence in the classroom and/or parents will be contacted if warranted. Consequences include loss of recess time or a contact home, either by note, email or phone.





# OUR SCHEDULE

- 9:00-9:25 Unpack/Morning Routine/Independent Reading
- 9:25 – 9:55 Target Time
- 9:55-10:15 Star Student/Grammar/Handwriting
- 10:15-11:00 Special
  - Day 1= Phys Ed, Day 2= Library, Day 3= Music, Day 4= Art
- 11:00-12:00 Math
- 12:00-12:30 Lunch
- 12:30-12:55 Recess
- 12:55-1:40 Science/Social Studies
- 1:40- 2:10 RELA (Reading, writing, spelling & grammar)
- 2:10-2:40 Guided Reading
- 2:40-2:55 Recess
- 2:55-3:40 Writing/Spelling
- 3:40 – Pack up – First Bell 3:43







# THE THIRD GRADE READING CURRICULUM



- **Balanced Literacy**
  - Shared, Guided, Independent Reading
- **JOURNEYS – Houghton Mifflin Harcourt**
  - [www.thinkcentral.com](http://www.thinkcentral.com)
    - Provides Shared and Leveled ebooks
    - Extra practice pages for all targeted skills
- **Comprehension is the key to 3<sup>rd</sup> Grade**
  - Making connections
  - Asking questions
  - Making inferences
  - Visualizing
  - Main Idea & Supporting Details
- **Reading a variety of genres**
  - Fiction, non-fiction, biographies, fantasy
  - Common Core Standards = 50% nonfiction reading



# *READING ACTIVITIES*

## *TO DO AT HOME:*

### ○ **Have your child**

- Summarize what was read
- Tell the main idea of the passage/story
- Describe the setting by drawing a picture
- Identify the character's or story's main problem
- Write a paragraph telling what the story means to you
- Tell what the character's point of view is
- Compare characters in the story or to another story
- Describe how the problem develops and is resolved
- Describe the feelings of the characters
- Describe how the character changes
- Reread a part of the story with expression
- Tell how the character changed from the beginning of the story to the end
- Tell how you acted like the character in the story
- Compare the setting of the story with where you live
- Tell about something in your life that this book reminds you of
- Make a list of questions to ask the author or a person described in the passage
- Describe how the author used character names to enhance the story
- Compare this story to another story
- Tell if you would recommend this story to someone else – tell why or why not
- Tell how you would change the story
- Tell what the author had to know to write the story
- Visit Raz-Kids and Study Island websites.







# THE THIRD GRADE WRITING CURRICULUM

- **JOURNEYS Houghton Mifflin Harcourt**
  - Spelling & Grammar
  - Targeted skills every week
  - Spelling not a M-F routine. Pretests occur approx. every 6 school days.
  - Two spelling “choice calendar” assignments will be given with every lesson.
  - [www.spellingcity.com/rconnelly](http://www.spellingcity.com/rconnelly)
  - Spelling Lists & Tests: Regular and Challenge
  
- **Lucy Calkin’s Units of Study**
  - Writer’s Workshop
  - Mini-lessons
  - Writing “fast & furious”
  - Conferencing
  
- **Types of Writing**
  - Personal Narrative
  - Persuasive
  - Informational





# THE THIRD GRADE MATH CURRICULUM

Everyday Math Program & Common Core Progress (supplement)

- Will cover all of the Common Core math standards
- Has a hands-on approach
- No more spiral; intensive study on one topic
- No unit tests; quick checks then remediation, extra practice, differentiation (Target Tickets & Tracking Sheets)
- Problem Solving & Basic Facts
- [www.everydaymathonline.com](http://www.everydaymathonline.com)
  - Parents can find Family Letters (which contain answers to homelinks).
  - Parents can print copies of Homelinks.
  - Parents and students can revisit parts of the lesson covered in class.
  - Students and parents can access the Student Reference Book.
  - Students can access online games to practice skills from class.



# EXAMPLE OF MATH HOMELINK

Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

HOME LINK  
1•8

## Finding Differences



### Family Note

It is not expected that your child knows how to use a traditional method of subtraction to solve these problems. Formal methods will be covered in the next unit. You can find an explanation of how to find differences on a number grid on page 8 in the *Student Reference Book*.

*Please return this Home Link to school tomorrow.*



Visit Student Reference Book (SRB) online as a resource.

1. Fill in the numbers on the number grid below.

	132								
									150
			154						
						177			

Use the number grid above to help you answer the following questions.

2. Which is more, 154 or 131? \_\_\_\_\_ How much more? \_\_\_\_\_
3. Which is less, 177 or 148? \_\_\_\_\_ How much less? \_\_\_\_\_
4. The difference between 180 and 158 is \_\_\_\_\_.



# TRACKING MATH PROGRESS

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

## Unit 1 Math Target Ticket

Today I did not meet the target for:

- Elapsed time to the nearest minute
- Time/Time word problems
- Graphing and data analysis
- Finding differences
- Counting Money
- Making change to \$5



I will be reassessed on:

\_\_\_\_\_




I will continue to work on this skill by doing extra practice to help me hit the target. (Choose at least one of the following).

- Completing an extra practice worksheet
- Assignment on study Island
- Peer Tutoring
- Revision of an assessment

Once you have completed your extra practice, turn in your ticket to see if you are on target!

Parent Signature: \_\_\_\_\_

## Tracking Unit 1 Math Targets

	<b>Math Targets</b>			
Date		I got it. I am on or above target! (3 or 4)	I almost got it. (2)	I still need practice. (1)

## BIG IDEA: Measurement & Data

The Learning Target:

Tell and write time to the nearest minute and solve problems by calculating time intervals

<ul style="list-style-type: none"> <li>• EDM 1.4 RSA Writing time in digital notation</li> </ul>			
<ul style="list-style-type: none"> <li>• CCP Lesson 24 Tells time, calculates elapsed time</li> </ul>			
<ul style="list-style-type: none"> <li>• EM 1.13 Calculates elapsed time</li> </ul>			

The Learning Target:

Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs

<ul style="list-style-type: none"> <li>• CCP Lesson 26 Completing and interpreting a pictograph</li> </ul>			
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The Learning Target:





# SCIENCE CURRICULUM

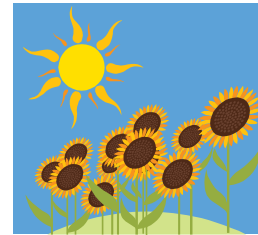
❑ Rocks/Minerals/Landforms



❑ Chemical Testing



❑ Plant Growth and Development





# SOCIAL STUDIES CURRICULUM

- Civics and Government



- Economics





# PFAFF READING & MATH GOALS

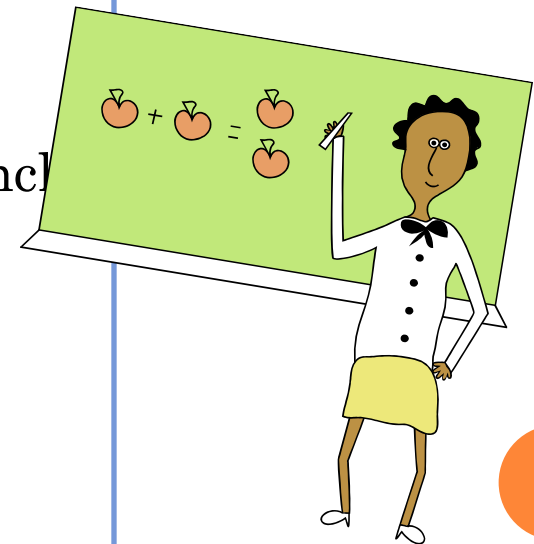
## Reading Goal

- 25 Books Per Year
- A book is 'appropriate' if it is on your child's level (longer books can count for 2+ books). 50 pages = 1 book (for most readers).
- Reading Log, turned in at the conclusion of each month; kept in homework binders.



## Math Goals

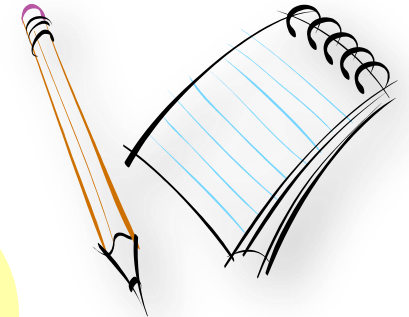
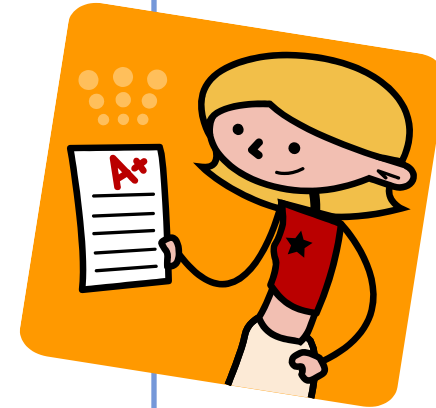
- Time to the minute & elapsed time
- Measure to the nearest  $\frac{1}{2}$  cm and  $\frac{1}{4}$  inch
- Multi-digit addition & subtraction
- Problem solving
- Multiplication facts from 0-12
  - (We will learn the 0, 1, 2, 5, 10 and 11 facts first!)
- Division facts from X fact families





# ASSESSMENTS

- Projects
- In Class Assignments
- Reading Responses
- Writing Journals/Pieces
- Reading & Math Benchmarks
- Formative Assessments
- Secure Skills
- Quizzes/Tests/Student Learning Outcomes (SLO)



# STANDARDS BASED GRADING & REPORT CARDS

- All daily activities are focused on Common Core Standards. These standards are broken down into many learning targets. Students are assessed daily on their progress towards demonstrating proficiency of these learning targets.
- Progress is reported to you formally 4 times a year. Parents can also check progress 24/7 with their Powerschool log in information. Indicators are updated at least one other time in addition to the end of the marking period.
  - Students can receive:
    - 4 = Demonstrates mastery of the learning target/standard
    - 3 = Proficiency demonstration of the learning target/standard
    - 2/1 = Not yet demonstrating mastery of the learning target/standard.
- Please remember that the learning targets are year-long goals and their indicators communicate their current progress towards that goal.
- Report Card Changes made to RELA last year and Math this year.



# CURRICULUM AND DEPTH OF KNOWLEDGE

- QCSD's curriculum is constantly evolving to remain rigorous for student achievement.
- Teachers use “Depth of Knowledge” when lesson planning, creating activities and simply questioning students.
- Four levels of Depth of Knowledge –
  - Recall – students memorize, recite, simple answer point-blank questions
  - Basic Application – perform procedures, conduct investigations, demonstrate/explain
  - Strategic Thinking – analyze/investigate new information and communicate understanding (be able to explain)
  - Extended Thinking – apply concepts, make connections and critique, generate or create something new with your knowledge.
- Some recall and basic application might be necessary with some learning targets, but should be expanded into the strategic and extended thinking areas.





## WHAT IS TARGET TIME?

- Target Time is a half hour of instructional support.
- Some students receive instruction from our IST teacher, the reading specialist, aides or other grade level teachers.
- It is an opportunity for the third grade team to create differentiated groups to meet the diverse needs of our students.
- Your child will receive extra support, more practice, or enrichment on a specified skill.



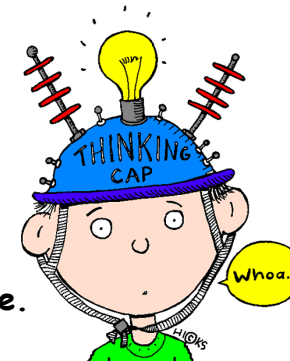
# HOMWORK

- Every student is expected to read 20 minutes a night, at least 5 times a week.
  - Track your pages read on the monthly reading log and send back to school on the date indicated at the bottom of the page (generally the last school day of the month).
- Spelling – Students can practice their spelling words at [www.spellingcity.com/rconnelly](http://www.spellingcity.com/rconnelly). Students also get to select two assignments a week from their Choice Handbook and monthly calendar.
- Additional homework – Math homelinks are assigned several times a week, however, students should be practicing their addition, subtraction (and eventually multiplication/division facts) nightly. Math homelinks are extensions or practice of learning targets covered in class.
- Students will receive an “OOPS” notice when homework is not turned in (beginning at the end of September). This must be signed and returned with the completed work.

Date \_\_\_\_\_ Name \_\_\_\_\_

# OOPS!

Today, I did not turn in my assignment \_\_\_\_\_.  
I need to turn it in tomorrow attached with this note and my parent's signature.  
Parent's Signature: \_\_\_\_\_





# TECHNOLOGY RESOURCES FOR HOME

- Each student should have a “technology form” in their binder. This contains all websites, usernames and passwords needed to access all sites.

Website	Purpose	Username	Password
Network Log On <a href="http://www.raz-kids.com">www.raz-kids.com</a>	Access netbooks	rebeconn12	satfrom
<a href="http://www.everydaymathonline.com">www.everydaymathonline.com</a>	Reading Fluency & Comprehension	bconnellye (only teacher name needed) – click name	
<a href="http://www.studyisland.com">www.studyisland.com</a>	Practice math learning targets	rebeccac245	125
<a href="http://www.studyisland.com">www.studyisland.com</a>	Practice reading, math and social studies learning targets	rebeccac245	125
<a href="http://www.spellingcity.com/rconnelly/">www.spellingcity.com/rconnelly/</a>	Practice spelling & vocab	NA	NA
<a href="http://www.compasslearningodyssey.com">www.compasslearningodyssey.com</a>	Practice all learning targets. Complete assignments.	qc23.rconnelly	satfrom
<a href="http://www-k6.thinkcentral.com">www-k6.thinkcentral.com</a>	Revisit reading unit for extra practice. Complete assignments.	rconnelly	18852





# WHAT ABOUT THE PSSAs?

## What is the PSSA?

- Pennsylvania System of School Assessment  
(i.e. big state tests)

## When are the tests?

- April 13-24, 2015

## What do the PSSAs assess?

- Mathematics and reading achievement based on Common Core academic standards

### Want more info?

Check out the Pennsylvania Department of Education  
website: <http://www.pde.state.pa.us/>





# COMMUNICATION METHODS

## Calls, Emails, and Notes

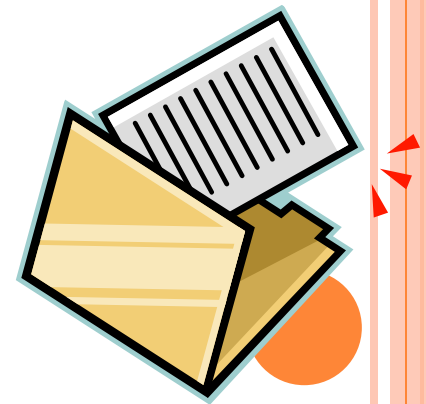
- Excuse blanks after an absence
- Parent Pick Up (please do not email or leave a message, please **send in a note** or ***call*** the office)
- *Pfaff Post 217*, Occasional Class Newsletter
  - Comes via email
  - Important dates/events/curriculum items

## Homework Binder

- Keep and Return Pockets
- Homework agenda/ Parent's Signature Daily
- Book log
- Technology Passwords
- Spelling Choice Handbook

## Website ([www.qcsd.org](http://www.qcsd.org))

- Important Information, Websites, Newsletters
- [Mrs. Connelly's Website](#)
  - All spelling units, Student Work, Practice Websites, Photos, Blog



# OTHER INFO

## ○ Birthdays

- Only invitations that are given to the entire class may go home from school.
- \*\*\*NO BIRTHDAY FOOD TREATS\*\*\*

## ○ Parent Help – Security Clearances!!

- Target time
- Writing time
- Technology Projects
- Class Parties
- Field Trip – Crystal Cave in late Spring





# QUESTIONS?

Don't forget to check email to sign up for a fall conference!

Please leave a note for your child!

Thank you for coming!

Mrs. Rebecca Connelly

215-529-2899

[rconnelly@qcsd.org](mailto:rconnelly@qcsd.org)

