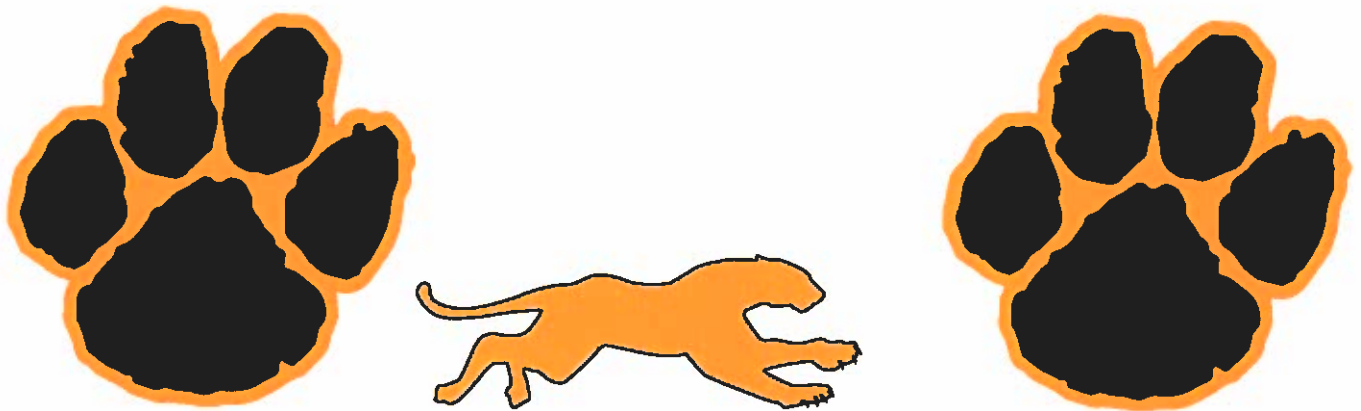




# HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT

## Manor Intermediate School Third Grade Information Open House 2019-20



### Third Grade Teachers

Becky Fraser, Elizabeth (Liz) Huchthausen, Lorraine  
(Lori) Patton, Amber Saeva, Nicole Smith, Lisa Smith,  
and Patrick Wilson

Principal – Jeanine Lupisella

Assistant Principal – Joelle (Joey) Weaver





# Honeoye Falls - Lima

## Central School District

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# Strategic Plan

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## Our Mission

The mission of Honeoye Falls-Lima School District is to ensure students display the knowledge, skills, and character qualities needed to realize their aspirations and succeed in a rapidly changing world.

## Our Vision

Our vision is to be the District of choice for parents, families, students, educators, administrators, staff, and the community at large who believe that education is the foundation for success.

Success will be measured by students who:

- Think critically, creatively, and independently.
- Communicate effectively.
- Solve problems efficiently.
- Lead with passion and integrity.
- Engage in relevant and rigorous curricula.
- Participate in a variety of experiential and extracurricular activities.
- Demonstrate respect and kindness for themselves and others.
- Make their own decisions, and better understand how their decisions impact others.
- Believe in themselves.
- Practice healthy living.
- Embody life-long learning.

## Strategic Intentions

### ***Student Achievement-***

Students of Honeoye Falls-Lima Schools will engage in rigorous and relevant application of:

- Cross-curricular learning
- Skills development in communication and the use of technology in that communication
- Collaboration
- Inquiry / problem solving
- Current technology tools
- Multi-cultural experiences with language study and cultural exploration
- STEaM

### ***Student Engagement***

Students in Honeoye Falls-Lima Schools will have experiences in and out of the classroom that are made meaningful and relevant through their connections and relationships with others in the school community. These experiences will nurture responsible and ethical decision-making, and quality character.

### ***Cougar Pride***

The School District will provide and foster an inviting school environment in which the Honeoye Falls-Lima community feels pride and ownership.

### ***Safety***

## THIRD GRADE CURRICULUM

The New York State (NYS) English Language Arts (ELA) and Math Standards are listed on the following pages. The following Social Studies and Science topics will be explored this year:

### Social Studies - Units of Study (Integrated with ELA)

- Map Skills/Geography
- Focus on US and World Geography
- Cultures of the World
  - US
  - Kenya
  - Brazil



### Science - Units of Study

- Weather and Climate
- Life in Ecosystems
- Inheritance and Traits
- Engineering
- STEAM



### Weekly Special Area Classes are as follows:

- Art = 45 minutes per week
- Music= 45 minutes per week
- Physical Education= 45 minutes 3 times per week
- Technology and Library = 45 minutes per week two times per week

### New York State Test Dates:

- Gr. 3 NYS ELA Test - March 25-26, 2020
- Gr. 3 NYS Math Test – April 21-23, 2020

### i-Ready Assessments for math and ELA occur at the following time of year:

- Mid -September
- Mid-January
- Mid -May

# GRADE 3

## Operations & Algebraic Thinking

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.

**3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**3.OA.5** Apply properties of operations as strategies to multiply and divide.

**3.OA.6** Understand division as an unknown-factor problem.

**3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

**3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

## Number & Operations in Base 10

**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

**3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

## Measurement & Data

**3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).<sup>1</sup> Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

**3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

**3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.

**3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

**3.MD.7** Relate area to the operations of multiplication and addition.

**3.MD.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

## Number & Operations - Fractions

**3.NF.1** Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

**3.NF.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram.

**3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

## Geometry

**3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

**3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

# GRADE 3

## READING: LITERATURE

### Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Craft and Structure

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

### Integration of Knowledge and Ideas

- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.8 (RL.3.8 not applicable to literature)
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

## READING: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3b Decode words with common Latin suffixes.
- RF.3.3c Decode multisyllable words.
- RF.3.3d Read grade-appropriate irregularly spelled words.

### Fluency

- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4a Read grade-level text with purpose and understanding.
- RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## WRITING

### Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d Provide a concluding statement or section.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.
- W.3.3d Provide a sense of closure.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.
- W.3.9 begins in grade 4)

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## READING: INFORMATIONAL TEXT

### Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Craft and Structure

- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, & technical texts, at the high end of the grades 2-3 text complexity band independently & proficiently.

## LANGUAGE

### Conventions of Standard English

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b Form and use regular and irregular plural nouns.
- L.3.1c Use abstract nouns (e.g., childhood).
- L.3.1d Form and use regular and irregular verbs.
- L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h Use coordinating and subordinating conjunctions.
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a Capitalize appropriate words in titles.
- L.3.2b Use commas in addresses.
- L.3.2c Use commas and quotation marks in dialogue.
- L.3.2d Form and use possessives.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a Choose words and phrases for effect.
- L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

### Vocabulary Acquisition and Use

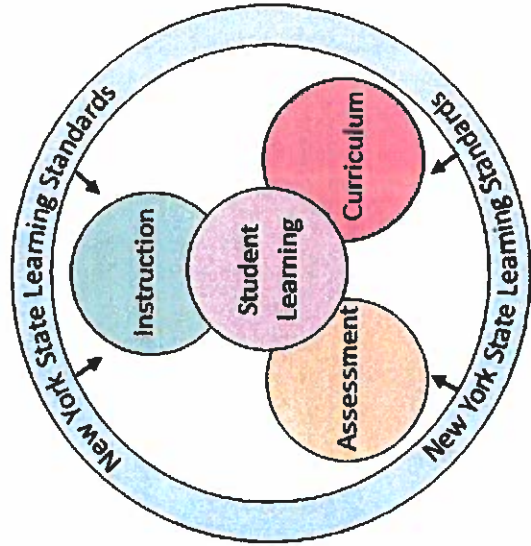
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context.
- L.3.5b Identify real-life connections between words and their use.
- L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

## SPEAKING AND LISTENING

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

# Standards and My Child's Classroom Learning

Student learning is best supported when goals are well defined. The model below shows how key parts of learning work together. The central focus, student learning, depends on curriculum, instruction, and assessment. The learning standards represent the overall knowledge and skills students need to learn by the end of each school year.



<p><b>Standards</b> "What do we need to learn?"</p>	<p>Standards are:</p> <ul style="list-style-type: none"> <li>• goals for New York State students</li> <li>• organized by subjects and grade levels</li> <li>• the learning intended to be accomplished by the end of a specific school year</li> <li>• approved by the New York State Board of Regents</li> </ul> <p><i>Example of a Kindergarten Math Standard: Duplicate and extend simple patterns using concrete objects. Ex: Colored blocks or tiles.</i></p>
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<p><b>Curriculum</b> "What are we learning?"</p>	<p>Curriculum is:</p> <ul style="list-style-type: none"> <li>• the content, concepts, and skills students will learn to enable them to meet the standards</li> <li>• determined by individual school districts</li> </ul> <p><i>Example: locally developed units of study, such as a unit on poetry or multiplication of two-digit numbers.</i></p>
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<p><b>Instruction</b> "How are we learning?"</p>	<p>Instruction is:</p> <ul style="list-style-type: none"> <li>• the approaches and strategies an educator chooses to teach the curriculum</li> <li>• based on the needs of students</li> <li>• determined by classroom teachers and districts</li> </ul> <p><i>Example: small group instruction or cooperative learning</i></p>
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<p><b>Assessment</b> "What have we learned?" "What should we do next?"</p>	<p>Assessments:</p> <ul style="list-style-type: none"> <li>• are processes used to learn about student progress</li> <li>• guide and inform teaching</li> <li>• are determined by local districts and/or teachers, as well as New York State</li> </ul> <p>* New York State administers:</p> <ul style="list-style-type: none"> <li>• ELA and Mathematics Assessments in Grades 3-8</li> <li>• Science Assessments in Grades 4 &amp; 8</li> <li>• Regents Examinations</li> <li>• English as a Second Language Achievement Test (NYSESLAT)</li> <li>• Alternate Assessment (NYSAA)</li> </ul> <p><i>Example: classroom observation of a student recognizing patterns or analyzing a student's classroom writing sample</i></p>
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## What are the Next Generation Learning Standards?

The Next Generation Learning Standards are the educational goals for all of New York State's students from prekindergarten through grade 12 in English Language Arts and Mathematics.

## Why were the standards revised?

The standards were revised to ensure they are appropriate for students' grade levels and reflect what students should know and be able to do in math and ELA.

## When will the Next Generation Standards be implemented?

Full implementation of the NYS Next Generation Learning Standards begins during the 2020-2021 school year for prekindergarten through grade 8. The [implementation timeline](http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline) can be found at <http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline>.

## How will the standards be assessed?

While teachers assess standards daily in their classrooms, students will also be assessed on the Next Generation Learning Standards beginning in spring of 2021 on the Grades 3-8 New York State ELA and Mathematics Assessments.

## How can I learn more?

You can learn more about the [Next Generation ELA and Mathematics Learning Standards](#) by talking to your child's teacher or visiting [www.nysed.gov/next-generation-learning-standards](http://www.nysed.gov/next-generation-learning-standards).

## Parent Resources Supporting Learning at Home



## A Parent's Guide to the New York State Next Generation ELA & Math Learning Standards

[Next Generation Learning Standards in English Language Arts & Mathematics](http://www.nysed.gov/next-generation-learning-standards)

[www.nysed.gov/next-generation-learning-standards](http://www.nysed.gov/next-generation-learning-standards)

[New York State Parent Teacher Association \(PTA\) Parent Resources](http://www.nyspt.org/home/parent-resources/)  
[nyspta.org/home/parent-resources/](http://www.nyspt.org/home/parent-resources/)

[Resources for Parents of Students with Disabilities](http://www.p12.nysed.gov/specialized/quality/parents.htm)

[www.p12.nysed.gov/specialized/quality/parents.htm](http://www.p12.nysed.gov/specialized/quality/parents.htm)

[Multilingual Learner/English Language Learner Parent Resources](http://www.nysed.gov/bilingual-ed/english-language-learner/multilingual-learner-parent-resources)

[www.nysed.gov/bilingual-ed/english-language-learner/multilingual-learner-parent-resources](http://www.nysed.gov/bilingual-ed/english-language-learner/multilingual-learner-parent-resources)



[New York State Education Department Office of Curriculum & Instruction](http://www.nysed.gov/curriculum-instruction)

[www.nysed.gov/curriculum-instruction](http://www.nysed.gov/curriculum-instruction)  
Email: [EMSCURRIC@nysed.gov](mailto:EMSCURRIC@nysed.gov)

Phone: (518) 474-5922




## Our Students Making T.R.A.C.K.S



Character and habit development are critical components of an elementary education. At Manor Intermediate, our students are expected to: always Try, be Respectful, Act responsibly, be Creative, be Kind and be Safe. Together, these traits make our T.R.A.C.K.S. Our students are taught 16 habits that support the understanding, practicing and applying of these traits. Research\* shows that when a school environment is positive and predictable, students feel safe, have better academic performance, and classroom engagement and make better behavior choices. When your son/daughter is seen exhibiting these traits in our school, they can be nominated by any of our faculty, staff, parents or students. Our students are nominated on the form below, announced on our Cougar News, and then the form is sent home for you to celebrate, as well.

**Kids Catching Kids being "on TRACK"**









Student being nominated: \_\_\_\_\_

Student's teacher: \_\_\_\_\_

I, \_\_\_\_\_ (your name), saw you \_\_\_\_\_













\_\_\_\_\_

Which supports our TRACKS trait of:

 always Try	 be Respectful	 Act responsibly
 be Creative	 be Kind	 be Safe

Research from: Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-side Positive Behavior Support in Elementary Schools. Journal 1

# HABITS OF MIND

 <p><b>1. Persisting</b> <i>Stick to it!</i> Persevering in task through to completion, remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>2. Managing Impulsivity</b> <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberate</p>	 <p><b>3. Listening with understanding and empathy</b> <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions</p>	 <p><b>4. Thinking flexibly</b> <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p><b>5. Thinking about your thinking</b> (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>6. Striving for accuracy</b> <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly</p>	 <p><b>7. Questioning and problem posing</b> <i>How do you know?</i> Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>8. Applying past knowledge to new situations</b> <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><b>9. Thinking &amp; communicating with clarity and precision</b> <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p><b>10. Gather data through all senses</b> <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses: taste, touch, smell, hearing and sight</p>	 <p><b>11. Creating, and innovating</b> <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p><b>12. Responding with wonderment and awe</b> <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p><b>13. Taking responsible risks</b> <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p><b>14. Finding humor</b> <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self</p>	 <p><b>15. Thinking interdependently</b> <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work</p>	 <p><b>16. Remaining open to continuous learning</b> <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency</p>



# Manor Intermediate School Homework Policy 2019-20



*The mission of Honeoye Falls-Lima School District is to ensure students display the knowledge, skills and character qualities needed to realize their aspirations and succeed in a rapidly changing world.*

To meet this goal, the Manor School Staff recognizes the need for students to develop skills and raise the standard of their work. **Fluent reading and math enhances achievement in all areas of learning.** It is important that our students begin to assume responsibility for their learning that extends beyond the classroom.

## Homework

**English Language Arts** – Read independently and/or with a parent and complete weekly ELA/Social Studies homework. Record student reading minutes as prescribed by the teacher.

- 2<sup>nd</sup> Grade: 75 minutes/week
- 3<sup>rd</sup> Grade: 100 minutes/week
- 4<sup>th</sup> Grade: 125 minutes/week
- 5<sup>th</sup> Grade: 150 minutes/week

**Math** - Math fact practice and weekly review/corrections.

- **Grade 2 master addition and subtraction (up to 20)**
- **Grade 3 master multiplication and division**
- **Grade 4 and 5 should know all operations fluently**

**Occasional homework** may include:

- Flipped Classroom – watching a lesson from home
- Work on a project or gather materials for a school project
- Make up work missed or incomplete

**Expectations – It takes a team!**

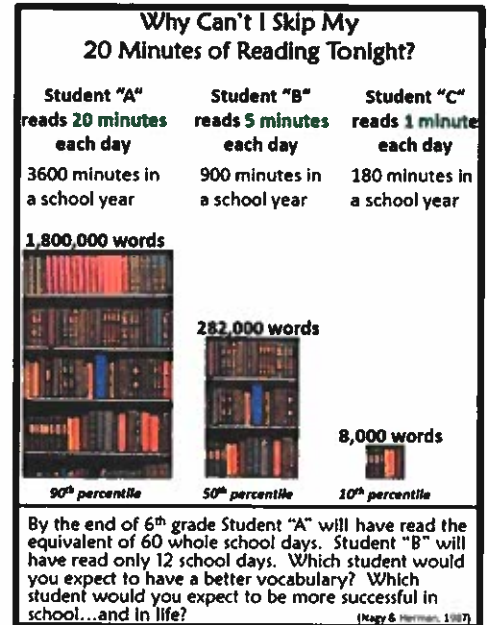
**Students are expected** to make an effort to complete assignments neatly, carefully and to the best of their ability.

**Parents are expected to:**

- Establish a schedule and place for their child to complete homework.
- Encourage their child to do homework, but not complete the homework for him/her. Discuss reading and turn math fact practice into games.
- Contact the teacher if their child is consistently unable to complete the homework independently in the recommended time.

**Teachers are expected to:**

- Communicate homework expectations with students and parents.
- Provide relevant homework assignments that students should be able to complete with limited assistance.
- Give students feedback on homework.



<b>Homework Time Limits</b>
Second Grade – 20 minutes/day
Third Grade – 30 minutes/day
Fourth Grade – 40 minutes/day
Fifth Grade – 50 minutes/day



# How do we learn about your child?



Students all take a unique learning path as they work toward or beyond the standards we set at Manor Intermediate School. It is critical for our teachers to know each student well. There are multiple ways to assess a child's learning progress. Within the classroom, observation, classwork, homework, projects, teacher/student conferences, quizzes, rubrics, and student self-reflection or evaluation are examples of how teachers learn about your child. We also monitor student progress over time. Therefore, as a grades 2-5 building, we have selected assessments that are administered to every student a few times a year, every year. Data provides meaningful information used for instructional decision making as well as monitoring student growth. Our school wide assessments are as follows:

## **i-Ready**

i-Ready is a digital assessment used for measuring progress on both NYS reading and mathematics standards. When students log into the assessment, they begin with grade level questions. The assessment automatically adjusts the level of difficulty based on student response, challenging students to stretch as far as they can. Some questions can be difficult when students are responding to those well above grade level. Students take the assessment three times a year, yielding timely results. While measuring instructional levels for learning, the assessments also allow us to monitor growth over time, plan for instruction, and determine individualized learning plans for students to pursue through weekly i-Ready assignments. Each time the assessment is administered, reports are mailed home to parents. Both teachers and parents are encouraged to review the outcomes with our students, encouraging them to take pride in their accomplishments (respond with wonderment and awe) and to set goals for continuous growth.

**Writing (Lucy Calkins Units of Study)** – All students will participate in writing two narrative, informational, and opinion pieces every year. Teachers spend time analyzing the first writing piece of each, based on a four-level rubric, to direct their teaching. They guide students to take ownership for their writing, setting goals for continuous improvement. The second assessments are used to monitor progress over time.

## **Common Assessments**

Teachers have worked hard to create common assessments for each unit of instruction. These make take the form of a written test, a performance task, or a project. Typically, they help us assess how much students learned at the end of a unit. Occasionally, preassessments will also be administered to determine where students are at the beginning of a unit, enabling teachers to adjust their instruction accordingly.

## **NYS Assessments for ELA/Math and Science**

New York State assessments are administered to students in grades 3-8, annually, in the spring for both ELA and math. The science assessment is given in grades 4 and 8. Students are required to take these assessments.

## **What do we do when students need help or enrichment?**

Based on combined student assessment results and teacher input, we determine which students are eligible for intervention and enrichment. Students engage in learning opportunities to address targeted goals during our Enrichment/Intervention blocks or “power hour” four times a week for 30 minutes. Our reading and math specialists provide supports to grade levels at this time. Their groups remain fluid throughout the year through regular progress monitoring. If students do not make progress, a Response to Intervention system is implemented. We are able to provide these services, partially because we qualify to be a Title 1 school.

### **What is Title I?**

- K-12 program that provides additional academic support for students
- It is intended to help ensure that all students meet State academic standards
- We receive a small amount of grant money that helps pay the salaries of reading teachers and the Manor School math specialists.
- School analyzes assessment results (described on previous page) and uses this for decision-making

### **Goals of Title I**

- Increase academic achievement
- Provide direct instructional support to students
- Provide professional development for teachers
- Promote parent involvement

### **Parents' Rights**

- Review school's achievement data
- Ask for meetings and trainings to assist you in supporting your student
- Parent Involvement Policy is available on the District's website #3250

If you are concerned about your child's learning, please ask for a meeting with the teacher and their support team to problem solve together.



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# PARENTS' GUIDE TO Student Success

## 3RD GRADE

This guide provides an overview of what your child will learn by the end of 3rd grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the new Common Core State Standards, which have been adopted by more than 40 states. These K–12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 4th grade.

### WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children's success. But standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

### HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing — beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

### THIS GUIDE INCLUDES

- An overview of some of the key things your child will learn in English/literacy and math in 3rd grade
- Ideas for activities to help your child learn at home
- Topics of discussion for talking to your child's teacher about his or her academic progress

# English Language Arts & Literacy

Third grade is a pivotal year for your child. Learning to read with fluency and confidence will serve as a foundation for the reading demands in later grades. By practicing with learning-to-read strategies, your child will reliably be able to make sense of multisyllable words in books. He or she will come to appreciate that words have meanings that are not literal (e.g., *a piece of cake*) and have relationships to other words (e.g., *company* and *companion*). Recognizing and understanding words will help your child read increasingly challenging stories and books and build knowledge about the world around him or her. By the end of the year, your child also will be writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.

## A Sample of What Your Child Will Be Working on in 3rd Grade

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as *something's fishy* and *cold shoulder*
- Spelling correctly and consulting dictionaries to clarify meanings of words

### Talking to Your Child's Teacher

#### Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Reading grade-level books, stories, poems, and articles fluently
- Writing and speaking well, following rules of punctuation and grammar

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?



# Mathematics

In 3rd grade, your child will learn important new ideas and gain important new skills. One of the most important topics this year is multiplication and division. Another is fractions. Multiplication, division, and fractions are the building blocks for many life skills that students will learn in later grades, such as percentages. Students also need to master these topics to be ready for algebra and advanced math, so it is essential to get a good start with these topics in 3rd grade.

## A Sample of What Your Child Will Be Working on in 3rd Grade

- Multiplying and dividing up to  $10 \times 10$  quickly and accurately, including knowing the times tables from memory
- Solving word problems using addition, subtraction, multiplication, and division
- Beginning to multiply numbers with more than one digit (e.g., multiplying  $9 \times 80$ )
- Understanding fractions and relating them to the familiar system of whole numbers (e.g., recognizing that  $\frac{1}{3}$  and 3 are the same number)
- Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities
- Reasoning about shapes (e.g., all squares are rectangles but not all rectangles are squares)
- Finding areas of shapes, and relating area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product  $9 \times 7$ ?)

### Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Multiplication and division
- Fractions

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Talking to  
Your Child's  
Teacher

# Help Your Child Learn at Home

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

Additionally, here are some activities you can do with your child to support learning at home:

## English Language Arts & Literacy

- Make reading for fun a part of your child's daily routine. Set aside quiet time, with no phones, computers, or other distractions, when your child can read for pleasure, books such as *Amos & Boris* by William Steig or *The Fire Cat* by Esther Averill. To find more books for your child to read, visit [www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf).
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.

## Mathematics

Look for "word problems" in real life. Some 3rd grade examples might include:

- Notice those everyday occasions when you find yourself using your times tables — such as to determine how many days there are in four weeks. Ask your child for the answer.
- Involve your child when you notice yourself using division to "work backward" in the times tables — such as determining how many candies each child will get if 36 candies are shared equally among nine children at a party, or determining how many six-inch lengths can be cut from a string 18 inches long.

For more information, the full standards are available at [www.corestandards.org](http://www.corestandards.org).



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