

Please find your child's desk
and complete the
questionnaire!! Do not flip it
over until you are completely
finished.



Welcome to Back to School Night

Room 15
Mrs. Kinnaird



On your desk...

- Student Questionnaire
- Back to School night packet
- Conference time request
- Burning Questions
- Post-it!



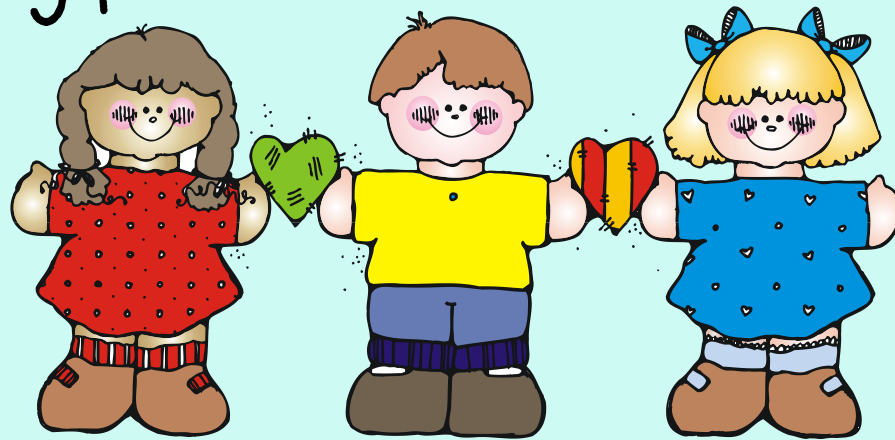


- A Little Bit About Myself

- * Product of IUSD
- * University of California, Santa Barbara
- * Been at Alderwood for the past nine years
- * Proud aunt!! (Isn't he cute?)
- * I believe I have the most challenging and rewarding job. I love it!!

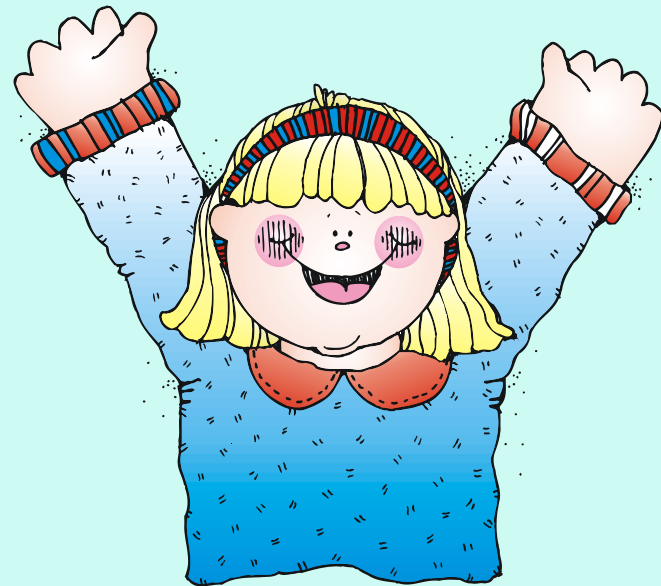
GOALS FOR THE YEAR

- To provide each student with positive and enjoyable learning experiences
- To create a comfortable and stimulating learning environment
- To build each student's self-esteem
- To challenge my students and help them to realize their own amazing potential!

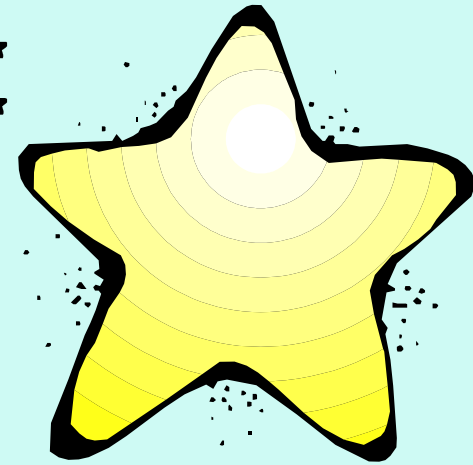


Behavior Management

- Based on *positive reinforcement*
- School wide system (see handout)
 - PBIS OWL Stars!
- Classroom
 - Tickets
 - Owls
 - Marble jar
 - Changes as needed



Star of the Week



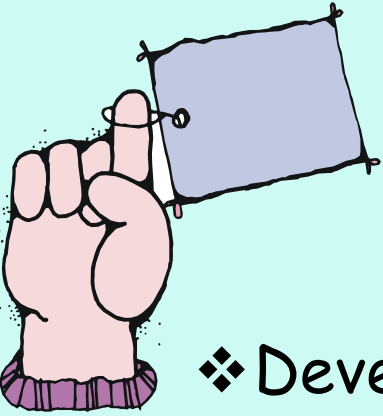
- Star of the week schedule is provided in the packet.



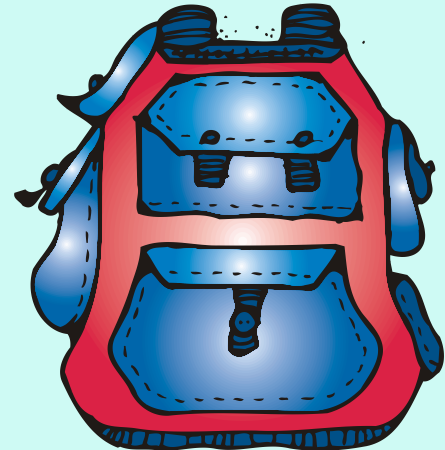
Third Grade Homework Policy

| | |
|--|--|
| Purpose Statement: | In 3 rd grade, the purpose for which homework is assigned is to review previously taught concepts and provide students with the opportunity for individual practice and enrichment. Parent support of the 3 rd grade homework policy is strongly encouraged. |
| Appropriate Parent/Guardian Involvement | In 3 rd grade, appropriate parent/guardian involvement includes allowing their student(s) to attempt their homework independently. As needed, parents/guardians are encouraged to review concepts and check for understanding. |
| Informing Parents & Guardians | In 3 rd grade, homework is not factored into the academic grade, only the effort grade. Parents/guardians shall be informed about homework expectations at Back to School Night. Homework should take approximately 30 minutes plus additional independent reading time. When homework demands feel excessive, communication with the teacher is strongly encouraged and necessary. |
| Homework and Absences | In 3 rd grade, students are always responsible for all class work, homework, and assessments missed during any absence. A reasonable period of time is considered to be approximately twice the amount of time the student was absent from class (e.g. If a student is absent 2 days, they will have 4 days to complete their missed work and assessments). |
| Academic Breaks | In 3 rd grade, no homework is exclusively assigned over any academic breaks. |

Homework



- ❖ Develops responsibility and reviews important concepts
- ❖ Every Monday through Thursday
- ❖ To be completed by the student and reviewed by the parent
- ❖ I check homework for understanding
- ❖ Your child should be reading a minimum of 20 minutes per night
- ❖ Parent and student signature required!
- ❖ Consequences

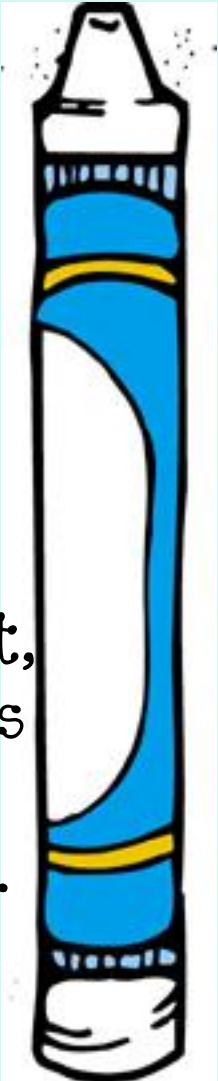


*A note about Homework *

Homework should take most students around 30 minutes to complete. Many will finish much faster.

It is important that homework not be a painful experience for students (or parents).

If your student is unable to complete an assignment, just write me a quick note. I do not bench students for incomplete homework if parents have sent an acceptable explanation. We will work out a solution.



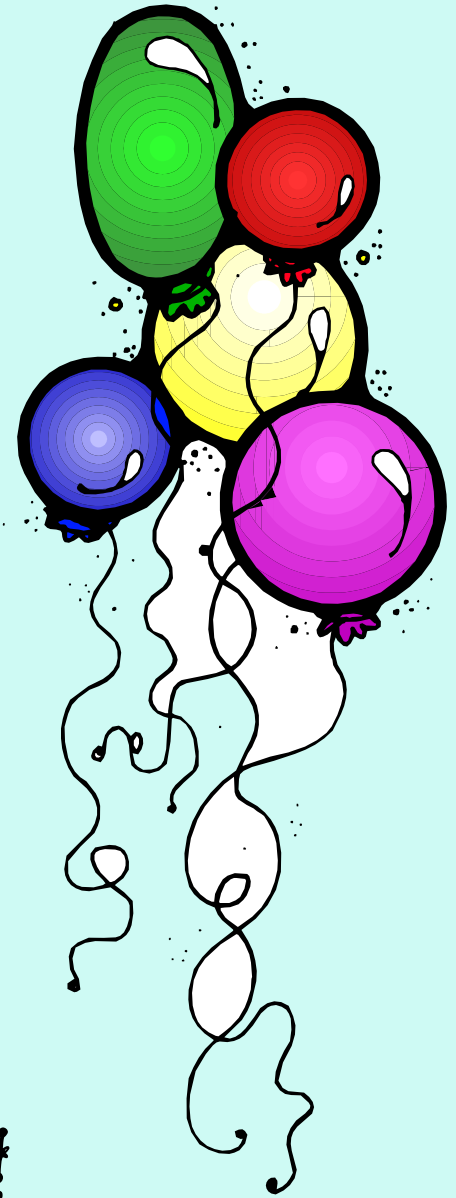
Birthdays

Treats are allowed to celebrate special days.

Please no sheet cakes or foods that require cutting or utensils.

Please make sure that all food items have an ingredient label!

♥♥ We do have nut/food allergies!



Parent Involvement

- HOT Team!
- At home graders
- Room parents
- Volunteer Scheduler
- RTI



Campus Safety

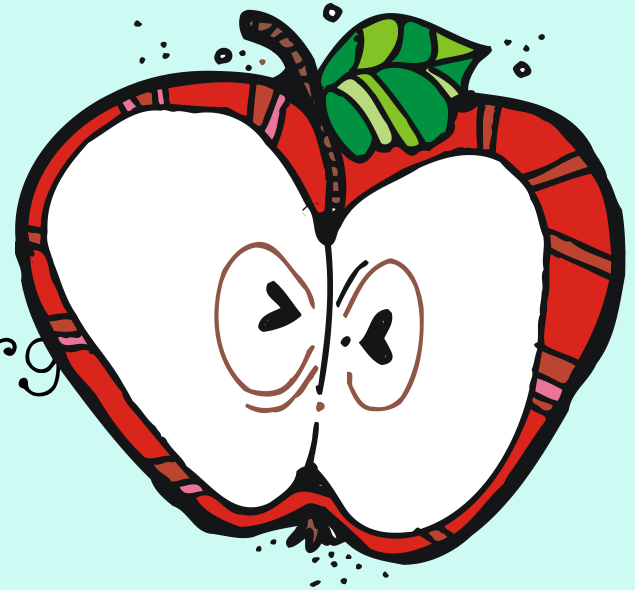
- Some reminders...
 - Encourage students to line up independently
 - NO playing after school
 - Consideration for upper grades
 - MUST sign in at front for volunteer badge
 - We release students from the classroom door at the end of the day

Emergency Kits

- NO store bought kits!
- Granola bars and healthy snacks purchased with PTA funds
- Donations for a flat of 1/2 pint water bottles and snacks are appreciated
- Food allergy – please send a snack from home

Communication

- We are a team!!
- Weekly Portfolios-sent home on Friday!
 - teacher-parent communication opportunity
 - important to review the work and flyers with your child
 - return empty on Monday
- Contact information
 - email: kimkinnaird@iusd.org
 - phone: 949-936-5438

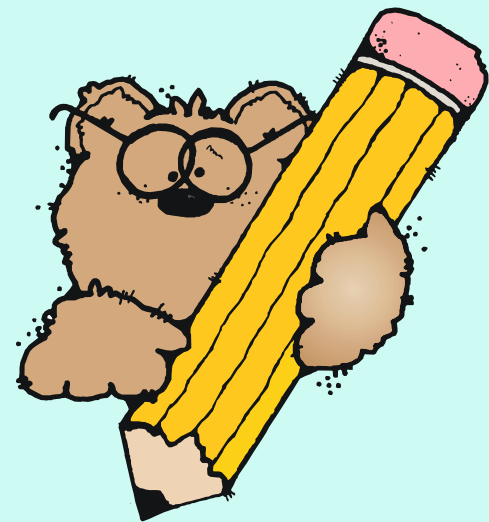


Technology

- Website: mrskinnaird.weebly.com
- Google Calendar
- Online homework assignments

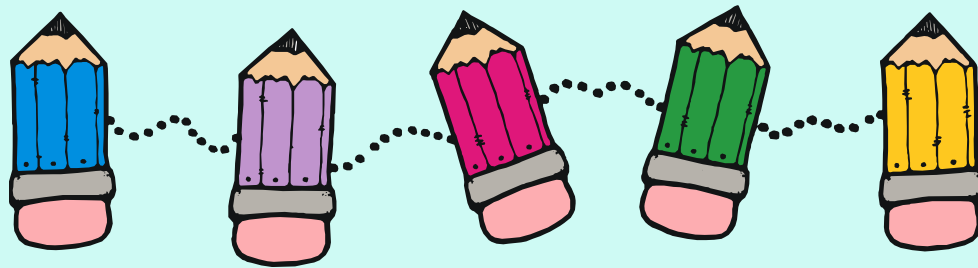
Grades 100%

- Grades are recorded for assessments that determine achievement and progress toward the Standards
- Most assignments are considered practice
- Letter or percent VS. star or stamp
- "No excuses! Rule"
- Report card grades



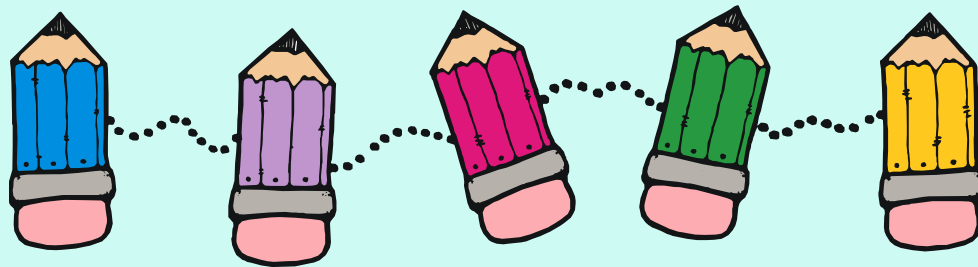
General Information

- Unfinished Work
 - Completed during recess
 - Sent home to be completed, reviewed, and returned
- Name Club!



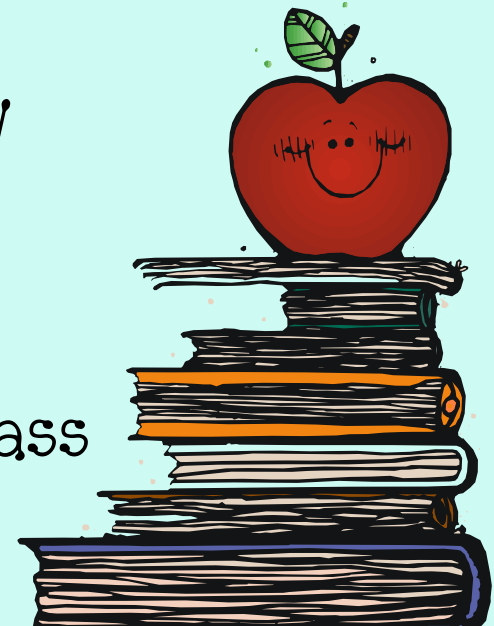
General Information

- Up and coming...
 - Common Core Standards (state wide)
 - Less breadth more depth
 - More info at the CDE website
- **GATE/OLSAT: Check Weekly Portfolios**



Language Arts/ Reading

- Library once a week
 - Time TBD
- Oral, guided, shared, and independent reading in whole class and small group settings
- Use of Houghton Mifflin Series
 - reading comprehension, fluency, phonics/decoding, writing, listening/ speaking, grammar, study skills
- Novels
- Book Clubs Scholastic – on line or in class



Reading

- **Reading Volume of 5th grade students of different levels of achievement**

| <u>Achievement Percentile</u> | <u>Minutes of Reading/Day</u> | <u>Words per year</u> |
|-------------------------------|-------------------------------|-----------------------|
| 90th | 40.4 | 2,375,000 |
| 50th | 12.9 | 601,000 |
| 10th | 1.6 | 51,000 |

- **Research shows that the more proficient 4th grade readers engage in reading at least 2.5 hours a day, whereas the poorest readers read for about a half-hour a day...a 500% difference. (Guthrie, 2004)**
- **Basically, the more you read...the more success you will have!!**

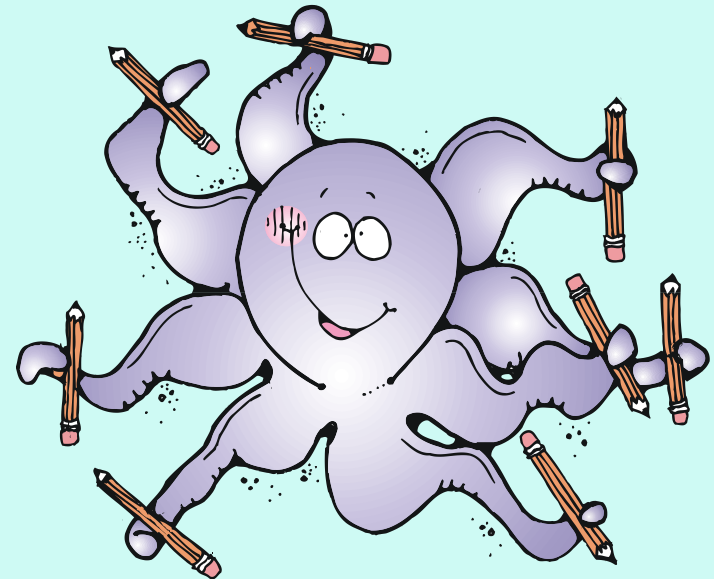
WRITING

- Writing for a purpose
 - inform, describe, entertain, and communicate
- Writing Process
- Journal writing
- Writing grades taken from Rough Drafts!

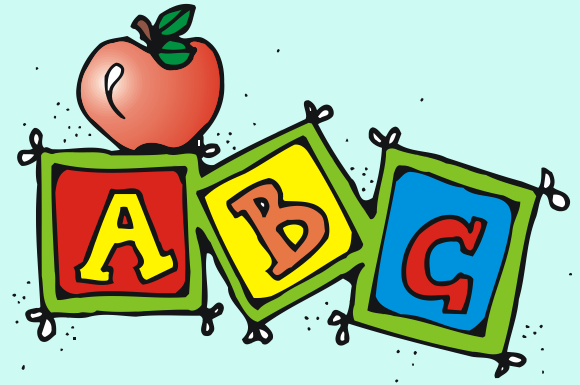


WRITING RUBRIC

- Student writing graded by rubric (Copy in packet)
- We use standard proofreading marks
- Capital letters and periods are "no excuses"



Spelling



- Houghton Mifflin:
 - High frequency words
 - Spelling patterns and phonics rules
 - Conventional spelling
- Proofreading for accuracy in writing
- Goal is to develop a spelling consciousness
- "No excuses" words
- Homework Menu

Spelling Menu

Directions: Complete each of these spelling activities for homework this week to equal 4 points .You can do them in any order you want, and they are all due on Friday. Cross off each box when you complete the activity.

Write each word 5 times, using a different color each time.

1 point

Write your spelling words in ABC order. Then record your spelling words in reverse ABC order. Be sure to write neatly.
EXAMPLE:
apple, ate, bear, candy, see
see, candy, bear, ate, apple

1 point

Write sentences using two spelling words in each sentence.

1 point

“Pyramid” write your spelling words. Be sure to write neatly.

EXAMPLE:

p
po
pon
pony

1 point

3rd Grade Spelling Menu

Name _____ # _____

| <p>Write each word 5 times, using a different color each time.</p> <p style="text-align: right;">1 point</p> | <p>Type your spelling words on the computer. Change the font for each spelling word. Save your file and print it or email it to your teacher.</p> <p style="text-align: right;">2 points</p> | <p>Write your spelling words in ABC order. Then record your spelling words in reverse ABC order. Be sure to write neatly. EXAMPLE: apple, ate, bear, candy, see see, candy, bear, ate, apple</p> <p style="text-align: right;">2 points</p> | <p>Write your spelling words and the consonant and vowel fractions for each one. EXAMPLE:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Word</th> <th>V</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>finger</td> <td>2/6</td> <td>4/6</td> </tr> <tr> <td>small</td> <td>1/5</td> <td>4/5</td> </tr> </tbody> </table> <p>*Hint- you will need to find the total number of letters in each word first</p> <p style="text-align: right;">4 points</p> | Word | V | C | finger | 2/6 | 4/6 | small | 1/5 | 4/5 | <p>Find the worth of each spelling word. Write each spelling word and then add up the value of each letter. Consonants are worth 10 points and vowels are worth 5 points. EXAMPLE: Pony = 35 pts</p> <p style="text-align: right;">3 points</p> | <p>Write a story using ALL of your spelling words. Be sure to use paragraph form and underline each of your spelling words. If you have time, you can type your story on the computer.</p> <p style="text-align: right;">5 points</p> |
|---|--|---|--|--|---|---|--------|-----|-----|-------|-----|-----|---|---|
| Word | V | C | | | | | | | | | | | | |
| finger | 2/6 | 4/6 | | | | | | | | | | | | |
| small | 1/5 | 4/5 | | | | | | | | | | | | |
| <p>Write a poem using your spelling words. Underline each spelling word and be sure to write neatly. Go back and illustrate a picture for your poem.</p> <p style="text-align: right;">2 points</p> | <p>Sort your spelling words using their parts of speech.</p> <p style="text-align: right;">3 points</p> | <p>Write the <i>letters</i> of your words in ABC order. EXAMPLE: STUDY = DSTUY</p> <p style="text-align: right;">3 points</p> | <p>Write the words on a piece of graph paper so that every word intersects with another word, if possible.</p> <p style="text-align: right;">4 points</p> | <p>Try to form new words by <i>changing</i> just one letter in each spelling word. EXAMPLE: load – loaf</p> <p style="text-align: right;">4 points</p> | <p>Rewrite all your spelling words using a code. Include the code on the page. Ask a family member to solve. EXAMPLE: a = b = \triangle c = </p> <p style="text-align: right;">4 points</p> | | | | | | | | | |
| <p>Write each spelling word across and then down starting with the first letter. EXAMPLE: f o u r o u r</p> <p style="text-align: right;">1 point</p> | <p>Write and then color in your spelling words using bubble letters.</p> <p style="text-align: right;">1 point</p> | <p>Using your spelling words, write 3 complete sentences for each sentence type. (Command, Statement, Question, Exclamation). Be sure to underline each spelling word.</p> <p style="text-align: right;">4 points</p> | <p>Make a list of your spelling words on a word search program and print it out. http://www.puzzlemaker.com Solve it.</p> <p style="text-align: right;">3 points</p> | <p>Write your spelling words forward and backward with two colors. Use one color for the consonants and another for the vowels. EXAMPLE: teacher- rehcaet</p> <p style="text-align: right;">5 points</p> | <p>"Pyramid" write your spelling words. Be sure to write neatly. EXAMPLE: p po pon pony</p> <p style="text-align: right;">3 points</p> | | | | | | | | | |
| <p>Write your spelling words. Add a rhyming word next to each one.</p> <p style="text-align: right;">2 points</p> | <p>Write your spelling word in dots. Then connect the dots by tracing over them with a colored pencil.</p> <p style="text-align: right;">1 point</p> | <p>Write each word 3 times, using a different style of letters each time. (Use cursive letters, block letters, curvy letters, etc.)</p> <p style="text-align: right;">2 points</p> | <p>Find each word in the dictionary. Copy the guide words and definition for each one.</p> <p style="text-align: right;">5 points</p> | <p>Hide your spelling words inside a colorful picture. Show your picture to someone and see if they can find your hidden words.</p> <p style="text-align: right;">5 points</p> | <p>Write sentences using two spelling words in each sentence.</p> <p style="text-align: right;">3 points</p> | | | | | | | | | |

Minimum 8 points by Friday



- Houghton Mifflin- *Expressions*
- Focus on mastery of basic skills and use of skills to build problem solving ability and fluency
- multiplication, division, money, time, fractions, geometry, measurement, and decimals
- Balance of essential skills and problem solving- *at home, find ways to make math "real world"*
- Cross-curricular integration

Social Studies

- Communities
 - Regional history
 - Native Americans
 - Biographies
 - American Symbols
 - American Government
- Geography
 - map skills
 - research skills



SCIENCE

Foss Science Kits:

- Earth Sciences

- Astronomy

- Life Sciences

- Life Forms of Different Environments

- Physical Science

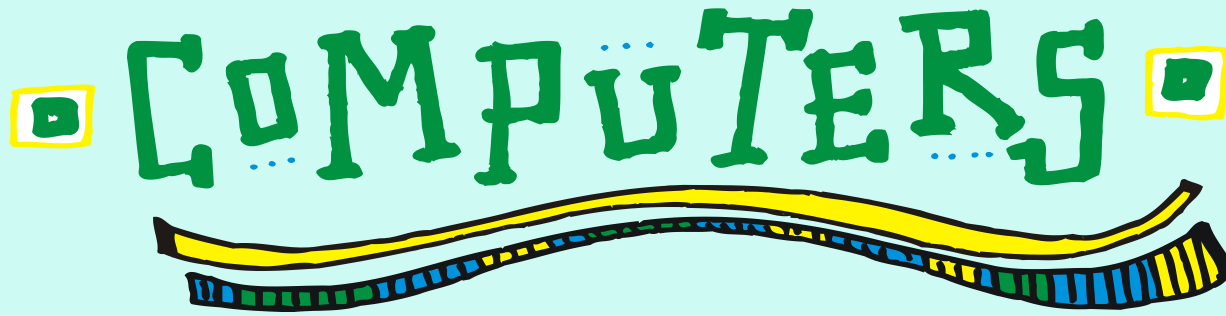
- Light and Matter

- Science Process Skills

- Investigation and Experimentation



COMPUTERS



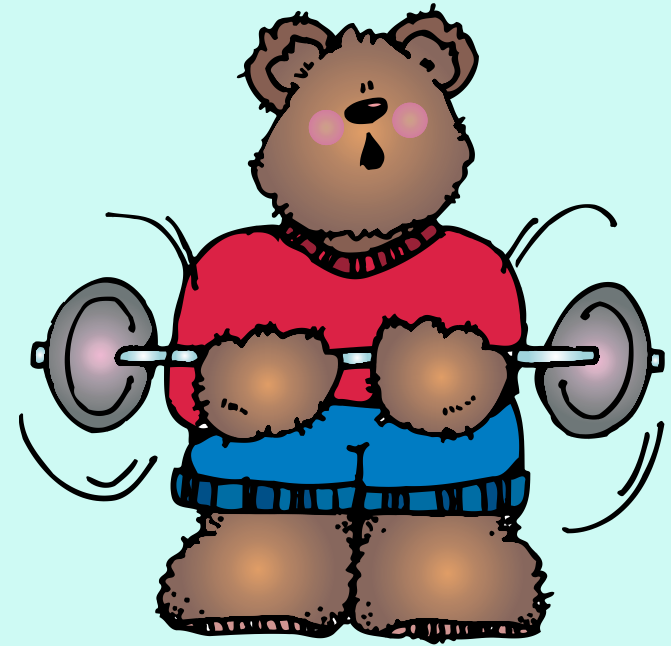
- Computer lab once a week
 - Time TBD
- Numerous project and process oriented lessons
- Keyboarding lessons
- Word processing
- PowerPoint
- Timeline



- Music class every other Friday at 1:35
 - Need a volunteer!!
- Students learn about notes, scales, and rhythm.

PHYSICAL EDUCATION

- Large motor skills
- Playground games
- Group sportsmanship
- Ongoing health and fitness
- Awareness of self and others
- District Health Program
 - Great Body Shop





**Please leave a note for your child
and post-it to their desk!**