



## PS/IS 30 Mary White Ovington Third Grade Monthly Newsletter March 1, 2019

Spring is upon us and we are preparing for our learners to blossom. Students will be applying the skills and strategies that they have learned to demonstrate their understanding to their parents, their teachers, their peers and most importantly themselves using multiple forms of assessment. Third graders will be working hard to get ready for the New York State ELA and Math Assessments. They will be practicing various reading skills such as Main Idea, Supporting Details, Inferencing, Drawing Conclusions and cause and effect. Please encourage your child to read daily, ask and answer questions and participate in activities at home such as buying groceries and comparing costs.

*“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”*

~El-Hajj Malik El-Shabazz

### Arrival and Dismissal Procedures

- Breakfast is served daily, M-F at 7:30 A.M.
- Students will arrive at 7:55 A.M. in the (school yard). Class begins promptly at 8 A.M.
- Students will be dismissed promptly at 2:20 P.M. from the schoolyard. After 2:25 P.M. students may be picked up from the main office.

### Important dates:

- March 1<sup>st</sup> – 3<sup>rd</sup> Grade Assembly
- March 2<sup>nd</sup> – Saturday Academy begins 9am-12pm
- March 25<sup>th</sup> – Scholastic Book Fair
- March 26<sup>th</sup> – Parent Teacher Conference
- April 2<sup>nd</sup> – 3<sup>rd</sup> – ELA State Exam



### Third Grade Curriculum by Subject

- **Math:**

Time, Length, Liquid, Volume, and Mass. In Chapter 10, students work to answer the essential question: How can you tell time and use measurement to describe the size of something. They use number lines and analog clocks to add and subtract intervals of time. They also, solve problems involving addition and subtraction of time intervals by using the strategy draw a diagram. Additionally, students measure length to the nearest half or fourth inch and use measurement data to make a line plot.

- **Language Arts: EL Education**

In this unit students create freaky frog trading cards to demonstrate their expertise as readers and writers. Students have been exploring the question, “How do we build expertise about a topic?” The literacy focus for this unit will focus on writing a first-person narrative using vivid and precise details. Their writing will serve as a synthesis of the research done during Units 1 and 2.

- **Science: Amplify Science**

Inheritance and Traits Chapter 2 - In Chapter 2, students are introduced to a second wolf pack in Graystone National Park, the Bison Valley Pack. Students observe that Wolf 44 has a similar fur color to the Bison Valley Pack, even though it lives with the Elk Mountain Pack. In order to make sense of this, students begin to investigate where organisms get their traits. Like scientists in the field, students observe fruit fly parents and offspring as they look for patterns in the fruit flies’ traits. Students deepen their facility with the practice of asking questions as they are introduced to the features of investigable questions and, throughout the chapter, ask investigable questions as they evaluate data.

- **Social Studies: Passport to Social Studies**

#### Unit 3: China Case Study

In this unit, students will immerse themselves in the topic by reading and analyzing a rich collection of diverse primary and secondary sources, examining artifacts, Holidays and Celebrations with a focus on Lunar New Year, interpreting images, such as paintings, maps, and images of important cultural symbols. This unit also includes formative assessments and a performance-based assessment on comparing China to other world communities.

## Third Grade Teacher Team

301 – Ms. Shepps and Ms. Deluca  
[VPassalacqua@schools.nyc.gov](mailto:VPassalacqua@schools.nyc.gov)  
[SDeluca4@schools.nyc.gov](mailto:SDeluca4@schools.nyc.gov)

302 and 303 ELA Teacher – Ms. Chen  
[ACHen17@schools.nyc.gov](mailto:ACHen17@schools.nyc.gov)

302 and 303 Math Teacher – Ms. Aly  
[AAly3@schools.nyc.gov](mailto:AAly3@schools.nyc.gov)

304 – Ms. Abdelaziz and Ms. Edwards  
[NAbdelaziz@schools.nyc.gov](mailto:NAbdelaziz@schools.nyc.gov)  
[CEdward@schools.nyc.gov](mailto:CEdward@schools.nyc.gov)

345 – Ms. Tucker and Ms. Jean-Pierre  
[TTucker3@schools.nyc.gov](mailto:TTucker3@schools.nyc.gov)  
[JJeanpierre3@schools.nyc.gov](mailto:JJeanpierre3@schools.nyc.gov)

## Important Announcements

**Tuesday** 2:20 – 3:00 P.M. is parent engagement time.

Please utilize this time to discuss important ideas and concerns with your child's teacher. You do not need to make an appointment. Walk ins are welcome!

## STUDENTS OF THE MONTH

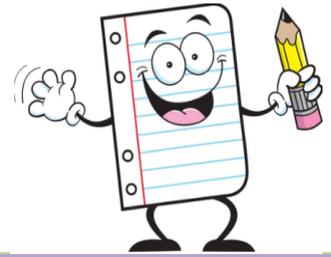
Class 301- Shada Alomeri and David Rendon

Class 302- Samuel Chen & Jenny Wang

Class 303- Ranza Ahmed & Raymond Lin

Class 304- Mazen Abdalazez

Class 345- Shirley Rodriguez



## Homework Policy and Grading Guidelines

Homework assignments are designed to reinforce skills that were taught throughout the day. As much as possible, students are encouraged to complete assignments independently.

Please check and sign your child's homework planner daily.

Classroom Exams 45%  
Classroom participation 30%  
Homework/Projects 25%

*Our grade leveling policy is as follows:*

Level 4: 92 – 100%  
Level 3: 80 – 91%  
Level 2: 65 – 79%  
Level 1: Below 65%

In most instances, students will receive a rubric and guidelines along with projects and assignments to ensure that they have the information they need to succeed!

### Test Taking Tips

- Eliminate negative thoughts or self-talk by replacing them with a positive affirmation, like "I am prepared for the test and I will do well" or "I am smart – I can do this."
- Don't engage in negative talk with other students before the test, such as "I'm so nervous – I don't know if I studied enough."
- Make a decision to ignore students who finish the test before you. Research shows that students who leave early usually don't score as well as those who take more time.
- Read the directions carefully.
- Read all the options, before choosing.
- Pay careful attention to negative words (underline them) in the stem and these are distracters.
- Jot notes as you read.