



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

It seems cliché to say that this school year has absolutely flown by. However, it is now April and we only have a few months left of the 2018-2019 school year.

**Reminder:** NYS ELA Test will be taken place on April 2<sup>nd</sup> and April 3<sup>rd</sup>.

- 3<sup>rd</sup> grade and 4<sup>th</sup> grade lunch period will be during Period 5 on state exam days.
- Have a **hearty dinner**-- Load up on carbs.
- **Rest** and have a good night sleep the night before the exam.
- Make sure you have **3 sharpened, #2 pencils**, erasers, tissues, etc.
- Have a healthy breakfast. **We serve breakfast from 7:30-7:55A.M.**
- You must be in the school yard by 7:50 AM.
- Wear very comfortable clothing (uniform) and sneakers/shoes.
- Make sure you have a good independent reading book to read after the test.
- Remain positive and do your very best!

### 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:

- April 1<sup>st</sup> – Third grade assembly
- April 2<sup>nd</sup> – 3<sup>rd</sup> – ELA State Exam
- April 3<sup>rd</sup> **School Surveys due**
- April 9<sup>th</sup> Coffee w/Ms. Heeraman 8:30 A.M.
- April 13<sup>th</sup> Parent Workshop 3-6 grades  
“The Internet as a Learning Tool”
- April 16<sup>th</sup> Bake not Bully Bake Off  
5:30 P.M. PTA Meeting
- April 19<sup>th</sup> – April 28<sup>th</sup> Spring Break  
NO SCHOOL
- May 1<sup>st</sup> -2<sup>nd</sup> – Math State Exam

### Third Grade Curriculum by Subject

- **Math:**

Students extend the concept of classifying and displaying data by using scaled picture graphs, scaled bar graphs, and line plots to solve problems. Students will represent data in these displays, and they will use displays to answer questions about the data. They will use their skills with addition and subtraction to solve one- and two-step problems relating to data presented in bar graphs and picture graphs.

- **Language Arts: EL Education**

Students begin reading a classic piece of literature to build their understanding of how writers craft stories that capture a reader’s imagination. Students will begin their study of *Peter Pan* by exploring how readers hold on to a narrative over time when reading chapter books. Through a series of close-reading lessons, students will build their ability to read longer, more complex texts.

- **Science: Amplify Science**

Inheritance and Traits Chapter 3, students investigate why Wolf 44 has traits that are different from its parents. At the beginning of the chapter, students start their investigation by asking questions and reviewing data about flamingo families. A pattern begins to emerge—students observe that feather color in flamingos seems to be associated with a flamingo’s environment. Building on this experience, students read *How The Sparrow Learned Its Song* and learn that an organism’s traits can come from the environment.

- **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

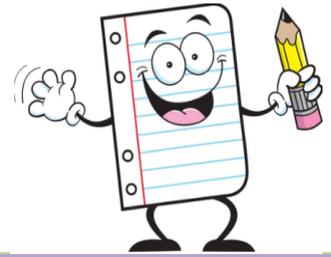
Class 301- Kelly Pacheco & Uday Aljahmi

Class 302- Maymunah Kiani & Geovanni Pedraza

Class 303- XinYi Lin & Brian Tang

Class 304- Alyssa Fares & Aya Aly

Class 345- Aidin Mehovic



## 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.