

# Ms. Tammie W. Hooks' 3rd Grade Syllabus

## Welcome to the 2025–2026 School Year!

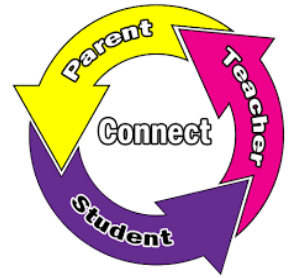


Hello and welcome! My name is Tammie W. Hooks, and I am honored to be your third-grade teacher this school year.

Allow me to share a bit about myself. I have spent most of my life in the Augusta, Georgia area and am a proud graduate of Butler High School. Before entering the field of education, I worked for many years in Banking and Finance, holding various positions including Teller, Customer Service Representative, and Mortgage Loan Processor. During that time, I also got married and became a proud mother to one son.

Inspired to pursue a new path, I returned to college and earned a Bachelor's Degree in Special Education – General Curriculum (P-5) from Augusta State University in 2002. I began my teaching career as a Special Education teacher, a role I held from 2002 to 2020. I then transitioned into general education and have been teaching third grade ever since. Additionally, I hold an endorsement in ESOL (English to Speakers of Other Languages).

This is my third year at Blythe Elementary School, and I am excited to continue working with our wonderful students and families. I look forward to a fantastic year of learning and growth together!



## Communication



**ClassDojo**

I believe that personal growth and perseverance are essential components of your child's academic success. By fostering a positive mindset and setting clear goals, we can help students thrive both in and out of the classroom. To best support your child, collaboration between home and school is key.

I will be using Class Dojo as the primary method of communication. You can download the app on your smartphone or access it via the website. Please check it daily, as I will use it to send personal messages and share important class announcements.

For any changes in your child's dismissal routine, please send a written note with your child. If the change is last-minute, contact the school office directly, as I may not see Class Dojo messages or emails in time. Notes can also be placed in your child's homework/communication folder, but please be aware that I do not check these folders daily. It is your child's responsibility to hand me any notes during morning arrival.

Please ensure the communication folder is reviewed and cleaned out regularly at home. Student work will be kept at school for data collection and instructional planning. If you would like to review your child's work, feel free to reach out to me.

Major tests and assignments will be sent home as needed for parent/guardian signatures. Kindly return any items sent home by the following school day.



### **Absences/Tardies**

Consistent attendance is essential for academic success. It is important that your child actively participates in class each day to fully benefit from instruction and classroom activities. We understand that illnesses and family emergencies may occasionally prevent attendance. In such cases, any non-graded work that needs to be made up will be sent home upon your child's return. However, the majority of assignments will need to be completed during school hours.

Please ensure that your child brings a written note upon returning to school, which I will forward to the front office. Students arriving after 8:30 AM will be marked tardy. Kindly note that our instructional day begins promptly at 8:20 AM, and students begin their daily assignments at that time. While occasional tardiness is understandable, it can result in missed instructional time and may cause students to spend the day catching up on important work.



### **Learn-At-Home Policy**

During Learn@Home Days, all students are expected to remain actively engaged in their learning and demonstrate understanding of the curriculum. To support this, students should have access to a quiet, comfortable, and distraction-free environment at home.

I will assign work through Canvas, accessible via Launchpad. These assignments are mandatory and will be graded. Failure to complete and submit the assigned work may negatively affect your child's academic performance and result in an unexcused absence. Please refer to the RCSS academic calendar for the scheduled Learn@Home Days.



### **Special Treats/Celebrations:**

I truly enjoy celebrating our students' special moments, including birthdays and other milestones. To ensure a smooth and enjoyable experience for everyone, I kindly ask that you coordinate any celebration plans with me in advance.

For most celebrations—with the exception of Halloween, Winter Break, and End-of-Year parties—we follow a healthy-snack policy. This means we ask that all food and drink items brought in are nutritious and school-appropriate. Please note the following guidelines:

- **Not permitted:** Cakes, cupcakes, cookies, ice cream, balloons, stuffed animals, or similar items. These will be returned if sent to school.
- Permitted items: Healthy snacks such as fruit, cheese, yogurt, sugar-free items, graham crackers, pudding, nuts, juice, Kool-Aid (no sodas), and similar options.
- All items must be commercially prepared and individually wrapped.
- During lunch, only food provided by our school's Nutrition Program is allowed.

We encourage creativity with healthy choices, and I'm happy to offer suggestions if needed. If you're planning a surprise celebration, please let me know in advance—our students love surprises!

Thank you for your understanding and support in creating a fun and healthy classroom environment.



## **Student Behavior Expectations and Communication**

At our school, we are committed to fostering a positive and respectful learning environment. To support this, all students are expected to follow our PAWS Behavior Guidelines during both face-to-face and virtual instruction. These expectations help guide student behavior and contribute to a productive classroom

community.

PAWS Guidelines:

- P – Positive Attitude: Students are encouraged to use kind words and consistently put forth their best effort.
- A – Act Responsibly: Students should come to class prepared and ready to engage in learning.
- W – Work for Success: Students are expected to stay focused, participate actively, complete assignments on time, and always strive to do their personal best.
- S – Show Respect: Students must follow directions and communicate respectfully with teachers and peers.

To support and monitor student behavior, I will be using Class Dojo, an online classroom management tool. This platform allows me to award points for positive behaviors such as staying on task, showing respect, participating, and working diligently. Conversely, points may be deducted for behaviors such as being off task, interrupting, or coming to class unprepared.

Class Dojo will also serve as our primary method of communication. I kindly ask that all parents create a Class Dojo account and connect it to your child's profile. This will allow you to stay informed about your child's behavior and classroom progress. You can view behavior reports at any time by logging into Class Dojo and selecting the "Reports" tab.

## **Grading Policy**

### Standards-Based Report Cards

Students will receive a standards-based report card that reflects their progress in mastering grade-level expectations. Each subject area will be assessed based on specific skills aligned with academic standards. Progress will be reported using the following

performance levels:

- 1 – Beginning Learner: The student is starting to develop understanding but requires significant support.
- 2 – Developing Learner: The student demonstrates partial understanding and is progressing toward proficiency.
- 3 – Proficient Learner: The student consistently meets grade-level expectations independently.
- 4 – Distinguished Learner: The student exceeds grade-level expectations with a deep understanding and application of skills.

This approach provides a clear picture of your child's strengths and areas for growth, helping to support their continued learning.



## **TESTING:**

To be promoted to the fourth grade, third grade students must meet both county and state promotion requirements. Specifically, students are required to:

- Pass English Language Arts (ELA)/Reading and Mathematics, and
- Pass two out of the following three subjects: Science, Social Studies, or Health, based on their report card grades.

In addition, all third grade students will participate in the Georgia Milestones Assessment during the spring. This assessment is designed to measure your child's academic progress and mastery of third grade standards.

Please note: Students must pass the ELA/Reading portion of the Georgia Milestones to be considered for promotion. If a student does not pass on the first attempt, they will be given a second opportunity.

This year, the state has introduced new ELA/Reading standards, which may *impact the promotion criteria related to the Georgia Milestones*. We encourage you to stay connected with your child's teacher and school for updates and additional information as it becomes available.

## **Homework Expectations**



### **Homework Folder**

Each student will receive a purple homework folder. Please ensure your child takes care of this folder and returns it to school the following day. The folder will only be sent home when there are materials to review or complete. Replacements will not be issued, so it is important to keep the folder in good condition.

To support student success and reinforce classroom learning, the following components will be part of our third-grade homework routine:

### **i-Ready**

i-Ready is a district-wide diagnostic and intervention program designed to identify each student's academic strengths and areas for growth. It is strongly recommended that students spend 45 minutes per week on both Reading and Math. This can be achieved by completing 15–20 minutes of i-Ready lessons daily, either at school or at home.

### **Reading Fluency Folders**

Each night, students are expected to:

- Read the assigned fluency passage.
- Answer the accompanying daily questions.
- Have a parent or guardian initial the designated line to confirm completion.

On Thursdays, families should conduct a one-minute timed reading with their child. By the end of third grade, students should be able to read 100–115 words per minute accurately on a grade-level passage. Fluency folder levels may be adjusted based on i-Ready diagnostic results.

*Parents/Guardians should initial each night in the folder to indicate homework has been completed and your student read to you.* Students will **not** be given credit for this homework assignment if there is not an adult signature.

## **Math Fact Fluency**

Mastery of multiplication and division facts is essential for solving more complex math problems and applying problem-solving strategies. Students are expected to demonstrate speed and accuracy with these facts by mid-November.

## **Math, Language Arts, Science, Social Studies and Health**

Students will periodically receive practice sheets to reinforce skills taught in class. These assignments are intended to provide additional support and strengthen mastery of key concepts.

### **Lunches**



We are pleased to offer free breakfast and lunch to all students each day. Students are also welcome to bring lunch from home if they prefer. To ensure a safe and healthy environment for all, please follow these important guidelines when sending food to school:

- No glass containers are permitted for safety reasons.
- Microwaves are not available for student use. Please send items that do not require heating.
- Beverages should be healthy choices such as water, 100% juice, or caffeine-free sports drinks. Sodas and high-sugar drinks are not allowed.
- Snacks should be appropriate in portion size. Please avoid sending candy or large bags of chips (e.g., Takis). Small, individual-sized portions are acceptable.
- Food sharing is not allowed. Many students have food allergies or dietary restrictions. Please remind your child not to share any food brought from home.

### **Classroom Visitors**

To ensure a smooth and respectful learning environment, please coordinate any classroom visits in advance with both the school office and myself. Students benefit from knowing when a visitor will be present, as it helps maintain a sense of routine and security.

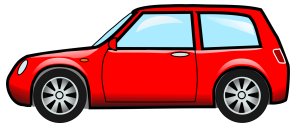
All visitors are expected to follow the school's established guidelines for classroom visits. To minimize disruptions and support student focus, I kindly request that visits be limited to a maximum of 15 minutes. This allows instruction to continue uninterrupted and ensures all students remain comfortable and engaged.

### **Parent Conferences**

Parent-teacher conferences are required during the first semester and at various points throughout the school year. I will primarily be using Microsoft Teams for these meetings, as it tends to be more convenient for most families. However, in-person conferences can be arranged upon request with prior scheduling.

A SignUpGenius link will be sent out to facilitate scheduling. If you need to meet outside of the designated conference times, please don't hesitate to reach out to me and we can determine a convenient time.

Microsoft Teams can be accessed via the link that will be emailed to you or through the Teams app. While downloading the app is recommended for the best experience, it is not required.



### **Dismissal**

Student dismissal will begin promptly at 3:10 p.m. All car rider students must have a car rider tag clearly displayed on the dashboard in the designated location. For the safety and efficiency of our dismissal process, students will not be released through the car rider line without a properly displayed tag.

If a tag is not visible, or if it has been lost or misplaced, the individual picking up the student will be required to report to the front office to verify identification and pick up the student(s) in person.

Thank you for taking the time to review this syllabus and for your continued support in your child's education. I am truly excited about the year ahead and look forward to partnering with you to ensure a successful and enriching third-grade experience. Together, we can foster a positive, engaging, and supportive learning environment where every student can thrive. Please don't hesitate to reach out with any questions, concerns, or suggestions throughout the year. Let's make this a fantastic school year!

### **Contact Information:**

- Email: [hooksta@boe.richmond.k12.ga.us](mailto:hooksta@boe.richmond.k12.ga.us)
- Phone: (706) 592-4090
- Fax: (706) 592-3708

Office Hours:

7:50 a.m. – 3:50 p.m., Monday through Friday

Please allow up to 24 hours for a response to messages sent via email or Class Dojo. Thank you for your understanding and cooperation.

Sincerely,

Tammie W. Hooks  
3rd Grade Teacher  
Blythe Elementary School

### Georgia Standards of Excellence for 3rd Grade

	First Semester	Second Semester
<b>English Language Arts (E.L.A)</b>	<p>Units may overlap into second semester</p> <ul style="list-style-type: none"> <li>• General academic &amp; specialized vocabulary</li> <li>• Meaning &amp; Purpose</li> <li>• Purpose &amp; Audience</li> <li>• Authors &amp; Speakers</li> <li>• Organization</li> <li>• Craft</li> <li>• Narrative and Expository Techniques</li> <li>• Research &amp; inquiry</li> <li>• Curating Sources &amp; Evidence</li> <li>• Comprehension Strategies</li> <li>• Writing Process</li> <li>• Grammar, Usage, Mechanics, &amp; Syntax</li> </ul>	<p>Units may overlap from first semester</p> <ul style="list-style-type: none"> <li>• General academic &amp; specialized vocabulary</li> <li>• Meaning &amp; Purpose</li> <li>• Purpose &amp; Audience</li> <li>• Authors &amp; Speakers</li> <li>• Organization</li> <li>• Craft</li> <li>• Narrative, Poetic, Opinion, and Expository Techniques</li> <li>• Research &amp; inquiry</li> <li>• Curating Sources &amp; Evidence</li> <li>• Comprehension Strategies</li> <li>• Writing Process</li> <li>• Grammar, Usage, Mechanics, &amp; Syntax</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• Building strong foundations</li> <li>• Place Value, Addition &amp; Subtraction up to 10,000</li> <li>• Exploring Multiplication &amp; Division (facts, meaning, strategies)</li> <li>• Relating Multiplication to Division</li> </ul>	<ul style="list-style-type: none"> <li>• Two Step Word Problems &amp; Time</li> <li>• Fractions and Numbers</li> <li>• Two Dimensional Shapes</li> <li>• Connecting Length, Perimeter, and Area</li> </ul>
<b>Science</b> (subject to change: new textbook adoption)	<ul style="list-style-type: none"> <li>• Lab Safety</li> <li>• Rocks, Minerals, Soil, Fossils</li> <li>• Georgia Regions/Habitats, Plants, Animals, Animal Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Heath Energy, Effects of Sunlight</li> <li>• Pollution and Conservation</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• access valid information, products, and</li> <li>• services to enhance health.</li> <li>• Expectations Evidence</li> <li>• Geography (lines on maps/globes, major mountain ranges and rivers</li> <li>• American Indians (Past &amp; Present)</li> <li>• Early Explorers and Exploration of the New World</li> </ul>	<ul style="list-style-type: none"> <li>• British Colonial America</li> <li>• American Government Basics</li> <li>• Economics</li> </ul>

<p><b>Health</b> (subject to change: new textbook adoption)</p>	<p>Standards all year:</p> <ul style="list-style-type: none"> <li>• Understanding concepts to support health and prevent disease.</li> <li>• Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</li> <li>• Access valid information, products, and services to enhance health.</li> <li>• Use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>• Use decision-making skills to enhance health.</li> <li>• Demonstrate the ability to use goal-setting skills to enhance health.</li> <li>• Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> <li>• demonstrate the ability to advocate for personal, family, and community health.</li> </ul>	<p>Standards all year:</p> <ul style="list-style-type: none"> <li>• Understanding concepts to support health and prevent disease.</li> <li>• Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</li> <li>• Access valid information, products, and services to enhance health.</li> <li>• Use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>• Use decision-making skills to enhance health.</li> <li>• Demonstrate the ability to use goal-setting skills to enhance health.</li> <li>• Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> <li>• demonstrate the ability to advocate for personal, family, and community health.</li> </ul>
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