**Welcome to Ms. L.Smith’s**

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Welcome to 3rd grade! I am so excited to be your teacher this year. I am looking forward to growing and learning with you. This year is going to be full of challenges and new experiences that will hopefully become some of your best memories.



I will be using ClassDojo to communicate with families. Please be sure to sign up, if you haven’t already. You can also reach me by email at [smithlo@boe.richmond.k12.ga.us](mailto:smithlo@boe.richmond.k12.ga.us). Please notify me of any dismissal changes by sending a note with your child. If it is a last minute change, please notify the office as I cannot guarantee that I will get your Dojo message or email in time. Please check your child’s folder daily, as I will also use it to communicate valuable information from me and the school, in addition to it housing homework.

**Absences/Tardies**

Attendance is vital to your child’s success. Your child must be present and actively engaged on a daily basis to be able to reach and surpass the learning goals. Unfortunately, I know that sickness and family emergencies do occur. When this happens, please be sure to send a note with your child when they return, and it will be sent to the office. Any work that was missed will be provided to your child. Our instructional day begins at 8:20. Students who arrive after 8:30 will be considered tardy. If you pick your child up early, it is also counted as a tardy. Ten tardies equals 1 absence.

**Learn-At-Home Policy**

During Learn@Home Days, all students are expected to continue learning and demonstrating mastery of their content. Students will need an environment that is comfortable and distraction-free. Students are required to complete work that is assigned by their teacher. These assignments will be found on Canvas within Launchpad. The Learn@Home assignments will be graded; therefore, failure to complete and submit the work will negatively impact your child’s grades. Please see the RCSS academic calendar for the dates Learn@Home days will occur. 

**Behavior Policy**

Students are expected to follow our School PAWS guidelines. Conduct grades will be determined by the following school guidelines:

* (P) Positive Attitude: Using kind words and give best effort in class
* (A) Act Responsibly: Be prepared for class and ready to learn
* (W) Work for Success: Stay on task, do your personal best, participate fully, and complete work in a timely manner.
* (S) Show Respect: Follow teacher’s directions and use positive language with everyone

We have one guiding principle in our classroom: If what you are doing INTERFERES with LEARNING, HURTS someone’s HEART , or PREVENTS you from being your BEST SELF, YOU SHOULDN’T BE DOING IT!

There are many positive rewards for students who consistently follow the rules including praise, notes home, phone calls home, special privileges, prizes and invitations to P.B. I. S. parties. We appreciate your follow-up at home with discipline as it is crucial to maintaining standards for positive behaviors in school.

**Homework Policy**

The following items will be part of the 3rd grade homework expectations:Math and Language Arts- Students will be given a daily practice sheet at the beginning of the week to complete each night. This needs to be returned daily as I will check for completion and we will be going over it in class.

* Math Fact Fluency- Students will need to know all multiplication and division facts with speed and accuracy.
* Reading Fluency Folders- Students will be expected to read the fluency passage daily and have it signed.
* Science and social studies will be assigned as needed. Students will complete projects throughout the year.

In addition to the above, please have your child **READ** **EVERY DAY**. Library books will be available to check out, but don’t limit their reading to library books. Let them read magazines, comic books, newspapers, closed captioning on the television, street signs, recipe directions, and more. The more exposure to various types of texts they have, the better reader they will become. Reading is strongly linked to various aspects of success, including academic achievement, professional advancement, and personal well-being. Regular reading can boost cognitive skills, improve emotional intelligence, and even enhance financial security.

**Parent Volunteers**

Parent volunteers are needed to help with various activities, clerical work, as well as for occasional special events and field trips. You may call the school at 706-592-4090 if you are interested in volunteering.

For general questions about our classrooms, curriculum, announcements, and helpful links, please visit our school’s website at [www.blythe.rcboe.org](http://www.blythe.rcboe.org) or the district website at [www.rcboe.org](http://www.rcboe.org)

**Grading Policy**

Students will receive a standards-based report card. Skills in each subject will be scored according to their progress toward mastery of the standard. Student progress will be measured as follows:

**1 Beginning:** The student has a limited understanding of the concept and cannot demonstrate mastery.

**2 - Developing:** The student is making progress, but has not yet consistently met the standard. (A score of 2 is considered passing).

**3 - Proficient/Meets Standard**: The student demonstrates a solid understanding of the grade-level standard and can apply it. This is the goal for most students.

**4 - Exceeds Standard**: The student demonstrates understanding beyond what was taught, potentially applying the knowledge in more complex situations or demonstrating a deeper level of insight.

**Georgia Standards of Excellence for 3rd Grade**

**Math:**

| **First Nine Weeks** | **Second Nine Weeks** |
| --- | --- |
| *Students should know and be able to:*   * Explain what the three digits of a three-digit number represent * **Fluently add and subtract within 1,000 using strategies** * Say from memory every multiplication fact 0-10 * Round to the nearest 10 and 100 * Represent and interpret data with bar graphs and line plots | *Students should know and be able to:*   * Use addition, subtraction, multiplication, and division to solve two-step word problems * Use multiplication and division to solve problems * **Fluently multiply and divide within 100 using strategies1** * Multiply and divide whole numbers * Find the area of plane figures |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:*   * Explain what fractions represent * Explain fractions using a number line * Create equivalent fractions * Compare fractions * Divide shapes into equal parts * Find the perimeter of place figures | *Students should know and be able to:*   * Tell time to the nearest minute * Calculate a given amount of time (elapsed time) * Solve real world problems using time * Understand data with bar graphs and line plots * Solve one and two-step word problems using volume and mass |

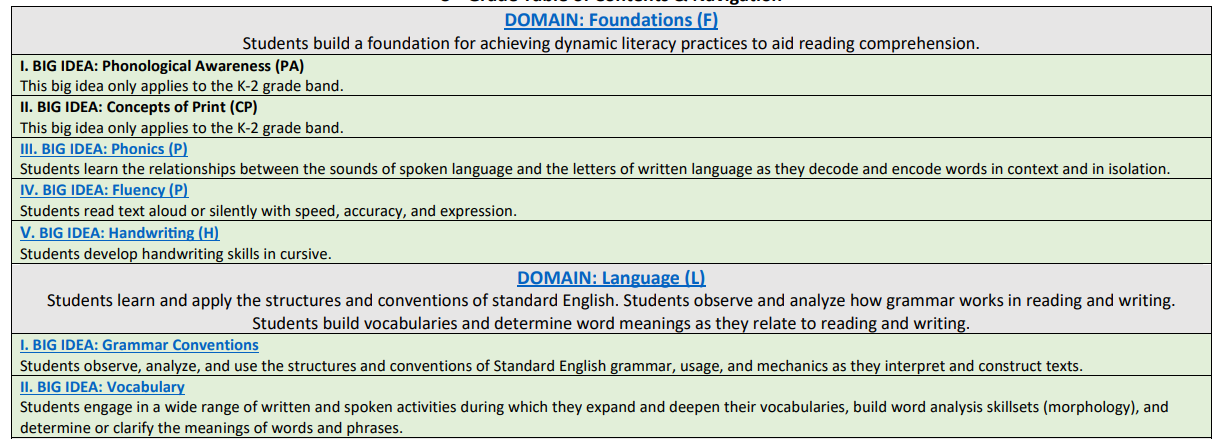
**Science:**

| **First Nine Weeks** | **Second Nine Weeks** |
| --- | --- |
| Students should know and be able to:   * Rocks, Minerals and Soil * Classify rocks by their physical attributes (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam) * Explain how water and/or wind have made changes to soil and/or rocks over time | Students should know and be able to:   * Habitat, Adaptations and Environment * Identify features and/or adaptations of organisms that allow for them to survive in their habitat * Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there * Construct an explanation from evidence of why some organisms can thrive in their habitat and not in other habitats |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| Students should know and be able to:   * Heat * Identify different sources of heat energy * Design and construct a device to increase and/or decrease the warming effect of sunlight * Use thermometers to measure the effect of sunlight on various objects. | Students should know and be able to:   * Pollution and Conservation * Collect information and create records of sources and effects of pollution on plants and animals * ∙ Can explore, research, and communicate solutions to protect plants and animals, conservation of resources and recycling materials |

**Social Studies:**

| **First Nine Weeks** | **Second Nine Weeks** |
| --- | --- |
| Students should know and be able to:  ∙ Locate major topographical features on a physical map of the United States  ∙ Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe  ∙ Describe early American Indian cultures and their development in North America (Arctic, Northwest, Southwest, Plains, Northeast, Southeast)  ∙ Describe how physical systems affect human systems | Students should know and be able to:  ∙ Describe early American Indian cultures and their development in North America (Arctic, Northwest, Southwest, Plains, Northeast, Southeast)  ∙ Describe how physical systems affect human systems ∙ Describe European exploration in North America (Columbus, Cabot, Balboa, de Soto, Cartier, Hudson) |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| Students should know and be able to:  ∙ Explain the factors that shaped British Colonial America (New England, MidAtlantic, Southern Colonies)  ∙ Describe how physical systems affect human systems.  ∙ Describe the elements of representative democracy/republic in the United States  ∙ Explain the importance of Americans sharing certain central democratic beliefs and principals (personal, civic) | Students should know and be able to:  ∙ Describe the elements of representative democracy/republic in the United States  ∙ Explain the importance of Americans sharing certain central democratic beliefs and principals (personal, civic)  ∙ Define and give examples of the four types of productive resources  ∙ Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protections, and military) and pay for these through taxes  ∙ Give examples of interdependence and trade and explain the benefits of voluntary exchange.  ∙ Explain the concept of opportunity cost as it relates to making a saving or spending choice. |

**English/Language Arts:**

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**Text and Practices Domains**

| **First Nine Weeks** | **Second Nine Weeks** |
| --- | --- |
| *Students should know and be able to:*   * Ask and answer questions, referring explicitly to informational texts. * Determine the main idea, recount key details and explain how they support the main idea in informational texts. * Determine the meaning of academic and domain-specific words and phrases in a text. * Describe the relationship between historical, scientific, technical using time, sequence, & cause/effect in multiple informational texts. * Use text features and search tools to locate information in informational texts. * Compare/ contrast key ideas and details presented in two informational texts on the same topic. * Distinguish their own point of view from the author of a text. * Writing informational reports | *Students should know and be able to:*   * Explain how specific aspects of a story’s illustrations contribute to what is conveyed by the words in a story * Describe characters and explain how their actions contribute to the sequence of events. * Determine the meaning of words & phrases as they are used in the story. * Compare/ contrast theme, setting, plots of books in the same series * Retell stories including the moral or lesson. * Ask & answer questions referring explicitly to the story. * Distinguish point of view from that of narrator or characters. * Refer to specific parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, etc. * Writing narrative stories |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:*   * Ask and answer questions, referring explicitly to the text * Determine the main idea, recount key details and explain how they support the main idea * Describe the relationship between historical, scientific, technical using time, sequence, & cause/effect * Determine the meaning of academic and domain-specific words and phrases in a text * Recount stories, determine central message, lesson, or moral and explain how it is conveyed through key details * Describe characters and explain how their actions contribute to the sequence of events * Writing opinion pieces on topics or texts, supporting a point of view with reasons | *Students should know and be able to:*   * Use information from illustrations and text to gain understanding * Distinguish their own point of view from the author of a text * Describe the logical connection between sentences and paragraphs in text (cause and effect, problem/solution, compare and contrast) * Use text features & search tools to locate information * Compare/contrast key ideas and details presented in two texts on the same topic * Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story * Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, etc. * Compare/ contrast theme, setting, plots of books in the same series |

\*\* Some standards overlap and some are taught throughout the year. These timelines are a guide and subject to change. Lessons will be determined based upon student needs.\*\*

If you have made it here, thank you for taking the time to read this in its entirety. I know it’s a lot, but I hope it was helpful and can be used as a guide this year.

Thank you for entrusting me with your child.

Ms. L.Smith