

Dear Parent/Guardian,

We would like to welcome you and your child to the Intermediate Center. We realize you probably have many questions about a new school, new grade, and new teachers, so we have organized this booklet to help answer some of those questions. You will find information regarding the curriculum we will study as well as grade level policies and procedures. If we have overlooked any area, please bring it to our attention so we can discuss it with you and include it in next year's booklet.

We would like to thank you for your interest in your child's education. Your involvement at school and home will heighten the success your child will experience in the classroom. The more you know and understand regarding your child's abilities and learning styles, the more effectively we can work together to make this a motivational year for your third grader! With home and school working together, our children should be the winners!

Sincerely,

The Third Grade Team:

Karen Erickson
Diane Farnsworth
Erin Keating
Lisa Lawson
Susan Messmann
Tamara Cleary
Brenna Siebold
Michael Umberger

UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher -- the tools she used
Were books, music and art.
The other, a parent, worked with a guiding hand,
And a gentle, loving heart.

Day after day, the teacher toiled with touch
That was careful, deft, and sure,
While the parent labored by her side
And polished and smoothed it over.

And when at last, their task was done,
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.

And each agreed they would have failed
If each had worked alone.
For behind the parent stood the school,
And behind the teacher, the home.

Author Unknown

The Mount Horeb Area School District does not discriminate against pupils based on sex, race, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability/handicap in its educational programs or activities. If you believe you have been discriminated against based on a protected class, a complaint may be filed with the District Administrator or his/her designee by calling (608)437-2400 extension 1211.

THIRD GRADE CURRICULUM

READING

Our goal for third graders in reading is that they learn to enjoy reading as a life-long endeavor and realize how it affects all areas of our lives. Students are encouraged to make the transition from reading words to reading for meaning. We strive to help students become more independent in their reading and in their work study skills. We stress that students should utilize their reading skills in other academic areas as well as in reading for enjoyment.

Using the Journeys Literacy Program, we provide opportunities to integrate many language arts skills including listening, speaking, and writing into our Reading lessons. This has a positive effect on comprehension and promotes enjoyable reading experiences. In addition, students receive whole group instruction in reading strategies and skills, as well as individual student/teacher conferences about students' independent reading books. Reading strategies will be a focus during the year to help students read for meaning. This includes the comprehension reading strategies of: making connections, asking questions, visualizing, inferring. (See Appendix I for descriptions of some reading strategies.)

Standards:

- Use effective reading strategies to achieve their purposes in reading
- Read, interpret, and critically analyze literature
- Read and discuss literary and non-literary texts in order to understand human experience
- Read to acquire information

Struggling readers at all grade levels will receive extra support such as oral reading practice, teaching of skills that are not developed, and working on improving their comprehension. Additional reading practice is strongly encouraged for these students.

All third graders are expected to read independently at home 15 minutes every night. Staff will assist students in finding books at their reading levels and teachers will send home a form to track at-home reading.

LANGUAGE ARTS

English is taught within Journeys Literacy Program and in conjunction with our other subjects. The function of the program is to encourage students to better express themselves in speaking and writing.

Standards:

- Create or produce writing to communicate
- Plan, revise, edit and publish clear and effective writing
- Use and understand the function of various forms, structures, and punctuation marks of standard American English

(LANGUAGE ARTS CONT.)

- Orally communicate information, opinions, and ideas effectively
- Listen to and comprehend oral communications
- Participate effectively in discussion
- Develop their vocabulary of words, phrases, and idioms as a means of improving communication
- Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate

SPELLING

Students will be participating in a differentiated spelling program through the Journeys literacy program. This program is based on sorting words into specific categories to internalize patterns in order to spell and apply patterns to new words. Word sorting includes teacher-directed instruction and independent learning. Each sort begins with a teacher demonstration of a sort by sound or pattern with a small group of students who have similar needs. Later, as children sort word cards on their own, they make discoveries and generalizations about the conventions of English spelling patterns as well as exceptions to the patterns (termed-“oddballs”). Some sorts may include games, practice pages, and word hunts (looking for other words that follow the pattern). Student sorts may include comparing and contrasting word features with word sounds, consistent spelling patterns, affixes, homophones, contractions, word meanings, word usage and parts of speech. A copy of words and the sorting categories will be sent home for students to practice during the week.

Students are placed in a small group based on assessments of their mastery of specific spelling patterns. Periodic assessments may be done and students may shift to different groups throughout the year. Each sort is finished with a test in which students are asked to correctly spell words and sort them into specific categories (as demonstrated by the teacher). Students will also be asked to articulate the rule or pattern that was featured with that sort. Dictation sentences using high frequency or priority words may be included in the tests. Students will be asked to review sorts at home as well as work on learning words that they missed on their tests.

PENMANSHIP

We review basic manuscript and introduce lowercase cursive letter formations.

MATHEMATICS

Our district has adopted EVERYDAY MATH for kindergarten through fifth grade. This program is based on the National Standards for Teaching Mathematics. Students will frequently

bring home *Study Links* to be completed at home. A *Student Reference Book (SRB)* can be accessed online or will accompany homework. Everyday math resources can be found at www.everydaymathonline.com. Problems can be solved using several different algorithms (methods).

The Everyday Mathematics Instructional design is carefully crafted to capitalize on student interest and maximize student learning. It focuses on:

- * High expectations for all students
- * Concepts and skills developed over time and in a wide variety of contexts
- * Balance among mathematical strands
- * Dynamic applications
- * Multiple methods and strategies for problem solving
- * Concrete modeling as a pathway to abstract understanding
- * Collaborative learning in partner and small group activities
- * Cross-curricular applications

The learning goals for Everyday Math are linked to the past and to the future for each grade. Each unit incorporates learning goals. “Beginning goals” are an introduction to a new concept that will be practiced through the year and will be reinforced not only this year but in the following years. “Developing goals” are those that a student would have first learned about in the previous grades and now they will review, practice, and apply that strategy but will not be expected to master it yet this year. “Secure goals” are those concepts or strategies that students are expected to master, apply, and maintain at this grade level. They will be expected to perform operations using these strategies on a regular basis and will be tested on them in the unit test as well as the final test for the exit expectations for this year’s grade level.

Students will become more and more comfortable with this terminology and will therefore know what goals they must meet by the end of each unit. They will develop an awareness for long term goals and how to reach those by understanding that they must be actively engaged in the practice and review provided daily in this program.

While we realize that all children do not learn at the same rate and that some will need more practice than others, it is our objective to provide ongoing practice for all students and address individual student needs for a variety of learning styles and ability levels. (Students will be assessed on an ongoing basis to help them acquire knowledge of basic facts in +,-,x.

Everyday Mathematics is based on the belief that children are capable of learning more math in a richer curriculum; and, that all children can be successful mathematical thinkers. We chose this program because we too believe that mathematics is meaningful to children when it is varied, rich, and rooted in real world problems and applications.

SCIENCE

Our science program is designed to emphasize hands-on activities. We probe, observe, experiment, describe, compare, measure, predict, read, and do research. We want our program to provide a link for preparing students for the scientific, technological world in which we live. It

is our hope that third graders will realize that we are all scientists and that we use science in our lives every day. Through new developments, we can improve the quality of life.

Units and basic concepts:

**Ecosystems: Organisms, Their Environment and Survival*

- How does the environment affect traits?
- What are adaptations?
- How can organisms survive in their environment/habitat?
- What happens when environments change?
- What do fossils tell us about the past?
- What are some plant life cycles?
- What are some animal life cycles?
- How do plants and animals have traits inherited from parents?
- Why do traits vary in groups of similar organisms?
- How do differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing?

**Weather and Climate Changes:*

- How are clouds formed?
- What is condensation?
- What are some of the types of clouds that form?
- What is the difference between weather and climate?
- What types of weather can we observe?
- How is weather measured?
- What are some of the instruments used to measure weather?
- How does the water all around us, affect the weather?
- What are some types of climates?

**Forces and Interactions-Machines & Magnets:*

- What are forces?
- What are types of forces?
- What is motion?
- What are some patterns in motion and how can they be used to predict future motion?
- How do balanced and unbalanced forces affect the motion of an object?

SOCIAL STUDIES

Our social studies units are integrated whenever possible with reading and science. The central theme is “Communities around the World.”

Topics covered include:

** Landforms and Bodies of Water*

- Oceans and rivers
- Forests and prairies
- Mountains and deserts

** Skills*

- Looking for important information
- Map skills

* *Regions around the World:* - Africa, China, Australia

* Learning about the government

- Money/currency
- Capital and flag
- World news in the local newspaper about their country

* *Studying the people*

- Language
- Customs such as festivals and dress
 - Stories, folk tales, music
- Homes, jobs, food
 - Rural/urban
 - Population
 - Religion

* *Studying the land*

- Map skills
 - Goods and services, natural resources
 - Animals
 - Topography (highest/lowest elevations)
 - Climate
 - Exports/imports
 - Transportation
 - Major cities/countries

ART

Students at the IC come to Art class once a week where they discover art from different times, places and cultures. Art skills are practiced as they learn about different art-making materials. Students are encouraged to express original ideas through their art while demonstrating their understanding of art concepts.

Artwork is often displayed in the halls at school, at the district offices, and other places throughout the community. Students make art portfolios that hold their artwork until they take it home at the end of the year. This allows students to see their growth over time. It also allows them to choose their best artwork for the All School Art Show in the spring.

Parents are encouraged to communicate with Ms. Lu any information that will help their child's art experience.

Miss Lu's Philosophy of Art Education

For all students, art education ought to be fun, empowering, and relevant to their lives both in and outside of the classroom. In addition, education ought to be about such things as honesty,

community, respect and the love of learning. Art education is not only fundamental, but also necessary for the benefit of all students. It should provide students with a knowledge base to build upon; skills to apply and enhance their knowledge; and a positive attitude toward learning that will continue throughout their lives.

A strong knowledge base is the foundation upon which students continue to build. It is important that this base include the ability to: make art (production); interpret art (criticism); know art's role in culture (heritage); and discuss questions about the nature of art and to make informed judgements about it (aesthetics). How students learn affects what they learn. I will apply Howard Gardner's Theory of Multiple Intelligences when preparing and presenting lessons, considering the unique learning styles of my students.

The skills taught and practiced in the art classroom will benefit students throughout their lives. Some of these skills include: listening, questioning, reading, writing, speaking, information gathering, critical thinking, problem solving, decision making, risk-taking, practice, and a "what if?" attitude. I will help students to see how math, science, social studies, music and language arts are all related to art and vice versa.

Education ought to be student-centered, active (mentally, physically and verbally) and developmentally appropriate. Students have a right to learn in a safe environment that allows them to explore, experiment, take risks and grow as individuals. There should be no doubt in the student's mind that they belong in school and are welcome there. I intend on creating such a place.

Art education has changed from a production based model to one that is more holistic, comprehensive, dynamic and vital to the education of all students. These beliefs are the basis for the decisions I make in my classroom. Art education is not a luxury...it is a necessity. A strong art education program will benefit the students, the school, the community, and the future.

LuAnn Wichlacz (ext. 7495)
wichlaczluann@mhasd.k12.wi.us

GUIDANCE

Feelings, friendship, conflict resolution, and protective behaviors are the four major units of the 3rd grade guidance curriculum. These subjects are presented through weekly 25-minute classes, which involve discussions, individual activities, and small group work. The feelings unit deals with feelings about themselves and others. The friendship unit focuses on making and keeping friends, as well as being a good friend to others. The conflict resolution unit deals with getting along and communicating with others, problem solving and preventative strategies. Staying safe with regard to strangers and potentially hurtful situations is the focus of the protective behaviors unit.

Student Support Groups

Throughout the school year, student support groups are formed to aid students experiencing similar problems. Friendship, family change, social skills, and concerned persons (students worried about someone close to them who abuse alcohol and/or drugs) are issues around which groups are typically formed. Counselors, teachers and parents refer students who may benefit from a group, and trained facilitators from within the school building run the groups. Groups meet 1 to 2 times per month. Parents are encouraged to contact the school counselor to refer their child to a particular group.

Preston "Buddy" Sigmon (ext. 7446)
sigmonbuddy@mhasd.k12.wi.us

LIBRARY MEDIA CENTER

In the library at the Intermediate Center, we strive for a warm and friendly environment that encourages students to find, read, and discover. With our open door policy, students are free to come in to check out books or use the computers throughout the day. Our main goals are to help students feel comfortable in the library and get them excited about reading and learning information literacy skills.

Each week students have two scheduled visits to the Library Media Center. One of the visits is for circulation where they have the opportunity to check out books that interest them. The second visit to the LMC each week is for library skills. For these sessions, the students come for 25 minutes to learn a variety of information literacy skills. Activities may include practicing how to find different types of materials in the library, learning how to use the online catalog, learning good research strategies, and gaining an appreciation for all the literature that is available.

Everything we teach in the library is designed to help students become life-long learners. The most important skill they can learn is how to find quality information from a variety of sources, whether from books, reference materials, or computers. This is something they can use across all their classes here at the IC and into their future school careers and life as well. We want all students to succeed, and we feel that the library is the place that will help them find the answers to their questions and meet all their information needs.

Mrs. Rudolph (ext. 7485)
rudolphjenifer@mhasd.k12.wi.us

MUSIC

Our activities in music class are centered on the development of musical skills. Music literature will include songs from American history, seasonal songs, and songs from other countries. Activities will focus on developing singing a melody, rhythm, playing instruments, listening skills, and responding to music through movement, and understanding a basic knowledge of musical terms and instruments. Music skills are reinforced and expanded upon each year.

Your child will have an opportunity to perform in their grade level music program. The third grade program will be presented on May 2, 2012 at 2:00 p.m. in the IC Gym. Your attendance is a great way to show the support of your child and their education. Please mark your calendar and plan to attend.

As a part of your child's education, music can be reinforced in several ways. You can listen to music together and talk about what you heard and how you reacted to what you heard. You can attend school and community concerts. Records, tapes, and compact discs can also be checked out from libraries. Music is a vital source of entertainment, a means of expression, and plays a major role in passing on history and tradition.

If you have any questions, concerns or ideas regarding our music class, please feel free to contact please feel free to contact Ms. Brown (ext. 7457, email - brownbarbara@mhasd.k12.wi.us), or Mrs. Fauque (ext. 7474, email – fauqueroxanne@mhasd.k12.wi.us)

PHYSICAL EDUCATION

The general purpose of Physical Education is to give the students a chance to enjoy and appreciate movement through a variety of activities. Play in itself is the principle key to physical education and human development. Playing games and doing skill work are provided to the third, fourth, and fifth graders. Our curriculum of activities is action based, and understanding of the games and skills is encouraged. Improved coordination, balance, agility and healthful fitness are benefits and objectives of the lessons. An elementary school physical education program is essential for comprehensive development and growth of children. Social, mental, emotional, and physical growth are considered in planning the program. Attention to developing the fundamental movements of running, throwing, jumping, and climbing is also considered. Attempts to maximize individual student strength is made by the instructors when possible.

Students are required to wear appropriate (gym) shoes for physical education class. Please check your child's schedule for physical education days.

If a child is unable to participate in physical education class, a parent should send a note to excuse him/her from class. A doctor's excuse is required for a 'long-term' injury or illness; once the child is allowed to return to participate, a doctor's note will also be required. A parent note would be honored for a less serious injury/illness.

Physical education is taught for 35 minutes three times a week.

Jack Prehn (ext. 7482, email - prehnjack@mhasd.k12.wi.us)

Kent Arneson (ext. 7454, email - arnesonkent@mhasd.k12.wi.us)

TECHNOLOGY

At the Intermediate Center, technology is used to support and enhance existing curriculum and classroom projects. Students are instructed in keyboarding, building on previously learned concepts and adding to their ability. They use these skills to create and collaborate on reports and projects.

There are two computer labs at the Intermediate Center that are used on a regular basis by all classes. We also have a mini lab with 12 computers that classes can sign out for smaller groups. In addition, classes have access to computers, Chromebooks and iPads in each classroom.

There are a number of grade appropriate educational technology resources, which are used including but not limited to: Google Applications for Education, GAFE, Edmodo and Typing Club. These are used to create written work, illustrate, present projects and showcase student work. Students will be introduced to digital citizenship using the Common Sense Media Curriculum, which will include internet safety, cyberbullying and information literacy.

HOMEWORK

Our recommendation for third grade homework is approximately 30 minutes a day. This consists of reading, math homework or home link, practicing math facts, studying sets of words, and completing unfinished class work and/or an enrichment/reinforcement activity. Students are encouraged to read independently at home every night to meet their reading goal for each quarter (see appendix H). There will also be some long term projects with scoring rubrics provided ahead of time.

ASSESSMENT

Elementary report cards (K-5) indicate a student's level of performance in various skill areas. Progress will be assessed through daily work, projects, homework, and tests.

The Academic Key is printed below:

3. Performing at expectations
2. Progressing toward expectations
1. Performing below expectations

Grading systems continue to change as educational trends shift. The "rubric" is a tool currently being utilized to assess projects, writing, and other skill areas. A score may be assigned to a rubric, but the goal is for the student to focus on specified criteria rather than the score (See Appendix G). Portfolios, additional assessment tools, are collections of student work that show progress and examples in student abilities. If you have questions about assessment techniques being used, please contact your child's teacher for more information.

ASSIGNMENT BOOKS

Students are required to purchase an assignment book from the Intermediate Center office. Your child's homework will be communicated through his/her assignment notebook. This needs to be signed by a parent/guardian and returned the next day (See Appendix A).

LATE ASSIGNMENTS

Late assignments will be brought to the attention of parents on an individual basis.

PHONE CALLS

Parents can call the school throughout the day, however teachers may not be able to take or return calls until after 3:23. Please leave a detailed message on the teacher's voice mail to let him/her know what the call is regarding. If the call is urgent, please contact our office staff (437-7406) to insure it is received in a timely manner. Students will not be allowed to make calls from school regarding personal business. Cell phones need to be turned off during school hours.

COMMUNICATIONS

- 1 . A school newsletter and an Intermediate Center Event Calendar will be added to the school website at the beginning of each month.
- 2 . Classroom newsletters will be emailed home on a regular basis, either weekly or every other week, depending on the teacher. Information on when to expect the newsletters will be shared with parents during the Parent Information Night.
- 3 . During "Very Important Person" (V.I.P.) week, your child will have a chance to display pictures, show special items, and have special privileges.

OVERVIEW OF STUDENT BEHAVIOR MANAGEMENT PROGRAM

The focus of our behavior management program (Positive Behavioral Interventions and Supports – PBIS) is to provide clear and consistent behavioral expectations at school. While the school district does have standards established for behavior, PBIS provides staff and students with common language and a framework for teaching appropriate behavior (be responsible, respectful and ready). Through PBIS, we will work to secure a productive and safe environment for ALL school community members.

CLASSROOM RULES AND CONSEQUENCES

Each teacher bases rules on the Behavior Expectations (see Appendix D). On some occasions, a student's behavior choice may need to be documented and communicated to parents or guardians. Our staff utilizes a communication form for this specific purpose. It is referred to as

the “Behavior Form” (see Appendix D). **This form is used as a communication tool and not as a punishment.** It will inform parents/guardians of inappropriate behavior and when necessary an appropriate consequence. An unsigned or misplaced behavior form will result in loss of recess and another behavior form. Three behavior forms per quarter, or a serious behavior incident, will result in a conference with the principal and an after school detention. (See Appendix D for sample.)

DETENTION

Detention is a place where students can set aside time for reflection and redirection. Activities are designed to help students identify their inappropriate choice(s) and then problem solve acceptable alternatives for the future. After school detentions are supervised by staff rotation and take place from 3:23-4:00 p.m.

POSITIVE CONSEQUENCES

Research indicates that a variety of positive reinforcements administered sincerely with clarification as to what is done well can and does change behavior on a long-term basis. The following items are a sample of suggested strategies for developing students’ positive self-esteem and incentive for appropriate choice making.

- * Genuine caring and support
- * Recognition of accomplishments
- * Positive parent calls/letters
- * PBIS
 - Special activities/assemblies
 - Thumbs Up” Recognition slips
 - Character Traits
- *Mindfulness
- *Nurtured Heart Strategies

NEGATIVE CONSEQUENCES

Research tells us that negative consequences applied in a consistent manner with clarification of expectations can and does stop inappropriate behaviors. It is important that negative consequences be administered in a manner consistent throughout the elementary system. Teachers are asked to discuss, clarify, and support the following levels of consequences. The following is an overview of the various interventions that are typically used. The principal or designee should be consulted when any special or severe behavior situation occurs (e.g. life threatening, substantial physical/emotional harm, vandalism, theft, etc.).

- Warnings/Time Out
- Think Sheet completed
- Behavior Form sent home

Parent Call/Note
Loss of Recess
After School Detentions
Parent Meeting
Suspension

- * Violation of district behavior standards will result in immediate suspension.
- * See Appendix

SUPPLY LIST

- * See Appendix E

APPENDIX M

EXTRA CURRICULAR ACTIVITIES

After School Chorus

Mount Horeb Recreation Department

After School Chorus is a fun musical group made up of approximately 40 third through fifth graders, who like to sing, act, and move to music. It will meet January through March on Tuesdays from 3:30-4:30 pm at the Intermediate Center. There will be two performances in mid-March. The theme for the program and the dates of the performances will be announced later. After School Chorus is offered through the Mount Horeb Recreation Department. Be sure to check the Recreation Department Activity Guide that comes out in August for exact rehearsal dates and fees. If you need more information please call the Recreation Department at 437-3400.

Family Reading Night

Coordinator: Cheri Janssen, ext. 7415, and Amy Green ext. 7480

This is a fun time sponsored by our PTO in the fall where families can come and hear community members read or simply read to themselves. Refreshments and book fair coupons are provided, too.

P.A.S.S. Program

Advisor: Buddy Sigmon, ext. 7446

P.A.S.S. (Partners At School Sharing) is a mentoring program that matches caring adults to students to help them strengthen their academic, social, and emotional skills and to help them realize their full potential. Mentors provide ongoing individualized attention and guidance to build support and enrich a long-term healthy relationship with a caring adult. When a trained, caring adult is paired with an individual student, the partner will spend approximately 15-30 minutes per week at school listening, encouraging, and being a friend. Parent permission is needed for participation.

Student Council

Advisor: Tammy Brey & Susan Messman

Each classroom votes for two student council representatives (one will meet first semester and the second will meet second semester). These elected students help organize school-wide activities and make decisions based on input from classroom peers. In the past, Student Council has organized Spirit Days, Red Ribbon Week activities, support for Ronald McDonald House and other school and community events. Members meet monthly to discuss upcoming events and issues of concern.

