

WELCOME

to

Third

Grade!



Welcome!

Tracey Barringer
Math & Science

Kelsey Manley
ELA &
Social Studies



Data Governance and Student Confidentiality

- Parents cannot post class pictures from school, video conferencing, virtual lessons, field trips, etc. on any social media
- Parents cannot forward or text any email from the teacher.

Arrival and Dismissal

- We highly encourage you to drop off students between 7:40 and 7:50.
- If students arrive early (before 7:40) they are to go to the gym.
- Make sure your child knows your family's dismissal plan, meeting place **and** your rain plan.
- Students are dismissed by their mode of transportation. Carpool leaves at 2:45, straight to the gym/cafeteria. Walkers and Bikers leave at 2:50. Students are no longer allowed to pick up younger siblings/meet friends before their official dismissal time.

Here's the Scoop!

- Class Schedules are on our class web pages.
- Two hour blocks with each teacher:
 - One block in the morning and one in the afternoon.
 - We switch block times on Tuesday and Thursday.
- Both teachers use the same discipline plan/money system
- Specials/PE are from 9:00-10:10
- You will receive a report card, Cougar Report, and an interim report each nine weeks.
 - *No interims the first nine weeks*



Here's the Scoop!






- Lunch is from 12:02-12:27.
- Healthy Choices PLUS "Extras" (Only one "Sweet Treat" a day)
- Please discuss with your child your "extras" rules for the week (some only Fridays, some 2 a day etc.)
- Birthday Treats are available by request. Please contact Andrea Rodgers a week ahead of time at ceslunch@mtnbrook.k12.al.us to order treats. Please remember that we have nut allergies in both homerooms.
- Snack is at 10:15. Please remind your child to pack a snack each day. If they forget it, they can purchase one first thing in the morning.
- We have a 18 students in each homeroom this year.










Mrs. Barringer's Homeroom Schedule 2022-2023



	<u>7:50-9:00</u> Block 1	<u>9:00-9:40</u> Specials	<u>9:40-10:10</u> PE	<u>10:10-11:15</u> Block 1	<u>11:20-11:50</u> WIN Time	<u>11:50-12:00</u> Block 2	<u>12:02-12:27</u> Lunch Time	<u>12:30-12:50</u> RECESS	<u>12:50-2:50</u> Block 2
Monday	Math Block 1 Barringer's HR	Media Ms. Moore 	PE	Math Block 1 (con't) Barringer's HR	W I N T I M E	K I D S S W A P	Line 2 Tables 5-6	R E C E S S	Math Block 2 Manley's HR
Tuesday	Math Block 1 Manley's HR	Music Ms. Butler 		Math Block 1 (con't) Manley's HR					Math Block 2 Barringer's HR
Wednesday	Math Block 1 Barringer's HR	Art Ms. Fowler 		Math Block 1 (con't) Barringer's HR					Math Block 2 Manley's HR
Thursday	Math Block 1 Manley's HR	Spanish Senora Blanton 		Math Block 1 (con't) Manley's HR					Math Block 2 Barringer's HR
Friday	Math Block 1 Barringer's HR	STEM Ms. Anderson 		Math Block 1 (con't) Barringer's HR					Math Block 2 Manley's HR

Mrs. Manley's Homeroom Schedule 2022-2023

	7:50-9:00 Block 1	9:00-9:40 Specials	9:40-10:10 PE	10:10-11:15 Block 1	11:20-11:50 WIN Time	11:50-12:00 Block 2	12:02-12:27 Lunch	12:30-12:50 RECESS	12:50-2:50 Block 2
Monday	ELA Block 1 Manley's HR	Spanish Senora Blanton 	PE	ELA Block 1 (con't) Manley's HR	W I N T I M E	K I D S S W A P	Line 1 Tables 3-4	R E C E S S	ELA Block 2 Barringer's HR
Tuesday	ELA Block 1 Barringer's HR	Music Ms. Nelson 		ELA Block 1 (con't) Barringer's HR					ELA Block 2 Manley's HR
Wednesday	ELA Block 1 Manley's HR	Art Ms. Hill 		ELA Block 1 (con't) Manley's HR					ELA Block 2 Barringer's HR
Thursday	ELA Block 1 Barringer's HR	Counseling Ms. Fry 		ELA Block 1 (con't) Barringer's HR					ELA Block 2 Manley's HR
Friday	ELA Block 1 Manley's HR	STEM Ms. Lilley 		ELA Block 1 (con't) Manley's HR					ELA Block 2 Barringer's HR

What is WIN Time?

WIN Time= What I Need Time

During this time, we will be reinforcing skills taught and re-teach concepts. Students will either be working in a small group with their teacher, reading independently, working on IXL or another skill building assignment. No new skills will be introduced during WIN time.

Cougar Boot Camp



Cougar
Serve
Trustworthy
Respect
Own your actions
Never give up
Grow

Schoolwide

Discipline/Accountability



Conferences



- ◆ Fall Conferences October 24th-26th-Noon Dismissal (Teacher Led)
- ◆ Spring Conferences March 22nd-23th-Noon Dismissal (Student Led)
- ◆ If you would like to have a conference with us, please let us know. We are available during our break time when we do not have meetings.
- ◆ Mondays and Wednesdays from 9:15-10:00
- ◆ Feel free to email us or give us a call with any questions.

COMMUNICATION



Haven't gotten an e-mail yet? Something is up! Please let us know!

Barringert@mtnbrook.k12.al.us

Mrs. Barringer

Manleyk@mtnbrook.k12.al.us

Mrs. Manley

E-Mails

- “Got It” Replies
- If it can be helped, please make no changes after 2:30 to dismissal
- Thank you for your patience—we will respond to emails as soon as we can.
- Phone: (205) 871-8126 Ext. 7331 (Barringer) Ext. 7330 (Manley)



- ❑ All math/science topics or concerns to Mrs. Barringer
- ❑ All language arts/social studies topics or concerns with Mrs. Manley
- ❑ Address anything else (transportation changes, medical information, behavior concerns, etc.) address with BOTH teachers.
- ❑ Always include cesabsences@mtnbrook.k12.al.us when you are emailing about an absence.

Student Work/Resources:

- ❑ Agenda and Take Home Folder Daily
- ❑ Papers will come home as needed.
- ❑ Most work in Language Arts and Math is done in journals/digitally.
- ❑ Constant Feedback/Multiple Opportunities





The Cougar Report

Third Grade



Student Name _____

Nine Weeks Grading Period _____

+ I consistently meet expectations.

- I am still working to meet expectations.



Serve I can help others.	Student Self-Evaluation	Teacher Evaluation
I can find ways to help friends or adults in need.		N/A
Trust/Collaboration I can work well with others.	Student Self-Evaluation	Teacher Evaluation
I can share ideas and build on the ideas of others.		
I can perform specific roles within a group.		
I stay on task and remain focused during group work.		
Respect I can respect others.	Student Self-Evaluation	Teacher Evaluation
I can show respect for other people's property and personal space.		
I can use language that is supportive and positive.		
I can be inclusive and work collaboratively with those who are different than me.		
Own Your Actions I am responsible for myself.	Student Self-Evaluation	Teacher Evaluation
I can use self-control.		
I can take care of resources and materials.		
I can take ownership for my success as a learner.		
I can complete my work on time.		
I can come to class prepared/complete my nightly practice.		
Never Give Up I can commit to a growth mindset.	Student Self-Evaluation	Teacher Evaluation
I can set and work toward goals.		
I can attempt other strategies when I am challenged.		
Grow I can be an active learner.	Student Self-Evaluation	Teacher Evaluation
I can accept feedback from adults and peers in a positive way.		



- Students have already begun assessing their areas of growth from the Cougar Report.
- At the end of every nine weeks, students will have to evaluate themselves honestly and thoughtfully.
- We will also evaluate them in these areas. We will discuss it with your child.
- We tell the students that a minus NEVER indicates failure. It just means we are working to make progress in an area.

Language Arts I Cans

- ownership of learning
- goals
- concrete examples of learning

Language Arts "I Can" Standards - 1st Nine Weeks

	Standard	+/	Examples/Comments
Reading			
1	I can fully answer questions about a story by looking back at the text for answers. RL.3.1		
2	I can ask meaningful questions about a text. RL.3.1		
3	I can describe characters' traits, feelings, and motivations in a story. RL.3.3-partial		
4	I can determine the central message of a story. RL.3.2-partial		
5	I can determine a character's perspective about a situation and explain if my perspective is different or the same. RL.3.6		
6	I can read grade level text fluently and accurately. RF.3.4		97 words, 98% accuracy
7	I can recall stories in order using details and tell the main idea. RL.3.2		
8	I can decode words using different strategies. RF.3.3		
9	Comprehension Strategy: I can visualize when I read.		
10	Comprehension Strategy: I can make inferences when I read.		
Writing, Spelling, and Language			
1	I can write a grade level narrative story. W.3.4		
2	I can plan, write, revise, and edit a piece of writing. W.3.5		
3	I can use grade level language skills when I speak and write. L.3.1 (parts of speech skills)		
4	I can use correct capitalization and punctuation at the beginning and end of sentences. (C-2 skill)		
5	I can use grade level spelling patterns when writing words. L.3.2f		

What will my child learn?

Language Arts:

- ☐ Phonics/Word Study
- ☐ Fluency/Accuracy
- ☐ Reading Comprehension
- ☐ Language/Grammar
- ☐ Writing
 - ☐ Methods of Instruction
 - ☐ Workshop Model



Social Studies:

Alabama Native Americans, Branches of Government, Economics (Market Day)

Word Study (Spelling)

example skill: Adding -ing to various base words

vc base words

hopping

shutting

vce base words

writing

moving

vvc base words

sneaking

eating

A child may have gotten a 12/12 on memorized words, but then...

sliping

exciteing

shoutting

driling

giveing

haulling

If a child has memorized 10-15 words, there is no way for me to know if he/she mastered the skill. The spelling tests with different words are simply a way for me to see if they have truly mastered the skill.

Reading Home Practice Goal: Start and Finish Books

Every night:
Read 20 minutes

- Make a plan for busy schedules
- Any book/text
- Make it fun

Parent Signature needed to earn Pay Day!

- Check in with your child

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"	Student "B"	Student "C"
reads 20 minutes each day	reads 5 minutes each day	reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year

1,800,000 words



90th percentile

282,000 words



50th percentile

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

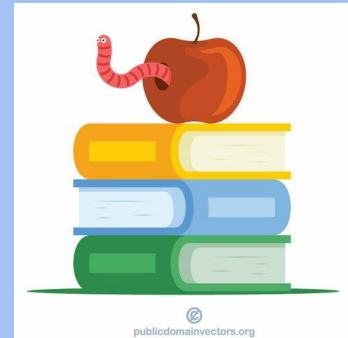
(Wagdy & Horrocks, 2007)

Digital Reading Tracker-40 Book Challenge!!!

This is a way for students to keep track of their reading for the year and to stay motivated. We will have a quarterly reward for reading 10 books. The end of the year goal is 40 books and we will have a celebration at the end of the year! Students are already so excited and tracking their books!

Students can access their digital reading tracker from home through Schoology if they finish a book at home or forget to track it at school. They may need to login to their google drive account to open it.

[Digital Reading Tracker Link](#)



Ways to Help Your Child in Language Arts

- Hold them accountable for their nightly reading.
- Ask them questions about the books they are reading. Engage in a conversation about reading (how the process of reading feels for them) and how they are liking their books.
- Encourage students to try spelling words on their own before you tell them how to spell it. We do this in class.
- Be mindful of what motivates or inspires them to write! Maybe it is writing a letter and mailing it to a family member or maybe it is writing a review of a book they have read, or even a recipe.



1st Nine Weeks Math Grade Level IXL Progress

Skill Code	Skill Topic	Date of Mastery (20 questions AND Smart Score of 85 or above)	# of Questions Answered + Smart Score
Third Grade Skill A.3	Skip- Counting		
Third Grade Skill A.11	Comparing: with Addition and subtraction		
Third Grade Skill B.1	Place Value Models to the Thousands		
Third Grade Skill B.9	Place Value Word Problems		
Third Grade Skill C.1	Add two numbers up to three digits		
Third Grade Skill C.8	Balance addition equations: up to three digits		
Third Grade Skill C.11	Complete the addition sentence: up to four digits		
Third Grade Skill C.16	Addition patterns over increasing place values		
Third Grade Skill D.1	Subtract numbers up to three digits		
Third Grade Skill D.2	Subtraction input/output tables: up to three digits		
Third Grade Skill D.3	Subtract numbers up to three digits: word problems		
Third Grade Skill D.7	Subtraction patterns over increasing place values		
Third Grade Skill E.1	Count equal groups		
Third Grade Skill E.3	Write multiplication sentences for equal groups		
Third Grade Skill E.4	Relate addition and multiplication for equal groups		
Third Grade Skill E.6	Write multiplication sentences for arrays		
Third Grade Skill E.7	Make arrays to model multiplication		
Third Grade Skill F. 2	Multiply by 1		
Third Grade Skill F. 3	Multiply by 2		

NAME _____

ELA 3RD NINE WEEKS - IXL PROGRESS

Skill code	Skill Topic	Date of Mastery (20 questions AND Smart Score of 90)	# of Questions Answered + Smart Score
THIRD GRADE F.2	Determine the main idea of a passage		
THIRD GRADE C.1	Determine the themes of myths, fables, and folktales		
THIRD GRADE H.2	Identify the author's purpose: passages		
THIRD GRADE I.2	Compare and contrast in informational texts		
THIRD GRADE V.1	Put the sentences in order		
THIRD GRADE V.3	Organize information by main idea		
THIRD GRADE K.2	Determine the meanings of similes		
THIRD GRADE M.2	Use actions and dialogue to understand characters		
THIRD GRADE N.1	Identify story elements		
THIRD GRADE P.1	Use text features		
THIRD GRADE S.1	Read realistic fiction: set 1		
THIRD GRADE S.2	Read realistic fiction: set 2		

- Standards Review Tool
- Teaches time management
- Accountability
- Independent Practice
- Meeting their Goal
- Bonus Reward

Math “I Cans”

Standard	+/-	Comments
1. I can use multiplication to figure out the total number of objects in an array or equal groups. 3OA1		
2. I can divide to show how to share a set of objects equally. 3OA2		
3. I can multiply to solve word problems. 3OA3		
3. I can divide to solve word problems. 3OA3		

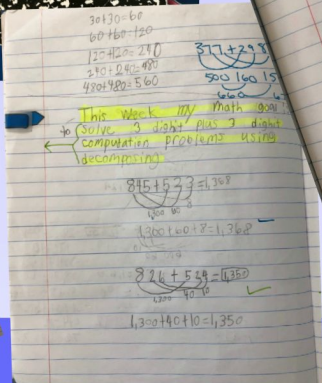
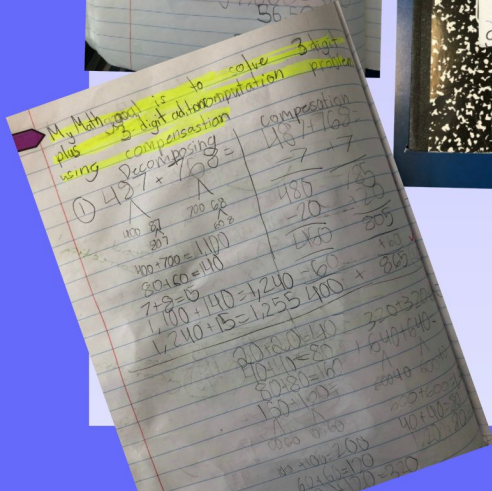
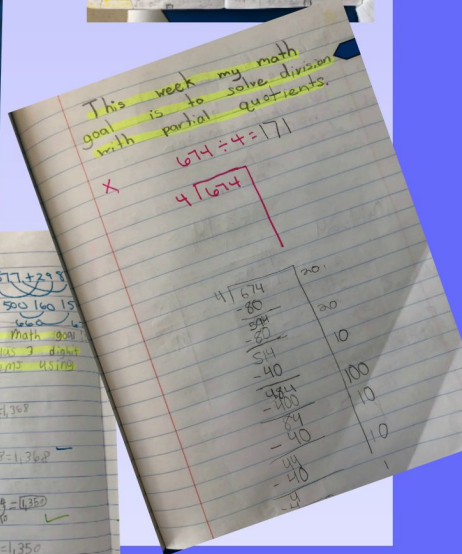
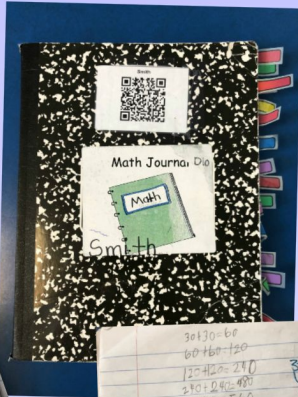
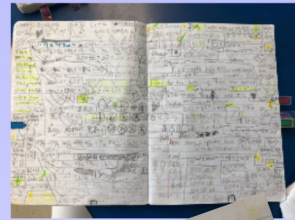
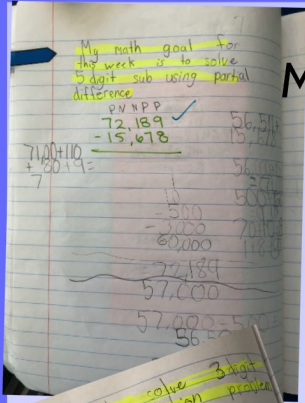
7. I can multiply fluently within 100. 3OA7 (facts of 1, 2, 5, 10)		
9. I can identify and explain arithmetic patterns 3OA9 (including patterns in the addition table or multiplication table.)		
11. I can fluently ADD and SUBTRACT within 1,000 using a <u>single strategy</u> . (decomposing, partial sums, compensation)		

Students will conference with teacher to see if these benchmarks are met

Everyone is working on improving something...

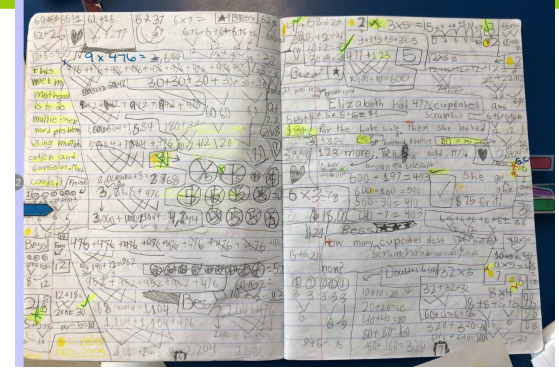
Individualized Goals/Learning

Math Journal Goals



Methods of Instruction:

- Whole Group
- Small Group
- Conferences
- Independent Practice
- Partner
- Integration of Technology



- *Standard Algorithm
- *Math Goals/"Just Right", Create with help
- *Seesaw

MATH FACTS PRO

- Will be used to practice fact fluency standard
- Will be used as a part of our daily math block
- Great way to increase automaticity



What does math really look like now?

Math in Isolation

Solve the following problems:

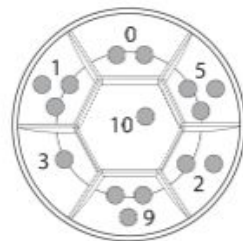
$$5 \times 7 = \underline{\hspace{2cm}}$$

$$8 \times 8 = \underline{\hspace{2cm}}$$

$$9 \times 6 = \underline{\hspace{2cm}}$$

Math in Application

In this game, the person with the most points is the winner. Evan flips 15 chips into the wheel. He earns the number of points shown in each section for each chip that lands in that section.



Where would Evan's next two chips have to land to earn an exact total of 68 points? Show the equations you are using to solve.

What can I do to support my child in math?

To Do

- Ask them questions about their work on Seesaw
- Make sure that your child is fluent with 10 combinations and 100 combinations
 - Example: You say "2" they say "8"
 - Example: You say "30" they say "70"
- Give them think time to grapple with problems
- Make "To-do" list around the house to see if they are reading for details. (This is extremely important for multi-step word problems)

Not To Do

- Panic and hire a tutor
- Think we don't want to hear from you. We LOVE to hear from you! Ask us questions. We are here to serve you and your child.

SCIENCE



PROJECT LEAD THE WAY

PLTW

- Hands-on Science Units- Forces and Interactions
Simple machines and complex machines
- All about Inheritance and Variation of Traits
Dominant and Recessive Genes

STEMscopes™

PREK-12

THE LEADER in PreK-12 STEM EDUCATION



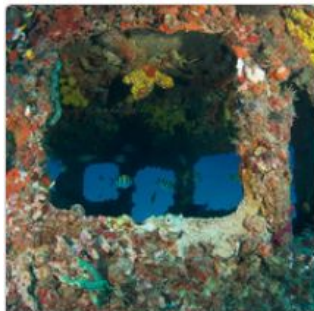
3.3 and 3.4 Electric and Magnetic Forces

Physical Science



3.9 Fossils

Life Science



3.12 Environmental Changes and Effects

Life Science



3.13 and 3.14 Weather and Climate

Earth and Space



3.15 Processes and Impacts of Natural Hazards

Earth and Space

Field Trip Possibilities/Major Events



Major Events



World Music Tour - February



Market Day - May



Details and information on chaperones and dates etc. coming soon!

Room Moms:

Mrs. Barringer:

Emily Tomlinson

Rebecca Hughes

Mrs. Manley

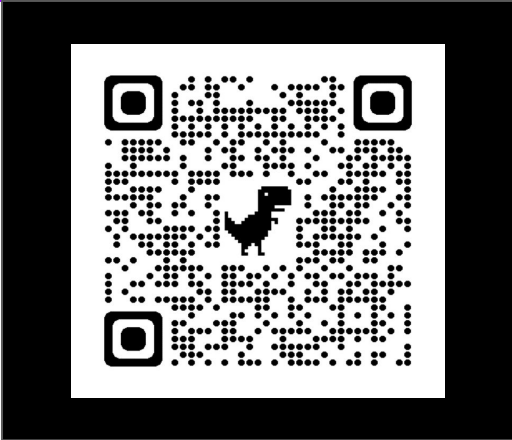
Taylor Brown

Erin McElroy



Before you leave...

- ★ Please make sure to take the Code of Conduct Acknowledgement Form home to discuss with your child tonight and return it signed by you and your child **tomorrow**.
- ★ Feel free to scan the QR code to open up the Code of Conduct on your phone.



JUST
ONE
more
THING!