

Third Grade 2008-2009

Teacher: Ms. Jennifer Tschirky

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Description: Consistent with the curriculum guidelines from the California State Academic Standards for Language Arts and Math, the Frameworks for Social Studies and Science and conforming to Good Shepherd's Schoolwide Learning Expectations, the third grade will focus on students moving beyond the beginning stages of reading and writing to mastery and application of these skills in all subject areas.

Objective: The following have been adapted from our 2008-2009 Schoolwide Learning Expectations (SLE's)

The student will demonstrate the qualities of an active Christian who:

- values the teachings of Jesus and of sacred scripture
- knows and values Catholic faith
- possesses a positive sense of self
- appreciates that other people, cultures, and nature are part of God's creation

The student will achieve the skills of a life-long learner who:

- thinks critically
- has the academic skills to pursue life-long learning
- is an effective communicator, can problem-solve with other students
- integrates spirituality in every facet of one's life
- develops organization skills
- works cooperatively, demonstrates tolerance and respect

The student is a globally aware individual who:

- actively provides community service to others
- develops the skills that include communication and acceptance of others
- is aware of current world affairs

Materials

Pascuzzi, Maria, Blest Are We. Parsippany, New Jersey: Silver Burdett Ginn Religion, 2004.

Carlsson, Gunnar Ph. D. and Cohen, Ralph Ph D. Mathematics California Edition. New York, New York: Mc Graw Hill, 2002.

Carlsson, Gunnar Ph. D. and Cohen, Ralph Ph D. Mathematics Transition Handbook. New York, New York: Mc Graw Hill, 2002.

Carlsson, Gunnar Ph. D. and Cohen, Ralph Ph D. Mathematics Math at Home. New York, New York: Mc Graw Hill, 2002.

Carlsson, Gunnar Ph. D. and Cohen, Ralph Ph D. Mathematics Daily Homework Practice. New York, New York: Mc Graw Hill, 2002.

Gentry, Richard J. Ph. D. Spelling Connections. Columbus, Ohio: Zaner- Bloser, 2000.

Dimick, Carolyn, Voyages in English. Chicago, Illinois: Loyola Press, 1999.

Dimick, Carolyn, Voyages in English Test Booklet. Chicago, Illinois: Loyola Press, 1999.

Cooney, Timothy Dr., Scott Foresman Science. Glenview, Illinois: Scott Foresman 2003.

Cooney, Timothy Dr., Scott Foresman Science Lab Manual. Glenview, Illinois: Scott Foresman 2003.

Armento, Beverly J. From Sea to Shining Sea. Boston, MA, Houghton Mifflin Co., 1994.

Wasyluk, Thomas, Handwriting. Honesdale, PA, Universal Publishing: 2003.

Rigby Readers Assorted titles levels 27- 40, Barrington, Illinois, Rigby: 2000.

Online resources, handouts and supplemental publications as provided.

Wilder, Laura Ingalls, Farmer Boy. New York, NY Scholastic: 1993.

MacLachlan, Patricia, Sarah Plain and Tall. New York, NY: Harper Trophy, 1985.

Fleischman, Sid, The Whipping Boy. New York, NY: Troll, 1986.

Blume, Judy, Double Fudge. New York, NY: Scholastic: 2002.

White, E. B., Charlottes Web. New York, NY: Scholastic 1952.

Dangliesh, Alice, The Courage of Sarah Noble. New York, NY: Aladdin Paperbacks. 2002.

Hermes, Patricia, Westward to Home. New York, NY: Scholastic, 2001.

Requirements and Assignments:

Appropriate point value will be assigned as needed for each subject. Grades will be figured by adding up a student's total earned points and dividing it by the total possible points, giving a percentage. Third grade is the first year students will earn letter grades. Class work and class participation will make up the majority of the grade. Tests will never be worth more than thirty percent of the total grade.

Religion
participation
tests
class work

<u>Math</u>	<u>Reading</u>	<u>Spelling</u>	<u>Writing</u>	<u>Language</u>	<u>ArtsSocial Studies</u>
participation	reading lists	class work	assignments	participation	participation
class work	reading log	tests	journal	class work	class work
quizzes	tests	participation	cursive book	quizzes	quizzes
tests	participation		participation	tests	tests
notebook				notebook	notebook

Participation grade should reflect active listening and contribution to class discussion. Students should raise their hands to make comments or ask questions. Students should also practice listening to peer's comments and questions respectfully.

All students will be keeping notebooks in class for math, language arts, science and social studies. They will also be keeping a writing journal in the classroom. All work should be done neatly and to the best of the students' ability. All work should reflect time and effort. Work at school and at home should not be discarded as it may be necessary to study from for a test or a quiz.

Quizzes will be assigned at random. Tests will usually follow the end of a chapter or a unit. Review will occur in class prior to a test. In math a pre-test will come home before the test and can be used as a study guide. In spelling students will take a pre-test on Monday, this test will be self-corrected and does not count for a grade. The official spelling test will be on Friday.

Projects will be assigned to enrich students' learning. Instructions would be sent home with the project and a due date would be set with ample enough time to complete.

Homework will be sent home on Monday or the prior Friday if the packet is together. Reading log should be used to log every night's homework reading.

Late Work

All students are expected to complete all assignments. If a student is absent he or she should ask for his/ her makeup work upon return to school. Students who have several day absences will be given a due date for make up work depending on volume of work missed and length of absence. If work is not returned a grade of zero would be entered for missing assignment(s).

Late work submitted because of an excused absence will count for full credit. Late work submitted due to other reasons may be given partial credit.