

Welcome to Room 508

3rd Grade

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X 221 - classroom

3rd Grade Schedule 2019-2020

MONDAY, TUESDAY, THURSDAY, & FRIDAY

9:05 am - 9:10 am	CLASS BEGINS ~ FLAG SALUTE / ATTENDANCE	5 min.
9:10 am - 10:25 am	MATHEMATICS / ST MATH / IXL	75 min.
10:25 am - 10:40 am	SPANISH LANGUAGE ARTS ~ Benchmark Adelante ~ Read Aloud	15 min.
10:40 pm - 10:55 pm	RECESS	
10:55 am - 11:55 am	SPANISH LANGUAGE ARTS ~ Benchmark Adelante ~ continue	15 min.
12:00 pm - 12:30 pm	LUNCH	30 min.
12:35 pm - 1:05 pm	SOCIAL STUDIES / HISTORY	30 min.
1:05 pm - 1:35 pm	SCIENCE ~ NGSS	30 min.
1:55 pm - 2:55 pm	ENGLISH ~ READERS' WORKSHOP / L.C. WRITERS' WORKSHOP	60 min.
2:55 pm - 3:25 pm	GUIDED READING/INDEPENDENT READING	30 min.
3:25 pm - 3:30 pm	CLASS ENDS ~ CLEAN UP / CLOSURE	5 min.
*11:00 am - 12:00 am	FRIDAY ~ P.E. with Coach Kastorff	60 min.
*12:00 am - 12:25 am	WEDNESDAY ~ LIBRARY	25 min.

3rd Grade Schedule 2019-2020

WEDNESDAY

9:00 am - 9:05 am	MORNING ASSEMBLY	5 min.
9:05 am - 9:10 am	CLASS BEGINS ~ ATTENDANCE	5 min.
9:10 am - 10:25 am	MATHEMATICS / ST MATH / IXL	75 min.
10:25 am - 11:40 am	SPANISH LANGUAGE ARTS ~ Benchmark Adelante	75 min.
11:40 am - 12:00 pm	LUNCH	20 min.
12:00 Pm - 12:25 am	Library	25 min.
12:25 Pm - 12:35 am	English - Scholastic News	10 min
12:40 pm - 12:45 pm	CLASS ENDS ~ CLEAN UP / DISMISSAL	5 min.

3rd Grade Schedule 2019-2020

ADDITIONAL INFORMATION:

- ❖ **ST MATH** A minimum of 20 minutes per session is best for learning to occur.
- ❖ **P.E.** is once a week for 60 minutes. On Friday's, have your child wear sports shoes, sunscreen, and/or hat/cap. Recommends bring water bottle.
- ❖ We will not have **I.M.P.A.C.T.** due to our limited physical space.
- ❖ **Library** is once a week, Wednesdays, for approximately 25 minutes.
- ❖ **ArtCorps®** approximately once a month. Tentative ~Fridays at 2:30 pm.

Longfellow Spanish Immersion Magnet School Expectation Guidelines

- *Rule 1:* Be Respectful
- *Rule 2:* Make Good Choices
- *Rule 3:* Be a Problem Solver

Our Classroom Rules

- *Rule 1:* Be an active listener and participant during lesson.
- *Rule 2:* Follow instructions promptly and stay on task.
- *Rule 3:* Be respectful with everyone (including self).
- *Rule 4:* Complete and turn in class work on time.
- *Rule 5:* Always try my best effort. Persevere.

Classroom Behavior Chart & Class Dojo

- I am a **ROLE MODEL** to others. **+1**
- I am **KIND** and thoughtful. **+1**
- I am making **GOOD** choices. **+1**
- I am doing my **BEST** to learn. **(*) +1**
- I can make **BETTER** choices. **-0**
- I can **IMPROVE** my behavior. **-1**
- I can **REFLECT** about my behavior. **-1**

Contact Parent and/or Referral to Office/Counseling Center

Making Good Choices:

- ▶ Begin Day “making GOOD choices”
- ▶ Be “I am doing my BEST to learn” or
- ▶ Be KIND and thoughtful or
- ▶ Be a Role Model Student

- ▶ *Verbal Praise*
- ▶ *Class Dojo Points Earned*
- ▶ *Learning for Life → Trait of the Month Tickets*
- ▶ *Table Points → Eat Lunch with Teacher*
- ▶ *Line/Row Points*

Not Making Good Choices:

- 1st Time: Verbal warning (-0)
- 2nd Time: Write/reflect on choices made. Send Home - Student writes about making better choices(*see attached*). Note sent home for parent to read/sign and to be returned to school the following day (-1)
- 3rd Time: Notify Parent - Student may be sent to office/counseling center (-1)
- * *Lose of Class Dojo Points based on choices made*

Making Better Choices

Reflection Writing

Making Better Choices

Name: _____ Date: _____

Today I need to work on making better choices.

The problem:

My solution:

My reasons: I felt...

(It's okay to have feelings, but I need to make good choices.)

Next time I will try to:

Student signature: _____ Teacher signature: _____

Parent signature: _____

Student Problem Report

Filed by: _____

Date: _____

Description of Problem: _____

Location of Problem: _____

Persons Involved: _____

Witnesses: _____

What did the witnesses do? _____

How do you feel about what happened? _____

How do you think the other student feels? _____

List two things you might have done to solve the problem or prevent it from happening:

1. _____

2. _____

What do you think the teacher should do about this problem?

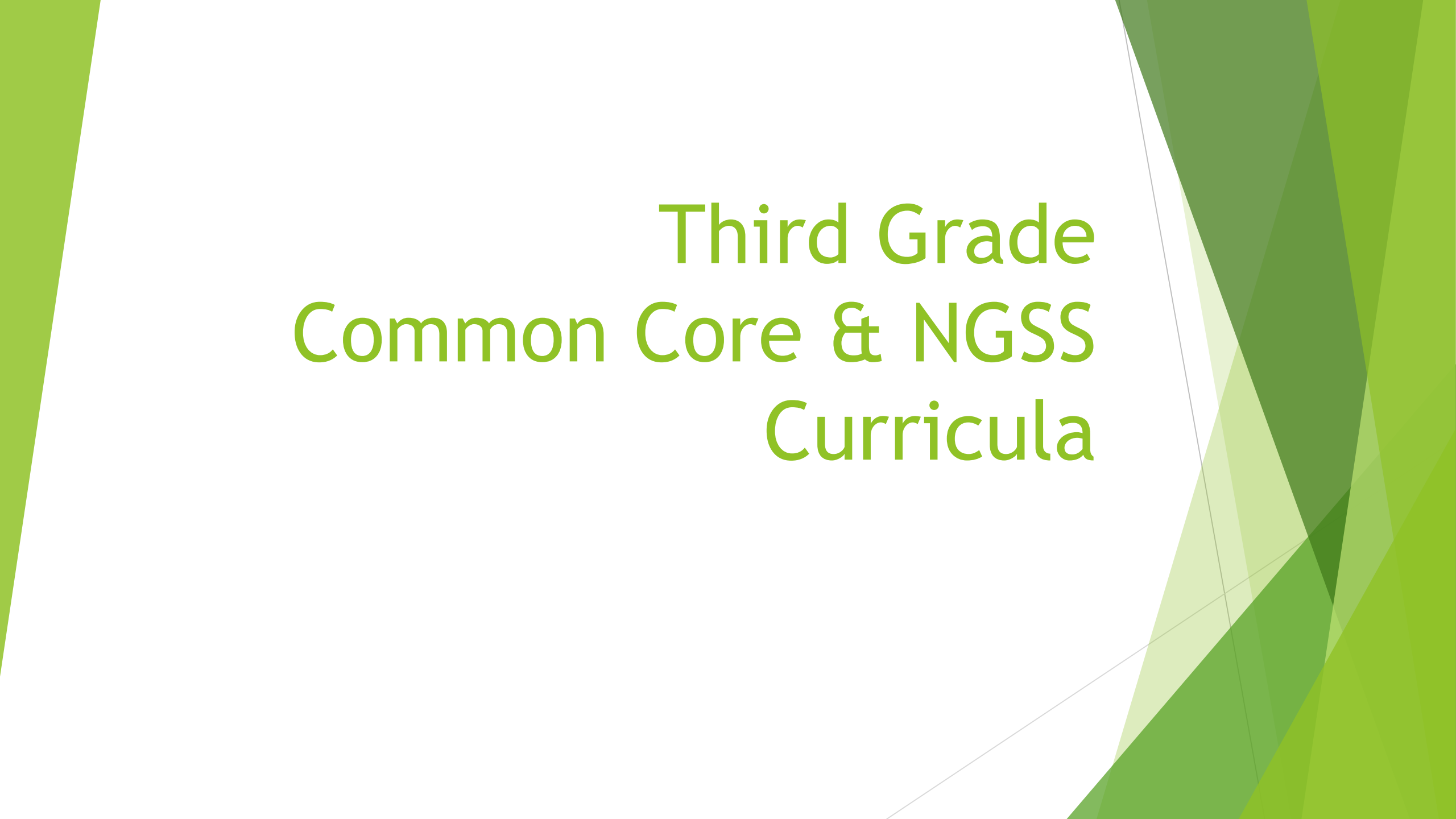
Student signature _____

Classroom Management Program



<http://www.classdojo.com>

Rewards Pass	Points Earned
Teacher changes Avatar of your choice pass	25 points
Change Avatar Code pass	50 points
Mechanical Pencil	550 points
Play box games with a friend for 10 minutes pass	100/600 points
Homework Pass (1 day)	150/650 points
10 Minutes computer pass	200/700 points
Sit by a friend for an hour pass	250/750 points
Teacher assistant for the day pass	300/800 points
Job of choice pass (1 day)	350/850 points
10 minutes free choice of activity	400/900 points
Sit by a friend for a day pass	450/950 points
Choice of rewards pass (from above list)	500/1000 points

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in the white space between these shapes.

Third Grade Common Core & NGSS Curricula

3rd Grade Curricula

Here's the link to 3rd Grade California Common Core:
<http://www.cde.ca.gov/re/cc/>

- ❖ Mathematics ~ CC Standards & Mathematical Practices + ST MATH
- ❖ English Language Arts ~ SDUSD Units of Inquiry & Lucy Calking's Writing Units
- ❖ Spanish Language Arts ~ Benchmark Adelante
- ❖ History-Social Science ~ Standards based focusing on San Diego History
- ❖ Science ~ Standards based FOSS Investigations & NGSS
- ❖ Handwriting/Keyboarding ~ Embedded through curriculum
- ❖ Physical Education ~ Fridays
- ❖ Formal Assessments ~ Math, Reading & Writing

3rd Grade Common Core Mathematics & 8 Mathematical Practices

Here's a link to the math standards:

<http://www.corestandards.org/Math/Content/3/introduction/>

Operations and Algebraic Thinking

- ▶ Represent and solve problems involving multiplication and division.
- ▶ Understand properties of multiplication and the relationship between multiplication and division.
- ▶ Multiply and divide within 100.
- ▶ Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- ▶ Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- ▶ Develop understanding of fractions as numbers.

Measurement and Data

- ▶ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- ▶ Represent and interpret data.
- ▶ Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- ▶ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- ▶ Reason with shapes and their attributes.

8 Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

3rd Grade Common Core Language Arts

Students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts.

In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons.

3rd Grade English Language Arts

GRADE 3

CCSS English Language Arts (ELA) Domains K-12

Language Standards	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use
Reading Standards for Informational Text	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Standards for Literature	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Standards: Foundational Skills	Print Concepts Phonological Awareness Phonics and Word Recognition Fluency
Speaking and Listening Standards	Comprehension and Collaboration Presentation of Knowledge and Ideas
Writing Standards	Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing

<p>READING: LITERATURE Key Ideas and Details</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Craft and Structure</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.3.8 (R.3.8 not applicable to literature)</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>READING: INFORMATIONAL TEXT Key Ideas and Details</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Craft and Structure</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
<p>READING: FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3b Decode words with common Latin suffixes.</p> <p>RF.3.3c Decode multisyllable words.</p> <p>RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>LANGUAGE Conventions of Standard English</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1b Form and use regular and irregular plural nouns.</p> <p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.1e Form and use the simple (e.g., I walk; I walk; I will walk) verb tenses.</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2a Capitalize appropriate words in titles.</p> <p>L.3.2b Use commas in addresses.</p> <p>L.3.2c Use comma and question marks in dialogue.</p> <p>L.3.2d Form and use possessives.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happier).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Knowledge of Language</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>Vocabulary Acquisition and Use</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/concern, hint/presence).</p> <p>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>L.3.5b Identify real-life connections between words and their use.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>
<p>WRITING Text Types and Purposes</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b Provide reasons that support the opinion.</p> <p>W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1d Provide a concluding statement or section.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aid comprehension.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2d Provide a concluding statement or section.</p> <p>W.3.2e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3c Use temporal words and phrases to signal event order.</p> <p>W.3.3d Provide a sense of closure.</p> <p>Production and Distribution of Writing</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards L.3-5 up to and including grade 3 here.)</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.9 begins in grade 4)</p> <p>Range of Writing</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SPEAKING AND LISTENING</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., pairing the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

→ Here's the link to the Common Core Standards:

<http://www.corestandards.org/ELA-Literacy/RI/3/>

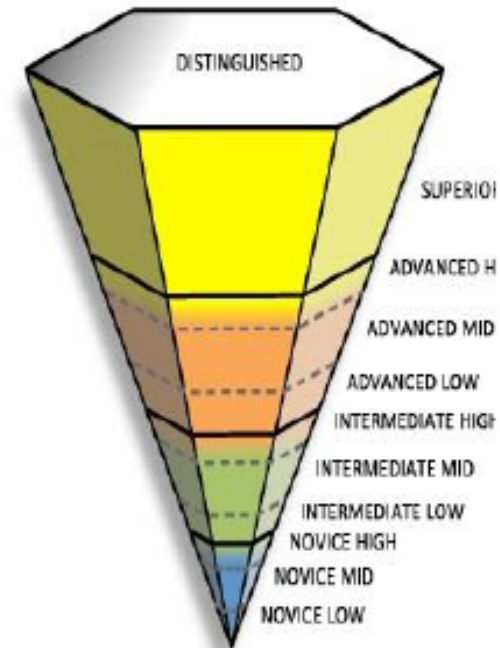
Spanish Immersion Program

~ Emphasis on Speaking Spanish K-8

San Diego Unified School District
Longfellow Spanish Immersion Magnet School

ACTFL Language Proficiency Continuum

Grade Level	K (or year 1 Immersion)	1st (or year 2 Immersion)	2nd (or year 3 Immersion)	3rd (or year 4 Immersion)	4th and 5th (or years 5 & 6 Immersion)	Middle school
ACTFL End-of-Year Proficiency Level Expectation	Novice Low-Mid	Novice Mid-High	Intermediate Low	Intermediate Mid	Intermediate High to Advanced Low	Work through Advanced and Superior Level skills to succeed on AP exam
Comparison to CELDT OPL expectations for ELLs	Beginner	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification on



To see a list of Can-Do Statements for your child's grade level, please visit:
https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf



3rd Grade History - Social Science

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

- ❖ Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- ❖ Students describe the American Indian nations in their local region long ago and in the recent past.
- ❖ Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
- ❖ Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
- ❖ Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Grade 3 Science FOSS Investigations & NGSS

Physical Sciences (NGSS - science journal)

1. Force
2. Movement

Life Sciences (NGSS - science journal)

3. Adaptations in physical structure or behavior may improve an organism's chance for survival.

Earth Sciences (FOSS -2018 only)

4. Objects in the sky move in regular and predictable patterns.

Investigation and Experimentation

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Handwriting

Cursive - Cursive has been a 3rd grade Standard for years but it is no longer required in our Common Core Standards. Students will be introduced to cursive through Adelante Benchmark.

Keyboarding - Common Core Writing Standards state that students will use technology (keyboarding skills) to produce and publish writing.

Physical Education

- ▶ 60 minutes of PE will be offered once a week by our P.E. Coach, Mr. Kastorff.
- ▶ This academic year we are not able to offer IMPACT program due to our limited space. Replacing with movement and dance (GoNoodle)

Formal Assessments

Formal assessments will be given throughout the year.

Reading levels will be assessed before report cards in both Spanish and English. *These are the minimum requirements to be at grade level on both languages:*

-Beginning of the year	Level M	28
-November 2018	Level N	30
-March 2019	Level O	34
-June 2019	Level P	38

Reading assessments tests both reading fluency and reading comprehension at each level.

* Grade 1 and Grade 3 students who are Far Below Expectations may be recommended for retention at the end of the school year.

Homework Policy

Homework will be given daily and checked for completion each morning, unless otherwise stated.

Students will receive a weekly homework chart at the beginning of each week outlining their daily homework.

Homework is NOT a report card grade. It is part of citizenship only for responsibility and consistency.

Please ensure your child is reading daily in both languages. Build reading stamina up to an hour per day. It will help him/her meet the required reading levels for 3rd Grade. (See previous slide).

Sample homework calendar

Semana # 2

Nombre _____ # _____

Menú de Tarea

Semana del 5 de septiembre al 9 de septiembre del 2016

NOTE: Students will fill in daily Math homework.

Spelling Words	lunes 9/5	martes 9/6	miércoles 9/7	jueves 9/8	viernes 9/9
High Frequency Words 1. the 2. of 3. and 4. a 5. to 6. in 7. is 8. you 9. that 10. it 11. he 12. was 13. for 14. on 15. are 16. as 17. with 18. his 19. they 20. I	<p>NO SCHOOL</p> <p>HOLIDAY</p> <p>LABOR DAY!</p>	Matemáticas:	Matemáticas:	Matemáticas:	Matemáticas:
		<u>Español:</u> Lectura en español: Leer 15 minutos Título: Autor: Firma: X _____	<u>Español:</u> Lectura en español: Leer 15 minutos Título: Autor: Firma: X _____	<u>Español:</u> Lectura en español: Leer 15 minutos Título: Autor: Firma: X _____	<u>Español:</u> Lectura en español: Leer 15 minutos Título: Autor: Firma: X _____
		<u>English:</u> Read for 15 minutes Title: Author: Sign: X _____	<u>English:</u> Read for 15 minutes Title: Author: Sign: X _____	<u>English:</u> Read for 15 minutes Title: Author: Sign: X _____	<u>English:</u> Read for 15 minutes Title: Author: Sign: X _____
		<u>Spelling</u> Write words numbered 1-10 three times each.	<u>Spelling</u> Write words numbered 11-20 three times each.	<u>Spelling</u> Practice for the test. Find a family member or friend to dictate the word. Write the high frequency word correctly. Correct your test. Spelling test tomorrow! ☺	
NOTE: These are non-negotiable high frequency words. You will need to be able to read and spell each word correctly.					

3rd Grade Fieldtrips

Exact Dates (TBD)

1. Mission Trails (Bus)

The Kumeyaay Indians are the indigenous people who once lived in the area that is now Mission Trails Regional Park. This is a 1-mile roundtrip interpretive walk to the historic Grinding Rocks site at the edge of the San Diego River. (Dec. 6 Chavez/Leon) (Nov. 1 Valencia)

2. Cabrillo National Monument (Bus ?? If not parent drivers)

Tide pools! Students will study intertidal plant and animal adaptations for survival in this harsh environment. (February - waiting for confirmation)

3. San Diego Symphony or Classic 4 Kids (Bus) ???

4. Balboa Park/Reuben H. Fleet (Bus) ???

It's a great place to visit and learn about San Diego's history. They offer guided tours based on 3rd grade curriculum which cover the Kumeyaay, Spanish, and English settlers (Last week of school)

LIBRARY

- ▶ Students will visit the library this year on Wednesdays.
- ▶ Students will be able to check out two books at a time. One book in English and the other in Spanish.

HAPPY BIRTHDAY!!!

- ❑ Birthday celebrations will be scheduled on the *last Friday of the month*, with a few exceptions. Please coordinate through Konstella with other parents of the same birthday month to plan your celebration. Keeping in mind with the District's Wellness Health Policy, we encourage parents to bring healthy options or activities to celebrate this occasion.
- ❑ **Allergies this year ~ Severe allergic reaction to PEANUTS!!!
OTHER ??**
- ❑ Please limit sugary treats!

**This year we have 24 students.
10 boys and 14 girls.**

Don't Forget!

- ✓ **Sign up for Fall Parent-Teacher Conferences
November 18th - 21st. It will be minimum day the entire week.**
- ✓ **Mark your calendars for Spring Parent-Teacher Conferences
March 9th - 12th, 2020.**
- ✓ **Picture day is September 19th and 20th (Thursday & Friday).**
- ✓ **If you are planning to volunteer, please take your ID picture on
these dates.**
- ✓ **For field trips, Volunteers are required to complete packet and
be cleared by school police each academic year.**

Room Parent

Welcome! Our Room Parent for Salón 508 is:

? _____

? _____

Responsibilities:

- Use Konstella, our parent communication app.
- Coordinate with teacher for classroom events.
- Inform parents of activities through Konstella.
- HAVE FUN!

VOLUNTEER OPPORTUNITIES:

- ▶ YOU MUST BE CLEARED BEFORE YOU VOLUNTEER.
Please turn in an application to the office ASAP.
- ▶ Art Corp approximately once a month. Tentatively on Fridays from 2:30-3:30 pm (Set up at 2:00 pm.)
- ▶ Holiday celebrations
- ▶ PTO sponsored activities: Spring Basket, Day at the Bay, etc.
- ▶ Incorporating your experience to our curriculum (music, art, science, STEAM activities, etc...)

Classroom Supplies

- Your child will be using netbooks to incorporate technology in our curriculum. If possible, please allow your child to bring in headphones/earphones and a mouse to school.
- School supplies - currently have.
- Donations or grant writing are welcome for wiggly chairs & seat cushions for library. Small thick rug.



Thank You!

¡Gracias!