

# ***BEFORE WE BEGIN...***

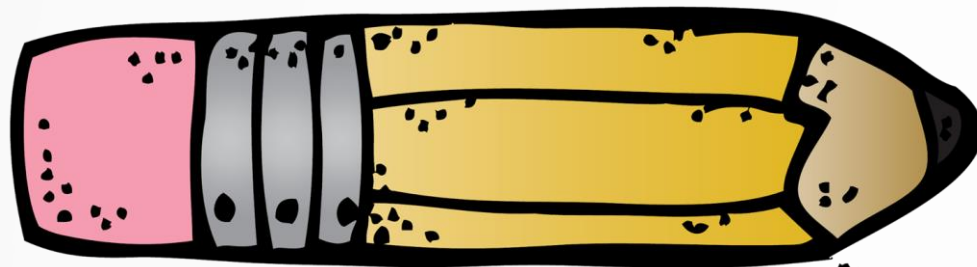
Register as a volunteer (instructions are by the chromebooks)

Please grab a bottle of water from the back and one deck of multiplication flash cards.

Find your child's seat. You will find a packet at your child's desk for you to take with you.

Use the sticky notes at your tables to write down any questions you currently have. I will try to answer all questions at the end of the presentation or I will collect at the end and answer vial email.

**WELCOME TO  
CURRICULUM NIGHT**



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# MEET THE TEACHER

My name is Jessica Meehan. This is my ninth year teaching and 7th year teaching third grade. I received my master's degree in Elementary Education from East Carolina University. My husband and I live

In Apex with our 2 year old son, Titus. We love this area and love Morrisville Elementary!



# **CLASSROOM MANAGEMENT**

We will use Class Dojo as part of our classroom economy. Students will be able to earn rewards every 20 points.

School Wide: MES Expectations

Students will earn apples around the school to earn a class reward that they choose.



# DATA WALL

Data walls will be in your child's take home binder. Please make sure to check and sign this weekly! This will keep you up to date on your child's progress in third grade!

DATA COLLECTION FOR  
1<sup>ST</sup> QUARTER DATA WALL

	Date	Assessment Name	Standards Observed	Score	Parent Initial
MATHEMATICS		Unit 1 Assessment 1 Building Mathematical Community & Understanding Equal Groups	NC.3.OA.1: For products of whole numbers with two factors up to and including 10 NC.3.OA.3: Represent, interpret, and solve one-step problems involving multiplication and division.	OA.1	
		Unit 1 Assessment 2 Building Mathematical Community & Understanding Equal Groups	NC.3.OA.1: For products of whole numbers with two factors up to and including 10 NC.3.OA.3: Represent, interpret, and solve one-step problems involving multiplication and division. NC.3.OA.9 Interpret patterns of multiplication on a hundreds board and/or a multiplication table	OA.3	
		Unit 2 Using Data to Solve Problems	NC.3.MD.3: Represent and interpret scaled picture and bar graphs.	MD	
		Unit 3 Assessment 1 Stories with Addition and Subtraction	NC.3.NBT.2 Add and subtract whole numbers up to and including 1,000.	NBT	

	Date	Assessment Name	Standards Observed	Score	Parent Initial
LITERACY		End of Unit 1 Answering Questions about a Literary Text	<p><b>RL.2.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.2.2:</b> 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><b>RL.2.3:</b> 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><b>RL.2.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>L.2.4:</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases.</p>	Overall	
		End of Unit 2 Informative Paragraph: The Challenge of Accessing Books	<p><b>RI.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.8:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	Overall	
		End of Unit 3 Recording an Audiobook and Revising Reading Contract	<p><b>RF.3.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.3.5:</b> 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><b>W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	Overall	



# OCEAN BINDER

These binders should go home every night! In this binder you will find: an agenda, homework, homework check sheet, data wall, and assessments.

- Your child is responsible for writing down their homework every day.
- Please check your child's data wall weekly and initial.
- You can check to make sure your child is turning in their homework by checking their homework check sheet.
- This will reflect your child's work

habits grade.

O.C.E.A.N. Binder

Organized Communication Every  
Achiever Needs



Mrs. Meehan's Track 2 Crew



# **HOMEWORK POLICY**

Nightly Expectations:

Monday-Thursday

Reading: Read for 20 min

Reading sheet aligned to lesson

Math: Math sheet

Practice math facts

Any other nightly assigned HW should be written in agendas  
each day.

Student should have their multiplication facts memorized by  
the end of third grade. Please make sure to practice these at  
home.



# DAILY SCHEDULE



9:15-9:30 Morning Meeting

9:30-10:10 Specials

10:10-11:15 Literacy

11:15-12:15 Math

12:15-12:45 Lunch

12:45-1:15 Recess

1:15-1:45 Target Time

1:45-2:45 All Block

2:45-3:40 Science/SS

3:40-3:45 Pack-Up and Dismissal



# MATH

## Quarter 1

### Unit 1: Building a Mathematical Community & Understanding Equal Groups

- Objects can be counted in equal groups instead of individual units (NC.3.OA.1).
- Products of a whole number can be interpreted as the total number of objects, given the number of groups and the amount in each group (NC.3.OA.1).
- Multiplication can be used when solving story problems that involve equal groups (a number of groups with an equal number of items in each group) (NC.3.OA.3).
- Division can be used when solving story problems that involve an unknown number of groups or an unknown size of groups (NC.3.OA.3).
- The Commutative Property can be applied to numbers to make sense of patterns in multiplication (NC.3.OA.9).

### Unit 2: Using Data to Solve Problems

- Data can be collected using a frequency table. (NC.3.MD.3)
- Data can be organized by creating scaled bar graphs and scaled picture graphs. (NC.3.MD.3)
- Data in graphs can be used to answer questions and compare categories. NC.3.MD.3)

### Unit 3: Stories With Addition & Subtraction

- Place value strategies can be used to solve addition and subtraction problems less than or equal to 1,000. (NC.3.NBT.2)
- Reasonableness of answers can be assessed by using estimation strategies. (NC.3.NBT.2)



# MATH

## Quarter 2

### Unit 3: Stories With Addition & Subtraction

- Place value strategies can be used to solve addition and subtraction problems less than or equal to 1,000. (NC.3.NBT.2)
- Reasonableness of answers can be assessed by using estimation strategies. (NC.3.NBT.2)

### Unit 4: Making Sense of Multiplication & Division

- Multiplication is the process used to find the total when given the number of groups and the amount in each group. (NC.3.OA.1)
- Properties of operations (commutative, associative, distributive) can be applied as strategies to multiply and divide. (NC.3.OA.1)
- Division means solving for the number of equal groups OR the number of objects in each equal group when the total is known. (NC.3.OA.2)
- One-step problem situations involving equal groups can be represented by multiplication and/or division. (NC.3.OA.3)
- Division can be represented as an unknown factor multiplication problem. (NC.3.OA.6)
- Multiplication and division are related operations. (NC.3.OA.7)
- Patterns in multiplication can be uncovered when looking at 100 charts and multiplication tables. (NC.3.OA.9)

### Unit 5: Reasoning with Shapes & their Attributes

- The defining attributes of quadrilaterals including rhombuses, rectangles, squares, and parallelograms. (NC.3.G.1)
- There are several different types of quadrilaterals. (NC.3.G.1)
- Math Language: Non-example Quadrilateral Rhombus Rectangle Square Parallelogram Trapezoid



# MULTIPLICATION

By the end of third grade, students should be able to fluently multiply 0-9.



# MATH

## 3<sup>rd</sup> Grade Math at a Glance for Parents 2018-2019

	First Quarter			Second Quarter		
Unit	<a href="#">Building Mathematical Community &amp; Understanding Equal Groups</a>	<a href="#">Using Data to Solve Problems</a>	<a href="#">Stories with Addition &amp; Subtraction</a>	Stories with Addition & Subtraction (cont'd)	<a href="#">Making Sense of Multiplication &amp; Division</a>	<a href="#">Reasoning with Shapes and their Attributes</a>
Standards Assessed	NC.3.OA.1 NC.3.OA.3 NC.3.OA.9	NC.3.MD.3	NC.3.OA.8 NC.3.NBT.2	NC.3.OA.8 NC.3.NBT.2	NC.3.OA.1 NC.3.OA.2 NC.3.OA.3 NC.3.OA.6	NC.3.OA.7 NC.3.OA.8 NC.3.OA.9 NC.3.NBT.3
Big Ideas on the Elementary Report Card	<ul style="list-style-type: none"> <li>Represent and solve problems involving multiplication and division.</li> <li>Multiply and divide within 100.</li> <li>Represent and interpret data.</li> <li>Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> </ul>			<ul style="list-style-type: none"> <li>Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> <li>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</li> <li>Understand properties of multiplication and the relationship between multiplication and division.</li> <li>Multiply and divide within 100.</li> <li>Reason with shapes and their attributes.</li> </ul>		
	Third Quarter		Fourth Quarter			
Unit	<a href="#">Applying the Operations to Area &amp; Perimeter</a>	<a href="#">Understanding Fractions as Parts of a Whole</a>	<a href="#">Using Tools to Measure Length, Weight, and Capacity</a>	<a href="#">Understanding Time</a>		
Standards Assessed	NC.3.MD.5 NC.3.MD.7 NC.3.MD.8	NC.3.NF.1 NC.3.NF.2 NC.3.NF.3 NC.3.NF.4	NC.3.MD.2	NC.3.MD.1		
Big Ideas on the Elementary Report Card	<ul style="list-style-type: none"> <li>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</li> <li>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</li> <li>Develop understanding of fractions as numbers.</li> </ul>		<ul style="list-style-type: none"> <li>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</li> <li>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</li> </ul>			

[tinyurl.com/y6wnekgs](http://tinyurl.com/y6wnekgs)



# LITERACY

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 3	Topic	3M1: Overcoming Learning Challenges Near and Far	3M2: Adaptations and the Wide World of Frogs	3M3: Exploring Literary Classics	3M4: Water Conservation
	Writing Tasks*	<ul style="list-style-type: none"> <li>Informative Paragraph: The Challenge of Accessing Books (RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.8, W.3.10)</li> <li>Informative Writing: Reading Strategies Bookmark (W.3.4 and W.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Writing: A Pourquoi Tale (W.3.3, W.3.4 W.3.10)</li> <li>Narrative and Informative Writing: Freaky Frog Book and Trading Card (RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6)</li> </ul>	<ul style="list-style-type: none"> <li>Presenting a Revised Scene from <i>Peter Pan</i> (RF.3.4b, SL.3.4, and SL.3.6)</li> <li>Narrative Writing: Revising a Scene from <i>Peter Pan</i> (W.3.3, W.3.4, W.3.6, W.3.10)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Essay: Demand for Water and the Importance of Water Conservation (RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b)</li> <li>Water Issue PSA Public Launch Presentation (RI.3.1, SL.3.4, SL.3.6, L.3.3b.)</li> </ul>
	Required Trade Books**	RL - <i>More Than Anything Else</i> , Marie Bradby RL - <i>Waiting for the Biblioburro</i> , Monica Brown RL - <i>Thank You, Mr. Falker</i> , Patricia Polacco RL - <i>Rain School</i> , James Rumford RL - <i>Nasreen's Secret School</i> , Jeanette Winter RI - <i>My Librarian Is a Camel</i> , Margriet Ruurs	RL - <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RL - <i>Lizards, Frogs, and Polliwogs</i> , Douglas Florian RI - <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL - <i>Peter Pan</i> , J.M.Barrie	RI - <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss RL - <i>Water Dance</i> , Thomas Locker RL - <i>The Boy Who Harnessed the Wind</i> , William Kamkwamba



# LITERACY

## Unit 1

Students read literary texts about children who face challenges with access to education. Throughout the course of the unit, students read three literary texts: *Waiting for the Biblioburro* by Monica Brown, *Rain School* by James Rumford, and *Nasreen's Secret School* by Jeanette Winter. They read each text for gist, recount the text, determine its central message or lesson, and then closely read and answer text-dependent questions designed to help them explain how that central message or lesson is conveyed through details in the text. Students also identify the challenges faced by the characters and how they are able to overcome them. For the mid-unit assessment, students discuss what they like about their independent reading books and the things that they have found challenging. In the second half of the unit, after learning how to write short constructed responses, students read a new literary text, answer selected response questions, and write short constructed responses about questions having to do with the text.



# LITERACY

## Unit 2

In Unit 2, students move from analyzing challenges others face in accessing schools to more specifically analyzing challenges others face in accessing books. Students closely read excerpts from *My Librarian Is a Camel* by Margriet Ruurs, which describes ways people living in different countries around the world access books. For a mid-unit assessment, students demonstrate their reading skills by reading a new excerpt from this book and determining its main idea.

In the second half of the unit, students switch gears to begin writing informative texts. Using what they have learned about reading informational texts in the first half of the unit, they plan, write, revise, and edit an informative paragraph describing how people in a particular country overcome the challenge of access to books. For the End of Unit 2 Assessment, students write a new informative paragraph describing the challenge and how it was overcome, using evidence from the excerpt from *My Librarian Is a Camel* read for the mid-unit assessment.



# LITERACY

## Unit 3

In Unit 3, students move from analyzing challenges faced by others, to learning challenges that they face, specifically with reading. This is framed with the book *More Than Anything Else* by Marie Bradby, which describes the reading challenges Booker T. Washington faced. Students hear the whole text read aloud and analyze in detail an excerpt of text that is rich in figurative language and describes the challenges Booker faced in detail. For a mid-unit assessment, students demonstrate their writing skills by writing an informative paragraph recounting Booker's story from *More Than Anything Else* and the lesson they learned through the challenges faced and how those challenges were overcome.

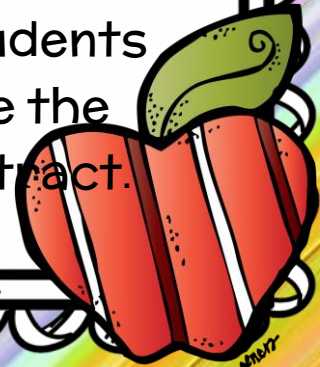




# LITERACY

## Unit 3- Continued

In the second half of the unit, students determine their own reading challenges and some strategies to overcome those challenges. They write a reading contract outlining two of their most significant reading challenges and two strategies to overcome each challenge. Students also practice reading excerpts of Nasreen's Secret School and Rain School for fluency practice throughout the second half of the unit. For Part I of the End of Unit 3 Assessment, students read an excerpt of Nasreen's Secret School or Rain School in a group to record an audiobook. In Part II, students revise their reading contracts based on teacher and peer feedback. For the performance task, students create a reading strategies bookmark to quickly reference the reading strategies they have outlined in their reading contract.



# LITERACY

## Module 2: Adaptations and the Wide World of Frogs

### Unit 1: Reading and Writing Narratives: Poems and Pourquoi Tales about Frogs

In this unit, students read and write narrative texts about frogs. They closely read poems about frogs and develop 'why' questions about frogs. They read and write narrative pourquoi tales that answer these 'why' questions. Students learn that narrative texts have a clear sequence of events that makes sense and is easy to understand. The beginning establishes the situation and introduces characters. The middle describes the central problem and explains how the characters respond to the problem. The ending tells the solution/resolution to 'wrap up' the story. Students also learn to form and use comparative and superlative adjectives and adverbs.



# LITERACY

## Module 2: Adaptations and the Wide World of Frogs

### Unit 2: Building Background Knowledge: Researching Frogs

In this unit, students build background knowledge about frogs. They closely read excerpts of a complex text to answer several research questions. They write informational paragraphs answering these questions. When reading, students use text features to find information about a topic, look a connections between sentences and paragraphs in an excerpt of text, and analyze illustrations to further their understanding of a text. The language study standard requires students to form and use regular and irregular verbs in the present tense.



# LITERACY

## Module 2: Adaptations and the Wide World of Frogs

### Unit 3: Using Writing to Inform

In this unit, students complete their Freaky Frog book by writing an informative 4- paragraph essay about a chosen 'freaky' frog and creating a trading card of their chosen frog. Students choose one frog from the options given. After analyzing the model about the poison dart frog students write their own essay giving the background information, two proof paragraphs about physical and behavioral adaptations, and a concluding paragraph. Through mini lessons and peer critique, students revise their writing. The language standards that students will focus on are using regular and irregular verbs, and writing simple, compound and complex sentences.

For the performance task, each student will create a trading card and compile the writing from the module into a book with a front cover and table of contents.



# SCIENCE

## Quarter 1 - The Human Body

3.L.1 - Understand human body systems and how they are essential for life: protection, movement, and support.

3.L.1.1 - Compare the different functions of the skeletal and muscular systems.

3.L.1.2 - Explain why skin is necessary for protection and for the body to remain healthy.

## Quarter 2 - Matter, Force & Motion

3.P.1 - Understand motion and factors that affect motion.

3.P.2 - Understand the structure and properties of matter before and after they undergo a change.

3.P.3 - Recognize how energy can be transferred from one object to another.



# SCIENCE



## WCPSS 3rd Grade Science Curriculum Map

WCPSS Science units are designed using the Understanding by Design framework. Stage 1 identifies and unpacks what students should know and be able to do according to the North Carolina Essential Standards for Science. Stage 2 provides assessment examples to show if students have mastered standards. Stage 3 is a collection of standards aligned learning experiences and resources to be used for instructional purposes.

Strand	Structures and Functions of Living Organisms	Matter: Properties and Change	Force and Motion	Earth in the Universe	Earth System, Structures, and Processes	Ecosystems	Energy Conservation and Transfer
Unit Title	<a href="#">Bones, Muscles, and Skin</a>	<a href="#">Matter: Structure, Properties, and Change</a>	<a href="#">Force and Motion: Speed and Direction</a>	<a href="#">Earth in the Solar System</a>	<a href="#">Earth's Land and Water Features</a>	<a href="#">Plants on Earth</a>	Integrated in <a href="#">Matter and Force and Motion</a> Units
<i>Sample</i> Timeframe	5-5.5 weeks	4-4.5 weeks	5 -5.5 weeks	4-5 weeks	4-5 weeks	5-5.5 weeks	*integrated
<i>Suggested</i> Report Qtr.	1st Quarter	1st/2nd Quarter	2nd Quarter	2nd/3rd Quarter	3rd Quarter	4th Quarter	1st/2nd Quarter
NC Essential Standards and Clarifying Objectives (*integrated standard)	3.L.1 3 L. 1.1 3 L. 1.2	3.P.2 3 P.2.1 3 P.2.2 3 P.2.3 3.P.3* 3 P.3.2*	3.P.1 3 P.1.1 3 P.1.2 3 P.1.3 3.P.3* 3 P.3.1*	3.E.1 3 E.1.1 3 E.1.2	3.E.2 3 E.2.1 3 E.2.2	3.L.2 3 L.2.1 3 L.2.2 3 L.2.3 3 L.2.4	3.P.3 3 P.3.1 3 P.3.2

- **NC Essential Standards for Science:** Assessed standards stating what students should know, understand, and be able to do by the end of the unit.
- **Integrated Standards:** NC Essential Standards that are integrated into another unit
- **Sample Time Frame:** Due to units overlapping the end of nine weeks, teachers may adjust reporting quarter as needed or report on taught standards of a unit for two consecutive quarters.



# **SOCIAL STUDIES**

## **Quarter 1 - Civics and Government**

3.C&G.1 - Understand the development, structure, & function of local government.

3.C&G.2 - Understand how citizens participate in their communities

## **Quarter 2 - Geography**

3.C.1 - Understand how diverse cultures are visible in local & regional communities

3.G.1 - Understand the earth's patterns by using the 5 themes of geography: location, place, human-environment interaction, movement, and regions.



# BIRTHDAYS



## BIRTHDAY CELEBRATION

**\*All food items must be store bought. Celebrations will take place during recess.**

As we promote healthy choices, we would like to suggest options in place of sending birthday snacks: recess equipment for the classroom, books for the classroom libraries, or school supplies for the classroom are great options. Parents are welcome to send these items to the classroom in honor of their child's birthday in place of sending a special snack item.

Also, with regards to birthday celebrations outside of school, please note that children are not allowed to send invitations and/or thank you notes to schoolmates through the student backpacks.



# SNACKS

Students may bring a snack to have each day.  
Please send in a healthy, “clean” snack (no  
utensils needed, doesn’t easily spill.)

Lunch: Please feel free to join your child for  
lunch.  
(12:15-12:45)



# ***VOLUNTEERS***

## **VOLUNTEER REGISTRATION**

Parents are highly encouraged to volunteer in the classroom and through the PTA. Wake County volunteer guidelines require that all classroom volunteers (including field trip chaperones) be registered in our volunteer tracking system. Please update your volunteer status every year.

## **VISITORS**

When parents come into the building to volunteer or have conferences with teachers, they must sign in at the front office and receive a visitor sticker. Please wear this sticker while you are in the building so that staff may easily identify visitors.



# COMMUNICATION

I will send out a classroom newsletter every other week that will include schoolwide and classroom news and a tentative quarterly schedule.

I will also post the newsletters on my class website (in addition to several great resources.

[Meehan Track 2 Crew Website](#)



# REMINDERS

Interims will be sent home the week of:  
August 5<sup>th</sup>, October 18<sup>th</sup>, February 3<sup>rd</sup>, May 4<sup>th</sup>

Report Cards will be sent home the week of:  
October 4<sup>th</sup>, January 10<sup>th</sup>, April 9<sup>th</sup>, and June  
30<sup>th</sup>

Conferences will take place after the first and  
third quarter.



# FIELD TRIPS

Third graders go on 3 field trips this year.

1. Morehead Planetarium and Science Center
1. Triangle Rock Club
1. JCR Arboretum



TRIANGLE  
ROCK CLUB



Specific dates are not confirmed at this time. We will need chaperones for each of these trips. You must be registered as a volunteer with WCPSS each year to be a chaperone.



# ***THANK YOU!***

Thank you so much for attending Curriculum night!

Please let me know if you have any questions. I will be posting this presentation on my website as well.

