

Welcome to

3rd Grade

with

Mrs. Hootman



Dear Parents & Students,

Welcome to 3rd grade! This year will be filled with literature, authoring our own works, soil, rocks, animals, fractions, multiplication, Wayne County history and government, cursive handwriting, economics, and much more! I can't wait to show off all the cool things 3rd graders learn!

I am very excited to enter my sixth year as part of the Franklin Township School Community. I grew up in rural Ashland County and relocated to Wooster as an adult after graduating from Mapleton High School and Ashland University. I live in Wooster with my three children and two cats. Prior to coming to Franklin, I taught a variety of levels in Wooster City Schools, most recently as an elementary school reading teacher.

On the following pages you will find information about classroom routines this year. This packet is meant as a reference you may use throughout the school year. It is sometimes necessary to change routines once the year has started. If that should happen, I will notify you as necessary through the weekly classroom newsletter. Please read and discuss my expectations with your child. If you have any questions or concerns throughout the school year, don't hesitate to get in touch with me through the contact information listed below.

Thank you for sharing your child with me. I am looking forward to a successful and fun-filled school year.

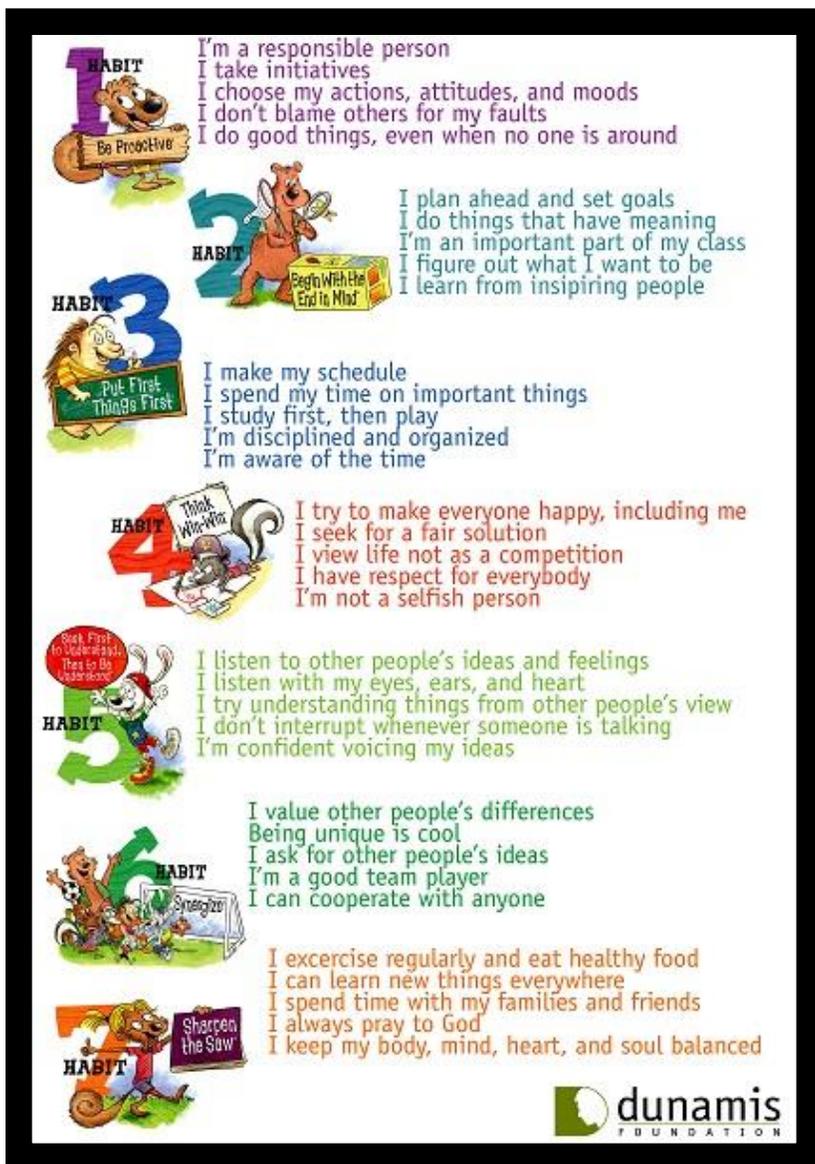
Sincerely,
Tara Hootman
3rd Grade Teacher
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330-264-2378

Leader in Me

Triway Local Schools is a proud participant in *The Leader in Me* process. The program is built on the books *The Seven Habits of Happy Kids* by Sean Covey and *The Leader in Me* by Stephen R. Covey who also wrote *The Seven Habits of Highly*

Effective People used often for personal growth and in the business world. Elementary teachers received training three summers ago to learn and implement the habits most effectively in our own lives, and learn how best to use them to better the education of our students.

Here at Franklin you will see these habits at work in many ways throughout the year. Children will learn and implement these habits at school, which we hope will carry over to what you see at home. I strongly believe the 7 Habits offer tools and skills for your child to become a leader. Effective leaders at all ages choose and define who they are and look for ways to lift others up to lead along with them. Our goal is for each of our Franklin students to lead in that way.



Above is a graphic showing the 7 Habits. *The Leader in Me* program strives to instill a sense of ownership in children, encouraging goals and accountability. I find it to be a great compliment to many things we already encourage at Franklin and I am excited to help unleash your child's voice as a leader. If you wish to research *The Leader in Me* further, you are welcome to visit the links to the right and I'm happy to answer any questions you may have.

For more information, visit the official *Leader in Me* website at <http://www.theleaderinme.org/> or use your smart device to scan the link below.



Classroom Expectations

Students will spend time the first week of school drafting our High Five Pledge. This class mission statement is an opportunity for students to be proactive in shaping how each of us will approach our work and each other to ensure we can all reach our goals. The pledge is taught as a contract we hold with each other that centers on the 7 habits. Last year's High Five Pledge read as:

As a class, we are organized and kind to all. We work hard using the 7 Habits. We hear pencils writing, erasers erasing, and kind words. We listen to others when they are talking. We make people feel welcome, excited, grateful and happy.



We will recite our new version each day at school and I expect students to exhibit the agreed upon behaviors throughout the day. Students can be recognized for these and other leadership qualities by their classmates and me. The recognized students receive a “High Five,” a foamy hand to be placed in their Leadership Notebook. Students should strive to be a positive leader at all times, whether recognized or not.

Students also move up and down our Behavior Chart each day. The chart to the right hangs by the classroom door, and travels to Lunch, Art, Music, and Gym. Each morning students place their clothespin on the green section indicating they are “Ready to Learn.” They may then clip up or down based on their behavior. Students following directions, working hard or showing High Five behavior, work their way up and off the chart to have their clip ride around on me for the remainder of the day. “Off the Chart” students also get to sign their name on the lobby windows at the end of the day.

Students choosing not to follow classroom procedures and exhibiting behavior outside the High Five Pledge will clip down. Their first clip down lands them in the blue area and may result in time spent on the wall at recess or in Homework Club to think about their behavior. Another clip down requires me to choose a punishment which may include finishing work missed on account of their behavior at recess time or having them fill out a behavior report to be sent home for your signature. If they clip down again, they land in the pink area. At this point I will place a call to you to discuss the behavior and involve Mrs. Stupi if necessary.

Red Outstanding
Orange Great Job
Yellow Good Day
Green Ready to Learn
Blue Think About It
Purple Teacher's Choice
Pink Parent Contact

Communication Between Home and School

Your child will be most successful this year with good communication between home and school. A few things to remember about communication:

- Your child will have a **Take Home Folder**. Please make sure all important notes and forms return to school in this folder. Your child will transfer notes and homework assignments from this folder to a designated tray each morning. They will also be instructed to carry important papers and graded papers home in this folder for you to see. This folder has a special pocket for their spelling and vocabulary lists to be kept so these are readily available to study at home or at school.
- Your child will have an **Assignment Book** this year. Each day we will take time at school to write homework assignments and important notes on that day's date. Students do this in the morning and we revisit it at the end of the day to cross out any work assignments that are completed during the school day. I urge you to check for this information each night to make sure your child is keeping up with schoolwork.
- Watch for my ***classroom newsletter*** every ***Monday***. This helps keep you informed of what is happening in the classroom and school for that week.
- You are welcome to contact me anytime through the email address and school phone number listed at the beginning of this packet. I will get back to you as quickly as possible.
- If your contact information changes during the school year, please let the office and myself know as soon as possible.

Daily Routine

Our basic daily routine is as follows:

1. Put away backpacks and coats in your locker.
2. Place notes and homework in the tray near the mailboxes.
3. Move clip from butterfly to green "Ready to Learn" section.
4. Pick up Morning Work from folder in the black crate, return to seat, and get started.

Once attendance and lunch count are complete, our morning will be devoted to Math instruction including whole group lessons on new topics along with small group skill practice and enrichment as needed. Independently, students will have the opportunity to engage in the Math Stations of Math Games, Math Technology, Fact Fluency, and Problem Solving. Mrs. Hudson takes select children for Title Reading from 10:00-10:30.

Prior to lunch students will be placed in the Think Tank, a 30-40 minute chunk of time devoted to special projects we are working on. These projects often revolve around Science and Social Studies material we are covering and involve creating a product which includes written work or presentations on what they are learning. This year students will create their own town and document its history, research types of energy and determine what is best for their town, research and write reports on animals and create models of their habitats, draft and publish fiction and nonfiction stories to be shared with classmates. Much of this work happens in the Think Tank, but is cross-curricular.

Our lunch time is approximately 11:35. K-6 Classes cycle through who's up first for lunch so sometimes we are at 11:35 and other days we are closer to 11:50. Recess follows lunch until 12:25 and our daily half hour special class begins at 12:35. The remainder of the



afternoon is devoted to Language Arts instruction and activities. Students are part of whole group lessons, small group Reading Groups, and independent stations known collectively as Weeklies. Select students will also work with our teacher's aide, Mrs. Bardall, or I during Titan Time from 2:30-3.

Students will participate in lunch and afternoon recesses with the occasional morning recess thrown in as well. Morning recess is phased out over the first few weeks of school.

Specials Schedule

<u>Day</u>	<u>Special</u>	<u>Time</u>
Monday	Physical Education	12:35 - 1:05
Monday	Music	1:10 - 1:40
Tuesday	Music	12:35 - 1:05
Wednesday	Art	12:35 - 1:05
Thursday	Art	12:35 - 1:05
Friday	Physical Education	12:35 - 1:05

Yes, we have 2 on Mondays.




Homework

The homework and nightly reading assigned this year should not take your child more than 30 minutes total to complete. If it is taking longer or they are struggling a great deal, please let me know by writing a quick note in their Assignment Book or contacting me via phone or email. I will assign homework most Monday through Thursday nights. The expectation is students will read regularly at home. We will discuss how much reading outside of school will help them achieve their personal Reading Goal. Typically, students will read around 75 minutes a week, which works out to 5 nights reading 15 minutes each. Homework assignments requiring reading can count toward their weekly reading.

Students are also expected to regularly practice math facts at home. I do not put a particular time limit on this activity, but students are working their way through 14 levels. Students will have an individual math goal and we regularly talk about how much studying is necessary to achieve it. The levels are as follows:

- Level 1 – Mixed Addition
- Level 2 – Mixed Subtraction
- Level 3 – x0 and x1
- Level 4 – x2
- Level 5 – x3
- Level 6 – x4
- Level 7 – x5

- Level 8 – Mixed x0-x5
- Level 9 – x6
- Level 10 – x7
- Level 11 – x8
- Level 12 – x9
- Level 13 – x10
- Level 14 – Mixed x6-x10

Once students conquer all these levels they begin working to join *The Hundreds Club* by completing 100 mixed multiplication problems in 2 minutes. If they achieve that, they begin working on division facts to become a *Fact Fanatic*. These are prestigious honors for students willing to put in the extra work to get really accurate and fast at math facts. While not all students will reach the point of *Hundreds Club* member or *Fact Fanatic*, all students are expected to get through the initial 14 levels to ensure they are ready to conquer 4th grade math. The quicker students memorize their multiplication facts, the easier all math is for them

in 3rd grade and beyond. I strongly encourage you to make this a priority for your child this year.

Language Arts

We will continue using the McGraw-Hill Wonders Language Arts curriculum materials this school year. The series has a Literature Anthology filled with beautifully illustrated texts. There is a wide variety of accompanying worksheets and practice activities as well. The Reading/Writing Workshop textbook offers a variety of vocabulary, grammar, writing, and comprehension pages to help improve your child's skills throughout the year. In addition, there are leveled readers that go along with the stories that we will use in small reading groups as well as a massive amount of online materials. The online materials contain online assessments and activities that we will work toward using more often as we get further into the school year. There is far more than we can possibly use, but it's great to have the amount of choice included in the series.

Spelling

This year your child will take their spelling tests online through a website called Vocabulary Spelling City (<https://www.spellingcity.com/>). Many teachers use this site for practice so your child is likely familiar with it. Your child has a premium membership this year and will learn their login and password when we begin Spelling tests the second week of school. Students will take a pretest on the first day of each week, usually Monday. If they earn a perfect 20/20, they will study the Challenge List for Friday's test. For grading purposes, both their 20/20 on the regular list and their score out of 20 on the Challenge List test given Friday will both count. If your child misses any on the pretest, they will continue to study that list and retake the test on Friday. Only their Friday score will count in grading. Both lists use the same spelling pattern focus with the Challenge List including longer and more difficult words to challenge those students already familiar with the spelling pattern.

Volunteering in the School and Classroom

I strongly encourage you to look for opportunities to participate at school. The PTO has many opportunities to support the school as a parent and I am open to your help in the classroom as well. I do not always use regular volunteers, but be sure to indicate your interest on the parent survey when it is sent home so I can contact you as the need arises.

Birthday and Classroom Treats

You are welcome to send treats for the class to celebrate your child's birthday or as part of other special occasions. It is helpful to send a note a day ahead to help me plan, but if you forget, we are always happy to celebrate with a treat! Students with summer birthdays who wish to bring a treat are welcome to do so. Some choose their half birthday or a date in May, but any date convenient for you is fine. I ask that you avoid any treats with peanuts or tree nut ingredients for the safety of our students with allergies. I will send home a paper asking for items and volunteers for our three classroom parties in late September.

School Supplies

We will do our best to conserve supplies, but please mark each with your child's name and check every once in a while to make sure his/her school supplies are sufficient. I have found that pencils and dry erase markers are the least likely to last the entire school year so

consider buying a few extra while Back to School sales are still going on. If anything special is needed, I will send a note home in your child's Take Home Folder.

3rd Grade Parent Survey

If you prefer to take the survey online, please go to:



I strive to know my students' interests and learning styles as well as I can. Please take a few minutes to fill out this survey to help me get started.

Child's Name _____

Parent(s) _____

Please list all parent(s), step parents, legal guardians, etc.

Siblings' Names	Age	School Attending <small>(if not Franklin)</small>

1. How is your child feeling about entering 3rd grade? _____

2. What is your child's favorite subject in school? _____

3. What is your child's least favorite subject in school? _____

4. When your child has free time, she/he most often chooses to: (check all that apply)

- Play outside
- Read a book or magazine
- Play video games or on the computer
- Draw
- Write
- Spend time with friends
- Play board games with family or friends
- Play with Legos
- Watch television
- Other: _____

5. As a parent, what are your expectations for this school year?

6. How does your child most often approach learning something new at home?

- By reading directions or studying a diagram.
- By watching a video.
- By having someone read directions or explain it to him/her.
- By asking you to show them how.
- By playing with it until they figure it out.
- Other: _____

7. What would you most like me to understand about your child? _____

8. I am interested in helping in the classroom: (Please include volunteer's name on the line.)

- As a room parent. _____
- For special events as needed. _____
- By joining the PTO and helping behind the scenes.
- Other: _____

9. Are you able to go online and access Progress Book to check your child's grades as needed? Yes No

For any serious concerns I will call you or schedule a conference, but at times I like to drop notes about stories or things I've noticed your child doing at school. What is the best way for me to get this information to you? (Please rank 1, 2, and 3 to indicate your preference.)

- _____ E-mail (My preferred email address is: _____)
- _____ Phone (My preferred number is: _____)
- _____ Paper note from school

Please share any other questions, comments or concerns you have about the upcoming school year in the space provided below. _____
