

Miss Camp's Third Grade Class
2002-2003
Linnaeus West Primary School

CURRICULUM GUIDE

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A. Our Weekly Schedule

LUNCH and RECESS: 10:45 – 11:30

SPECIALS:

| | | |
|------------|---------|--------------|
| MONDAY: | ART | 9:20 – 10:05 |
| TUESDAY: | MUSIC | 9:50 – 10:15 |
| | LIBRARY | 1:05 – 1:35 |
| WEDNESDAY: | GYM | 8:35 – 9:15 |
| THURSDAY: | MUSIC | 9:50 – 10:15 |
| FRIDAY: | GYM | 8:35 – 9:15 |

CLASS SCHEDULE:

Our [tentative Class Schedule](#) may be seen on page 30. Adjustments may be made for short days and short weeks, and as needed to meet the needs of the class and our projects. We will have team teaching from 11:30 – 12:15, and so the sequence of events during the 11:30 – 1:00 block of time will most likely be adjusted so that our small groups meet from 11:30 – 12:30.

B. Our School Policies and Dates to Remember

- ✓ We have a new “Lock-Down” protocol for our school so as to better protect the students. At 8:15 a.m., all of the doors to the school are locked except for the one at the back parking lot that is nearest the main office. These doors will NOT be unlocked at dismissal. Both the students and the staff have been instructed not to let anyone in who knocks at a locked door. This is for the safety of the students. Please use the back parking lot for pick-up of your child. Thank you for your help in adjusting to this new policy.
- ✓ The student must be **signed in** at the office, by a parent (or authorized adult) when:
 - The student arrives after school has begun.
 - The student is returning from an appointment.
- ✓ The student must be **signed out** at the office, by a parent (or authorized adult) when:
 - The student is picked up from school, even at dismissal time.
- ✓ When a student is picked up from school by a parent, it is school policy for the parent to wait at the office rather than go the classroom.
- ✓ A written note from a parent (or guardian) is required for every absence or late arrival at school.
- ✓ Students arrive between 7:55 and 8:05 a.m. Breakfast is from 7:55 – 8:15. Walkers are dismissed at 2:20 p.m., and buses begin to leave at 2:25 p.m. On half-days, students are dismissed at 10:45 a.m.

| DATES TO REMEMBER | | |
|---|---|---|
| <p style="text-align: center;">OCTOBER</p> <ul style="list-style-type: none"> • 11 – 14 (Friday – Monday) No School, Columbus Day | <p style="text-align: center;">NOVEMBER</p> <ul style="list-style-type: none"> • 5, 7, 18, 20: Half-Days for Parent Conferences • 11 (Monday) No School, Veterans Day • 27 – 29 (Wed. – Friday) No School, Thanksgiving | <p style="text-align: center;">DECEMBER</p> <ul style="list-style-type: none"> • 23 – 31 No School, Winter Break |
| <p style="text-align: center;">JANUARY</p> <ul style="list-style-type: none"> • 1 (Wednesday) No School, New Years Day • 20 (Monday) No School, Martin Luther King's Day • 23 (Thurs.) Report Cards | <p style="text-align: center;">FEBRUARY</p> <ul style="list-style-type: none"> • 14 – 17 (Friday – Monday) No School, Presidents Day | <p style="text-align: center;">MARCH</p> <ul style="list-style-type: none"> • 14 – 17 (Friday – Monday) No School |
| <p style="text-align: center;">APRIL</p> <ul style="list-style-type: none"> • 3, 14: Half-Days for Parent Conferences • 10 Report Cards • 17 – 27 No School, Spring Break • 28 – 30 Terra Nova Testing | <p style="text-align: center;">MAY</p> <ul style="list-style-type: none"> • 1 – 2: Terra Nova testing • 26 (Monday) No School, Memorial Day | <p style="text-align: center;">JUNE</p> <ul style="list-style-type: none"> • ? Third Grade Square Dance |

C. Our Birthdays and Holidays

- ✓ **Birthdays** are celebrated during lunch in the cafeteria. If the student has brought in cupcakes, he/she passes them out to his/her classmates for their dessert. He/she selects 3 classmates to lead the class in a round of "Happy Birthday." During recess, the birthday boy/girl may request an assistant to help him/her take any remaining cupcakes to any of the staff they choose. Parents are welcome to join their child for lunch in the cafeteria. Lunch is from 10:45 – 11:10, with recess until 11:30.
- ✓ **Holidays:** The PTA provides classroom parties for Halloween, Christmas, and Valentine's Day.

D. Our Special Third Grade Duties:

- ✓ **Morning Announcements:**
Our class will be responsible for Morning Announcements for 2 months of this year. Announcements, given at 8:10 a.m., include the Pledge of Allegiance, the weather forecast for the day, Items of Interest for the day, and Birthdays for the day. Two students give the announcements together, and they do so for the entire week.
- ✓ **Safety Patrol:**
Third Grade is in charge of being Hallway Monitors (called Safety Patrol) before school (7:55 – 8:15 a.m.) and between Lunch and Recess. Two students from each third grade class are on Safety Patrol for about one week. Their job is to remind students to walk in the hallway, and they are responsible for reporting any students who do not heed the reminders. The program is managed by our Physical Education teacher, Mrs. Schanz.

E. Our Classroom Community

1. Our Rules:

| | |
|-------------------------|---|
| 1. BE SAFE | This means no running inside the school, and no hurting another student physically. |
| 2. BE KIND | In other words, be respectful. This includes not “blurting out” when someone else (i.e. the teacher) is talking. This also includes not distracting other students from their learning. |
| 3. BE PRODUCTIVE | In other words, be responsible. This includes listening to and following directions, and producing work. Playing with toys during class is not being productive. |

2. Classroom Behavior

a. Logical Consequences

Current Research in Education:

Current research in the field of education has shown that the “reward and punishment” system of managing classroom behavior can backfire on us. In other words, it can produce excellent short-term results, but not necessarily long-term results (keeping in mind that every child is different, and what works for one child may not work for another).

Our Goal: Teaching Children to Care

Our goal in education is to teach children “to care” about themselves and others. When they care, they have a better attitude about learning, a greater sense of shared responsibility in their learning, and a greater respect for others. Before making a choice, they consider how that choice will affect themselves and others. They develop an “intrinsic motivation” (motivated from within oneself, rather than by external influences). In other words, they make a positive choice simply because it is the right thing (respectful and responsible) to do, and not because they are trying to please someone else, to earn a reward, or to avoid a punishment.

Reward/Punishment:

When a child is either rewarded or punished for his behavior consistently, the child may learn to turn behavioral choices into a game. Or, as a child gets older, he/she may feel a sense of manipulation, and learn to manipulate right back. In other words, the child’s motivation can be based on pushing the limits as far as possible and still avoiding punishment, and/or to get “paid for” his/her behavior.

What are Logical Consequences? (or Natural Consequences)

In life, every choice we make has a consequence. If we choose to skip breakfast, we may be hungry by 10 a.m.! If we stay up too late watching T.V., we may be overly tired the next day. Those consequences make sense.

Scenario 1:

If dinner is late because mom was reading a book, does she have to go sit in the corner? No! That isn't a logical consequence. Does Mom choose to make dinner on time in order to avoid sitting in the corner? No! Mom chooses to make dinner because it's the right thing to do, and she cares about her family.

For super-important things (mostly for ensuring the safety of ourselves and others), our country has laws to help guide our behavior. If one of these laws is broken, there is a consequence.

Scenario 2:

Stopping at a red light is a law. The consequence for driving through a red light may be having to pay a ticket. Do people stop at red lights just to avoid paying a ticket? No! They stop because they care about the safety of themselves and others.

Scenario 3:

Stealing from a store is also illegal. Do people go into a store and think to themselves, "How much can I steal without anyone noticing?" No! They choose to pay for their purchases because it is the right thing to do.

Just as there are laws in our country to guide our behavior, we have rules in the classroom to guide our behavior. Breaking a rule in the classroom is like breaking a law in the country. Both have consequences. The purpose of having consequences is not to punish, but to teach us that we need to be accountable for the consequences of our actions (our choices).

So what does this mean for our classroom?

- ✓ We work to have a classroom environment that feels safe for everyone.
- ✓ We hold **Class Meetings**:
 - We learn about the "cause and effect" of behavioral choices through role-playing. We talk about how each person in the role-play may be feeling, and we tie-in character-trait analysis by asking, "What kind of person would do that?" (i.e. scared, considerate, inconsiderate, generous, selfish, etc. – *this also improves the students' "word choice" in their writing as it increases their repertoire of "juicy words."*)
 - We talk about a democracy vs. a dictatorship, and how important it is for us to be good citizens in our classroom – by voting on various class decisions, by having a voice, by respecting our class rules, and by accepting responsibility for our actions (accountability).
 - When a conflict arises, the problem is posed to the class, and we all work as "problem-solvers" by brainstorming different ideas to resolve it and/or to prevent it from happening again. Students feel empowered to be "problem-solvers" in real life, and not so dependent on adults to solve all their problems for them.
 - We sing; We play games; We share experiences. (We work to foster a sense of community.)
- ✓ We work to accommodate different learning styles and interests.

- ✓ Students are encouraged to feel a sense of ownership in the classroom so that:
 - They share in the responsibility for their own learning, and for the learning of others. (checklists, rubrics, self-assessment, peer conferences, cooperative groups)
 - They share in the responsibility for keeping the classroom clean, organized, and treated well. (classroom jobs)
- ✓ Students are given many opportunities for making their own choices. (Literacy Centers, Math Centers, Writers' Workshop, Independent Research).
- ✓ We connect our learning to "real-life" and to ourselves as much as possible. (When reading a book, for example, student thinks of something from own life that is similar to something in story. "This makes me think of...")
- ✓ If a student is not making a good choice, I may simply ask the student, "Is that a good choice?" The students all know what good choices look like and sound like, but sometimes, in their excitement, they forget to think about how their choices (actions, verbal or non-verbal language) may affect others or themselves. A gentle reminder to think about it is often enough.

b. Daily and Weekly Self-Assessment

When students are shown how their behavior and academic work are assessed, and are given the tools (i.e. rubric or checklist) and opportunity to assess themselves, they begin to care more about the quality of their behavior and work. Having some control over one's own score is empowering. It improves self-image and motivation.

At the end of each day, the students will score their behavior for the day. At the end of the week, they will learn how to average their score for the week. The categories scored will be the same or similar to those listed on the students' progress reports. By using a rubric that they themselves help to create, they will give themselves a score between 1 and 4 for each item. The weekly scores will be used to help determine the grade put on the student's report card. (4 =C, 3=P, 2=I, 1=U). These categories are:

- ✓ Is courteous, respectful, and considerate of others.
- ✓ Interacts well with peers.
- ✓ Follows rules and routines of class.
- ✓ Cares for personal and school property.
- ✓ Resolves difficulties in a constructive manner.
- ✓ Accepts Responsibility for own actions.
- ✓ Participates in class activities.
- ✓ Is willing to try new activities.
- ✓ Seeks help and assistance in an appropriate manner.
- ✓ Listens to and follows directions.
- ✓ Works well independently.
- ✓ Completes class work on time.
- ✓ Completes homework on time.
- ✓ Works cooperatively with peers.
- ✓ Works neatly and carefully.
- ✓ Is organized and prepared for class.

3. Classroom Jobs (flexible – may be altered or re-named)

| | | |
|----------------------|-----------------------|----------------------------|
| • Calendar/Librarian | • Messenger/Assistant | • Attendance & Lunch Count |
| • Pencil Sharpener | • Caboose | • Line Leader |
| • Mailboxes | • Job Monitor | • Inspector |
| • Computers | • Safety Patrol | • Safety Patrol |
| • Math Centers | • Literacy Centers | • Homework Checker |
| • Vacation | • Vacation | |

Classroom jobs will be one-week in length. Students “on vacation” may sit on the couch during Class Meetings.

Each student is responsible for keeping his/her own desk organized.

4. Merit Badges

With my last name being “Camp,” and our school being “Linnaeus,” my classroom came to be known as “Camp Linus.” As every Girl Scout and Boy Scout knows, there is honor in earning Merit Badges. Once a Merit Badge, also known as a Leadership Badge, has been earned, that student is honored as a leader in that particular skill or behavior. As a leader, their job is to serve as a model, or an example, for others.

Merit Badges are earned in different ways. For some, such as the Citizenship Merit Badge, the student must accomplish 10 different tasks. For others, such as the Attentive Listening Merit Badge, the student must be recognized 10 different times for one skill. Most Merit Badges are earned by one’s own actions alone. For the Hallway Merit Badge, however, the students must work together to achieve recognition.

Skills and Accomplishments for which the students may work toward earning the honor of a Merit Badge include (tentatively):

| | | |
|-------------------|-------------------------|---------------------------------|
| • Hallway | • Homework Hero | • Independent Worker |
| • Organized Desk | • Attentive Listening | • Cooperative Group Team Player |
| • Inside Voice | • Transitions | • Fast Facts – Addition |
| • Librarian | • Lit Centers | • Fast Facts – Subtraction |
| • Problem-Solver | • Math Centers | • Fast Facts – Multiplication |
| • Keyboarding | • Published Author | • Fast Facts – Division |
| • Spelling Editor | • Capitalization Editor | • Punctuation Editor |
| • Techno-Wizard | • Sentence Diagrammer | • Literature Circle Role Master |

NOTE: Merit Badges are not a “reward,” but rather a recognition of a person’s area of expertise, and a symbol of their ability to be a role model (a leader) for that skill.

5. Our Class Newsletter and Class Website

Our class newsletter is called the "Campfire Chronicles." It is published most every week, and is generally sent home on Mondays for the previous week. Our newsletters are also posted on our class website. The address is:

<http://pec.jun.alaska.edu/camp/class2002/> Click on "Newsletters."

With parental permission, the students will be more involved in providing the content for our web site this year. For example, some of their stories may be posted on the section called, "AUTHORS." For more information about this, please see the section titled, "[Technology](#)" (page 21).

If you are interested in finding educational websites for your child, you might find helpful the links from our class website. There are links to these educational web sites:

| | | |
|--------------------------------|-----------------------|--|
| ▶ Time for Kids | ▶ Word Central | ▶ Web Weather for Kids |
| ▶ Scholastic News Zone | ▶ Children's Atlas | ▶ Play Time for Kids (Weather & Space) |
| ▶ National Geographic for Kids | ▶ FEMA for Kids | ▶ Bill Nye the Science Guy |
| ▶ Sports Illustrated for Kids | ▶ The Why Files | ▶ National Air & Space Museum |
| ▶ Weather Channel for Kids | ▶ NASA for Kids | ▶ The Magic School Bus |
| ▶ Fun Brain | ▶ Cool Sites for Kids | ▶ Science Project Guide |

Also, if you are interested in contacting me by e-mail, you may click on "Contact the Webmaster" at the bottom of our class web site.

6. Our Classroom Clans

Each student will be in one of three groups (called Classroom Clans) that stay together for the whole year. Each group will be focusing on a different country as part of our "Year-Round Theme" (explained further in "Our Curriculum"). Clans meet once a week on Fridays. Their goal is to come up with activities they can do to explore their country, and presentations they can give to the rest of the class. They also decide on what content (stories, reports, projects) they want displayed on their part of our class web page (with parental permission, first names or pseudonyms only, no face pictures – more information under the section on Technology).

Being a part of a clan helps the students learn how to work together as a cooperative group. Each person needs to contribute to the team. Respect for each other is highly regarded.

7. Our Reader Buddies

Each week we get together with our Reader Buddies in Ms. Hover's first grade class! Sometimes the third graders read to the first graders, and sometimes it's the other way around! The third graders take seriously their responsibility as a role model for the first grader. When reading aloud, they work on reading with enough expression to keep their Reader Buddy hanging on every word!

8. Our Scout of the Week

Each week we recognize someone in our class who has demonstrated a leadership quality (by setting a positive example for others) in some way. It could be for something as simple as having a good attitude, being willing to try something new, or being patient with and helpful to a square dancing partner who hasn't quite mastered the steps yet! For example:

Eric is our Scout of the Week. Eric demonstrates the leadership qualities of a cheerful and positive attitude, a kindness and respect to all of his classmates, and a strong work ethic. He is willing to revise or redo his work when it can be improved. Rather than hurrying to finish a task as fast as possible, Eric take the time to be thoughtful and thorough. He is also careful to re-check his work.

F. Our Curriculum

1. Math

a. Topics by quarter (tentatively)

- ✓ **FIRST QUARTER:**
 - Number Sense (Place Value, Expanded Form, Estimation, Ordering Numbers, Rounding Numbers, Odd and Even)
 - Strategies for Fast Math Facts (Addition & Subtraction)
- ✓ **SECOND QUARTER:**
 - Addition and Subtraction (2-3 digit numbers with regrouping, estimation, mental math, working backward to check answers)
 - Addition and Subtraction of Money (using decimal)
- ✓ **THIRD QUARTER:**
 - Understanding Multiplication and Division (math facts, estimation, story problems)
- ✓ **FOURTH QUARTER:**
 - Multiplication (1, 2, and 3 digit factors)
 - Division (2-3 digit dividends by 1-digit divisors, with and without remainders)

b. Math Centers

To accommodate a diversity of learning styles and abilities, Math is taught in small groups. While a small group is working with the teacher, the other students are working on Independent Math Centers.

Math Centers consist of about 10 activities that the students must complete by the end of the week. The students may choose the order in which they complete these centers. There is one activity for each of these areas in math:

- ✓ **Patterns**
- ✓ **Attributes**
- ✓ **Graphing & Probability**
- ✓ **Story Problem**
- ✓ **Logic/Mystery** (Math Detective)
- ✓ **Measurement/Time**
- ✓ **Money/Decimal** (i.e. Menu Math)
- ✓ **Fractions/Decimals**
- ✓ **Geometry** (i.e. Tangrams, Perimeter)
- ✓ **Addition/Subtraction** (i.e. game, puzzle, line design, secret code)
- ✓ **Multiplication/Division** (using manipulatives)

Math Centers are a time when students can work at their own pace, use manipulatives, connect math to real life, and gain small bits of new understanding and knowledge (or simply practice) in each of these areas each week from beginning to end of year. Any required instruction or modeling will be provided as needed (sometimes to the whole class, and sometimes during math groups). Further assistance will be available from a [Peer Tutor](#) (page 27) who has become an “expert” in that area.

c. Problem-of-the-Day

- ✓ On most mornings, students will be given one problem to solve. Throughout the year, we will learn different strategies for solving problems. These include:
 - Use manipulatives
 - Act it out
 - Draw a picture.
 - Make a graph, chart, or table
 - Refer to graphs, charts, tables, or number line for information.
 - Look for a pattern.
 - Guess and Check.
 - Work Backwards.
 - Logical Thinking/Reasoning
 - Make it Simpler.
 - Estimate.
 - Eliminate Irrelevant Information.
 - Look for Key Words.

Students may work on their problem when they first arrive in the morning, and later will share their strategies with each other during their small group time. Sharing is a way that students can learn from each other. It is also an opportunity for them to “teach” someone else what they did, and teaching someone else helps one to retain what he/she has learned. See the [Learning Pyramid](#) on page 40.

d. Algebra

- ✓ On most days, students are given one “algebra” problem at the beginning of our 90-minute Math block. Algebra problems begin very simple, and progress in complexity throughout the year. An example of a simple algebra problem is:

$$2 + X = 4$$

An algebra problem is simply one where the student figures out the missing number. Problems become more complex when parentheses are added, and a certain order of operations has to be performed. A more complex problem would be:

$$(4 - 2) + X = 4$$

In the above problem, the student has to solve what is in the parentheses before he/she can think about what the missing number is. Trying to figure out the missing number requires the student to build an understanding of how the different operations relate to each other. For example, all of these equations are different ways of saying the same thing:

$$3 + x = 5$$

$$x + 3 = 5$$

$$5 - 3 = x$$

$$5 - x = 3$$

As the students learn new concepts and skills through the year, such as addition and subtraction with regrouping, multiplication, division, and money, the daily algebra problem can gradually incorporate them. For example:

$$(362 - 41) - X = 400$$

$$X + (\$4.31 + \$3.69) = \$10.21$$

Some students may advance to problems such as these examples:

$(7 * 3) + 4 = 5 * X$ (In mathematics, the asterisk sign can be used instead of “x” for saying “times” – meaning to multiply the numbers. So $7 * 3 =$ seven times three $= 21$). To do this problem, the student solves $7 * 3 = 21$, and then $21 + 4 = 25$. Now the student needs to figure out how to make the other side of the equation equal 25. The student may ask him or herself, “What times 5 equals 25?” or “How many groups of 5 will equal 25?” Knowing $5 * 5 = 25$, the student determined that $x = 5$. *(We will only use the asterisk sign in the algebra problems – and probably not until the second half of the year.)*

$(362 - 42) \div Y = 80$ (To do this problem, the student would first solve what is in the parentheses, and find that $362 - 42$ is 320. Next they would think, “What times 80 equals 320?” They would underline their basic fact – the numbers 8 and 32. And, knowing that $4 X 8 = 32$, they would determine the answer to be 4. Note: *Not all students will reach this level of complexity by the end of the year.*)

IMPORTANT NOTE: There will probably be 2 or 3 levels of difficulty in these algebra problems each day. Some students may stay with simple numbers all year, and work only on the order of operations. *The goal is to challenge the student, but not to frustrate.*

The students may come up for individualized coaching as needed. As the students complete their problem and have it checked, they may play a fast facts game while they are waiting. When everyone is done, we will have our Fast Facts test.

e. Math Facts

- ✓ Students will have a Fast Facts test on most days of the week. Please encourage your child to practice his/her math facts each night all year. Practice can be fun. Students will be learning games, with a deck of playing cards, or a set of dice, that will help them to learn their math facts. **They can play these same games at home.** While there are strategies and tricks that help, learning one’s math facts generally comes down to memorization, and that comes from daily practice and drill. Learning one’s math facts is the single-most important thing that a student can do to make math easier and more fun.
- ✓ **Math Facts at Home:** While the students will have time to practice in school, the time it takes to memorize will need to be done at home. Because it is so important, homework may include a sheet of 100 math facts. In third grade, students aim to complete 100 facts in 5 minutes. In fourth grade, they will have 3 minutes.

f. Homework:

- ✓ Students will have math homework on most nights (except weekends).
- ✓ The purpose of homework is not to learn something new, but to practice a skill that the student has just learned. If I do not feel that the students have learned the skill well enough to practice at home, I may not send homework home on that night.
- ✓ I do not grade homework because some students receive help and others do not.

→

- ✓ I do not mind if parents or older siblings help the students with their homework. However, if help is given, please write “with help” on the top of the worksheet. If the help is only in the form of reading the questions to the child, or acting as a scribe, it is not necessary to write “with help” on the homework. I know this a curious request, but when I see the homework problems being solved perfectly, I may assume the child has mastered the skill and is ready to move on, or that the homework I gave was too easy. Knowing whether or not the student did the problems on his/her own will help me in that assessment.

g. Third Grade Math Topics and Goals (U-E C.O.R.E)

For a complete list of the specific third grade goals for each of the following math topics, according to the U.E. C.O.R.E., you may turn to [page 53](#) of this guide.

- ✓ **NUMBERS AND OPERATIONS**
 - **Place Value**
 - **Number Sense & Numeration**
 - ❖ Comparing Numbers
 - ❖ Rounding Numbers
 - ❖ Ordering Numbers
 - ❖ Estimating Numbers
 - ❖ Odd & Even
 - **Computation of Whole Numbers**
 - ❖ Addition
 - ❖ Subtraction
 - ❖ Multiplication
 - ❖ Division
 - **Fractions, Decimals, & Percentages**
- ✓ **MONEY**
- ✓ **MEASUREMENT** (English and Metric) and **TIME**
- ✓ **PATTERNS, FUNCTIONS, and ALGEBRA**
- ✓ **GEOMETRY**
- ✓ **DATA ANALYSIS: GRAPHING & PROBABILITY**
- ✓ **MATH PROCESSES: Problem Solving**
 - Problem-Solving Strategies
 - Problem-Solving Skills
 - Problem-Solving Process

2. Reading (Language Arts)

a. Literacy Centers

- ✓ As with Math, there is a 90-minute block of Language Arts each day, and teacher-guided work will be done in small groups (either called Guided Reading Groups or Literature Circles). While the teacher is working with a group, the other students are working on their Independent Literacy Centers.
- ✓ The Literacy Centers are a time when students can work at their own pace, make choices about the order in which they complete their Centers, and focus on word-level and sentence-level skills. At least one center will provide practice in reading comprehension skills.
- ✓ Students manage their own time by marking their checklist as they complete each Center. Their goal is to have each one completed and checked off by a Peer Tutor by Friday.
- ✓ **The Daily Centers include:**
 - **Handwriting – Cursive** (Daily for the first part of year, Weekly after that.)
 - **DOL** (Daily Oral Language) – This is Editing (Word and Sentence- Level).

Weekly Centers include:

- **Handwriting – Cursive** (daily center at beginning of year)
 - **Spelling** (word-level)
 - **Word Shapes** (word-level)
 - **Dictionary** (word-level)
 - **Thesaurus** (word-level)
 - **A-B-C Order** (word-level)
 - **Grammar** (word and sentence-level)
 - **Build-a-Sentence** (sentence-level)
 - **Read and Respond** (read a story & answer questions):
 - ❖ LANGUAGE SKILLS: (i.e. word study, metaphors and other figurative language, context clues for words with multiple meanings, vocabulary, etc.
 - ❖ COMPREHENSION SKILLS: (i.e. cause/effect, compare/contrast, sequencing, predictions, inferences, fact/opinion, author's purpose, etc.).
 - **Extensions** (some students may be given different or extra Centers if they are able to handle an advanced challenge.)
 - When the whole class, or a small group, need additional practice with a particular skill, that may be added to the list of Centers for the week.
- ✓ NOTE: ***Some Centers will routinely be at different ability levels so as to provide an achievable challenge for everyone, but a frustration to no one.***
 - ✓ Students also use the Centers time to work on in-school writing assignments for their reading group.

b. Guided Reading

- ✓ If you are interested in learning more about ...
 - ❖ How a student's Reading Level is determined using Running Records,
 - ❖ What Reading Strategies are taught in Guided Reading Groups, or
 - ❖ How the focus of Guided Reading changes from 2nd grade to 3rd grade, ...please see [pages 44 – 46](#) at the back of this guide.
- ✓ A Guided Reading group consists of a small group of students (usually 4 – 6) who are reading at about the same instructional reading level.
- ✓ In third grade we work on 5 specific types of reading comprehension. These types include:
 - Main Idea – Detail (used primarily for non-fiction)
 - Problem – Solution (with sequence of events)
 - Character Trait
 - Cause – Effect
 - Compare – Contrast
- ✓ As a way of guiding the students toward these types of comprehension, we use graphic organizers that are carefully tailored, and we consistently use guiding questions that are carefully worded. See pages 47 – 48 for [sample graphic organizers](#).
- ✓ Once the graphic organizer is completed, we move into Guided Writing (described in next section) for taking the information from the graphic organizer and putting it into paragraph form (generally one paragraph only).

c. Literature Circles – roles

- ✓ Literature Circles are a fun way of encouraging students to start thinking for themselves, as opposed to their practice of asking the teacher what to think! In one type of Literature Circle, a small group reads the same book. Each person has a different “role” (a job) to play in the group. In preparation for the Literature Circle, each member needs to read the assigned pages and then fill out their Role Sheet. Many teachers use different roles in these circles. Some examples are:
 - **Word Watcher or Word Wizard** (This person's job is to list any puzzling, unfamiliar, or important words – along with the page number that the word is on.)
 - **Discussion Director** (This person's job is to direct the discussion. This person also has the job of making a list of questions to ask the others about the reading. Some of the questions should be “thinking questions” – questions that might not have a right or wrong answer – i.e. Why do you think Professor Plum was in the kitchen instead of the library?)
 - **Illustrator or Artful Artist** (This person's job is to draw any part of the story that he/she likes – i.e. character, setting, problem, exciting part, prediction for what will happen next, etc.)
 - **Connector** (This person's job is to write down something in real life that the reading makes him/her think of.)
 - **Summarizer or Story Mapper** (This person lays out the main idea and key points of the reading – a quick re-telling.)
 - **Travel Tracer** (For books where the actions moves around a lot, this person keeps track of where the action is taking place.)

Source: Most of these Lit Circle Roles are taken from Harvey Daniel's book, *Literature Circles: Voice & Choice in Book Clubs and Reading Groups* (2002), Stenhouse Publishers.

- **Investigator** (This person's job is to dig up any background information on any topic related to the book – i.e. the geography, weather, culture, or history of the book's setting, or another book by the same author, or information about the time period of the book, a word-history from the book, etc.)
- **Literary Luminary** (This person's job is to pick parts of the story that he/she thinks are worth being read aloud – either because of being funny, puzzling, surprising, controversial, important, scary, etc..)
- ✓ When the Literature Circle meets, with Role sheets in hand, they hold a discussion about the book using their notes. The discussion is led by the students, and not by the teacher – though the teacher may sit in and listen. By not leading, the teacher is forcing the students to begin thinking for themselves about what they read. A student has to “think about what he/she reads” before he/she can gain the level of comprehension required for analyzing cause/effect, problem/solution, character trait, etc. (For tips on how you can help your child “think about what he/she reads” while reading with you at home, see [page 59](#).)

d. Grand Conversations and Homework

- ✓ A Grand Conversation is when the whole class meets to discuss what they read.
- ✓ While there are different ways to orchestrate a Grand Conversation, here is one scenario that we may do in the second half of the year:
 - The teacher reads the selection, chapter, or story out loud to the students.
 - For homework, the students re-read that same passage (or have it read to them), and then complete 4 assigned Lit Circle Roles on a notebook page.
 - The next day, the whole class meets for the Grand Conversation – with their books and notebooks. First the floor is opened to anyone who wants to ask about a word they listed as being difficult to understand. They find the word (using the page they listed) and read the sentence it's in to the class. The class uses the context of the story to help them brainstorm ideas of what the word might mean. If they are stumped, one student may be asked to get the dictionary. Following the word watching, the group begins to share their questions with each other. The questions are asked to the class, not to the teacher. In a way, this type of Grand Conversation is like a large Lit Circle – though everyone is doing the same jobs, and the teacher may facilitate it by calling on people who raise their hand.
 - After 20 or so minutes of discussion, the teacher then reads the next chapter or section in the story, and the same process continues (if the book is not completed).
- ✓ For longer chapter books, the homework and Grand Conversations may last for one – three weeks. The homework should take no more than 20-30 minutes to complete (i.e. read a few pages, find one mystery word, write down one question, draw a quick picture, and think of one thing from your own life it reminds you of.)
- ✓ Grand Conversations are exciting because the students' comments serve as springboards for each other. What one person says makes someone else think of something else. The students' insight into the reading increases as their comments build on each other.

3. Writing

a. Guided Writing (Response to Literature)

- ✓ In the Guided Reading groups, the students fill out a graphic organizer that focuses on one type of reading comprehension (explained above in the section on Guided Reading). In Guided Writing, the students turn their completed graphic organizer into a written paragraph.
- ✓ The tough part was filling out the graphic organizer. That is the part that requires reading comprehension. For the most part, writing the paragraph is just taking the sentences off of the graphic organizer and putting them in a certain order. The steps are:
 - ① Deciding on an Introductory Sentence
 - ② Putting the sentences from the Graphic Organizer in a certain order
 - ③ Adding some “transitional words” (i.e. first, after that, therefore, however, etc.)
 - ④ Adding a Concluding Sentence
- ✓ The graphic organizers turn into these type of paragraphs:

| GRAPHIC ORGANIZER | TYPE OF PARAGRAPH | NY ELA STANDARD |
|----------------------------------|--|-----------------|
| Main Idea – Detail (non-fiction) | → One-paragraph Report | 1 |
| Problem – Solution with Events | → One-paragraph Summary | 2 |
| Character Traits | → One-paragraph Character Analysis | 2 or 3 |
| Cause – Effect | → One-paragraph analysis of Cause – Effect | 3 |
| Compare – Contrast | → Multiple-paragraph Comparison (with opinion) | 3, 4 |

- ✓ Once the paragraph is completed, the students score their own work by using a rubric tailored to that type of paragraph. The rubric provides 2 scores:
 - **Content and Organization**
 - **Mechanics and Presentation** (including grammar, spelling, punctuation, capitalization, sentence structure, word choice, indenting, and neatness).
- ✓ The scoring of the Mechanics and Presentation is the same for every paragraph. The scoring of the Content and Organization is tailored to each type of paragraph.
- ✓ **Each score is either 4, 3, 2, or 1:**
 - 4: The “C” on the U-E Progress Report. A “Wow” paper. Practically Perfect.
 - 3: The “P” on the U-E Progress Report. The score we want students to receive.
 - 2: The “I” on the U-E Progress Report. Almost there. Needs a bit of work.
 - 1: The “U” on the U-E Progress Report. Information is inaccurate, or missing.
- ✓ The rubric serves two purposes:
 - It can be used as a guide for how to write the paragraph.
 - It empowers the student to have control over his/her own score.
- ✓ As a last step, the student conferences with the teacher to go over the paragraph, and to determine the final scoring using the rubric.
- ✓ In our class, I combine Guided Reading and Writing together in our “Guided Reading Groups.” Interactive Writing is when the whole group writes a paragraph together on the white board easel, with each person writing a different sentence.

b. Independent Writing (Writers' Workshop and the Writing Process)

The type of paragraphs described under GUIDED WRITING are based on information in the reading. Those paragraphs are written when the Guided Reading Groups meet.

Writers' Workshop is a time for Independent Writing. It is primarily Creative Writing. Although the students may be given writing prompts, they have freedom to make choices about what they write.

The students use the Writing Process to create their stories and other writings. The Writing Process is a step-by-step method of going from the blank page to being a published author.

THE WRITING PROCESS:

① Pre-Writing:

- a. Choose a Main Idea
- b. Map it Out: Complete a Graphic Organizer (i.e. Story Map, 4-Square)
- c. Complete a Writing Plan:
 - Main Idea: Who or What are you writing about?
 - Purpose: Why are you writing? To explain? To describe?
 - Form: What form will you use? (poem, letter, paragraph, etc.)
 - Audience: Who are your readers going to be?
 - Voice: How will your writing sound? (Serious, Funny, etc.)

② Sloppy Copy (First Draft)

③ Peer Conference & Revision

- a. Ask at least one peer to read & respond (using Peer Conference sheet)
- b. Put a Star by the Strong points! Hi-lite the weak parts.
- c. Re-write (Recommend typing it so don't have to do any more re-writing of the whole piece.)

④ Proofreading & Editing: Check over word choice, spelling, punctuation, capitals...

⑤ Editors' Table

- ❖ Capitalization Editor
- ❖ Punctuation Editor
- ❖ Spelling Editor

⑥ Teacher Conference

⑦ Final Copy

⑧ Rubric – Self-assessment

⑨ Teacher Conference

⑩ Published Work

c. 6-Traits of Writing Assessment

- ✓ Imagine this scenario: A story is written by an ESL Learner or by a student with a learning disability. It is a well-constructed, moving story that paints a vivid picture with its choice of descriptive words. However, the grammar and spelling errors make it very difficult to read. When only a letter grade is given for the paper, and points are deducted for spelling and grammar errors, the student will end up with a failing grade for writing. The grade, then, is not assessing the student's talent as a writer, but rather his/her knowledge of English grammar and spelling rules.

- ✓ The 6-Traits of Writing Assessment, developed by the Northwest Regional Educational Laboratory, is an analytic scoring guide (rubric) that provides separate scores (on a scale of 1 – 4, with 4 being the highest) for six different aspects (traits) of the writing:
 - **Content and Ideas**
 - **Organization**
 - **Voice**
 - **Word Choice**
 - **Sentence Fluency** (Variety of sentence types)
 - **Conventions** (grammar, spelling, punctuation, capitalization)
- ✓ The benefits of having separate scores are:
 - The student is able to get credit for his/her strengths
 - The separate scores provide more valid information about the students' strengths and weaknesses in writing (i.e. Strong in Content and Word Choice, needs to work on Organization...)
 - The rubrics (one for each of the 6 traits) are empowering for the students as they learn to assess their own writing using the rubrics – and thus learn how to have more control over their writing scores.
 - When reading literature, students begin to notice word choice, sentence fluency, voice, etc. (Picture Books become a way of teaching writing with a focus on one trait at a time.)
- ✓ In third grade at Linnaeus West, we are focusing on 4 of these 6 traits: Content & Ideas, Organization, Word Choice, and Conventions. Rather than having a separate score for each of these, we are having one score for Content/Ideas & Organization, and one score for Word Choice/Conventions. (This may change as we continually evaluate our own ideas and how we can improve them.)
- ✓ So that the students can use the rubrics themselves more easily, the Content/Ideas & Organization sections of the rubrics are tailored to each type of writing that the student does (i.e. Summary, Character Analysis, Cause & Effect, Non-Fiction report, Creative Story, etc.)
- ✓ The word choice section stays mostly the same on each of the rubrics, with different suggestions for transitional words. For example:

| Type of Paragraph | Recommended Transitional Words |
|-----------------------------------|--|
| Summary | First, Then, After that, last, finally, later (indicating sequence) |
| Character Trait Cause – Effect | So, Also, Therefore, In addition, Now, Instead, However, Even though, First, Next, Then, After that, Last, Finally |
| Main Idea – Detail | So, Also, Therefore, In addition, Now, Instead, However, Even though, Another, Since, Whether |

- ✓ The sections on spelling, grammar, punctuation, and capitalization are the same on each rubric.
- ✓ For more information: [Rubrics](#) (page 23), [6-Trait Writing Assessment](#) (page 49), or a [Sample Writing Rubric](#) (pages 50 – 51).

d. Four-Square Writing Method

- ✓ Just as we have graphic organizers to help the students get organized for writing a paragraph in response to literature (i.e. summary, cause & effect, etc.), we have a graphic organizer to help students get organized for writing a creative story or poem during Writers' Workshop. This is called the Four-Square.
- ✓ The Four-Square will be used during the Pre-Writing step of the Writing Process.
- ✓ The Four-Square helps to break down writing into simpler steps.
- ✓ The Four-Square can be used for expository, narrative, descriptive, and persuasive styles of writing.
- ✓ The Four-Square is especially helpful for improving the traits of Content/Ideas, Organization, and Word Choice.

e. Writing Portfolio and NY State ELA Standards

- ✓ Writing Portfolio: Most finished pieces of writing are kept in the student's writing portfolio. At the end of the year, the student selects one piece of "best work" for each of the 4 NY State Standards.
- ✓ **The New York State ELA Standards** (reading, writing, listening, speaking for...)
 - ❖ **Standard 1: Students write for information and understanding**
 - Purpose: To inform, explain, describe, or clarify
 - Examples: Reports, brochures, directions, scientific observations, how-to guides, math processes, biographies, news articles, diagrams
 - ❖ **Standard 2: Students write for literacy response.**
 - Purpose: To interpret or extend
 - Examples: Summaries, Story Retellings, Fractured Fairy Tales, Alternative Endings, Character Sketches, Sequels
 - ❖ **Standard 2: Original and Imaginative Text:**
 - To create
 - Examples: Stories, Adaptations, Adventure stories, cartoons, tall tales, poems, scripts, short stories, riddles/jokes, science fiction, plays, folk tales, mysteries, historical fiction
 - ❖ **Standard 3: Students write for critical analysis and evaluation.**
 - Purpose: To express opinion, make judgments, comparisons
 - Examples: Book reviews, Editorials, Math Reasoning, Advertisement, Surveys, Persuasive Writing, Compare/Contrast, Cause/Effect
 - ❖ **Standard 4: Students write for social interaction.**
 - Purpose: To communicate, to share
 - Examples: Personal Letters, interviews, e-mail, postcards, buddy journals, speech balloons, newsletters, thank you notes

4. Science

- a. **Earth, Moon, Sun, and Space** (October and November)
- b. **Matter, Energy, Force** – including Simple Machines (January, February)
- c. **Roles of Living Things** – Animal Adaptations to predator, prey, and environment of their biome (last half of March, April)

5. Growing Healthy

- ✓ Nutrition and Food Groups (December)
- ✓ Muscles, Bones, and Joints (January or February) - Part of this material is integrated into Physical Education, and part is tied into our study of Simple Machines.

6. Social Studies

- a. **Geography**
- b. **Community** (part of our [year-long theme](#) – see page 23.)
 - ✓ Where do people start communities?
 - ✓ What causes communities to grow and change?
 - ✓ How do people live and work together in communities? (“Mini-Society” in June)

7. Technology

Just as technology is an integral part of every aspect of our life in the real world, it is an integral part of our life in the classroom. We will use technology in four ways this year to enhance every aspect of our learning, investigating, problem-solving, authoring, creating, and communicating. These uses include:

- ✓ **Interactive Games and Activities** in the content areas of:
 - **Science:** Earth & Space, Physical Science, Biomes (Desert, Arctic Tundra, Tropical Rainforest)
 - **Social Studies:** Geography, the Aztecs, the Egyptians, and the Vikings
 - **Technology & Inventions**
 - **Reading Comprehension**
 - **Word Work** (i.e. Vocabulary)
 - **Math** (all areas)
 - **Logical Reasoning & Problem Solving**
- ✓ **Kid Pix and/or HyperStudio:** These programs allow students to turn a story they wrote into a multimedia presentation, complete with student-created illustrations, animation, and sound.
- ✓ **Authors on the Web:** Published Authors (those who have taken their writing through the Writing Process during Writers’ Workshop) may choose to post their finished piece on our class web page. (Parent permission required – see note at end of this section.)
- ✓ **Online Conference (TENTATIVELY 2/7 – 4/16):** An online conference is not e-mail, nor is it a “Chat Room.” An online conference is when students from different classrooms (from anywhere in the world) share ideas and information with each other. If a student is researching a particular area of the world, asking someone who lives there for information is one way to use a “primary source!” Students may have book discussions, exchange information about the geography and climate of

where they live, predict what they *think* life in their country will be like in 50 or a 100 years (and what they *wish* it would be like), report on an interview they had with a grandparent as to what life was like in the past, etc. This is how it works:

1. The student logs onto the secure website with a password.
2. Next the student reads what other conference members have written about the topic.
3. The student then writes his/her own comments –The student has the job of responding to what others have written, and of writing down one’s own ideas and information on the topic.
4. The student logs off.
5. Because the conference is “moderated,” what the student writes does not appear in the conference until the teacher has reviewed it – primarily to ensure that no inappropriate language goes onto the conference.

- Supports NY State ELA Standards: This type of writing helps children to discern fact from opinion, to think about and express their own opinions, and to write for social interaction. Depending on the topic, the writing can support any one of the New York State ELA Standards. For example:
 - ⊙ A Book Discussion can include writing for literary response as well as critical analysis.
 - ⊙ Exchanging factual information about where each person lives is both writing and reading for information.
- Multicultural: Students learn that not everyone’s life is exactly like the one they are living, and that no matter where kids live, they are still fun and interesting to communicate with.
- Our Online Conference will include at least one classroom in Alaska, and hopefully a classroom in Sweden. The conference will last for a period of time still to be determined (most likely 6-12 weeks). Each student will have the opportunity to write in the conference one or two times per week (about 20-30 minutes each time.)
- In preparation for the Online Conference, the students will be learning and practicing Keyboarding Skills in the fall. Learning how to type will help them in the conference.

✘ **IMPORTANT:** Parental permission is required for a student to go onto the Internet (even if it is only to a secure web site), and for any of a student’s writing to be displayed on the Internet. This will be discussed in greater depth at our Meet-the-Teacher night.

- ⊙ It is important to emphasize that a student’s last name will NEVER be posted on the Internet, nor will a picture that shows the student’s face.
- ⊙ Parents may give permission for their child’s first name to be used. Or, if they prefer, they could request a pseudonym for the child be used.
- ⊙ The permission slip is customized to meet our classroom uses specifically!

8. Year-Long Theme: A focus on Mexico, Norway/Sweden, and Egypt will tie all of the above content areas together throughout the year.

One of the goals of Third Grade Curriculum in NY State is to provide a multicultural perspective on where people start communities, how communities grow and change, how people work and live together, etc.

To provide a multicultural theme in our classroom, we are focusing on 3 countries in the world: Mexico, Egypt, and Scandinavia.

At the beginning of the year, the students will be divided into 3 groups that will stay together throughout the year. We will refer to the groups as “Classroom Clans.” Each group will focus only on the country* they are assigned. Considered the “experts” on their country, they will teach the rest of the class about what they learn by giving presentations throughout the year. They will learn about the other two countries by listening to the presentations given by those groups. *(This is called “Jigsaw Learning.”)*

To learn more about how this year-long theme will promote integration of our curriculum, see the [Year-at-a-Glance](#) on pages 31 – 32. (Monthly schedule is tentative.)

For a more detailed explanation as to what is meant by “[integration of the curriculum](#),” please see page 33.

* NOTE: Even though Norway and Sweden are two separate Scandinavian countries, they are referred to in this guide as “one country” or as “Scandinavia” – only because they are both being included in one of the 3 class groups. If I kept referring to 4 countries, it would seem like there are 4 groups! The three groups are:

- ① **Mexico** (This group will also be responsible for the **tropical rainforest** later in the year.)
- ② **Norway/Sweden** (This group will also be responsible for the **arctic tundra** later in the year.)
- ③ **Egypt** (This group will also be responsible for the **desert** later in the year.)

G. Our Assessment

1. What is a rubric?

- ✓ A rubric is a scoring guide. A rubric can be used to provide scores for just about anything that we evaluate – from student work to the quality of a movie or a vacation.
- ✓ One type of rubric allows the evaluator to assess the quality of the whole, by breaking it down into assessing the quality of its parts (different criteria). For example:

| THE WHOLE | THE PARTS (CRITERIA) |
|------------------------------------|---|
| Best Vacation: | Location, Cost, Length of Time, Fun |
| Best Chocolate Chip Cookie: | Type of chocolate, Number of chips per cookie, Chewy or Crunchy, Size in diameter |
| Piece of Writing: | Content/Ideas, Organization, Word Choice, Grammar/Spelling |
| Oral Presentation: | Voice, Eye Contact, Body Language, Information |
| Habits of Work: | Use of Time, Organization, Planning, Participation, Follow-Thru |
| Math Projects: | Habits of Work, Math Content & Concepts Application, Organization & Format |

- ✓ The rubric provides a score that reflects a level of quality. How many levels one wants to have, and what labels one puts on the different levels of quality, is up to the creator of the rubric. Here are some examples of how the levels of quality might be labeled (the first four examples have 4 levels of quality; the fifth example has 6 levels of quality):

| | | | | | |
|-------------|------------|---------------|----------------------|---|---|
| 4 (highest) | 3 | 2 | 1 (lowest) | | |
| WOW!! | Good Job! | Almost There! | Needs a lot of work! | | |
| Always | Usually | Seldom | Never | | |
| Exemplary | Proficient | Developing | Beginning | | |
| 6 (highest) | 5 | 4 | 3 | 2 | 1 |

- ✓ There are different types of rubrics.
 - ⊙ **Analytic Rubrics** will individually score each criteria, and then either keep the scores separate, or use them to provide an overall score. (For example, “Our vacation was a “4” for the FUN FACTOR, but a “1” for the EXPENSE FACTOR.”)
 - ⊙ **Holistic Rubrics** take all the criteria into consideration, but sum them up into a single description for each level of quality. These rubrics do not score the different criteria separately.
- ✓ **Benefits of using rubrics:**
 - Provides clear expectations.
 - May be used to allow students to redo work, but still meet deadlines.
 - Helps teachers to know when it is necessary to re-teach.
 - Helps teachers decide what is important.
 - Puts responsibility on students. They are in control of what grade they want.
 - Motivates students to challenge themselves.
 - Motivates students to consistently hand in quality work.
 - It is fair, and it is real life.

2. Language Arts Assessment

- ✓ This year, at Linnaeus West, the third grade teachers are piloting a new method of language arts assessment.
- ✓ Our Guided Reading and Writing program focuses on using Graphic Organizers for Reading Comprehension and Paragraph Writing. Therefore, to assess the student's reading comprehension and paragraph writing, it makes sense to use these same graphic organizers. The assessment will then serve two purposes:
 - It will provide us with information about the individual's reading comprehension and writing skills.
 - It will help us evaluate the effectiveness of our guided reading and writing program.

- ✓ One assessment will be given for each of the 5 types of reading comprehension and paragraph writing that we are focusing on in our Guided Reading & Writing groups. The assessments are scheduled for these months:

| Type | Month (for all of Grade 3) | Tentative Week (for our class) |
|--------------------|----------------------------|--------------------------------|
| Main Idea – Detail | October | Week of Oct. 25 |
| Character Trait | December | Week of Dec. 9 |
| Problem – Solution | February | Week of Feb. 18 |
| Cause – Effect | April | Week of Apr. 7 |
| Compare – Contrast | June | Week of June 9 |

- ✓ There are **two parts** to each assessment. The first evaluates reading comprehension, and the second evaluates the skill of writing a type of paragraph.
 - Reading Comprehension: Student reads a short story (or selection), and fills out a graphic organizer.
 - Paragraph Writing: Student reads a short story (or selection), and then uses a standardized graphic organizer (one that has already been filled out, and is the same for each student) to write a paragraph.
- ✓ These two activities are the same as the ones done during Guided Reading & Writing.
- ✓ **Scoring:**
 - The graphic organizer and the paragraph are scored *using the same rubrics* that the students use themselves for their work in Guided Reading & Writing.
 - The rubrics are based on 4 of the 6 traits of Writing Assessment.
 - ⊙ Content/Ideas & Organization are given one score.
 - ⊙ Word Choice & Conventions (spelling, grammar, capitalization, punctuation) are given a separate score.
- ✓ **Supplemental Assessment:**
 - It is important for students to be familiar with multiple-choice questions, and to develop strategies for how to answer them.
 - Multiple-choice questions that follow a piece of reading are another way to evaluate reading comprehension.
 - On the off-months of the graphic organizer/writing assessments, the students will read a short story (or piece of text) and then answer about 10 multiple choice questions. The schedule for these multiple choice tests is:

| | Month (for all of Grade 3) | Tentative Week (for our class) |
|---|----------------------------|--------------------------------|
| 1 | November | Week of Nov. 12 |
| 2 | January | Week of Jan. 13 |
| 3 | March | Week of Mar. 18 |

3. Spelling

- ✓ The UE Spelling program is designed to promote lifelong spellers. If students only learn how to spell 20 words for a test on Friday, then the spelling often only stays in their short-term memory (and thus more likely to be forgotten after the test is over!). The goal of the new UE Spelling program is for correct spelling to become part of the student's long-term memory and be used in routine writing.
- ✓ Even though the third graders in our class will take a "spelling test" each Friday, the test scores will not be used to determine the score the student receives for *Spelling* on his/her progress report. The score on the progress report is determined by monitoring the student's written work in class for correct spelling of the words that have been covered from the High-Frequency Word List. This provides a more accurate evaluation of the student's spelling skills.
- ✓ In our classroom, we will use the writing rubrics for monitoring the student spelling skills. For each piece of writing, the student will receive a score of either a 4 (perfect), 3, 2, or 1 in spelling. This score isn't recorded on its own, as it is combined with word choice, grammar, punctuation, etc. for the Mechanics Score. To assess the student's score in Spelling for the progress report, I will look back over the student's writing rubrics to see how he/she did for the spelling criteria only.
- ✓ The program uses a list of High-Frequency Words. By third grade, the program expects students to know how to spell the first 130 words on the list. **Third graders work on learning words 131 – 265.**
- ✓ Of the first 130 words that third graders are expected to know, 47 of them are considered "no excuse words." In our classroom, if a student misspells one of the no-excuse words in his/her writing, he/she will not be able to receive higher than a "2" on the writing rubric for the criteria of spelling on that assignment.
- ✓ **The No-Excuse Words for Third Grade include:**

| | | | |
|--------|--------|--------|---------|
| • the | • was | • have | • can |
| • of | • on | • or | • an |
| • and | • are | • by | • which |
| • a | • as | • one | • said |
| • to | • with | • had | • if |
| • in | • his | • not | • do |
| • is | • they | • but | • will |
| • you | • at | • what | • each |
| • that | • be | • all | • about |
| • it | • this | • were | • how |
| • he | • from | • when | • up |
| • for | • I | • we | |

- ✓ **Words 131 – 265 (words covered in third grade) are listed on the bottom of [page 52](#). (Words 1 – 130 are also listed on the top of that page.)**

H. Our Homework Logs and Take-Home Folders

- ✓ Homework is given most every day except for weekends.
- ✓ Generally homework will include math and spelling. In the first part of the year, it may also include the practice of cursive writing. By late fall or winter, there may be some assignments for reading that are to be done at home. Homework should never take more than an hour. If it does, please let me know.
- ✓ There are two items that will go home every day: *The Homework Log & the Take-Home Folder*.
- ✓ **In addition to completing his/her homework, *the student has 3 responsibilities:***
 1. It is the student's responsibility to have his/her parent or guardian sign the Homework Log each day.
 2. It is the student's responsibility to give his/her parent or guardian any items that are in the "Stay Home" side of the Take-Home Folder.
 3. It is the student's responsibility to make sure to bring the Homework Log and Take-Home folder back to school each day.
 - ⊙ NOTE: Please help your child to create some sort of routine at home that will help him/her remember to bring these items back to school. As one example, perhaps they could check their backpack before climbing into bed at night – to make sure they have put these items back in it – and then leave the backpack by the door from which they leave in the morning.
- ✓ **The Take-Home Folder:**

This folder has 2 pockets. The one on the left says, "STAY HOME." The one on the right says, "COME BACK." Homework, and anything that needs to be signed by a parent, is put in the COME BACK side. Completed work, and most "take-home notices" from the office are put in the STAY HOME side. Students are expected to empty out the STAY HOME side of their folder each day and give the items to a parent.
- ✓ **The Homework Log:**

The Homework Log serves 3 functions:

 - The spelling list for the week is written in it.
 - Daily homework assignments are written in it.
 - Parents may write a comment to the teacher, or vice versa. (This is not where notes about buses, doctors' appointments, and illnesses go. Those notes are sent to the office.)

Whether you write a comment or not, **please sign the homework log each day** so that I know you have seen it.

I. Our Peer Tutors

- ✓ With independent math centers and independent literacy centers, there is a LOT of work being generated in our classroom! As our goal is to have students actively participating in their learning, and to feel a sense of ownership in their classroom (to share in the responsibility of the classroom's day-to-day running), we have more than just Classroom Jobs. We have Peer Tutors. Peer Tutors serve several functions:
 - Check off students' centers as they are completed, and after assessing for accuracy.
 - Provide assistance to peers who need help on one of their Centers.
 - Provide assistance with the management of the daily Math Facts tests. →

- Working at the Editors' Table during Writers' Workshop (either as the Capitalization Editor, Punctuation Editor, or Spelling Editor).
 - Provide assistance to peers who need help on one of the computers.
- ✓ Unlike Classroom Jobs, students do not automatically get to be a Peer Tutor. Peer Tutors have to prove that they have the skills as well as they proper attitude and sense of responsibility. The table below shows what the criteria are for becoming a peer tutor:

| PEER TUTOR | CRITERIA THAT HAS TO BE MET |
|------------------------------|--|
| Literacy Centers | Must complete all centers for 5 weeks. The work must be quality work – in other words, most of the centers should be passed off with 2 stars. The student must show that he/she can set a good example for others by using his/her time wisely, having a good attitude, and using an “inside voice.” For each week meeting these criteria, the student will receive 2 stickers for his/her Literacy Centers Merit Badge. Once the Merit Badge is earned, the student is eligible to be a Peer Tutor during Literacy Centers. |
| Math Centers | Must complete all centers for 5 weeks. The work must be quality work – in other words, most of the centers should be passed off with 2 stars. The student must show that he/she can set a good example for others by using his/her time wisely, having a good attitude, and using an “inside voice.” For each week meeting these criteria, the student will receive 2 stickers for his/her Literacy Centers Merit Badge. Once the Merit Badge is earned, the student is eligible to be a Peer Tutor during Literacy Centers. |
| Math Facts | There are 4 merit badges for math facts. When a student completes a Fast Facts test in 5 minutes, with no more than 5 problems wrong, he/she gets two stickers for his/her Merit Badge. Once the Merit Badge is earned, the student may be a Peer Tutor who helps with the Fast Fact Tests of whatever operation his/her Merit Badge is for. |
| Capitalization Editor | Must receive a perfect “4” for Capitalization on four writing rubrics. A “4” is given when there are no capitalization errors in the writing. For each one of these 4’s, two stickers are put on the Merit Badge. For the last 2 stickers, students must take and pass a special test. (a worksheet focusing on capitalization). |
| Punctuation Editor | Must receive a perfect “4” for Punctuation on four writing rubrics. A “4” is given when there are no punctuation errors in the writing. For each one of these 4’s, two stickers are put on the Merit Badge. For the last 2 stickers, students must take and pass a special test. (a worksheet focusing on punctuation). |
| Spelling Editor | Must receive a perfect “4” for Spelling on four writing rubrics. A “4” is given when there are no spelling errors in the writing. For each one of these 4’s, two stickers are put on the Merit Badge. For the last 2 stickers, students must take and pass a special test. (a worksheet focusing on spelling rules). |
| Technology | Students receive two stickers on their Techno-Wizard Merit Badge for every project they complete on the computer. (This Merit Badge has not yet been ironed out.) |

- ✓ Once the Merit Badge has been earned, the Peer Tutor will receive some individual training on how to do the job.

J. **Additional Information:** These items are attached in the order listed below:

| | |
|--|---------|
| 1. Weekly Class Schedule (tentative) | 30 |
| 2. Year-at-a-Glance | 31 – 32 |
| 3. Integration of the Curriculum | 33 |
| 4. Left Brain/Right Brain : How do we learn using our Whole Brain? | 34 |
| 5. Learning Styles | 35 |
| 6. Multiple Intelligences : More about using our Whole Brain! | 36 – 39 |
| 7. The Learning Pyramid | 40 |
| 8. Choice Theory | 41 – 43 |
| 9. Guided Reading | 44 – 46 |
| a. Strategies for Reading the Words Correctly (generally grades K-2) | |
| b. Running Records: Assessing Reading Level & Reading Strategies | |
| c. Guided Reading Groups | |
| d. Strategies for Reading Comprehension (generally grades 3-6) | |
| 10. 2 Sample Graphic Organizers | 47 – 48 |
| 11. 6-Trait Writing Assessment and Sample Writing Rubric | 49 – 51 |
| 12. Third Grade Spelling Words | 52 |
| 13. Third Grade Math Topics & Goals | 53 – 58 |
| 14. Tips for Improving Math and Reading Comprehension at Home | 59 |
| 15. Tips for Having Fun with Spelling at Home | 60 |

TENTATIVE WEEKLY SCHEDULE FOR MISS CAMP'S THIRD GRADE, 2002 – 2003

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|---|---|--|
| 7:55 – 8:20 Morning Jobs (attendance, check homework and homework logs, work on Problem of the Day) | | | | |
| 8:20 – 9:20 MATH Math Centers & Groups | 8:20 – 9:50 LANGUAGE ARTS 8:20 – 8:40 Read – Aloud 8:40 – 8:50 Mini-Lesson 8:50 – 9:50 Lit Centers & Circles | 8:20 – 8:35 | 8:20 – 9:50 LANGUAGE ARTS 8:20 – 8:40 Read – Aloud 8:40 – 8:50 Mini-Lesson 8:50 – 9:50 Lit Centers & Circles | 8:20 – 8:35 Spelling Test |
| | | 8:35 – 9:15 GYM | | 8:35 – 9:15 GYM |
| | | 9:15 – 10:35 MATH | | 9:15 – 10:15 MATH Assessment and Games |
| 9:20 – 10:05 ART | 9:50 – 10:15 MUSIC | 9:15 – 9:30 Algebra & Fact Games 9:30 Fast Facts begin 9:35 Math Centers begin | 9:50 – 10:15 MUSIC | |
| 10:05 – 10:45 SCIENCE | 10:15 – 10:40 * | 9:35 – 10:35 Math Groups | 10:15 – 10:40 * | 10:15 – 10:45* |
| 10:45 – 11:30 LUNCH/RECESS | | | | |
| 11:30 -1:00 LANGUAGE ARTS 11:30 – 11:50 Read – Aloud 11:50 – 12:00 Mini-Lesson 12:00 – 1:00 Lit Centers & Circles | 11:30 – 1:00 MATH 11:30 – 11:45 Algebra and Math Fact Games 11:45 Fast Facts begin 11:50 Math Centers begin 12 – 1:00 Math Groups | 11:30-1:00 LANGUAGE ARTS 11:30 – 11:50 Read – Aloud 11:50 – 12:00 Mini-Lesson 12:00 – 1:00 Lit Centers & Circles | 11:30 – 1:00 MATH 11:30 – 11:45 Algebra and Math Fact Games 11:45 Fast Facts begin 11:50 Math Centers begin 12 – 1:00 Math Groups | 11:30 – 1:00 LANGUAGE ARTS and SOCIAL STUDIES 11:30 – 11:50 Non-fiction Read-Aloud (re: one country) 11:50 – 12:10 Classroom Clans meet 12:10 – 1:00 Independent & Cooperative Research & Projects on group's country |
| 1:00 – 2:10 WRITING Writing Mini-lesson, Workshop, and Conferences | 1:05 – 1:35 LIBRARY | 1:00 – 1:35 WRITING Writing Workshop and Conferences | 1:00 – 1:35 WRITING Writing Workshop and Conferences | 1:00 – 1:35 FRIDAY CLEAN Sharing Time |
| | 1:35 – 2:10 SCIENCE | 1:35 – 2:10 SCIENCE | 1:35 – 2:10 SCIENCE | 1:35 – 2:10 Reader Buddies |
| 2:10 Clean – Up, Pass out Papers, Check Homework Logs, Dismiss at 2:20 | | | | |

* Technology lesson, Grand Conversation, Video, or Mini-Lesson

YEAR-AT-A-GLANCE

How a Year-long Theme is able to Integrate the Content Areas of the Curriculum (Language Arts, Writing, Math, Science & Technology, Social Studies)

NOTE: This is our plan for the year. However, dates are tentative, and some activities may be canceled or changed.

| Month | THEME: MEXICO, NORWAY/SWEDEN, AND EGYPT Activity | Content Area(s) |
|---------------------|--|--|
| ALL YEAR | Read-Aloud stories and non-fiction from each country throughout the whole year. | Language Arts (ELA standards for Listening and speaking) Social Studies (geography, climate, culture & holidays, community – including where people start communities, how people live and work together in a community) Science & Technology roles of living things, biomes, technology & inventions – how communities grow and change) |
| | Classroom Clans meet weekly throughout the year to discuss and record what they have learned, and what they want to learn more about. They will work together on different projects throughout the year. For each project they will go through the process of making a plan, looking at books and magazines (research), and creating a presentation (using art, music, drama, writing, and/or multimedia) for the class. | All subject areas (including math). Language Arts Writing Math Science & Technology Social Studies |
| SEPT. | Community-building activities for each Classroom Clan, in addition to creating group name and designing a logo. | Cooperative-Group Skills |
| | Videos on each country shown to whole class. Look at each country on maps and on the globe. Determine hemisphere, climate zone, longitude and latitude, direction from United States, etc. Color a map of country with its landforms. | Social Studies (geography, climate, community, culture & holidays) Science (biomes) |
| OCT. | During Guided Reading groups, students read information about their country, and write one-paragraph reports on different topics (i.e. The land, The people, Sports, etc.) | Language Arts (ELA Std. 2) Writing Social Studies |
| | Looking back at when people first began to keep track of time, to use numbers, and to communicate in writing – and how they did it! <ul style="list-style-type: none"> • First Calendar Makers (Mexico, Egypt) • First “Clocks” (Egypt) • First number Zero (Mexico) • Early forms of Writing (Mexico, Norway/Sweden, Egypt) | All subjects: Language Arts Writing Math (Place Value) Science & Technology Social Studies |
| NOV. | In Guided Reading groups, students begin learning how to identify character traits in a story, and to write a one-paragraph character analysis. Several stories will be selected from each of our 3 countries. (Each guided reading group will be a heterogeneous mix of the different country groups.) | Language Arts (ELA Std. 2-3) Writing |
| DEC. | After learning about food groups, and working with measurement in math centers, groups will read (and possibly write) about a December holiday in their country, and choose one ethnic recipe from their country to make together. | Language Arts Writing? Math (Measurement) Growing Healthy (nutrition) Social Studies (culture, holiday) |

| Month | THEME: MEXICO, NORWAY/SWEDEN, AND EGYPT Activity | Content Area(s) |
|-------|---|--|
| JAN. | In country groups, students will read a biography of a real person from their country (i.e. inventor, sports hero, etc.) and then write a one-paragraph character analysis. (This activity will depend on resources available, and on what the reading level of those resources are, and it may be done as a homework assignment. – to be determined.) | Language Arts Writing Social Studies (If the person is an inventor, the content may also include math, technology, and/or science). |
| | Cinderella stories from Egypt, Norway, and Mexico (These may be read in a different month.) | Language Arts Writing |
| FEB. | Look at what technology (including simple machines) was invented by the early civilizations of Mexico (Aztec, Maya), Norway/Sweden (Vikings), and Egypt (Egyptians), and how that caused change in the community. | Social Studies (how communities grow and change) |
| MAR. | Look at a few of the biomes in Mexico (tropical rainforest), Norway/Sweden (arctic tundra), and Egypt (desert). (Videos, Computer Activities & Games, Books & Magazines) | Science (roles of living things – biomes) |
| APR. | Animals of the rainforest in Mexico, tundra in Norway/Sweden, and desert in Egypt – and these animals adapt to their environments, as well as to their prey and predators. | Science (roles of living things – animal adaptations) |
| MAY | Look at where, why, and how people start communities, and how they survive with minimal technology (focus on early civilizations of Mexico, Norway/Sweden, Egypt, as well as Pioneer Days of U.S.). What do artifacts tell us? (sunken Vasa Ship, Classroom Museum) | Social Studies (where do people start communities) |
| | What would an early community on Mars look like, particularly with minimal technology available (i.e. no oil or gas, perhaps no electricity – would there be an alternative source of energy, or would it be living as simply as people did in Pioneer Days, or in the early civilizations of the Aztec, the Maya, the Egyptians, the Vikings, etc. (Food for thought:: If people from each of our countries, including the U.S. went to the colony on Mars, how would we decide on a language to speak, on a money system, on a unit of measurement, on a government, etc.) | Social Studies (where do people start communities) Science (space, alternative forms of energy) |
| JUNE | Country groups give their big presentations to class. | ELA Standards (Reading, Writing, Speaking, Listening) Social Studies Science & Technology |

INTEGRATION OF THE CONTENT AREAS (The “Curriculum”)

CONTENT AREAS include: Language Arts (Reading, Writing, Speaking, Listening), Math, Science, Social Studies, Technology, Art, Music, Physical Education

With emphasis on reading, writing, and math in third grade, it is not always possible to have separate blocks of time for science and social studies each day. Even if there were time, current research finds it more beneficial for science and social studies to be integrated into our language arts and math program. In other words: As we are exploring the real-life nature of our social studies and science concepts, we learn the skills of language usage, writing, reading comprehension, math, problem-solving, research, scientific method, etc. Having a year-long theme (or “Essential Question”) is one way that this can be accomplished.

Who? What? Where? When? (Social Studies)

I think of Social Studies as the glue that brings all content areas together in real life. Social Studies, after all, is about people. It is about the world we live in. Social Studies focuses on where people are, as well as what people have done, are doing, and will do.

Why? (Science)

While Social Studies asks the questions, “Who? What? Where? When?”, Science is about asking the question “Why?”. For every single thing we find in this world, we wonder what makes it so. One of the very first questions a toddler learns to ask is, “Why?” It is human nature to be curious. Science is about satisfying our curiosity!

How? (Technology)

Technology is also about satisfying our curiosity. If science asks the question, “Why?,” Technology asks the question “How?” It is human nature to figure out HOW to make products faster and more easily. Consider what life must have been like before the invention of the plow, the clock, the microscope, the printing press, the automobile, the telephone, the computer, or the satellites we have orbiting Earth! Consider what life is like today because of these inventions. The invention of new technology is the reason that life today is different from life 50 years ago, 100 years ago, 1,000 years ago, etc. We can only guess what life might be like 30 years from now! For better or for worse, as we invent new technology, how we do things changes.

What if...? (Science & Technology)

With Science and Technology, we take our “why’s” and “how’s” and come up with: “What if...” Our inquiring minds lead us into creating, building, experimenting, investigating, exploring – ALL words of ACTION – of doing. It is no surprise, then, that current research finds “Inquiry Learning” and “Active Participation” to be beneficial for students. The goal is for students to be “actively involved in their learning” rather than always sitting at their desks and passively absorbing whatever the teacher is saying. Encouraging students to invent, to create, to use their imaginations, and to be artistic is a great way to use both sides of our brain in the classroom! (See subsequent sections on Right Brain/Left Brain, Learning Styles, and Multiple Intelligences).

The Benefit:

If we tie reading, writing, and math skills to the real-life nature of our science and social studies curriculum, and combine with technology, the skills we learn begin to have more purpose in real life, and thus have more likelihood of being retained. When each part of the day connects or ties to another part by way of a common theme, and that theme allows what one is learning to be applied to or connected to real life, the day becomes more meaningful. Students begin to care more about their learning.

RIGHT BRAIN/LEFT BRAIN: HOW DO WE LEARN USING OUR WHOLE BRAIN?

Our brain has two hemispheres, and each one processes information differently.

The Left Hemisphere

Research has shown the left hemisphere to be primarily analytic, sequential, and verbal (language). It likes structure, examples, and clear goals. The left hemisphere tends to make decisions based on common sense or logic. It plans and organizes well. It is detail-oriented. Using this half of the brain, problems are systematically solved part by part.

The Right Hemisphere

The right hemisphere, on the other hand, is global and visual. This mode is able to see patterns and make connections, and it is able to solve problems by looking at the whole picture. The right mode is less interested in planning, and more interested in following one's intuition and emotions. It likes spontaneity. It is creative and inventive. It enjoys open-ended activities.

Analytical vs. Global

While all of us use both sides of our brain, we can lean toward one side more than the other. People who tend to more naturally use the left side of their brain are often referred to as being an Analytic Learner. And those who tend to use the right side of their brain more naturally are often referred to as being a Global Learner. Of course, these categories are used loosely. We are each a bit of both, but perhaps one more so than the other.

Using the Whole Brain

Our goal is to engage the whole brain. One example would be using colored pencils or markers when writing. Even though one's language processing and written expression occurs primarily in the left hemisphere, the visual nature of the right mode responds to colors. Thus, by writing with colors, both modes of the brain are engaged. Music is another great way to engage the whole brain as both sides of the brain respond when music is involved.

Below are some generalities about how each side of the brain prefers to learn.

The Analytic Learner (Left-brained)

1. Tendencies (Often):
 - ✓ Make decisions based on logic or common sense
 - ✓ Plan and organize well
 - ✓ Focus on details and facts
 - ✓ Like a tidy environment
2. Enjoy/Learn Best with:
 - ✓ Information presented in sequential steps, with rules and examples, structured materials, teacher-directed lessons, clear goals and requirements
3. Learn to read best:
 - ✓ With auditory phonics, programmed materials, puzzles, some worksheets – reinforced by strategies appropriate for global learners

The Global Learner (Right-brained)

1. Tendencies (Often):
 - ✓ Make decisions based on emotions and intuition
 - ✓ Are spontaneous, random
 - ✓ Focus on creativity and inventiveness
 - ✓ Care less about a tidy environment
2. Enjoy/Learn Best with:
 - ✓ Information presented in an interesting or humorous story, with examples, interesting materials, group work and activities
3. Learn to Read Best:
 - ✓ With holistic reading methods, such as recorded books, story writing, choral reading, with books computer software, audiovisual materials, projects and games.

LEARNING STYLES

What are learning styles? Taking into account personality traits, environmental preferences, social context, and physiological factors, they are an attempt to describe how one is most comfortable perceiving and processing the world around oneself. Each person has a unique way of sensing and interpreting new information and experiences, and incorporating it into his/her existing stores of information and experiences. This unique way may be called the person's *style* of learning. It is the person's own special point of view.

Learning Styles have been categorized in different ways. The categories shown below are: Visual, Auditory, Tactile, Kinesthetic. People can never be compartmentalized into just one group. To say that a person is a visual learner is not to say that is the only way he/she learns! It is simply the way that he/she gravitates to most of the time. All of us have aspects of each of these styles of learning within us.

The reason for looking at learning styles is not to pigeon-hole people, but simply to be aware that different people learn in different ways. Thus, it is important for activities in the classroom to incorporate all of these different styles. It benefits each child to be exposed to different styles of learning.

You know your child the best! Please feel free to let me know if one of these learning styles stands out to you in regards to your child.

THE AUDITORY LEARNER

1. Is better able to...
 - ✓ Recall what they hear
 - ✓ Follow spoken instructions
 - ✓ Learn by listening and speaking
2. Enjoy/Learn Best by:
 - ✓ Talking, interviewing, debating, participating on a panel, asking and answering questions, memorizing, making oral reports
3. Learn to Read Best:
 - ✓ With phonics, choral reading, by listening to stories & recordings of books, discussing stories, reading orally.

THE VISUAL LEARNER

1. Is better able to...
 - ✓ Recall what they see
 - ✓ Follow written or drawn instructions
 - ✓ Learn by observing people, objects, pictures, etc.
2. Enjoy/Learn best by:
 - ✓ Using computer graphics; performing visual puzzles; looking at or designing maps, charts, graphs, diagrams, cartoons, posters, bulletin boards
3. Learn to Read Best:
 - ✓ With sight methods, dissimilar words, silent reading, words accompanied by pictures or slides, stories in filmstrips or videos

THE TACTILE LEARNER

1. Is better able to...
 - ✓ Recall what they touch
 - ✓ Follow instructions they write or touch
 - ✓ Learn by touching or manipulating objects
2. Enjoy/Learn Best By:
 - ✓ Doodling, sketching, playing board games, building models, constructing dioramas and relief maps, setting up experiments, writing, tracing.
3. Learn to Read Best:
 - ✓ With writing/tracing methods, such as Fernald, language experience.
 - ✓ By playing games or reading instructions, then making something.

THE KINESTHETIC LEARNER

1. Is better able to...
 - ✓ Recall what they experience
 - ✓ Follow instructions that they perform or rehearse
 - ✓ Learn when engaged in physical activity
2. Enjoy/Learn Best By:
 - ✓ Playing floor games, assembling and/or disassembling objects, building models, participating in fairs, setting up experiments, acting, role playing, hopping, running, scavenger hunts.
3. Learn to Read Best:
 - ✓ By pantomiming, acting in plays
 - ✓ Riding a stationary bike while listening to a book
 - ✓ Recording and reading, reading instructions and then building/doing something

MULTIPLE INTELLIGENCES: Keeping our Whole Brain Active

THEORY AND APPLICATION: What is it and How do we use it?

The Theory:

The idea that everyone has “multiple intelligences” is a theory developed by Harvard researcher, Howard Gardner.

- ✓ Gardner believes that “intelligence” has more to do with our ability to solve problems and create products in a natural setting (the real world) than it does with how we score on an I.Q. test. In other words, there are many different ways that intelligence can be expressed.
- ✓ Gardner has taken the wide range of human abilities and grouped them into eight categories or “intelligences.” He believes that everyone possesses all eight intelligences that function together. (These 8 are described on pages 37 – 38).

The Application:

How are Multiple Intelligences used in the classroom?

- ✓ We experience everything (reading, math, writing, science, etc.) in as many different ways as we can (by sound, sight, touch, movement, puzzles, teams, color, texture, games, computer animation, rhythm, doing, thinking, feeling, discussing etc.).
- ✓ For example, when learning how to read, or working on spelling new words, the teacher could have the student...
 - Say the letters out loud or write them (verbal-linguistic) over & over.
 - Write the letters on graph paper to see the shapes they make (visual – spatial).
 - Draw the word in sand or on someone’s back (bodily-kinesthetic).
 - Play a game of Scrabble with a friend, and count up points for each word (interpersonal, math/logical).
 - Invent a rhythmic chant with a pattern of claps, snaps, pats, etc. for each letter (musical).
- ✓ Since each “Intelligence” uses a different part of the brain (see page 39), experiencing something in a variety of ways allows us to use much more of our brain. If all we did were say the letters over and over again, only one area in our brain would be actively working on learning that word. On the other hand, if we say them, play them, sing them, color them, chant them, feel them...we are activating lots of different areas in our brain.
- ✓ Using Multiple Intelligences in the classroom helps to keep our whole brain active!

DESCRIPTION OF MULTIPLE INTELLIGENCES

| MULTIPLE INTELLIGENCE | DESCRIPTION | THINK... | LOVE... | NEED... |
|-------------------------------|--|------------------------------------|--|---|
| VERBAL / LINGUISTIC | This intelligence involves the use of language and words, whether written or spoken. | in words | reading, writing, telling stories, playing word games, etc. | Books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories, etc. |
| LOGICAL / MATHEMATICAL | This intelligence uses numbers, sequencing, and patterns to solve problems. | by reasoning | experimenting, questioning, figuring out logical puzzles, calculating, etc. | Things to explore and think about, science materials, manipulatives, logic puzzles, mysteries |
| VISUAL / SPATIAL | This intelligence pertains to the use of shape, color, and form and the relationships among objects. | in images and pictures | designing, drawing, visualizing, doodling, etc. | Art, LEGOs, video, movies, imagination games, mazes, jig-saw type puzzles, illustrated books |
| BODILY / KINESTHETIC | This intelligence uses the body for self-expression. | through somatic sensations | dancing, running, jumping, building, touching, gesturing, etc. | Role play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning |
| MUSICAL / RHYTHMIC | This intelligence deals with pitch, tone, and rhythm. | via rhythms and melodies | singing, whistling, humming, tapping feet and hands, listening, etc. | Sing-along time, music playing, musical instruments, choral reading |
| INTERPERSONAL | This intelligence is the ability to deal with other people. It involves one's ability to perceive what another person is thinking and feeling through body language and gestures. | by bouncing ideas off other people | leading, organizing, relating, manipulating, mediating, having parties | Friends, group games, social gatherings, community events, clubs, apprenticeships, etc. |
| INTRAPERSONAL | This intelligence involves a self-knowledge, being able to identify one's own feelings and moods. | deeply inside of themselves | setting goals, meditating, dreaming, being quiet, planning | Secret places, time alone, self-paced projects, choices, etc. |
| NATURALIST | This intelligence involves keen observation in nature, with the ability to notice things that others often miss, to categorize (sort & classify) things in nature, to see patterns in nature, to notice connections between plants and animals, to notice changes in the environment | by categorizing | using all senses in nature (observe, smell, touch, listen), sorting and classifying things in nature – such as artifacts, taking care of the environment | Opportunities to create what they saw, heard, smelled, or touched on a nature hike (or when observing/categorizing objects from nature). Being outside as much as possible, connecting learning to environment |

Sources (for this page, the previous page, and the next 2 pages!)

Armstrong, Thomas. (1994). *Multiple Intelligences in the Classroom*. Alexandria, VA: Assoc. for Supervision & Curric. Development.

Wilkins, D. K. (1996). *Multiple Intelligences Activities (Grades K – 4)*. Westminster, CA: Teacher Created Materials, Inc.

Kagan, Spencer. (1997). *Multiple Intelligences Smart Card*. San Juan Capistrano, CA: Kagan Cooperative Learning, Inc.

Created by Caryn Camp
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MULTIPLE INTELLIGENCES IN KID LANGUAGE = “BODY SMARTS”

| M.I. | KID LANGUAGE | STUDENTS ARE “_____ SMART” WHEN THEY... | KID DESCRIPTION |
|--------------------------------|-----------------|---|---|
| VERBAL / LINGUISTIC | WORD SMART | <ul style="list-style-type: none"> • Learn through reading, writing, discussing • Communicate effectively • Have a good vocabulary • Write clearly • Spell easily • Think in words | Being Word Smart means that you can talk, write, and listen to words, Anytime you tell stories, write letters, tell or laugh at jokes, read books, or use language in any way, you are using your <i>word skills</i> . Everyone is <i>Word Smart</i> ! |
| LOGICAL / MATHE- MATICAL | NUMBER SMART | <ul style="list-style-type: none"> • Think in numbers, patterns, & algorithms • Think clearly & analytically • Learn by appeal to logic • Use abstract symbols • Solve logic problems easily | Being Number Smart means that you can think and solve problems, recognize patterns, put things in order, and do experiments. Anytime you use numbers, solve puzzles, and do scientific things, you are using your number intelligence. Everyone is <i>Number Smart</i> ! |
| VISUAL / SPATIAL | PICTURE SMART | <ul style="list-style-type: none"> • Think in pictures and images • Are good with spatial relations • Have a good eye for detail and color • “See” solutions to problems • Learn through visuals • Like to draw and create | Being Picture Smart means that you can see pictures in your mind (imagination) and can draw, paint, or color pictures. Anytime you use pictures in your life (in books, on maps, in your mind, or in school), you are using your picture intelligence. Everyone is <i>Picture Smart</i> ! |
| BODILY / KINESTHETIC | BODY SMART | <ul style="list-style-type: none"> • Are highly coordinated • Use gestures and body language • Take things apart and fix them • Learn through “hands-on” activities • Enjoy acting & role-playing • Enjoy dancing and athletics | Being Body Smart means that you can use your body to run, jump, walk, and sit. You can also use it to show how you are feeling. Anytime you play a game in which you use your body, go out to recess, or make something using your hands, you are using your bodily intelligence. Everyone is <i>Body Smart</i> . |
| MUSICAL / RHYTHMIC | MUSICALLY SMART | <ul style="list-style-type: none"> • Have a good sense of rhythm and melody • Like to sing, hum, chant, and rap • Enjoy listening to music • Read and write music • Learn through music and lyrics • Enjoy creating music | Being Musically Smart means you can hear sounds around you, both in music and in other places. Whenever you sing a song or advertisement jingle, use music to help you learn, or sing in the shower, you are using your musical intelligence. Everyone is <i>Musically Smart</i> ! |
| INTER- PERSONAL | PEOPLE SMART | <ul style="list-style-type: none"> • Make and maintain friends easily • Understand and respect others • Resolve conflicts • Learn by interacting with others • Like to work and be with others | Being People Smart means that you can work and play with other people. Anytime you do your school work with a friend or group of friends, play in a team game (like baseball), or in group games, you are using your people intelligence. Everyone can be <i>People Smart</i> . |
| INTRA- PERSONAL | SELF – SMART | <ul style="list-style-type: none"> • Need time to process information • Think about their own thinking • Have strong opinions and beliefs • Are introspective • Know themselves well • Like quiet time alone | Being Self-Smart means that you know about yourself. You know what things you like and do not like. You also know what feelings you feel and what makes you feel them. Anytime you work on a project by yourself, ask questions like “Why?” and concentrate on something for awhile, you are using your self-intelligence. Everyone is <i>Self Smart</i> ! |
| NATURALIST | NATURE SMART | <ul style="list-style-type: none"> • Are aware of their natural surroundings • Discriminate different flora & fauna • Are good at sorting and classifying • Have keen observational skills • Understand natural phenomena | Being Nature Smart means you like being outdoors and enjoy learning about the things in nature. Anytime you look at a bug, watch a bird building a nest, study a leaf, smell a flower, or play in a creek, you’re using your Nature Smart skills. Everyone can be <i>Nature Smart</i> ! |

THE RESEARCH BEHIND MULTIPLE INTELLIGENCES

It is interesting how Gardner went about identifying these different “intelligences.” All of the different “Intelligences” had to meet a certain set of criteria including (as a few examples):

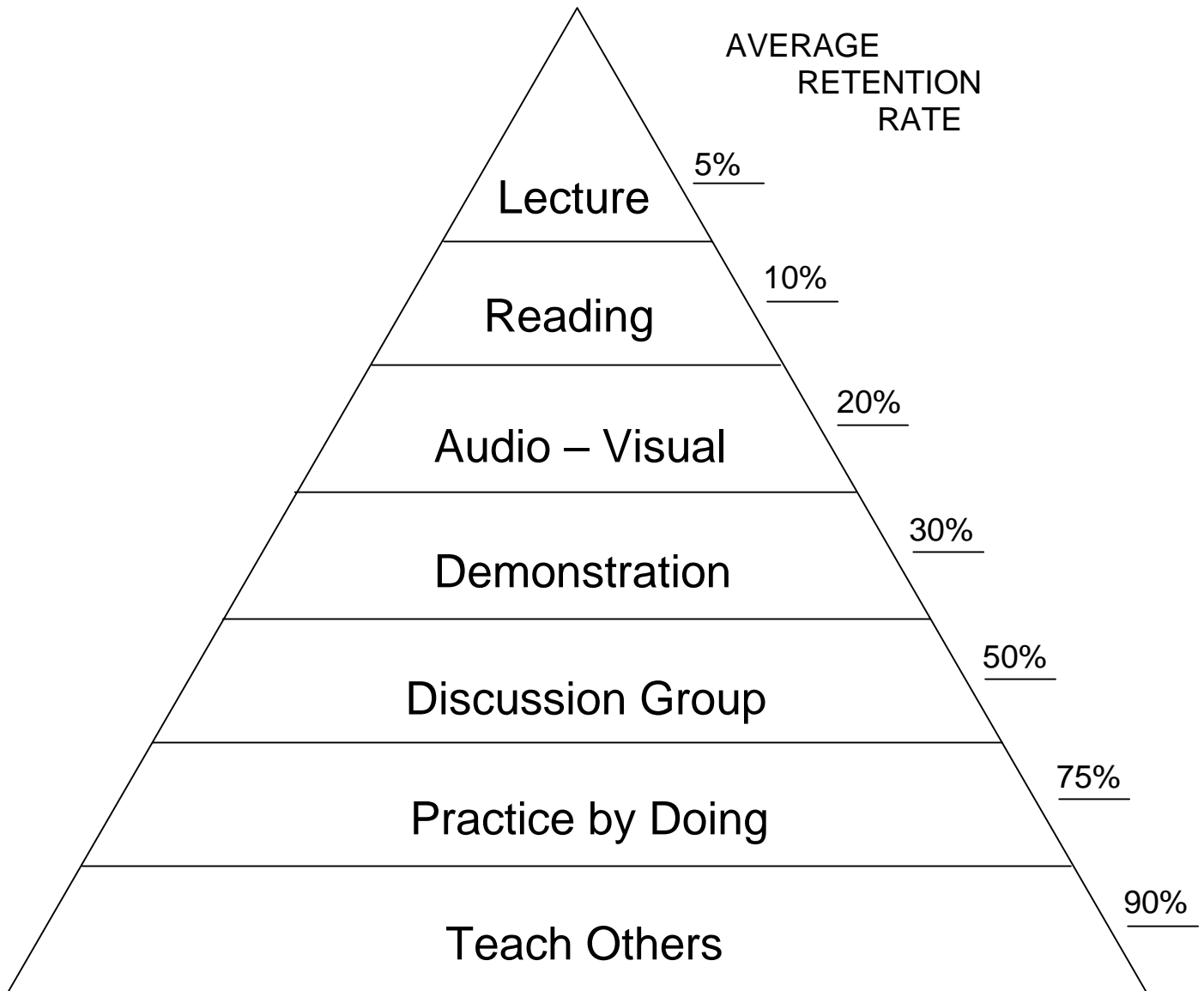
- ✓ Potential Isolation by Brain Damage: Through his work with brain-injured patients, Gardner found that each of the 8 intelligences can be mapped to a different location in the brain. If that area is damaged, the capacity for that intelligence will be affected. (*In other words, Gardner took the Left Brain – Right Brain theory and extended it to even more specific locations.*)
- ✓ The existence of Savants and Exceptional Individuals: For each of the Intelligences, there has been, at some time throughout history, someone who is able to operate at incredibly high levels of that Intelligence while only at low levels in all the others. (Think Rainman! He’d be an example of a Mathematical/Logical savant. Amadeus Mozart would be an example of a savant for Musical Intelligence.)
- ✓ A separate type of symbol system. Gardner believes that one of the greatest signs of intelligence in humans is our ability to use symbols. When using the symbol systems listed in the table below, different areas of our brain are being used.

| Intelligence | Symbol System | Region of Brain (primarily) |
|-------------------------------|---|---|
| Linguistic | Phonetic languages (i.e. English, French, Spanish) | Left temporal & frontal lobes (Broca’s/Wernicke’s areas) |
| Logical – Mathematical | Computer languages (i.e. Pascal, HTML) | Left parietal lobes, right hemisphere |
| Spatial | Ideographic languages (Chinese), Graphic languages used by architects and engineers | Posterior regions of right hemisphere |
| Bodily – Kinesthetic | Sign languages, Braille | Cerebellum, basal ganglia, motor cortex |
| Musical | Musical notes, Morse code | Right temporal lobe |
| Interpersonal | Non-verbal language (i.e. gestures, facial expressions) | Frontal lobes, temporal lobe (especially right hemisphere), limbic system |
| Intrapersonal | Symbols of the self (i.e. in dreams and artwork) | Frontal lobes, parietal lobes, limbic system |

Source of table:

Armstrong, Thomas. (1994). *Multiple Intelligences in the Classroom*. Alexandria, VA: Assoc. for Supervision & Curric. Development.

THE LEARNING PYRAMID



Lecture at the top of the pyramid, has a disappointing low retention rate of just five percent. On the other hand, when students participate in active learning – and then teach other students – retention of material is maximized at ninety percent.

Source: National Training Laboratories, Bethel, ME

CHOICE THEORY: Encouraging Student Responsibility

One well-known child psychologist, William Glasser, believes that if a child is “acting out,” it is because one of his/her 5 basic human needs isn’t being met. These needs are for:

| | |
|------------------|---|
| SURVIVAL | Physiological needs for food, shelter, safety, sleep |
| BELONGING | To give and receive affection, to feel part of a group |
| POWER | To achieve, to be competent, to be recognized for our achievements and skills, to receive attention, to be listened to, to have a sense of self-worth |
| FREEDOM | Need for independence and autonomy, to have choices, to be able to take control of the direction of one’s life |
| FUN | To find pleasure, to play, to laugh, to have fun with learning |

Glasser sees the pursuit of these needs as the general motivation for everything one does, thinks, and feels. Therefore, if a child is “acting out,” it is quite possible that he/she is seeking to meet one of these needs – i.e. to receive attention, to have more choices, to lighten up and have fun, to get lunch, etc.

MEETING THE FIVE BASIC NEEDS IN THE CLASSROOM

How to minimize “Acting Out” in the classroom: Provide an environment that meets the needs!

✓ ***Meeting the Need for Power***

- If a child’s behavior is motivated by the desire for attention (to meet the need for a sense of power), he/she may be willing to take negative attention over no attention at all.
- When children are playing or working and not getting into any trouble, it is easy to leave them alone until their behavior becomes what we consider “inappropriate.” In this scenario, the children who “act out” get the attention, and the ones who behave well get little attention. If the child wants attention, he/she may choose to act inappropriately in hopes that someone will notice and give him/her some attention (even if it is negative).
- *What this means in the classroom* is that it is important to stop and check in with the students who are busy working productively. If positive behavior receives more attention than negative behavior (i.e. “I like the way Johnny is...”), students will learn that there is a better way to receive attention than to “act out.”
- Other ways we meet this need for power:
 - ⊙ Our Merit Badges recognize positive achievements.
 - ⊙ Literature Circles, Classroom Clans, and Class Meetings are all times where the students have the opportunity to be “listened to.”

✓ ***Meeting The Need for Freedom***

- Children may also “act out” when their need for freedom is not being met. What this means in the classroom is that opportunities for student choice and autonomy are important.

- Ways in which we meet this need for freedom in our classroom:
 - ⊙ Student choice & Autonomy during Independent Literacy Centers
 - ⊙ Student choice & Autonomy during Independent Math Centers
 - ⊙ Student choice within Classroom Clans
 - ⊙ Student choice during Writers' Workshop
 - ⊙ Student-led Literature Circles

✓ **Meeting the Need for Belonging**

- Children may “act out” when they feel left out. What this means in the classroom is that time for community-building activities and cooperative groups is important.
- Ways in which we meet this need for belonging in our classroom:
 - ⊙ Community-building activities and games
 - ⊙ Cooperative Groups
 - ⊙ Classroom Clans
 - ⊙ Literature Circles
 - ⊙ Reader Buddies

✓ **Meeting the Need for Fun**

- Of course, we all need to have fun!
- Brain researchers have found that HUMOR is so important to our health and our learning. With young children, so much is learned through Play.
- In our classroom, we use games for math, for language skills, and for getting to know each other.

HOW CHOICE THEORY IN THE CLASSROOM CAN HELP ENCOURAGE STUDENT RESPONSIBILITY

Glasser believes that everyone has control over their own behavior – that it is all about making choices. It has come to be called his Choice Theory.

Glasser believes that we all paint a “picture” in our head of what we want to see happen.

What this means in the classroom:

- ✓ Begin the school year by holding a Class Meeting to determine what we want for our classroom, and to make a plan for how we can get what we want.
 - First, we ask: *Let’s paint a picture of what the best third grade class in the world would look like. What would we see? What do we want our class to be like?*
 - Next, the students help to make a “My Job, Your Job” chart (including “no excuses” as part of their job!).
 - By having the students involved in picturing and thinking about what they want to happen in their classroom, and what we each have to do in order to make that happen, the students begin to take responsibility for their classroom. They agree to do their job because that is what will get them what they want – for the classroom to be the way they want it to be. This is Glasser’s Choice Theory.

How to Respond when a child “acts out” in the classroom: Use the SUCCESS QUESTIONS

- ✓ Glasser has designed a set of SUCCESS QUESTIONS to ask the student (privately) when he/she is “acting out” or not doing what needs to be done.

| TYPE OF QUESTION | WHEN THERE IS TIME TO MEET & CHAT | WHEN IT HAS TO BE QUICK |
|-------------------------------|--|--|
| The Introspection Question(s) | What are you doing? | What are you doing? |
| The Trigger Question | What happens when you do that? Is that what you want to happen? | |
| The Vision Question | What do you want to happen? How strongly do you want it to happen? | What is the rule on that? OR What are you supposed to be doing? |
| The Learning Question | What will you <u>do</u> to make what you want to happen really happen? | |
| The Action Question | How will you do it, and how will you know when your plan is working? | Can you obey the rule? OR Can you do what you are supposed to be doing? Will you do it? |

Glasser also has suggestions for what to say when the person is unresponsive to your questions!

| The Question | What to say if there is no response to the question: |
|---|--|
| What are you doing? | → This is what I see you doing. |
| What do you need to be doing? | → This is what I need you to do. |
| Is it working? | → It is not working for me. |
| Do you want to make a plan? | → This is what I want you to do. |
| FINISH WITH: Will you do it? How will you do it? How can I help you? | |

- ✓ Glasser’s Success Questions all start with *What*, *How*, or *Will you*. None of them start with *Why*. Glasser believes that accepting responsibility is not about making excuses, but about making a choice to do what we need to do (or making a choice to make a plan that helps us do what we need to do).
- ✓ Glasser calls them Success Questions because they guide us toward doing whatever we need to do to get what it is we really want (survival, love & belonging, power, freedom, and fun).
- ✓ The Success Questions are another example of how effective “teacher language” can be when the words are carefully chosen. The Success Questions, as well as the Reading Recovery questions described on the next page (Does it look right? Does it sound right? Does it make sense?), and the Comprehension Questions described on page 46 (i.e. What happens next to help solve the problem?), are all carefully worded questions that guide the students (particularly when used consistently so that the student will begin to use them him/herself). I call them “Guiding Questions.” The Success Questions guide the students toward strategies that can be used for decision-making about behavior, attitude, work ethic, etc.

GUIDED READING

In Grades K-2, Guided Reading focuses on teaching strategies (*developed by Reading Recovery*) that help the reader to read the words correctly.

In Grades 3-6, Guided Reading focuses on teaching strategies that help the reader to gain a deeper comprehension of the text.

This section includes:

- A. Strategies for Reading the Words Correctly (generally grades K-2)
- B. Running Records: Assessing Reading Level & Reading Strategies
- C. Guided Reading Groups
- D. Strategies for Reading Comprehension (generally grades 3-6)

A. STRATEGIES FOR READING THE WORDS CORRECTLY

When reading unknown words, there are 3 strategies that a child can use:

1. **Visual Cues:** Look at the letters: Look at the first letter. Look at the last letter. Look at chunks in the middle. Sound it out.
2. **Structural Cues:** Listen to how the word sounds in the sentence. (The child has grown up hearing how people speak and has gotten used to what “sounds right” – this strategy difficult for ESL learners who have not had many years of “hearing” our language.)
3. **Meaning (or Context Clues):** Look at the picture. Think about what the story is about.

Our goal is to have the reader using all 3 strategies at the same time. If the reader only uses the visual cues, then the reader is not gaining a comprehension of what the words mean when they are all strung together into sentences and paragraphs.

The teacher asks 3 questions that guide the reader to a specific strategy.

1. **Does it look right?** (To guide the reader toward using Visual Cues)
2. **Does it sound right?** (To guide the reader toward using Structural Cues)
3. **Does it make sense?** (To guide the reader toward using Meaning)

Consider this example: There is a picture of a frog jumping, and the text on the page says:

The frog jumped.



| What the reader says | The strategy the reader is depending on | The question to guide the reader | The strategy that the question is guiding toward |
|----------------------|---|----------------------------------|---|
| The fox jumped. | Visual (looking at first letter “f”) | Does it make sense? | Meaning: Look at the picture. (Is it a fox?) |
| The toad jumped. | Meaning (looking at the picture) | Does it look right? | Visual Cues: Look at the first letter. (Is it a T?) |
| The frog jump. | Meaning & Visual | Does it sound right? | Structural Cues (Structure of the Sentence) |

B. RUNNING RECORDS: ASSESSING READING LEVEL & READING STRATEGIES

In order to assess the reading level of a student, as well as what reading strategies the student is using, and which ones the student needs to be guided in, the teacher takes a "Running Record." To do this, the teacher has a script of the text that the child will be reading from a book.

1. As the child reads, the teacher checks word by word for what the reader actually says. When a word is read incorrectly, the teacher records the exact sounds said by the reader for that word. The teacher also records any added or skipped words, and any errors that the student corrects on his/her own.
2. After the child is done reading, the teacher looks back at the "***miscues***." (A miscue is when a word was mis-read, added, or skipped.) For each miscue, the teacher determines which strategy (meaning, structure, visual) the reader was depending on.
3. Next, the teacher totals the number of miscues that came from the use of each strategy (meaning, structure, visual).
4. Based on the number of words in the text, the number of miscues can be used to determine a percentage that helps determine the child's reading level.
 - a. 95 – 100%: *Independent level*: The reading level of the text is easy enough for the child to read that he/she can read it independently.
 - b. 90 – 94%: *Instructional level*: The reading level of the text is challenging, but success is achievable with guidance. ***This is the level that will be used during Guiding Reading Groups.***
 - c. 89% or less: *Frustration level*: The reading level of the text is too difficult, and will most likely result in the child feeling frustrated and discouraged about his/her reading ability.
5. The Running Record is repeated until the reading level of the text is at the student's Instructional level. After totaling the number of miscues and assessing which strategy was used, the teacher looks to *determine if there is a pattern*. For example, if almost all of the miscues come from using the visual strategy, and almost none from using meaning, then the student is not reading for meaning. The teacher needs to work on guiding this reader with the question, "Does it make sense?"

NOTE: Once the student has become a proficient reader, and is able to read the text without miscues, it is possible that he/she is reading the words correctly, but not thinking about what they mean when they are strung together in sentences and paragraphs. After taking a Running Record, it is important to ask the student to re-tell what he/she just read in his/her own words, or to answer some questions about what he/she read. If his/her level of comprehension is not satisfactory, the student will be re-assessed at a lower reading level.

C. GUIDED READING GROUPS

In a Guided Reading Group, the students are reading at their Instructional Level. This is the level where the students can increase their reading abilities with guidance, but without frustration. If the student is only reading at his/her Independent Level, he/she is not learning anything new. At the frustration level, the teacher does more of the work than the student, and the student's self-confidence may diminish.

D. STRATEGIES FOR READING COMPREHENSION:

NOTE: The Running Record assesses the student's strategies for reading the words on the page, not the student's strategies for comprehension. In third – sixth grade, we work on guiding the student toward strategies for comprehension. Examples of these strategies include:

- Making Predictions
- Identifying Character Traits
- Recognizing Cause & Effect
- Comparing & Contrasting
- Identifying Problem and Solution
- Putting Events in Sequential Order
- Categorizing Information
- Considering Point of View
- Finding Main Idea, and distinguishing it from Details
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing between Fact & Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Distinguishing between Real & Make-Believe

In the third grade Guided Reading Groups at Linnaeus West, we are focusing on 5 of these strategies, or types, of comprehension:

1. Identifying Main Idea and Details
2. Identifying the Problem & Solution in the story, and the sequence of Events that lead from one to the other.
3. Analyzing a Character (Character Traits)
4. Analyzing Cause and Effect
5. Comparing and Contrasting

How do we guide the students toward these different types of reading comprehension?

- Graphic Organizers
- Guiding Questions

GRAPHIC ORGANIZERS:

A graphic organizer is a template for organizing information in a visual way. The students will be using 5 different graphic organizer this year – each is tailored to one the five types of reading comprehension we are covering.

GUIDING QUESTIONS:

Remember the questions: Does it look right? Does it sound right? Does it make sense? Those questions, that guide a reader toward strategies for reading words correctly, are carefully worded – and used consistently.

Likewise, when we are guiding a reader toward strategies for better comprehension, we word the language of our “guiding questions” carefully, and use them consistently. For these questions, the language used varies from teacher to teacher. Some examples are:

| Type of Comprehension | Examples of Guided Questions (varies by teacher) |
|--|---|
| Problem – Solution (with sequence of events) | <ul style="list-style-type: none">• What happened next that helps solve the problem?• Does the solution match the problem? |
| Character Trait | <ul style="list-style-type: none">• What kind of person would do this?• What kind of person would this happen to? |

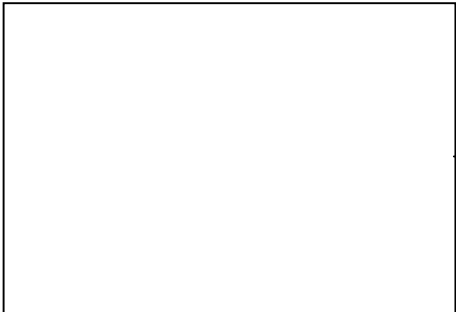
Once the graphic organizer is filled out, it can be turned into a written paragraph by way of Guided Writing.

Character Analysis

step two: writing a paragraph

MOST IMPORTANT TRAIT

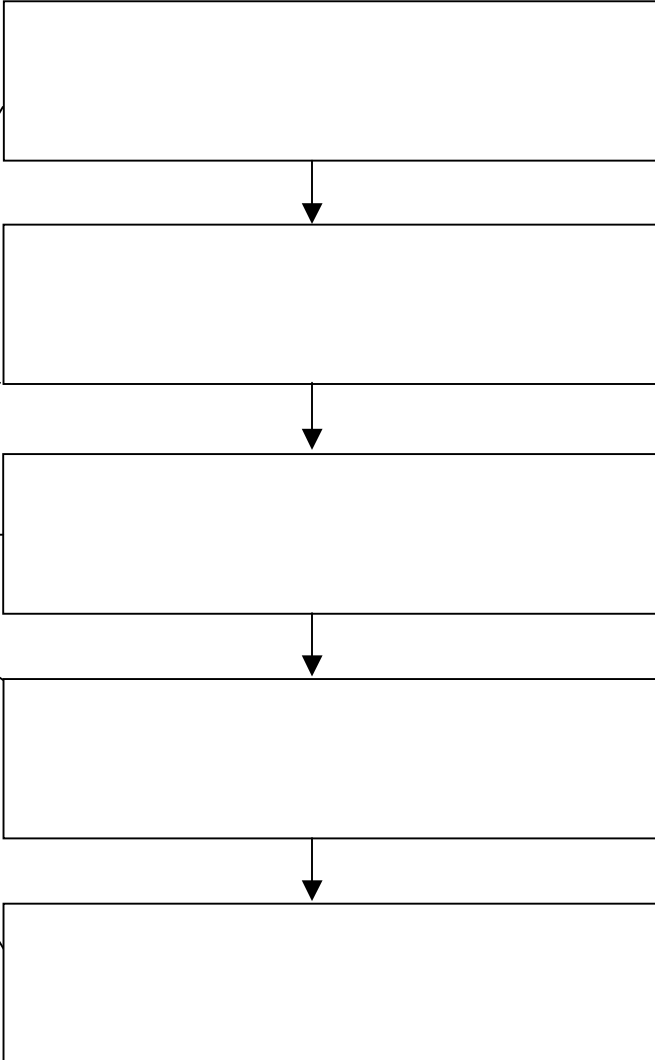
Character



Main Trait



EVIDENCE
(The sequence of events that proves the most important trait.)

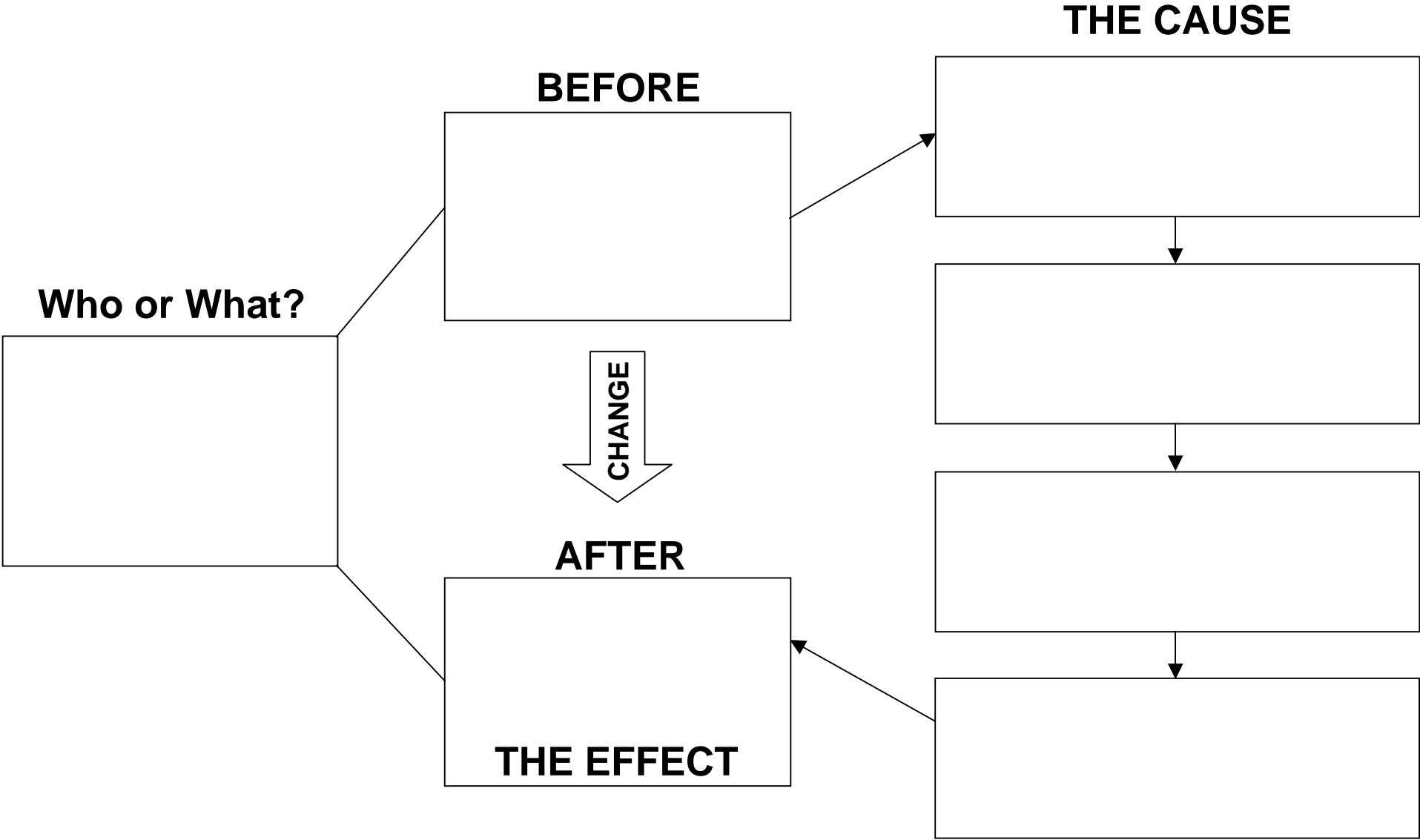


Title _____

Author _____

Name: _____

CAUSE – EFFECT
graphic organizer



6 + 1 TRAIT WRITING ASSESSMENT

To evaluate the quality of one of the 6 traits in a piece of writing (perhaps your own story for purposes of revision), read the piece with only one trait in mind – don't think about any of the other traits. While reading, think about how well the writing fits the description in the box below for the trait you are considering.

| | |
|--|---|
| <p style="text-align: center;">IDEAS and CONTENT</p> <ul style="list-style-type: none"> ❖ Interesting ❖ Well focused ❖ Clear ❖ Detailed, complete, rich ❖ Precise Information | <p style="text-align: center;">WORD CHOICE</p> <ul style="list-style-type: none"> ❖ Precise language ❖ Strong verbs ❖ Specific, concrete nouns ❖ Natural ❖ Words used in new way ❖ Strong imagery |
| <p style="text-align: center;">ORGANIZATION</p> <ul style="list-style-type: none"> ❖ Good Introduction ❖ Good placement of details ❖ Strong transitions ❖ Smooth, easy pace ❖ Reader doesn't have to think about organization ❖ Strong Conclusion ❖ Starts somewhere, goes somewhere (clear beginning, middle, and end) ❖ Builds in tension, creates interest | <p style="text-align: center;">SENTENCE FLUENCY</p> <ul style="list-style-type: none"> ❖ Fluid ❖ Easy to read aloud ❖ Interesting word patterns ❖ Musical, poetic in sound ❖ Good phrasing ❖ Varied sentence structure ❖ Varied sentence beginning ❖ Fragments used well |
| <p style="text-align: center;">VOICE</p> <ul style="list-style-type: none"> ❖ Individual ❖ Honest ❖ Natural ❖ Expressive ❖ Unusual, unexpected ❖ Appealing ❖ Written to be read and enjoyed | <p style="text-align: center;">CONVENTIONS</p> <ul style="list-style-type: none"> ❖ Correct spelling ❖ Punctuation works with sentence structure ❖ Some sophisticated punctuation attempted ❖ Correct grammar ❖ Paragraphing enhances organization |
| <p style="text-align: center;">PRESENTATION</p> <ul style="list-style-type: none"> ❖ Attention to details (i.e. dotted i's, crossed t's) ❖ Effective title ❖ Good margins ❖ Paragraphs indented ❖ Neatest handwriting or typed ❖ Easy to read | |

THIRD GRADE RUBRIC: CHARACTER ANALYSIS (MOST IMPORTANT TRAIT)

| | EXEMPLARY “4” | PROFICIENT “3” | DEVELOPING “2” | UNACCEPTABLE “1” |
|----------------------|---|---|---|---|
| ORGANIZATION | First sentence introduces character, one most important trait, and some connection between character and trait. | First sentence introduces character and one most important trait. | First sentence introduces either the character or the most important trait, but not both. | First sentence does not tell what the paragraph is going to be about. |
| | All events are listed in order. | Most of the events are listed in order. | Some of the events are listed in order. | None of the events are listed in order. |
| | Concluding sentence ties back to the first sentence. | Attempt at a concluding sentence but it doesn't tie back to first sentence. | | No concluding sentence, or concluding sentence is not accurate. |
| CONTENT/IDEAS | All important events are included. | Most important events are included. | More than one important event is missing. | There are no events, OR an event is not accurate. |
| | All events prove the one important trait. | Most events prove the one important trait. | Some events prove the one important trait. | None of the events prove the most important trait, or an event is not accurate. |

Note: *The rubric on these two pages is for evaluating the one-paragraph character analysis.*

- *The first rubric scores the Content/Ideas & Organization.*
- *The second rubric (next page) scores the Word Choice & Conventions.*

THIRD GRADE RUBRIC: CHARACTER ANALYSIS (MOST IMPORTANT TRAIT)

WORD CHOICE & MECHANICS SCORE: _____

| | EXEMPLARY "4" | PROFICIENT "3" | DEVELOPING "2" | UNACCEPTABLE "1" |
|---------------------|--|--|--|---|
| WORD CHOICE | A variety of "transitional words" are used. All are used effectively. (so, also, therefore, in addition, now, instead, however, even though, first, next, then, after that, last, finally) | A few "transitional words" are used. All are used effectively. | Some "transitional words" are used. Not all are used effectively. | No attempt at using "transitional words." |
| | Uses many juicy words. All are used correctly. | A small number of juicy words are used. All are used correctly. | Some juicy words are used correctly. | No attempt at juicy words. |
| CONVENTIONS | All capitals are used correctly. | Most capitals are used correctly. | Some capitals are used correctly. | Lack of capitals makes the writing difficult to read. |
| | All punctuation is used correctly. | Most punctuation is used correctly. | Some punctuation is used correctly. | Lack of punctuation makes the writing difficult to read. |
| | All grammar is correct. | Most grammar is correct. | Some grammar is correct. | Lack of correct grammar makes the writing difficult to read. |
| | All spelling is correct. | Most spelling is correct. | Some spelling is correct. | Lack of correct spelling makes the writing difficult to read. |
| PRESENTATION | First line is indented, and all other lines make a straight edge. | First line is indented, but other lines do not make a straight edge. | First line is not indented. Other lines make a straight left edge. | First line is not indented. Lines do not make a straight left edge. |
| | Handwriting is very neat ("best handwriting") and there is space between words. | Handwriting is readable but could be neater. There is space between words. | Handwriting is sloppy. There is space between words. | No space between words. OR Handwriting is difficult to read. |

THIRD GRADE SPELLING WORDS

Words 1 – 130:

In the U-E Spelling Program, Third Graders are expected to already know how to spell words #1 – 130. The words in the shaded boxes are the “No-Excuse Words.”

| | | | | | | | | |
|--------|--------|---------|---------|---------|----------|-----------|-----------|-----------|
| • the | • with | • all | • there | • more | • now | • very | • write | • come |
| • of | • his | • were | • their | • her | • people | • after | • our | • work |
| • and | • they | • when | • your | • two | • my | • words | • me | • three |
| • a | • at | • we | • out | • like | • made | • called | • man | • must |
| • to | • be | • can | • them | • him | • over | • just | • too | • because |
| • in | • this | • an | • then | • see | • did | • where | • any | • does |
| • is | • from | • which | • she | • time | • down | • most | • day | • part |
| • you | • I | • said | • many | • could | • only | • know | • same | • even |
| • that | • have | • if | • some | • no | • way | • get | • right | |
| • it | • or | • do | • so | • make | • find | • through | • look | |
| • he | • by | • will | • these | • than | • use | • back | • think | |
| • for | • one | • each | • would | • first | • may | • much | • around | |
| • was | • had | • about | • other | • been | • water | • go | • another | |
| • on | • not | • how | • into | • its | • long | • good | • came | |
| • are | • but | • up | • has | • who | • little | • new | | |
| • as | • what | | | | | | | |

Words 131 – 265 (Third Grade Spelling List: 5 words per week)

| | | | | | | | | | | | | | |
|-----|-----------|-----|---------|-----|-----------|-----|-----------|-----|---------|-----|----------|--------------------------------|---------|
| 131 | place | 151 | every | 171 | along | 191 | world | 211 | four | 231 | night | 251 | sure |
| 132 | well | 152 | found | 172 | while | 192 | going | 212 | head | 232 | picture | 252 | knew |
| 133 | such | 153 | still | 173 | might | 193 | want | 213 | above | 233 | being | 253 | it's |
| 134 | here | 154 | between | 174 | next | 194 | school | 214 | kind | 234 | study | 254 | try |
| 135 | take | 155 | name | 175 | sound | 195 | important | 215 | began | 235 | second | 255 | told |
| 136 | why | 156 | should | 176 | below | 196 | until | 216 | almost | 236 | soon | 256 | young |
| 137 | help | 157 | home | 177 | saw | 197 | form | 217 | live | 237 | story | 257 | sun |
| 138 | put | 158 | big | 178 | something | 198 | food | 218 | page | 238 | since | 258 | thing |
| 139 | different | 159 | give | 179 | thought | 199 | keep | 219 | got | 239 | white | 259 | whole |
| 140 | away | 160 | air | 180 | both | 200 | children | 220 | earth | 240 | ever | 260 | hear |
| 141 | again | 161 | line | 181 | few | 201 | feet | 221 | need | 241 | paper | 261 | example |
| 142 | off | 162 | set | 182 | those | 202 | land | 222 | far | 242 | hard | 262 | heard |
| 143 | went | 163 | own | 183 | always | 203 | side | 223 | hand | 243 | near | 263 | several |
| 144 | old | 164 | under | 184 | show | 204 | without | 224 | high | 244 | sentence | 264 | change |
| 145 | number | 165 | read | 185 | large | 205 | boy | 225 | year | 245 | better | 265 | answer |
| 146 | great | 166 | last | 186 | often | 206 | once | 226 | mother | 246 | best | READY FOR FOURTH GRADE!! | |
| 147 | tell | 167 | never | 187 | together | 207 | animal | 227 | light | 247 | across | | |
| 148 | men | 168 | us | 188 | asked | 208 | life | 228 | country | 248 | during | | |
| 149 | say | 169 | left | 189 | house | 209 | enough | 229 | father | 249 | today | | |
| 150 | small | 170 | end | 190 | don't | 210 | took | 230 | let | 250 | however | | |

THIRD GRADE MATH TOPICS & GOALS (U-E C.O.R.E.)

BRIEF OUTLINE OF MATH TOPICS IN THIRD GRADE:

A. NUMBERS AND OPERATIONS

- **Place Value**
- **Number Sense & Numeration**
 - ❖ Comparing Numbers
 - ❖ Rounding Numbers
 - ❖ Ordering Numbers
 - ❖ Estimating Numbers
 - ❖ Odd & Even
- **Computation of Whole Numbers**
 - ❖ Addition
 - ❖ Subtraction
 - ❖ Multiplication
 - ❖ Division
- **Fractions, Decimals, & Percentages**

B. MONEY

C. MEASUREMENT (English and Metric) and TIME

D. PATTERNS, FUNCTIONS, and ALGEBRA

E. GEOMETRY

F. DATA ANALYSIS: GRAPHING & PROBABILITY

G. MATH PROCESSES: Problem Solving

- Problem-Solving Strategies
- Problem-Solving Skills
- Problem-Solving Process

DETAILED OUTLINE OF MATH GOALS IN THIRD GRADE (BY TOPIC):

A. NUMBERS AND OPERATIONS

- **Place Value**
 - ❖ Read and Write numbers through 1,000,000
 - ❖ Expanded Form (i.e. $432 = 400 + 30 + 2$)
 - ❖ Understand that large numbers are arranged in groups of 3 digits separated by comma
 - ❖ Understand Zero as a Place Holder (5,042 means 0 hundreds)
 - ❖ Use Base-10 Blocks, Chip Trading, Draw Patterns

- **Number Sense & Numeration** (primarily with numbers 1 – 1,000)
 - ❖ Communicate an understanding of all numbers being made of digits 0 – 9
 - ❖ Compare Numbers (greater than, less than, equal to: 0 – 1,000)
 - < means “is less than” ($24 < 92$)
 - > means “is greater than” ($80 > 20$)
 - ❖ Round Numbers (to nearest 10, 100, 1000)
 - ❖ Order Numbers (using number line, place value, or symbols)
 - ❖ Estimating (before finding the actual answer or measurement)
 - ❖ Estimating (the outcomes of problems/experiments, complete task, compare results with prediction)
 - ❖ Odd & Even

➤ **Computation of Whole Numbers**

❖ **Addition**

- ⊙ Math Facts
- ⊙ 2 – 4 Digits – with and without regrouping
- ⊙ Work backward (check with subtraction)
- ⊙ Estimation

❖ **Subtraction**

- ⊙ Math Facts
- ⊙ 2 – 3 Digits – with and without regrouping
- ⊙ Regroup across zeroes
- ⊙ Work backward (check with addition)
- ⊙ Estimation

❖ **Multiplication**

- ⊙ Math Facts through 12’s
- ⊙ Multiply 2-3 digit number by 1 digit
- ⊙ Multiply 2-3 digit number by 2 digits
- ⊙ Check with repeated addition
- ⊙ Multiply by multiples of 10 (with Basic Facts)
 - $40 \times 80 = ?$ Basic Fact: $4 \times 8 = 32$
 - $4 \text{ tens} \times 8 \text{ tens} = 32 \text{ tens or } 320$
- ⊙ Estimation (with Rounding, with Basic Facts)
 - $83 \times 49 = ?$ Round each number to nearest 10.
 - $80 \times 50 = ?$ Basic Fact = $8 \times 5 = 40$
 - $8 \text{ tens} \times 5 \text{ tens} = 40 \text{ tens} = 400$
 - Answer: $83 \times 49 = \text{about } 400$

❖ **Division**

- ⊙ Math Facts through 12’s
- ⊙ Divide 2-3 digit number by 1 digit, no remainder
- ⊙ Divide 2-3 digit number by 1 digit, with remainder
- ⊙ Divide 3 digit number (with zero in quotient) by 1 digit
- ⊙ Work Backwards (check with multiplication)
- ⊙ Estimation (with Rounding, with Basic Facts)

➤ **Fractions, Decimals, & Percentages**

❖ **Fractions**

- ⊙ Identify & use fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 24
- ⊙ Explore, name, and write equivalent fractions
- ⊙ Compare and order fractions
- ⊙ Add & subtract fractions with like denominators
- ⊙ Identify use of fractions in daily life

❖ **Decimals**

- ⊙ Connect money amounts to decimals
- ⊙ Read and write decimals using tenths and hundredths
- ⊙ Understand that a decimal point is placed between the ones digit and the tenths digit, and uses the term “and” when read.
- ⊙ Understands the relationship of common fractions to decimal fractions i.e. $3/10 = 0.3$, $5/10$ (also $1/2$) = 0.5
- ⊙ Add & subtract decimals by aligning decimal point
- ⊙ Multiply decimals by a 1-digit whole number

❖ **Percentages**

- ⊙ Identify, calculate, and use percents that are multiples of 5 up to 100%

B. MONEY

- Identify and write coins and bills up to \$1.00
- Write money with dollar sign and decimal point
- Understand and compare relationship between coins and dollars
- Be able to count money to \$100
- Add, subtract, multiply, and divide amounts of money using the dollar sign and decimal point
- Make purchases of and change for items up to \$100
- Estimate the amount of money in real life situations using collections of coins and bills.

C. MEASUREMENT (English and Metric) and TIME

➤ **Length/Height**

- ❖ Compare (longer, wider, thicker, taller, shorter, deeper)
- ❖ Estimate then measure using non-standard & standard units
- ❖ Measure (inch, foot, yard, mile)

➤ **Weight/Mass** (grams, kilograms, ounces, pounds, tons)

- ❖ Estimate, Measure, and Record using non-standard & standard units

➤ **Capacity/Volume** (cup, pint, quart, gallon, milliliter, liter, cubes)

- ❖ Explore, build, draw, and calculate the volume of a solid by using cubic units
- ❖ Use measuring tools

- **Temperature** (Celsius, Fahrenheit, degrees, freezing point, boiling point)
 - ❖ Estimate temperatures and then Read Thermometers
- **Time**
 - ❖ Relate the clock face to fractions of a circle
 - ❖ Study time to five minutes, one minute, and one second intervals
 - ❖ Tell time to nearest five minutes, and to nearest minute
 - ❖ Determine Elapsed Time (how much time between a Starting Time and an Ending Time)
 - ❖ Read a calendar
 - ❖ Identify months according to seasons
 - ❖ Create and read a schedule

D. PATTERNS, FUNCTIONS, and ALGEBRA

- **Patterns (also Categorizing and Attributes)**
 - ❖ Recognize, describe, extend, and create number patterns & sequences, repeated patterns (a b a b) & design patterns
 - ❖ Describe patterns encounters in any context (i.e. quilt patterns, money); make models of the patterns
 - ❖ Identify, extend, and create patterns by changing two or more attributes (i.e. color, size, and orientation)
 - ❖ Pose and solve problems by applying a patterning strategy (i.e. solve an area problem by extending geometric grid patterns)
 - ❖ Analyze number patterns and state the rule for the relationship (4 8 12 16 20 24 28 32) Rule is +4
 - ❖ Use counters to solve multiplication problems – to create arrays by using rows and columns.
 - ❖ Use counters to solve division problems to find the number of groups possible when each group is a given size, and the number of objects in each group when the number of the groups is known.
 - ❖ Use manipulatives or computer programs that allow student to explore geometric shapes (i.e. Tangrams and pattern blocks)
- **Algebra**
 - ❖ Solve open sentences with missing information
 - ❖ Solve for unknown using manipulative materials.
 - ❖ Demonstrate equivalence in simple numerical equations using concrete materials, drawings, and symbols
- **Functions**
 - ❖ Use symbols < (less than), > (greater than), and = (equal to)
 - ❖ Relate the concept of fraction to beat value of notes in music (i.e. whole note = one beat, half note = half beat)
 - ❖ Relate children's literature to mathematics for problem solving.

E. GEOMETRY

- Perimeter: Calculate
- Area: Calculate area using units (manipulatives)
- Lines, Line segments, Rays, Points
- Intersecting, Perpendicular, & Parallel Lines
- Symmetry
- Congruence (slide, flip, turn, rotate)

F. DATA ANALYSIS

➤ Graphing

- ❖ Identify and construct ordered pairs on a grid.
- ❖ Understand & construct graphs & charts of real world data
- ❖ Draw conclusions and make predictions from graphs
- ❖ Understand graphs of statistical data drawn from surveys
- ❖ Organize data with graphs, models, pictures, and lists
- ❖ Identify, read, and create pictographs, line graphs, pie graphs, and bar graphs from given data
- ❖ Construct labeled graphs (labeled with titles, horizontal & vertical axes, intervals, and data points) both by hand & by using computer applications
- ❖ Conduct surveys and record data on tally charts
- ❖ Before gathering data, predict the possible results of a survey based on experiences
- ❖ Compare final results with predicted results
- ❖ Relate objects to number on a graph with many-to-one correspondence (i.e. one car represents four cars)
- ❖ Design classifications and sort data using objects & pictures

➤ Probability

- ❖ Understand that probability is the chance that something will happen
- ❖ Explain why a game is fair or unfair
- ❖ Use spinners, drawing colored blocks from a bag, etc.
- ❖ Determine the number of ways an event can occur
- ❖ Use fractional notation to express the probability of an occurrence (i.e. one chance out of three = $1/3$)
- ❖ Conduct simple probability experiments and use results to make decisions
- ❖ Make predictions based on only the results of an experiment
- ❖ Use a knowledge of probability to pose and solve simple problems (i.e. likely and unlikely, sometimes, never, always, maybe...)

G. MATH PROCESSES: Problem Solving

➤ Problem-Solving Strategies

- ❖ Use manipulatives
- ❖ Act it out
- ❖ Draw a picture.
- ❖ Make a graph, chart, or table
- ❖ Refer to graphs, charts, tables, or number line for information.
- ❖ Look for a pattern.
- ❖ Guess and Check.
- ❖ Work Backwards.
- ❖ Logical Thinking/Reasoning
- ❖ Make it Simpler.
- ❖ Estimate.
- ❖ Eliminate Irrelevant Information.
- ❖ Look for Key Words.

➤ **Problem-Solving Skills**

- ❖ Identify and understand the problem
- ❖ Develop a plan
- ❖ Collect and use relevant data/information
- ❖ Interpret and use data from a picture, graph, or table
- ❖ Collect and record data for a graph or table
- ❖ Use observation skills to solve a problem
- ❖ Sort data
- ❖ Identify irrelevant data/information
- ❖ Recognize multiple steps required to solve a problem.
- ❖ Select appropriate strategies to solve a problem
- ❖ Select correct operation to solve a problem
- ❖ Use manipulatives to verify thinking
- ❖ Represent a problem in a pictorial/numerical form
- ❖ Perform computation accurately
- ❖ Use technology to solve problems (i.e. calculator)
- ❖ Use mathematical tools to solve problems (i.e. ruler, compass, scale, etc.)
- ❖ Consider alternative solutions
- ❖ Create a story problem given a math fact or concept
- ❖ Create an original story problem
- ❖ Explain reasoning (and strategy used) both orally and in written form
- ❖ Verify correctness and reasonableness of the results

➤ **Problem-Solving Process**

1. Understand the Problem

- ❖ Reread and restate the problem in own words
- ❖ Identify data/information given & needed
- ❖ Communicate
 - Talk about the problem to understand it
 - Record data using drawings, representations, and/or numerals

2. Make a Plan

- ❖ Compare the problem to previous experience
- ❖ Consider possible strategies
- ❖ Consider manipulatives or tools which would be helpful
- ❖ Select one or more strategies
- ❖ Communicate
 - Talk to explain and clarify the method
 - Listen to ideas/suggestions from others

3. Carry out the Plan

- ❖ Follow the plan.
- ❖ Do the computation.
- ❖ Communicate
 - Show your work using manipulatives, drawings, representations, words, and/or numerals
 - Explain your thinking.

4. Look Back

- ❖ Review your steps.
- ❖ Check your response for accuracy.
- ❖ Is there another way?
- ❖ Communicate
 - Share your work orally or in written form

TIPS FOR IMPROVING MATH & READING COMPREHENSION AT HOME

MATH:

- ✓ **Turn Cooking and Baking into a Math Adventure. Some examples:**
 - If it takes 2 eggs to make 1 piece of French Toast, how many eggs will we need to make 8 pieces of French Toast?
 - This pizza has 8 slices, and there are 4 of us. How many slices can we each have if we all get the same number?
 - If we have 21 chocolate chips, and we want to put 3 chips on each cookie, how many cookies can we make?
 - If we have 21 chocolate chips, and we want to make 7 cookies, how many chips can we put on each cookie?
- ✓ **Turn Shopping into a Math Adventure. An example:**
 - At the movies: If each bag of popcorn costs \$2.99, and we want to get two bags of popcorn, about how much money will that cost? We have \$5.50. Do we have enough money?
- ✓ **Turn Driving into a Math Adventure. Some examples:**
 - It usually takes one hour to drive to Grandma's house. We've been driving for 36 minutes. How many more minutes should it take us to get there?
 - Grandma's house is 72 miles away. We have driven 41 miles. How many more miles do we have to go?
- ✓ **Turn T.V. into a Math Adventure. Some examples:**
 - This movie started at 8 p.m. and ends at 10 p.m. How long is the movie? It is now 8:45 p.m. How much longer until the movie is over?
 - It is now 7:40. Your bedtime is 8:30. How many more minutes can you stay up?
- ✓ **Turn anything into a Math Adventure:**
 - I wonder how far an ant would have to travel to get all the way around the room? (finding perimeter – measure the length of each wall and add them up!)
 - Look for patterns in EVERYTHING!

READING:

- ✓ Either read out loud to your child (for listening comprehension), or have your child read out loud to you (for reading comprehension). The goal is for the child to ***be thinking about*** what he/she is reading ***while*** he/she is reading it, or ***while*** you are reading it to them.
- ✓ After reading short sections (i.e. one paragraph, one page, one chapter), stop and ask some questions! There are 3 levels of questions you can ask your child – ask some of each type! If he/she doesn't know the answer, have them go back and read it again – with the purpose of looking for the answer to your question.

RIGHT THERE Questions

(The **easiest level** – the answers are “right there” in black & white).

These questions usually begin with Who, What, When, Where.

For example:

- How many kids did Carla invite to her birthday party?
- Where did Jack go skateboarding?
- What color is the car?

THINK & SEARCH Questions

The next level: Answers require “thinking” about what was read, and perhaps going back over the text to look for clues to the answer.)

For example:

- Do we know what the problem is yet? What is it?
- What is the first thing that they did to help solve the problem?
- How did the problem get solved?

ON YOUR OWN Questions

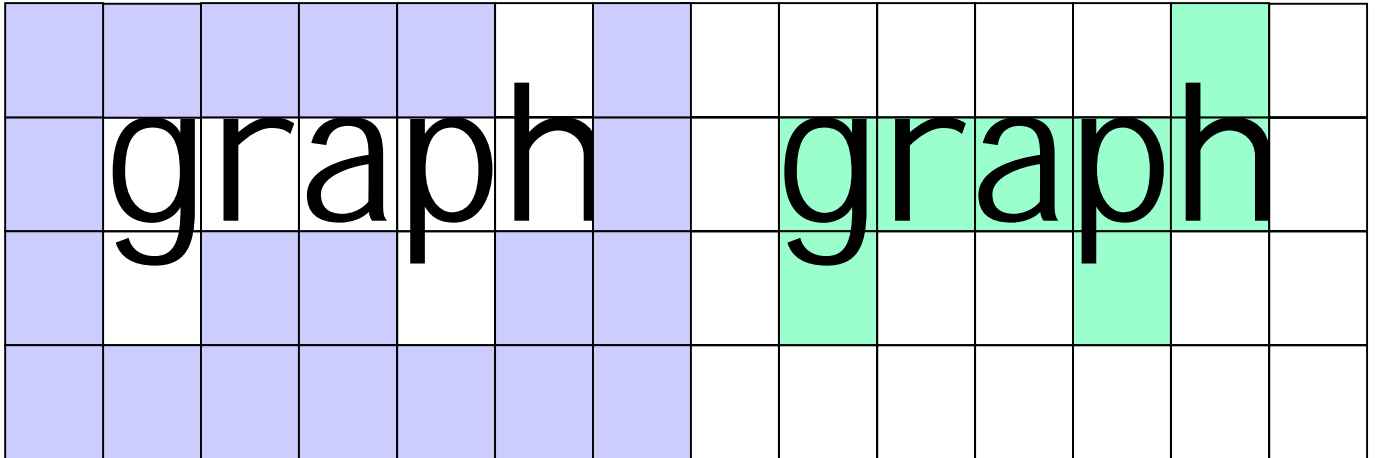
(The **hardest level**: These are open-ended questions that require an opinion – do not have a right or wrong answer – but answer should be defended by details in the text). For example:

- How do you think they will solve the problem? (Make a prediction.)
- What kind of kid would set up a Detective Agency?
- What kind of person would eat her brother's Halloween candy? ☺
- Why do you think they hid behind the tree when they saw the dog coming?

- What kind of person would...
- Why do you think...
- What would you do if...

TIPS FOR HAVING FUN WITH SPELLING AT HOME

1. Make word shapes on graph paper. Then, either color in the squares around the word that don't have any part of the letters in them, or color in the squares of the word that do have all the letter parts in them!



2. Write your spelling words with Alphabet Cereal or Alphabet Macaroni!
3. Make a Zen Garden (minus the rocks ☺) and use a finger to write your words in the sand! No sand allowed in the kitchen? Try using Kool-aid mix, jello mix, pudding mix, or lemonade mix! (Keep it to use again week after week!)
4. Try spelling your words using the alphabet in American Sign Language! (or try making Braille!)
5. Roll out some clay or play-dough, and form it into the letters of the words!
6. Type the words on a computer or a typewriter. Type each word 5 times, and each time use a different font!
Fun fun FUN f u n fun
7. Do you have the game Scrabble? Use the letter tiles to spell the words.
8. Make a crossword puzzles using graph paper, and have someone solve it!
9. If you can make hopscotch using chalk on the driveway, write the letters in the squares (going in order from square 1, to square 2, to square 3, to square 4, etc. (But only write the letters – not the numbers!) Then spell the word by jumping from one letter to the next (in order). Say the letters out loud as you jump on them!
10. Spell the words in secret code! Of course, you have to create the code first! For example:

| | | | |
|-------|-------|-------|-------------|
| a = ☺ | b = ↑ | r = ◎ | ↑☒☺◎ = bear |
| d = Λ | e = ☒ | f = ◆ | |

Then go back and solve it!

11. The magnetic alphabet on the refrigerator works great! Mix up all the letters. Have someone read you one of the words out loud, and then see if you can pick the right letters and put them in order!
12. Write the words on index card and make flashcards! Have a friend or family member test you!

H a v e f u n !!