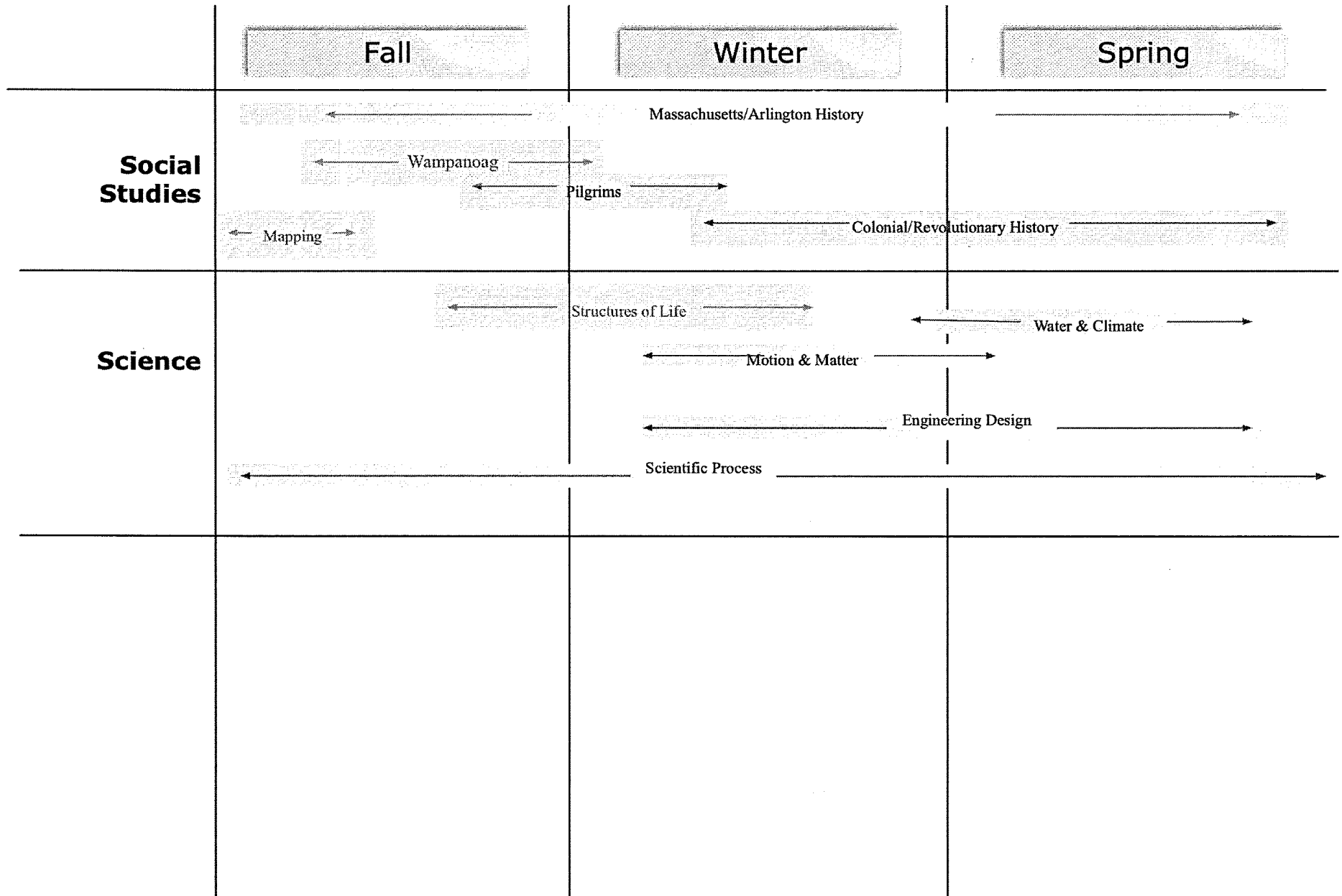


		Fall	Winter	Spring
Language Arts	Writing	Introduction to Writer's Workshop Personal Narratives	Information Writing	Opinion Writing Narrative (Fairy Tales)
	Reading	Introduction to Reader's Workshop Building a Reading Life	Reading to Learn Poetry Character Studies	Nonfiction: Pilgrims Point of View: Pre-Revolution Boston Test-taking Skills
		Reading Competencies Word Study		
	Math	Multiplication & Division Graphing and Data Addition, Subtraction & Number Sense	Area, Perimeter, & Geometry Multiplication & Division	Multiplication & Division Addition, Subtraction & Number Sense
		Problem Solving, Communication, and Reasoning		



Community Expectations

I-CHART

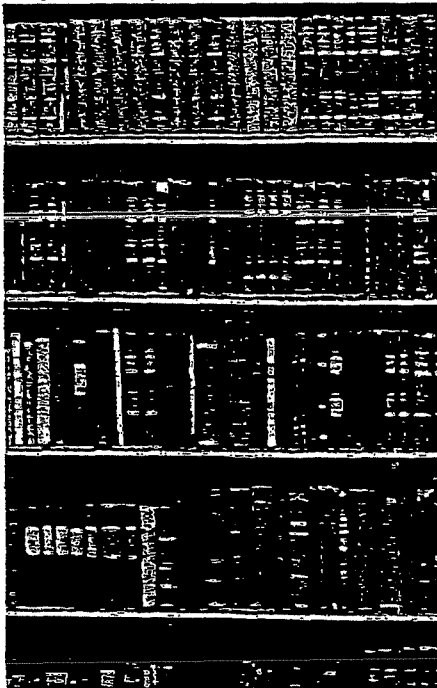
	Hallway	Cafeteria	Recess	Assembly	Bathroom	Morning Arrival	Afternoon Dismissal
Courage	Set a positive example for others	Be open to new things - new food, new friends	Use positive strategies when you have strong feelings Try new games with new friends	Participate when invited	Set a positive example for others	Enter the building with a positive mindset Be ready to learn something new	Remember the best part of your day Set a goal for tomorrow
Respect	Remain quiet to respect others' learning Keep your lockers and shared area tidy	Use an inside voice; Listen for adult instructions Use your manners	Listen to others opinions Find ways to include others	Use the school listening look during presentations	Keep the area clean Honor privacy	Say hello to adults and students with a smile	Yield for younger students Use calm, safe bodies
Responsibility	Keep hands and body to ourselves Notice the displays of student work	Clean your area and take care of trash responsibly (reduce, reuse, recycle)	Play by the rules Find a trusted adult when a problem seems too big to handle alone	Learn something new Be aware of personal space	Be timely Wash your hands and back to class	Follow classroom or grade level routines Be on time	Follow classroom or grade level routines

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads 20 minutes
each day

3600 minutes in
a school year

1,800,000 words

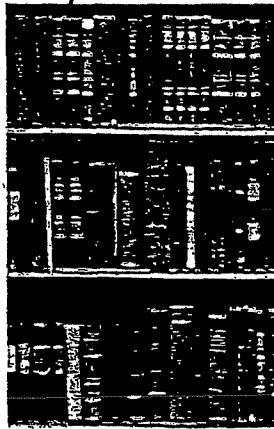


90th percentile

Student "B"
reads 5 minutes
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads 1 minute
each day

180 minutes in
a school year

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

Dallin Elementary Home Practice Expectations



The Dallin Elementary Staff believes that learning beyond the classroom is an important part of ensuring that our students succeed.

We also believe that learning happens in many ways and is a partnership between our school and our community. Starting in Kindergarten, *Home Practices* at Dallin will be given to students regularly and purposefully, to support their in-class learning, develop wider content knowledge, and practice independent learning skills. We also encourage our families to enrich learning through the interactions they plan for their children, including trips, literature, and conversation.

Homework Philosophy (Academic and Social Emotional)

Dallin Elementary aims to provide *Home Practices* that are purposeful and balanced to allow for appropriate play, enrichment, and down time for our students. This could take the form of practicing a skill or procedure, or reviewing information learned from the day's lessons. Homework also supports the practice and development of routines and social emotional competencies, such as cooperation, assertiveness, responsibility, empathy, and self-control.

We also support that the time spent on *Home Practices* should be reasonable and within an appropriate developmental range. With this in mind, Dallin teachers have been mindful to achieve a healthy increase in *Home Practices* as students move through the grades. This should roughly be around 10 minutes per grade level (10 minutes for first grade, 20 for minutes for second grade, etc.).

Nightly Reading

Dallin Elementary staff believes that children should be reading for enjoyment independently or being read to for an established amount of time, usually 20 to 30 minutes. Over the years, the National Reading Panel has surveyed hundreds of scientific studies and concluded that one of the easiest and quickest ways to improve reading is to have daily time allocated for sustained, silent reading. Promoting a reading life at home is all of our responsibility.

We also believe that this takes time depending on the age and development of your child. The goal should be to start building stamina from an early age, that then grows as skills and ability increase. This is accomplished at home through consistent routines, conversations about books, and lots of choice about the content of books from your child.

Our librarian, Rebecca Aaronson, and our reading specialists, Ms. O'Toole and Ms. Fernald can also be resources if you'd like support in finding your child an appropriate read. Robbins librarians are also excellent resources for finding the right book for your child.

Adult Agreements (Teacher and Parent)

Dallin teachers will work to create a *Home Practice* schedule that enriches and extends the learning experience of the school day and stimulates interest in learning outside of the classroom. *Home Practices* should be manageable and developmentally appropriate for all learners. Also, *Home Practices* will be communicated to students in a clear way to encourage responsibility and a positive mindset.

Parents are expected to support the school in encouraging students to take responsibility for their learning outside of school. They are encouraged to work in partnership with the classroom to assist teachers in maintaining high standards of homework, including quality and accuracy. Parents are also expected to communicate with teachers via email, phone or notes if there are reasons why students have been unable to complete *Home Practices* for reasons beyond their control. We want *Home Practices* to work into a healthy schedule for kids. Any signs that this balance isn't being accomplished should be communicated immediately.

Grade	Expectations for Home Practices
K	<ul style="list-style-type: none">● Students are expected to have adequate sleep and exercise.● Students are expected to be responsible with own belongings, packing/unpacking bag/folder daily.● Students are expected to read daily with/to an adult.● Occasionally, students may be encouraged to practice math concepts by playing math games.
1	<ul style="list-style-type: none">● Students will be building the stamina to reach at least 15 minutes of nightly reading by the end of the school year. This might include activities such as: independent reading, RAZ Kids, listening to read-alouds, Books on the Go...● Students may be expected to practice spelling or sight words.● Students may be encouraged to practice math concepts by playing math games● Students will be completing "Family Projects" assigned monthly/bi monthly.
2	<ul style="list-style-type: none">● Students will be building the stamina to reach at least 20 minutes of nightly reading by the end of the school year. This might include activities such as: independent reading, RAZ Kids, listening to read-alouds...● Students may be expected to practice spelling or sight words.● Students may be encouraged to practice math concepts by playing math games● Students will be completing projects assigned monthly.
3	<ul style="list-style-type: none">● Students will be building their reading stamina to reach at least 30 minutes of silent sustained reading by the end of the school year.● Students are expected to record nightly reading, Monday-Thursday, on reading logs and bring books back and forth between home and school.● Students are expected to complete math worksheets, games or fact practice as assigned each week.● Students may be expected to complete word study, science or social studies practice as assigned.● Students may be expected to complete unfinished work at home.

4	<ul style="list-style-type: none"> ● Students will be building the reading stamina to reach at least 30 minutes of silent sustained reading by the end of the school year. ● Students may be expected to demonstrate reading comprehension through a variety of brief activities. ● Students are expected to practice multiplication facts up to 12 and a math practice sheet or play math games for 10 minutes a night. ● Students are expected to complete unfinished work at home, as needed.
5	<ul style="list-style-type: none"> ● Students are expected to spend a minimum of 30 minutes on independent reading each night. ● Students may be expected to complete reading response through a variety of brief activities. ● Students are expected to complete a nightly math practice page and/or practice their math facts and/or spend 10-15 minutes a night playing math games (online, board games, card games, etc.) at home with friends and/or family. ● Students are expected to complete unfinished work from class at home, as needed.
Specialist Classes (PE, Art, Music)	<ul style="list-style-type: none"> ● Art: Students are welcome to share any family art museum visits, art they make at home, or artists in their family during their weekly visual art classes. ● PE: The national guidelines suggest that children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week. ● Music: Children are to regularly share the songs, games, and music skills they are learning in Music Class at home. Also, we'd like students to share Music Experiences they have outside of class. This includes live concerts, instruments they are learning to play, and we encourage musical family members to visit class and share with the kids as well.

Homework Tips for Parents

Dallin staff understands the importance of an ongoing partnership with our parents and students as they attempt school work at home. In the home setting, you can assist your student by supporting our expectations and a general release of responsibility over time. This includes packing belongings in the morning, being aware of schedules and time, returning belongings to and from school as needed, and completing assignments with care.

We also believe that a healthy body translates into a healthy learner. Sleep, a balanced diet, meals as a family, exercise, and play (*not on screens*) are all important contributors to your child's success.

The following guidelines and tips are offered to assist you and your child to be successful.

Parents are encouraged to:

- ask your child what they are studying in school.
- ask your child to show and explain to you their homework assignments.
- assist your child in organizing homework materials.
- help your child formulate a plan for completing homework.
- provide an appropriate space for your child to do homework.

Parents may if they wish to:

- help your child interpret assignment directions.
- proofread your child's work, pointing out errors.
- read aloud required reading to your child.
- give practice quizzes to your child to help prepare for tests.
- help your child brainstorm ideas for papers or projects.
- praise your child for completing homework.

Parents should not:

- attempt to teach your child concepts or skills the child is unfamiliar with without consulting his or her teacher, *i.e. standard algorithms in mathematics.*
- complete assignments for your child.
- allow your child to sacrifice sleep to complete homework.
- assume the responsibility of the student, *i.e., bring the student's homework or materials to school for him/her.*

Contact the teacher if:

- your child refuses to do their assignment.
- instructions are unclear.
- your child can't seem to get organized to finish assignments.
- you can't provide the needed supplies or materials.
- You would like clarification on how the assignment relates to the curriculum.

Resources:

Research Trends: Why Homework Should Be Balanced -

<https://www.edutopia.org/blog/research-trends-is-homework-effective-youki-terada>

Scientists Say Child's Play Helps Build A Better Brain -

<http://www.npr.org/sections/ed/2014/08/06/336361277/scientists-say-childs-play-helps-build-a-better-brain>

The Long-Term Effects of Skipping Your Reading Homework -

<http://www.edudemic.com/skipping-your-reading-homework/>

Active Education: Growing Evidence on Physical Activity and Academic Performance -

http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf

Do Family Meals Really Make a Difference?-

<http://www.human.cornell.edu/pam/outreach/upload/Family-Mealtimes-2.pdf>

John Hattie on Homework in Elementary Grades -

<https://visible-learning.org/2014/09/john-hattie-interview-bbc-radio-4/>



ROLE OF SCHOOL SOCIAL WORKER

"We need to get in there and do the work. We may do our work in a classroom, at a table, under the table, outside of a home on the front porch or through a screened door. We may do our work with puppets and clay or graffiti and spoken word, before school or during lunch...nonetheless, we do the work."

- Heather Alden, 2012, National School Social Worker of the Year

School social work is a specialized area of practice within the broad field of the social work profession. School social workers bring unique knowledge and skills to the school system and the student services team. School social workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy.

School social workers are instrumental in furthering the school's mission which is to provide a setting for teaching, learning, and for the attainment of competence and confidence. School social workers goal is to enhance the district's ability to meet its academic mission, especially where home, school, and community collaboration is the key to achieving student success.

WHAT are some of the specific services that School Social Workers provide?

SERVICES TO STUDENTS:

- Assisting children in understanding and accepting self and others.
- Counseling (group and/or individual)
- Developing intervention strategies to increase academic success.
- Assisting with conflict resolution and anger management.
- Providing crisis intervention.
- Helping the child develop appropriate social interaction skills.

SERVICES TO PARENTS/FAMILIES:

- Working with parents to facilitate their support in their children's school adjustment.
- Alleviating family stress to enable the child to function more effectively in school & community.
- Assisting parents in accessing and utilizing school and community resources.

SERVICES TO SCHOOL PERSONNEL:

- Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior.
 - Assessing students with social/emotional wellbeing concerns.
 - Developing staff in-service training programs.
 - Providing direct support to staff and assist teachers with behavior management.
-

ARLINGTON PUBLIC SCHOOLS
DALLIN ELEMENTARY SCHOOL HEALTH OFFICE

Justine Uhlenbrock, BSN, RN, MPH: 781-316-3723

Fax: 781-316-3727

Email: juhlenbrock@arlington.k12.ma.us

Substitute Email (if you receive out of office reply): dallin.nurse@arlington.k12.ma.us

The Arlington School Health Services Program is designed to protect and promote the health of our school children. A registered nurse in each school manages these services. Your school nurse is an advocate for each child in our school community.

The school nurse recognizes that parents have the primary responsibility for the health care of their children. The health room is not designed for the extended care of seriously ill or injured children. The nurse does not make a medical diagnosis or prescribe treatment for illness or injuries that occur at home.

There are times when a student should remain at home for their own welfare and the protection of other students. Your child should remain at home if they have:

- Sore throat and swollen glands
- Fever over 100.4 degrees **within 24 hours**
- Vomiting or diarrhea **within 24 hours**
- Undiagnosed rash or skin eruptions
- Earache or drainage from eyes
- Any untreated communicable disease
- Constant coughing that is not relieved with water or position change
- **For 24 hours after an acute illness**

When a child becomes ill at school, a parent or guardian will be notified and **expected to come for the child within one hour**. Each family must supply the school with the name of an alternate person to be contacted in case of an emergency.

Parents should notify the school if their child is diagnosed with a communicable disease, which enables us to be alert to refer early, similar symptoms in other students.



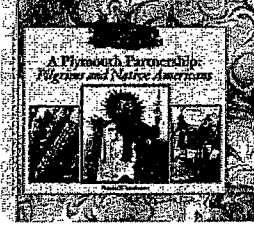
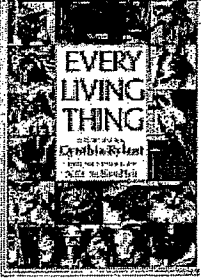
Medications can only be administered to a student after the parent has made a written request and signed the appropriate forms. Prescribed medication must be delivered by an adult, in a labeled prescription bottle. Contact your child's school nurse for the required forms.

In addition to first aid, medication administration and health assessments, school nurses manage screening programs for vision (K-5), hearing (K-3), and posture (grades 5-9). The school nurse also enhances and supports health education through Great Body Shop programming.

The Commonwealth of Massachusetts requires that a record be maintained of the immunization status of **all** school children. **Proof of immunization** for DtaP, Polio, MMR, Hepatitis B, and Varicella are required for all new students. In addition, entering kindergarten students are required to have documentation of lead testing and vision screening prior to the first day of school. A current physical examination is required for new students, and at grades 4, 7, and 10.

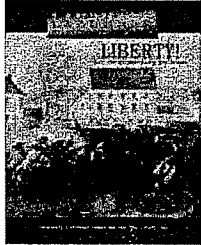
Gr. 3 APS Literacy Curriculum Overview

The Grade 3 Literacy Program consists of five reading units of study, and three writing units of study. The writing units are rooted in the Lucy Calkins writing curriculum. The reading units are a combination of Lucy Calkins Reading Workshop units and the Model Curriculum Units developed by the Massachusetts Elementary and Secondary Education curriculum project.

<p style="text-align: center;">READING Building a Reading Life</p>  <p>Overview: This unit launches the third grade reading workshop. Its goal is to instill in the students the lifelong habits of strong readers, including choosing books wisely and getting lots of reading done, learning to talk about books with others and applying comprehension strategies. Students also learn the structures, routines, and habits of the reading workshop. Throughout the unit, students build their “reading lives,” preparing them for the units that follow.</p> <p>Sample Final Project: Students create a piece of writing from their memories of <i>Stone Fox</i>, the unit’s mentor text. A poem sharing their memories is one possible option.</p>	<p style="text-align: center;">READING Character Studies - Book Clubs</p>  <p>Overview: This unit spotlights the study of characters. It begins with an in depth study of characters through observation, coming up with hunches, and investigating patterns that reveal deeper character traits and motivations. The unit also introduces the story mountain visual to help students better understand how fiction works. An exciting part of the unit involves students working in book clubs with self-selected books.</p> <p>Sample Final Project: Each book club selects a book they read together and creates a story mountain poster to share what they discovered about the book during their discussions with their classmates.</p>	<p style="text-align: center;">READING/SOCIAL STUDIES Pilgrim Unit: Whose Story Is It?</p>  <p>Overview: This unit draws on a wide range of sources pertaining to the Pilgrim and Wampanoag encounter in an attempt to explore and answer essential questions around why people choose to move from one place to another, how people adapt to new environments, and the important role that perspective, or point of view, plays in the way we learn and read about history.</p> <p>Sample Final Project: Students compare a child’s life today with a child’s life in the 1600’s by producing an informational writing piece for second graders in their school.</p>	<p style="text-align: center;">READING Poetry: The Voices and Images of Our World</p>  <p>Overview: This unit focuses on how a poet uses language to evoke the sounds and feelings of a topic or theme. The common poetic elements of rhyme, rhythm, alliteration, and onomatopoeia will be explored. Students will collect poems and create a personal poetry anthology. Students will both read and write poetry throughout the unit.</p> <p>Sample Final Project: Students create an oral presentation of two poems from their personal anthology and a written response to a published poem to demonstrate their understanding of poetic elements.</p>
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READING/SOCIAL STUDIES

Pre-Revolution Boston: Opinions Matter



Overview: The focus of the unit is on reading historically researched texts and writing opinion statements to respond to events occurring in and around Boston during the events leading up to the American Revolution. Students will keep a diary in which they state their opinion about events after reading texts and viewing video clips. This unit has a special emphasis on point of view - a student's own point of view, the point of view of people on different sides of the conflict, and the author's point of view.

Sample Final Project: Students write a diary entry about events happening before the American Revolutionary War began, choosing a point of view on whether colonists should fight, or not fight, for independence from the King of England.

WRITING

Narrative Writing: Crafting True Stories

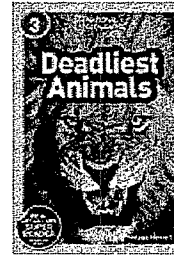


Overview: The third grade narrative writing unit focuses on helping students build stamina and independence for longer writing projects. Students are invited to spend more time in rehearsal for writing, collecting lots of quick drafts in a writer's notebook, then selecting just one to put through the writing process. Students are encouraged to view writing about events in their own life in the same way that authors write about characters in fiction, as they develop their own story-teller voice.

Sample Final Project: While students will develop drafts of several personal narratives during the unit, at the end of the unit, they will select one special piece to take through the full writing process and into the publication stage.

WRITING

The Art of Information Writing



Overview: The information writing unit invites students to select a topic they are passionate about, then takes them through the process of writing to explain this topic to others. Students learn how to organize their writing in ways that help readers understand the information they will eventually share with their classmates. Students also learn how to transfer these writing skills to writing about other topics they are studying in school.

Sample Final Project: Students take their writing on the topic they have chosen through a formal publication process. Students may be invited to use their information writing booklet to teach others about their topic: classmates, parents, younger students.

WRITING

Opinion Writing: Changing the World



Overview: This unit engages students in writing letters, persuasive speeches, and petitions as they learn the art of persuasion. It could be called a "baby essay unit". It develops the skills of introducing a topic, supporting your topic with evidence and reasons, and writing a conclusion. The unit helps students see how their arguments can be more effective when they are well supported. The unit also reminds students of the importance of keeping their audience in mind as they write.

Sample Final Project: Students will write a persuasive speech on a topic of their choice. They will also produce a letter or petition on a topic of their choosing.



TERC Mathematics in Grade 3



The TERC curriculum is aligned with Massachusetts math standards. Students engage in the mathematics using the habits of mind of mathematical thinkers (Math Practice Standards).

K-5 Investigations Goals:

- Support students to make **sense of mathematics** and learn that they can be mathematical thinkers
- Focus on **computational fluency** with whole numbers as a **major goal** of the elementary grades
- Provide substantive work in important areas of mathematics – **rational numbers, geometry, measurement, data and early algebra** – and **connections** among them
- Emphasize reasoning about mathematical ideas
- Engage **all learners** in understanding mathematics

Some Details from the Program

- Parents may not see workbook pages until the unit is completed or until the end of the year (depending on whether or not you want to rip out pages.)
- Many of these pages will not be completed/corrected as teachers are using them to gauge student understanding and because, in math workshop, students can choose what they want to work on.
- Concepts may not be completely mastered within a unit. The curriculum is designed with multiple opportunities for children to learn over time and over units.
- Much of the math practice will be achieved by playing games. We will soon send information of how to access these games, and playing a game online is a great way to review with your child.
- Classroom discussions are an important time for students to express their mathematical understandings and to clear up misconceptions. A good question for parents to ask at home is what did you talk about in your math discussion today?
- Students will be systematically learning groups of facts over time. Students will become fluent in math facts through visual representations and conceptual understanding rather than memorizing flash cards.
- There is **homework** built into the curriculum. Students will be responsible for two practice sheets a week.
- **Differentiation:**

- o The curriculum has built in opportunities for students to extend their thinking as they explore concepts deeply. **Extension** strategies include:
 - Exploring a concept with larger numbers,
 - Adding an additional variable/constraint to a problem,
 - Asking students to make a generalization/s about a problem or category of problems
 - Justifying a conjecture.
- o The curriculum also provides **scaffolded opportunities** for students to develop an understanding as part of their regular math work.

The third grade curriculum covers the following units:

Unit 1: Understanding Equal Groups (Multiplication and Division 1)

Unit 2: Graphs and Line Plots (Modeling with Data)

Unit 3: Travel Stories and Collections (Addition, Subtraction, and the Number System 1)

Unit 4: Perimeter, Area, and Polygons (2-D Geometry and Measurement)

Unit 5: Cube Patterns, Arrays, and Multiples of 10 (Multiplication and Division 2)

Unit 6: Fair Shares and Fractions on Number Lines (Fractions)

Unit 7: How Many Miles? (Addition, Subtraction, and the Number System 2)

Unit 8: Larger Numbers and Multi-Step Problems (Multiplication and Division 3)

Word Study

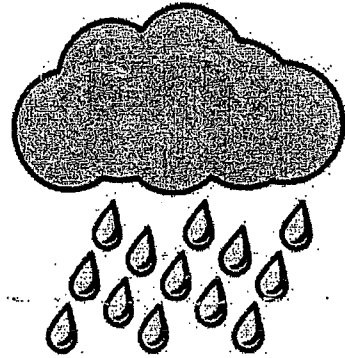
Word study "describes the teaching and learning experiences designed to help learners build understandings about how letters, sounds and words work" (Pinnell & Fountas, 1998). Students will analyze the way words are formed, the relationships between words, and find patterns to help them in their spelling. Ultimately, the goal is for students to be able to apply what they have learned in their reading and writing.

Word Study integrates whole group lessons as well as individual and pair work. New spelling patterns will be introduced to students monthly. Word sorts and word lists will be sent home for practice when a new pattern is introduced. Additional word lists will be assigned for weekly practice to reinforce the pattern and rule of the month. In addition to the patterned words, students will practice high frequency words.

Review of student writing and occasional quizzes will inform instruction and further review of particular words and patterns.



Grade 3 Science



In third grade, students will study Physical, Earth, and Life Sciences through FOSS units that are aligned with the Next Generation Science Standards, as well as learn the engineering process through the Museum of Science's Engineering is Elementary curriculum.

This year, your child will be encouraged to explore the scientific world, using hands-on learning experiences. Scientific investigations can center on student questions, observations, and communication about what they observe. Students will plan and carry out investigations as a class, in small groups or independently.

Science is a way of looking at the world around us. Children have a natural curiosity to explore that world. Learning becomes reality when a child is allowed to discover the why's and how's, of that world. Classroom investigation and experimentation can build essential scientific skills such as observing, measuring, collecting and reporting data. When your child comes home with new knowledge or the need for more exploration, please provide encouragement by participating in the experiences with your child.

