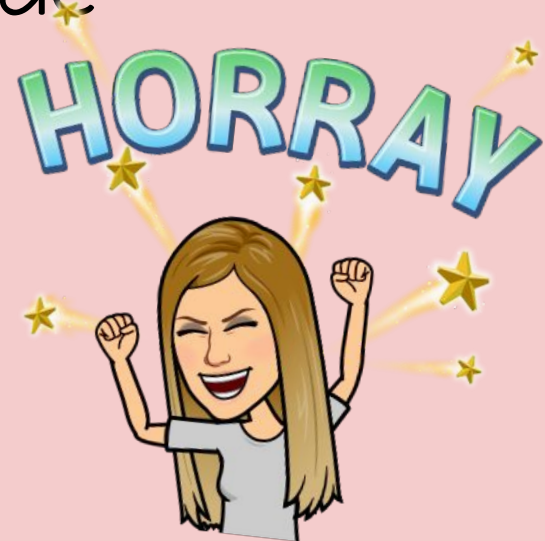


Curriculum Night Online/Virtual Learning

Welcome to Third Grade
Ms Ozment's Class

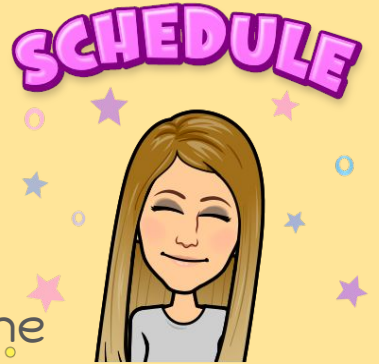


I am so proud to
be YOUR teacher!



CLASS SCHEDULE - FULL DAYS

- 8:45 - 9:00 Morning Meeting
- 9:00 - 9:20 **Zoom** Whole Class for Reading and Writing lessons
- 9:20 - 10:30 **Zoom** Reading/Writing small groups and support or Asynchronous work time.
- 10:30- 10:45 RECESS - GET UP AND MOVE!
- 10:45 - 11:05 **Zoom** whole group math lesson
- 11:05 - 12:00 **Zoom** math small groups and support
- 12:00 - 12:45 RECESS AND LUNCH
- 12:45 - 1:15 **Zoom** Small groups, Specialist services, or offline asynchronous work.
- 1:15 - 1:45 Special Area Subjects, except Thursday
- 1:45 - 3:30 Asynchronous Science/Social Studies as assigned
- 3:00 - 3:30 **Zoom** Office Hours for questions or concerns.



Special Area Subjects Schedule

Special Area classes 1:15 - 1:45

- Monday - Art
- Tuesday - PE
- Wednesday - Music
- Thursday - No Specials
- Friday - PE (Optional)



Elective Beginning Orchestra:

Monday and Wednesday 1:45 - 2:15



Zoom Rules for Third Grade



1. Please plan to attend our meetings **every day** .
2. Please make sure you log in on time and are ready to learn and participate.
3. Please be prepared for class. Be seated in a quiet place, nothing moving in the background, and class materials ready.
4. Students are expected to behave as though they are in class. No playing around in the camera! Behaviors are visible to everyone, which can distract others from learning.
5. Use the restroom before the meetings start.
6. Please limit distractions, such as eating, pets, toys, or siblings.
7. Make sure that you and your family remember that when you are in a meeting you are in school, learning.

DVUSD English Language Arts Reading Framework for Third Grade:

- Apply grade level phonics and word analysis skills.
- Read with accuracy and fluency to support comprehension.
- Ask and answer questions to demonstrate understanding of a text.
- Determine and describe the structure, main ideas, key details, characters, and central message in the text.
- Describe how a nonfiction text uses time, sequence, and cause / effect.
- Determine the meaning of words and phrases as they are used in a text.
- Compare and contrast similar texts and distinguish own point of view from author's.
- Read and comprehend literature and informational texts.

NEW HMH Curriculum: Reading Workshop: Instructional Focus by Module

Module 1: Central Idea, Ask and Answer Questions, Setting, Monitor and Clarify, Author's Purpose, Summarize, Characters, Create Mental Images

Module 2: Text and Graphic Features, Retell, Point of View, Literary Elements, Ask and Answer Questions, Elements of Poetry, Figurative Language, Visualize

Module 3: Text and Graphic Features, Synthesize, Central Idea, Text Structure, Summarize, Media Techniques, Content-Area Words, Ask and Answer Questions, Author's Purpose, Literary Elements

Module 4: Ideas and Support, Visualize, Elements of Drama, Literary Elements, Figurative Language, Summarize, Media Techniques, Retell, Text Structure, Content-Area Words, Monitor and Clarify, Elements of Drama, Literary Elements, Theme

Module 5: Text and Graphic Features, Ask and Answer Questions, Literary Elements, Theme, Author's Craft, Monitor and Clarify, Media Techniques, Author's Purpose, Make and Confirm Predictions, Figurative Language, Text Structure, Point of View

Module 6: Text and Graphic Features, Retell/ Summarize, Author's Purpose, Author's Craft, Ask and Answer Questions, Monitor and Clarify, Text Structure, Central Idea, Figurative Language

Module 7: Author's Purpose, Make and Confirm Predictions, Text Structure, Point of View, Make Inferences, Text and Graphic Features, Synthesize, Literary Elements, Figurative Language

Module 8: *Text and Graphic Features*, Make Inferences, Text Structure, Central Idea, Make and Confirm Predictions, Literary Elements, Figurative Language, Summarize, Identify Claim, Ideas and Support

Module 9: Text and Graphic Features, Make Inferences, Text Structure, Central Idea, Make and Confirm Predictions, Literary Elements, Figurative Language, Summarize, Identify Claim, Ideas and Support

Module 10: Central Idea, Make Inferences, Author's Craft, Theme, Figurative Language, Visualize, Retell, Author's Purpose, Literary Elements

Module 11: Review Genre Characteristics, Central Idea, Text and Graphic Features, Text Structure, Point of View, Author's Purpose, Identify Claim, Ideas and Support

Module 12: Review Genre Characteristics, Theme, Point of View, Figurative Language, Author's Craft, Author's Purpose, Literary Elements

What all that really means: Reading Skills:

- Ask and Answer Questions about text,
- Author's Craft,
- Author's Purpose,
- Central Idea,
- Characters,
- Content-Area Words,
- Create Mental Images,
- Elements of Drama,
- Elements of Poetry,
- Figurative Language,
- Genre Characteristics,
- Ideas and Support,
- Identify Claim,
- Literary Elements,
- Make and Confirm Predictions,
- Make Inferences,
- Media Techniques,
- Monitor and Clarify,
- Point of View,
- Retell/ Summarize,
- Setting,
- Synthesize,
- Text and Graphic Features,
- Text Structure,
- Theme,
- Visualize

DVUSD English Language Arts Writing Framework for Third Grade:

- Develop and write a text over time that is clear and organized and appropriate to the task, purpose, and audience.
- Develop writing by planning, revising, editing, and publishing with use of technology.
- Conduct short research projects.
- Recall information from experiences or gather information from sources.
- Engage effectively in a range of collaborative discussions with elaboration from text.
- Report on a topic or text with facts and details.
- Use knowledge of language and conventions in writing, speaking, reading or listening.
- Understand and use grade level vocabulary.

NEW HMH Curriculum: **Writing Workshop**: Instructional Focus by Module

Module 1: Narrative Text, Personal Narrative

Module 7: Opinion Text, Opinion Essay

Module 2: Narrative Text, Letter

Module 8: Informational Text, Research Report

Module 3: Informational Text, Descriptive Essay

Module 9: Narrative Text, Poem

Module 4: Narrative Text, Story

Module 10: Narrative Text, Imaginative Story

Module 5: Opinion Text, Persuasive Letter

Module 11: Opinion text, Persuasive Essay

Module 6: Informational Text, Expository Essay

Module 12: Informational Text, Biographical Essay

What all that really means: Writing Purposes:

- Narrative Text
- Personal Narrative
- Letter
- Informational Text
- Descriptive Essay
- Story
- Opinion Text
- Persuasive Letter
- Expository Essay
- Opinion Essay
- Research Report
- Poem
- Imaginative Story
- Persuasive Essay
- Biographical Essay

DVUSD Math Framework for Third Grade:

- **Multiply and divide** using arrays, equal groups and partitioning.
- Apply **properties of multiplication** and the relationship between multiplication and division.
- Fluently multiply and divide within 100.
- **Solve two step word problems** involving the four operations.
- **Round numbers and add or subtract within 1,000.**
- **Multiply one-digit numbers by multiples of 10.**
- **Decompose fractions into equal parts** for denominators 2,3,4,6 and 8.
- **Understand a fraction as a number on the number line.**
- Represent fraction equivalence and ordering using visual models. (denominators of 2,3,4,6,8)
- **Solve problems using metric measurement and estimation of intervals of time, liquid volumes, and masses of objects.**
- Represent, interpret and generate data by **drawing a scaled picture or bar graph.**
- **Understand area** in relation to multiplication and addition.
- **Recognize perimeter and its relationship to area.**
- Categorize and reason **shapes by attributes**

Math Topics in Third Grade - Simplified.

- Multiply and divide using models
- Properties of multiplication and division: Commutative, Distributive, Identity, Zero
- Solving two-step word problems
- Rounding numbers
- Addition and subtraction within 1,000
- Multiply by multiples of 10
- Metric measurements and estimation of intervals of time
- Fractions as equal parts
- Fractions as numbers on a number line
- Picture and bar graphs
- Area and Perimeter
- Attributes of shapes

DVUSD Science Framework for Third Grade:

- Use the scientific inquiry process.
- Identify individual and cultural contributions that generate knowledge.
- Describe the interactions between human populations, natural hazards, the environment, and the impact of technology.
- Explain basic structures and functions of plants, animals, lifecycles, and ecosystems as they relate to and adapt in their environments.
- Investigate light and sound energy.

Read and comprehend grade level or above science/technical texts, including other graphic sources, independently and proficiently.

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

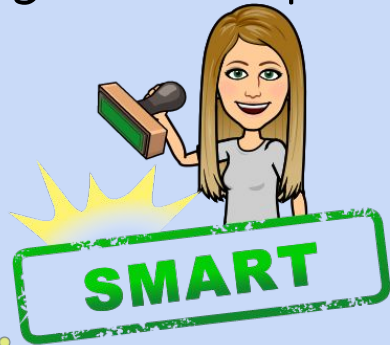
DVUSD Social Studies Framework for Third Grade

Students will study **Arizona** with an integrated approach considering the following factors:

- The contributions of various cultural and ethnic groups including the 22 Indian Nations that reside in Arizona
- Economic, political, and geographic elements
- Structure of the state and local governments
- Roles and responsibilities as citizens of Arizona
- Examination of primary and secondary sources including written and oral histories, images, current events, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

Grading Policy

- Late work will be accepted without penalty.
- Student submitted work should be completed with minimal support.
- Students will receive weekly points for actively participating in Class Meetings (recorded or live), and daily assignments.
- If you notice your child struggling excessively while working on assignments, please let your teacher know.



Attendance Policy

Virtual Learning

Attendance will be taken and reported daily during school hours.

Online Academy

Attendance is reported for weekly participation in lessons or work submitted.

Absences

Please be sure to call in to the HLS Attendance line if your child is going to be absent.

(623) 376-4390

CALL



Questions?

Please click [HERE](#) to sign our Google Form to let us know that you saw this presentation.

Contact me via Class Dojo or at brandy.ozment@dvusd.org