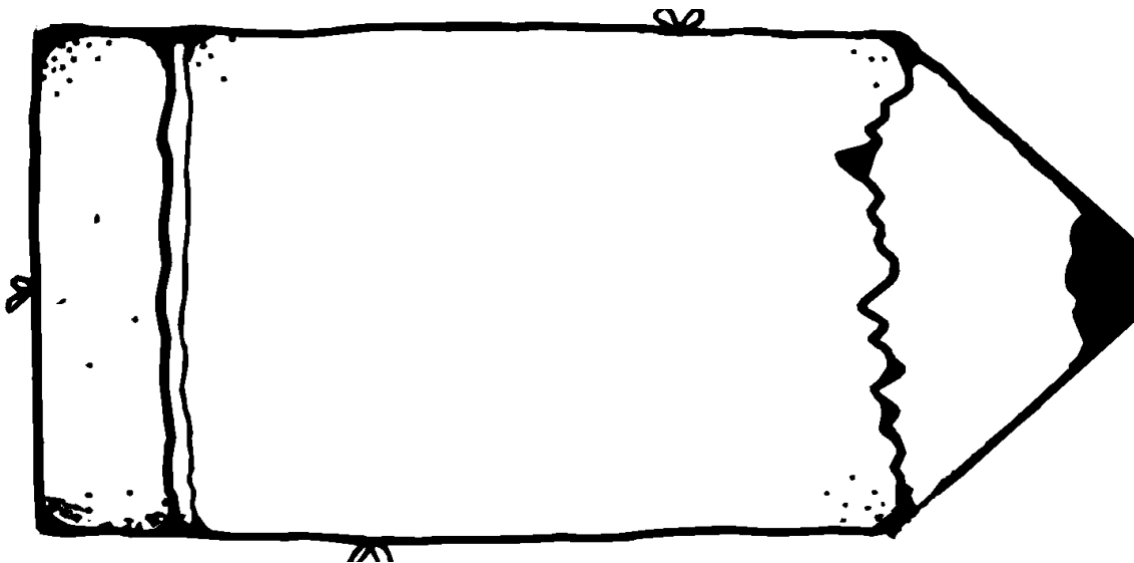


American Preparatory Academy

Parent Orientation

"Back to School Night"

2020-2021



3rd Grade Overview

Mrs. Davis, Ms. MacLoud, Mrs.

Pant, Mrs. Strong, Ms.

Tefteller, and Mrs. Wanne

Dear Parents,

Welcome to Back to School Night at American Preparatory Academy West Valley 2 campus. What an exciting first week of school it has been. We have thoroughly enjoyed getting acquainted with your third graders. We have a wonderful, bright, eager group of learners in our class and we are thrilled at the opportunity to work with them this year. It is going to be a GREAT year!

In this packet, you will find information on the following:

1. Classroom schedule
2. Attendance
3. Classroom management: CHAMPS and Card Chart
4. Learning plan procedure
5. Dockets
6. History and Science content overviews
7. Volunteer opportunities
8. New APA procedures

We hope that you find this information interesting and applicable to your student's success at American Prep this year. Please feel free to contact us at any time with questions, concerns or suggestions. You will find your student's homeroom teachers email address at the top of the learning plan.

We are looking forward to a great school year!

Warmly,

Draper 2 Third Grade Team

Attendance Plan

We will pick up students from the multi-purpose room starting at 7:50 and begin morning work such as daily math and rocket math. School begins at 8:00 a.m. and attendance is taken at this time. Thank you in advance for your efforts in getting your students here on time. It makes such a big difference in how their day goes when they are here on time and ready to work.

If your student is unable to come to school, please call the school on the morning of the absence to report the absence. If they arrive after 8:00, please have them check-in at the office before they come to class. The secretaries will change their attendance card from an absence to a tardy.

If a student needs to be absent for a special purpose that is known in advance (**three or more days ahead**), the parents need to fill out a "Scheduled Absence Plan" and submit it to the school administration. Please make plans to come to the school to make copies of the missed work for your student, as well as materials to grade their work.

Please review the school attendance policy for more detailed information regarding the school management of tardies and absences. It is our school-wide policy that students are responsible for completing, and parents are responsible for grading, any makeup work that they miss during their absence. This policy also includes any work that was simply not turned in and/or completed. Students/Parents can find missing work in the designated area within each individual classroom. Students will normally have as many days as they were absent to submit the missed work. Please contact me if this is not feasible and different arrangements can be made.

Classroom Management Plan

In our classroom, the most effective way to encourage good behavior is to use positive reinforcement. One of the ways we may do this is through dot sheets. The students have a dot sheet on their desk, in which they fill in dots for super behavior. A filled dot sheet means a trip to the treasure box—something the students really enjoy! We will start a money system during the second half of the year. Students will use classroom money to buy things from the classroom store and buy classroom supplies they need to replace.

APA's mission statement is "to provide an orderly, safe and nurturing learning environment..." To help maintain this environment, CHAMPs is the classroom management, school-wide discipline and behavior management model used at APA. The first two weeks of school will be spent overtly teaching the CHAMPs procedures for each activity. The students are getting familiar with the expectations and we will continue to work on this as a class so that we can create the best possible learning environment possible. Below is a sample of how the CHAMPs procedures work for one particular activity—independent work time:

INDEPENDENT WORK

C

(What is the CONVERSATION allowed during this activity?)

12 INCH WHISPER ONLY TO THOSE NEXT TO YOU

ABOUT THE ASSIGNMENT

H

(How do I get HELP if I need it?)

RAISE HAND

KEEP WORKING

A

(What is the ACTIVITY?)

COMPLETING ASSIGNMENT

M

(What MOVEMENT is involved?)

GET A PENCIL

HAND IN/PICK UP MATERIALS

P

(What should my PARTICIPATION be?)

WORKING ON ASSIGNMENT

In our classroom, we also have a classroom card chart. Many of you are already familiar with this! **This year we changed the card move numbers, to easily indicate the severity of the infraction.** The goal of the card chart is to enable the students to self-regulate their behavior and thus facilitate their academic progress. Here is how the chart works: Each student has 5 cards--green, yellow, red, blue, and purple. The goal is for students to "remain on green." If a student forgets to use appropriate behavior, they are asked to move a card from their pocket to the pocket that describes that particular behavior. For example: "Being Disruptive" or "out of uniform". We really want the students to see the card moving as a reminder and a self-check—not as a punishment. If they were repeatedly moving cards for a particular behavior—it would certainly be appropriate to discuss what strategies they might use to improve in this area. Know that they will already have been given appropriate consequences at school for moving a card, and your follow-up to this at home will be most effective if it is approached as a learning opportunity—not as a punishment. There is a great deal of confidence that comes when a student shows self-mastery and feels the success that comes from being responsible and making good choices.

NEW Card Move Numbers:

- 1. Learning Plan Not Signed**
- 2. Uniform Infraction**
- 3. Restroom Infraction**
- 4. Tardy**
- 5. Recess Infraction**
- 6. Missing Materials**
- 7. Missing Work**
- 8. Not Following Directions**
- 9. Disruptive**
- 10. Disrespectful**

***Note: the higher the number, the more severe the behavior that is being reminded**

Potential consequences for card moves:

1st card - "on yellow" - 5 minutes of recess for "think time"

2nd card - "on blue" - 10 minutes of recess for "think time"

3rd card - "on red" - recess time lost, note goes home to parent

4th card - "on purple" recess time lost, possible call home to parent, possible conference with parents and teacher

The back of the learning plan has a place where we will record any card chart "movement" for the day. We try to ensure that every learning plan is checked before the end of the day--but if for some reason that information is missing and you have any questions, feel free to call or email me to find out their "color" for that day.

Learning Plan Procedure

Each Monday, the students will be given a new learning plan. As far as is possible, I will complete the students' learning plan with what we are doing in class that week and will note if there is any homework assigned. At the end of the day, I instruct all the students to take out their learning plans and as a class we go over them to be sure they have been filled in completely. If you find that your student is consistently bringing home an incomplete learning plan—please let me know! This is such an important tool for their success—and for your understanding of what they are doing each day.

This year for groups classes, APA is tracking the amount of time students are doing homework for each group class. For each day, there are three boxes in each group box labeled as IW, ET, and AT. IW is Independent Work Time, ET is Estimated Time and AT is Actual Time. At the end of each group class, the group teacher will instruct students to write how much independent time the student got to work on homework in class, and then will

tell them how much estimated time they think it will take the student to complete the homework assignment at home. At home, you will need to write the actual time it took to complete the homework for each group class.

Parents need to review the learning plans daily and sign them after the homework listed on the learning plan has been completed. **If a student is unable to finish an assignment, the parent should circle the unfinished assignment, make a note that they are aware the assignment has not been done and then initial the bottom. However, this is just additional communication and a card move will be given.** All third-grade students are on mandatory daily signing of learning plans by parents. The occasion may arise where students also need mandatory teacher signing. **Students who come unprepared without a signed learning plan will be asked to move a card.**

The learning plan is a great communication tool. It will help you understand what your student is learning each day and what their homework responsibilities are. Your signature each day tells us that homework has been completed and your child is prepared for the day—or, if their homework is not completed, you are aware of it. If you need to send a written comment or question, write it on or attach it to the learning plan. We check these each morning.

Additionally, please fill out your child's health check each morning before dropping them off to school. If at all possible please do this health check on Skyward. If you can't access Skyward for any reason please use the attached paper copy of the health check which can be found on your student's learning plan.

ALMA

Alma is our grading system. You can access all your student's grades at any time during the year. There is a spot on the learning plan to help you remember to check the ALMA account on a weekly basis. This will prevent any missing work issues. Watch for more information for login instructions during the first weeks of school. To login to ALMA you will need to have your username and password. If you do not have this information, or have any concerns or questions regarding ALMA, please email our ALMA specialist, Robin Riding at rriding@apamail.org The ALMA website is, <http://apa-wv2.getalma.com>

Homework

3rd graders will typically have **30-60 minutes** of homework **EVERY** night, which includes **Rocket Math, 20 minutes of Reading and a timed Reading Fluency, as well as any unfinished work that day.** Your help is needed in providing them with an appropriate time and place to study. I would encourage you to have them choose books from the Reading University booklist so that they can enjoy the rewards of that program also (in addition to developing a love for good literature.). Students **MUST** read books at a 2nd grade level **OR HIGHER** in order for them to count on their Reading University Logs. Please check RU Logs for accuracy on a regular basis so your students are receiving as many benefits of this program as possible.

If you have a particularly speedy student, they may have finished their work at school or perhaps don't need the full time to complete their assigned work. Rather than calling it "homework time," you may want to consider calling it "study time." If assigned homework is complete, your student could use the rest of their study time for additional exploration or extra reading. This would be a wonderful way to establish great study habits that will serve them well throughout their schooling. In particular, third graders would benefit from studying content within current history and science units as we do expect students to study these content areas outside of class time.

On the other hand, if you find that your student is laboring through what feels like excessive amounts of homework, please make me aware of this through email.

Uniform Policy Enforcement

Please help your students be dressed in their full uniform each day.

Boys: Khaki pants with a navy-blue polo—OR--khaki pants, white shirts (polo or oxford) **with** a blue sweater vest. Ties are optional.

Girls: Plaid or navy jumpers with a white, buttoned blouse or white polo shirt and knee-high socks/tights. Girls may also wear navy blue slacks (French Toast Brand), with a collared white shirt and a blue sweater. On Fridays, they may wear khaki pants, a white or blue polo shirt.

Shoes: solid Black colored school shoes or athletic shoes are worn **Monday through Friday**. Athletic shoes can be brought for P.E. days where students may change into them before P.E. class. If your student is out of uniform, we will send home a reminder. Please refer to the student handbook for more detailed descriptions of the uniform policy.

Twice a term, students will have the opportunity to earn an incentive such as free jeans day or free shoes day for having no missing assignments in every class. Students that qualify will have a note/identifying information stapled on their learning plan on Thursday that states they get to participate the next day. If students show up in jeans or different shoes when they did not earn it, they will be sent to the office and will not return to class until they are in the right uniform. Monday-Friday uniform shoes are required always with the earned Jeans Friday.

Throughout the school year, our students will also have the opportunity to participate in wearing Spirit Wear. These days will be identified on the school calendar and newsletter as well as the learning plan. On these days, students are expected to wear full uniform, but may replace their top articles with the APA shirts/jackets. Should you wish to purchase these articles, you can get them at the Junior High Office and online.

Instructions Regarding the Docket and its Proper Use

Each student at APA has been given a docket containing color-coded folders. Each folder is labeled with a subject. Please check your student's manila "Take Home" folder daily. Notes from the office, newsletters, permission slips and papers that have been graded and returned will be placed in this folder. The docket is a wonderful tool to teach students organizational skills that will become a valuable asset throughout their lives. When students have loose papers in their desks, they are told that "every paper has a home" and must stay in for recess to sort through the loose papers and put them in the correct folder of their docket. **Books and workbooks should not be carried in the dockets, as they stretch and ruin the dockets.** If a student's docket becomes damaged or unusable, parents will need to replace it. Replacement dockets are available from the front office for \$10.00 with folders or \$8.00 without folders. Replacement folders are \$2.00.

Science and History Content Overviews

We are excited to explore our science and history curriculums this year. As you look over the attached curriculums, if you come across any units that you have particular expertise in or items that would be useful, please let us know. Anything that can help the units come alive in the classroom is wonderful!

I would strongly encourage all parents to supply their student with a copy of the book "What Your 3rd Grader Needs To Know" by E.D. Hirsch for them to study and read from at home. Each month we will be sending home a newsletter outlining the content we will be learning about that month and referencing pages from the E.D. Hirsch book to study at home. It would be a great idea to read from your "What Your 3rd Grader Needs To Know" every night with your student.

3rd Grade Science

Core Knowledge

- Astronomy
- Animal Classification
- Muscular System
- Skeletal System
- Ecology
- Hearing and Sound
- Vision: How the Eye Works
- Light and Optics

- Science Biographies: John Muir, Alexander Graham Bell, Nicolaus Copernicus, Mae Jemison

Utah Core Standards

- The Moon
- Ecosystems
- Force & Motion
- Heat and Light
- Weather

3rd Grade History/Geography

Core Knowledge

- Spatial Sense (Working with maps, globes, and other geographic tools)
- Geographical terms and features
- The Earliest Americans: Native Americans
- Early Spanish Exploration and Settlement
- Exploration and Settlement of the American Southwest
- The Vikings
- Geography of Canada
- The Search For The Northwest Passage
- The Thirteen Colonies: Life and Times before the Revolution
- Ancient Rome: Geography of the Mediterranean region, The Empire
- Important rivers of the world

Utah State Core

- Environments and communities
- Indigenous people of Utah and the Inca of South America
- Government and economy, citizenship

Reading University (RU)

American Prep's Reading University is a program of outside reading that will be included on your student's report card. Third graders are required to read four books from the Reading University list each term and one book of their choice that is not on the RU list. Students will read a total of five books a term. Books may be chosen from the second-grade list and above. About five times during the year, students can "shop" at the "RU Store"—earning prizes for meeting or exceeding the grade level goal. Books are documented on an RU recording sheet, which the parent signs off. Please make sure that RU Logs are filled out LEGIBLY and accurately.

This is the link to the third-grade RU book list https://www.americanprep.org/grade_level/3rd-grade/

Volunteer Opportunities

There are many opportunities to help out in our classroom and I would be truly grateful for any help you are willing to give! One thing I have learned about American Prep parents is that the school could not survive without your countless volunteer hours. **THANK YOU, THANK YOU!** It is always helpful if you can sign up for specific days and times of the week, but I always have jobs available. If you find yourself in the school needing a project, come stop by. If you are interested and available please fill out the Volunteer Form so I have your contact information.

Please Remember:

We at APA are concerned with every aspect of your student's education, which includes their nutrition while at school! We have moved towards a no sugar policy within the classroom. As such please do not bring sugary items for your child's birthday. Pencils, bookmarks, toys and other small items would be acceptable. We are still continuing our program called Not One Thing Ever (N.O.T.E.). Our school needs to be kept clean and this program will help us all remember to pick up our own stuff, even the teachers.