



# Room 160 D Classroom Survival Guide

Created By: Mary Mckelvey

636-923-3548

[mmckelvey@vp.k12.mo.us](mailto:mmckelvey@vp.k12.mo.us)

***This handbook is meant for parents and students of  
Mrs. McKelvey's Third Grade.***

***In this handbook, you will find information about the following:***

- ***Movement Procedures***
- ***Important parts of the day and curriculum information***
- ***Attendance***
- ***Classroom Communication***
- ***Classroom and Student Organization***
- ***Grades, Homework, and Testing***
- ***Technology***

# Movement and Behavior in the Classroom and School Building:

## **Entering the classroom:**

- When the class has returned from Special classes, lunch, ect. students should enter the classroom quietly, find their seats, and silently wait for class to begin.
- While they wait, they should:
  - Read a book
  - Writing in their journal
  - Finish unfinished work

## **Movement in the Classroom:**

- Students should stay in their seats or work area during class unless told by the teacher to sit in another area such as on the floor or at the round table.
- If a student needs to leave her seat (for a drink, to get something from book-bag), she should raise her hand for permission.
- While moving about the room, students should walk (not run) and be sure not to distract others.

## **Line order / walking in the hallway:**

- Students walk in alphabetical line-order in a straight line while walking in the hallway.
- As a school rule, students should walk with their hands behind their backs, mouths closed, directly behind the person in front of them.
- Students should carry a book with them.
- Line order is alphabetically, but it changes each week.

## **Using restroom during class time:**

- Use the restroom before the morning bell and at bathroom breaks throughout the day.
- Students should only use the restroom during class time if it is an emergency. (Restroom breaks will be provided.) Student must raise his/her hand to ask permission during class.
- Restrooms will be used QUIETLY and QUICKLY.
- Wash hands appropriately – no splashing water, or filling the sink with bubbles.
- Re-enter the classroom without disturbing class.

## **Walking out to the buses:**

- Listen for our classroom to be dismissed from the building.
- Students get in line-order with back packs on.
- Walk in a single-file line out the North doors of the school building. We will walk on the right side of the sidewalk to the busses.
- I will say good-bye to each child with a handshake, hi-five, or a hug!

# Communication and Behavior in the Classroom:

## **Getting the students attention:**

- “FREEZE”
- Give ME FIVE:
  - Eyes on me, ears listening, hands and feet quiet, mouths quiet, be still.

## **Listening or responding to questions:**

- Students are LISTENING when: eyes are on the speaker, mouths are closed, hands are quiet
- Hands should be raised to get the teachers attention

### **Student Communication and Behavior:**

- Students are expected to raise their hand during when they what to speak or need to get the teacher’s attention.
- Students are expected to respect all members of the class by showing good listening skills keeping hands, feet, and objects to themselves.
- It is important that students work together as teammates, helping each other and allowing each other to succeed.
- Students who do not show appropriate, respectful behavior in the class will be given appropriate consequences.
- Warning system:

1<sup>st</sup> warning and 2<sup>nd</sup> warning - notes made by teacher, possible time taken from recess  
 3<sup>rd</sup> warning – 5-10 minutes of detention and note sent home to parent  
 \* Persistent and severe behavior issues will result in principal or counselor interactions.

## **Important Parts of our Day and Curriculum Information:**

### **Morning Routine: Students arrive in the classroom → 8:10-8:30**

- Upon entering the classroom, students will:
  - Sign-up for lunch
  - Put book-bag away
  - Turn-in Homework to their mailbox in the front of the room.
  - Get to work immediately on Morning Work.
- Students will read the Morning Message on the Smart Board.
- Morning work will be announced in the Morning Message or

### **Morning Meeting: 8:30-8:50**

- When the morning bell rings, students push in chairs and form a circle in the front of the room.
- Listen to P.A. announcements as a class.
- Take attendance and check lunch count during morning meeting.
- Each meeting begins with a student reading the Morning Message.
- Then, students greet one another in a different order or way each day. (ABC order, pick-a-stick, skip greeting, ect.)
- Teacher makes any classroom announcements and students share any news.
- Meeting ends with an activity – usually a spelling game, math game, or trivia question.

### **Reading/Language/Spelling/Cursive: 8:50-10:30**

- Literacy-by-Design by Rigby is the Reading program we will be following this year. This program involves *Modeled Reading*, *Shared Reading*, and *Interactive Reading*. Students

will listen to stories, read with other students, and read independently during the Reading block.

- “Just-Right” Reading (independent reading) means that students will read a *self-chosen* book that is on his or her reading level. The students will be expected to write *reading responses* about their *just-right* books throughout the week.
- Guided Reading is a time when I will be working with a small group of students to guide them through Third Grade Reading strategies. We will work on skills such as making visualizations, connections, predictions, and drawing conclusions. Students will be taught how to write a summary of a story.
- Language, Spelling, and Cursive practice will be incorporated into the Reading block with independent assignments.
- **Spelling lists** will be given to students on Monday and tests will be given on Friday.

### **Snack-Time: 10:15-10:30**

- Each student is allowed to bring a small snack each day.
- Only send enough for one day, and please don't send snacks that need refrigeration.
- Please do not send in sweet or sticky items like cake, brownies, frosted cookies, or cupcakes.
- I will not be able to provide snacks for students who forget.
- Examples of good snacks:
  - ♦ apples
  - ♦ carrot sticks
  - ♦ peanuts
  - ♦ oyster crackers
  - ♦ cheese crackers
  - ♦ small box of raisins
  - ♦ grapes
  - ♦ pretzels
  - ♦ graham crackers
  - ♦ dried fruit
  - ♦ peanut butter crackers
  - ♦ protein or nutrition bar
  - ♦ peanut butter sandwich

### **Restroom: 10:30-10:35**

- Students will use the restroom as a class in the 3<sup>rd</sup> grade pod, near the cafeteria, or near the Gym.
- Students need to be reading silently while they wait to use the restroom.

### **Special Classes: 10:35-11:25**

- We will follow the Valley Park Elementary colored-day schedule.
- On the days the students have P.E. it is important that they wear tennis shoes and appropriate attire.

### **Math: 11:25-12:25**

- The Everyday Math series uses hands-on projects, problem solving, and higher-order thinking skills to engage students in learning the 3<sup>rd</sup> Grade Mathematics curriculum.
- In the beginning and middle of the year, students will focus on a review of basic addition and subtraction, time, money, measurement, and an introduction into multiplication and division.
- Students will also learn about fractions, probability and statistics, graphing data, and problem solving strategies.
- Everyday Math *Homelinks* will be sent home as homework assignments 2-3 times per week. Students will be advised to bring home the Student Reference Book to help with hard concepts.

- Students are expected to **memorize** basic addition and subtraction facts by November. Students are expected to **memorize** basic multiplication facts by April. Daily or weekly timed-tests will be given to assess students in their basic facts. Studying these facts every night using flash cards or games will help your child succeed!

### **Recess: 12:25-12:43**

- Detailed recess procedures and rules can be found in the school handbook. The Number 1 Rule applies at recess! Keep your HANDS, FEET, AND ALL OTHER OBJECTS TO YOURSELF!
- **Recess Detention:** Students who have shown poor behavior in class, having missing work, or did not complete homework will need to stay in from recess. One Third Grade teacher will monitor the detention students each week.

### **Lunch: 12:45-1:05**

- Assigned seating is given for the cafeteria (alphabetically) that will change every quarter.
- Follow school rules in the cafeteria. Quiet voices, ask to get up, ect.

### **Mini-Math: 1:05-1:20**

- During this time, students will work on independent Math work – Math Journal pages, Math practice sheets, or problems posted on the board to be worked out in their Math Notebooks.

### **Writing and Language: 1:20-2:00**

- Third Graders are expected to understand how to write a well written paragraph with a main idea and details. They will also need to understand the parts of a friendly letter.
- Our writing curriculum focuses on the 6 Traits of writing: Organization, Ideas, Word Choice, Voice, Sentence Fluency, and Conventions.
- Mini-Lessons will be taught to cover these traits. The class will be instructed to follow the Steps of the Writing Process each time a new story is written.
- Students will keep a journal and respond to daily writing prompts each day.
- Writing will be incorporated into each area of the curriculum.

### **Science and Socials Studies: 2:00-2:45**

- Science Topics: The 3 states of matter, animal characteristics and lifecycles, and the food chain are just a few of the areas taught during the 3<sup>rd</sup> grade year.
- Students will conduct experiments in the science lab and research on the internet to discover more about these topics.
- Social Studies Topics: Democracy, citizenship, rights and responsibilities, the 3 Branches of Government and local government will be covered this year.
- The class will also investigate maps and learn about our geographical place on Earth.
- We will learn about immigration, Native Americans and cultural diversity throughout the year.
- Our class will also keep track of our “Living History” by posting events to a running timeline in our classroom.

### **End of the day procedures: 2:45-3:00**

- Students clean-up desks and put away work.
- Students get out BEE binders and planners out to be signed by the teacher.
- Students get homework or any notes to go home from mailboxes.

- Students quietly get their book bags and put BEE binder in.
- Students read quietly until called to the floor for Read Aloud.

## Attendance:

### Absent student:

- Student/parent needs to send a note if work needs to be sent home with another child.
- Otherwise, the student needs to get work the next day from the teacher.
- Work can be made up in the next two days. After that, a deduction will be taken in the grade.

### Tardy Students:

- Enter the room without disturbing the rest of the class.
- Find the assignments for that class, or wait until the teacher can give you the assignment.
- Ask your partner (at an appropriate time) what else you missed.

## Classroom and Student Organization:

### Supplies:

- Extra pencils, papers, glue sticks and scissors are around the room in labeled compartments.
- If certain supplies run short, the student needs to make me aware of it. They should get more supplies for their own use from home first.

### Keeping desks/work areas clean and orderly:

- Computers: keyboard is kept on top of monitor, mouse is kept on side of monitor, mouse pad goes on top of keyboard.
- Desk cubby: keep books and binders in this space. No loose papers. All papers should go into the appropriate folder in the students' binders.
- Supply box: this should be kept in the desk of the student's chair. Keep this free of papers as well. Make sure supplies stay in this box (I am not responsible for missing supplies).

### Checking out materials:

- Books from the classroom library:
  1. pick out the book of your choice from the appropriate basket.
  2. read the book and return the book to the same basket you found it in.
  3. Each book is labeled with the basket name (literary genre) on the back.
- Math supplies: Calculators, number cards, ect. Should only be used when teacher allows.
- Games: use during recess or free time. Put back appropriately.

### Planners:

- Students should write homework in their planners each afternoon.
- I will check these and stamp them or write a note to the parent as my primary communication tool.
- Parents should sign the planner each night. This tells me that you have checked that your child completed his/her homework and that you understand my notes from school.
- This is kept in the BEE binder.

### **BEE (Bring Everything Everyday) Binder:**

- Binder should come to school everyday and go home every night.
- If the binder is lost or stolen, the student will need to replace the binder and all that was in it.
- In this binder, you will find:

- student assignment book/planner
- calendar of monthly events
- lunch menu
- 2 folders for homework, notes, and lists
- a pencil holder or “wallet”
- a Reading pocket – for Reading Log and book

## Grades, Homework, and Testing:

### Grades:

- Students in Third grade will receive letter grades. Grades are calculated using a variety of assessment pieces including tests, written work, projects, daily assignments, homework, and overall effort in class.
- Please refer to the following grading scale:

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	0-59

### Homework:

- Students are expected to work on Homework for at least 30 minutes every night.
- This includes Reading for 15 minutes, a practice sheet of a particular subject area, and a few minutes studying Math Facts.
- Homework is not given on Fridays, but students are encouraged to read over the weekend.

### Testing:

- The Missouri Assessment Program (MAP) test will be given to Third Graders in the Spring. This is a State mandated test that assesses students to evaluate Communication Arts and Math. We will prepare for this test throughout the year.

## Technology

- Our Classroom is an eMINTS classroom. This stands for *Enhancing Missouri's Instructional Network Teaching Strategies*. Basically, this means that we enhance learning in our classroom through the use of technology and inquiry based learning.
- My classroom website is used *everyday* by the students. I highly encourage parents to use the website to find out what is happening in the classroom.
- Students will use technology to create projects, share ideas, investigate new knowledge, and practice what they have learned in class.
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If you have ANY questions about this handbook, please contact Mrs. McKelvey!

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