



Welcome to 3rd Grade!

Miss Bohn
Mrs. Shao
Tarwater Elementary
School
2017-2018






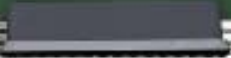



Video from Ms. Hale









Goals

 Our goals as your student's teachers are to...

-  Provide them with a safe and secure learning environment.
 -  Provide a strong instructional foundation.
 -  Encourage them to always do their best.
 -  Keep the lines of communication open between home and school.
- 
- 
- 



This year at a glance...


-  Reading/Language - Journeys- phonics and comprehension, Literature Studies, grammar, phonics, writing, spelling
 -  Mandarin - Better Immersion
 -  Math - MyMath, Engage New York, math fact fluency
 -  Science - Plants, light and sound, rocks and minerals, nutrition (health)
 -  Social Studies - explorers, early settlers, government
- 




Accelerated Reader (AR)

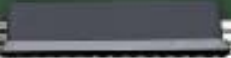

 Independent student reading

 Students set goals:

 Comprehension (80%), points, reading level


 AR celebration if goals are met

 CANNOT read a non-AR book or book outside of their range until they have met all of their goals!






Rocket Math

 Math Facts are to be taken three times a week.

 1st quarter - addition

 2nd quarter - multiplication

 3rd quarter - subtraction

 4th quarter - division





Classroom/Home Communication




Things To Know





A weekly update from your homeroom teacher



E-mail: the best way to communicate with us!



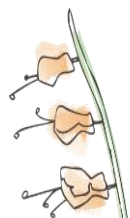
If you have questions or concerns please communicate with both homeroom teachers.



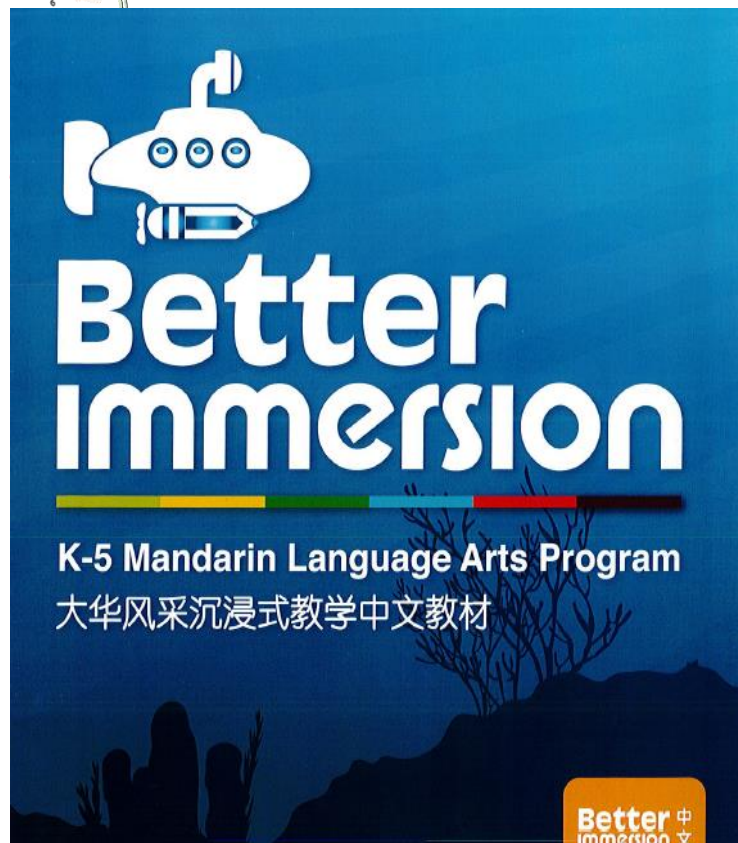
Program Mission and Goals

- ❑ The mission of the Dual Language Immersion Program is to provide an enriched bilingual, biliterate, and culturally competent educational experience for students.
- ❑ The Dual Language Immersion Program aims to become an international model of excellence in dual language immersion education.
- ❑ Aligned with CUSD's strategic plan-Journal 2025, this program prepares our students for success in the global community as responsible and ethical citizens.





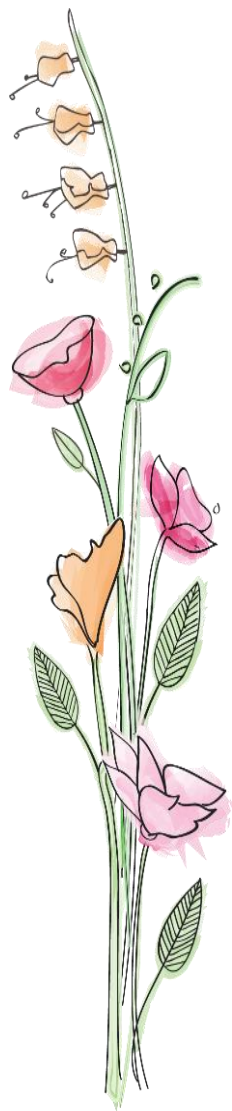
Materials We had and have ordered



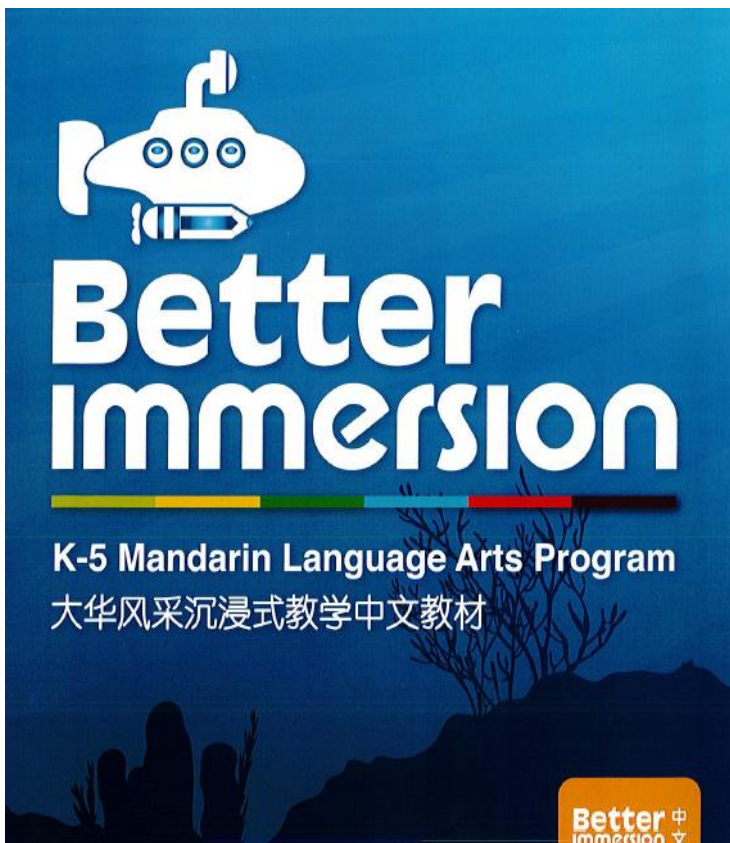
Better Immersion Curriculum Framework 课程结构



- + Align with Common Core Language Standards
+ 使用改编后的核心语文标准
- + Topics derived from National history and Social Studies Standards, Next Generation Science Standards, and also Common Core Math Standards.
+ 主题选择参考社会、自然科学和数学学习目标
- + Select meaningful vocabularies by referring to ACTFL, AP, HSK requirements, and also determined high utility words across content areas.
+ 生字词的筛选参考各大语言发展标准和其他学科学习需求
- + Structured scope and sequence for K-5 for consistent and comprehensive development over time.
+ 从幼儿园到五年级的完整学习发展规划



Materials We had and have ordered



- ❖ Maximized for model 90/10 model or for any models
- ❖ Sentences were not applicable to daily life.
- ❖ The topics and text not in accordance with Chinese literacy and pedagogy.
- ❖ Needed teachers to redesign and redevelop teaching materials



Better Immersion

G1&G2 Framework 一、二年级课程框架

一年级

	Self	Relationships	Community	World
IDENTITY 8 Weeks The processes of self-identification and self-exploration help us understand our roles in the world.	Self-Introduction and My Surroundings 0 Review 1 V What's Your Name? T Naming Secrets 2 V Who is it? T Xiumi's Home	Families and Friends 3 V Who is This? T My Family 4 V I Love My Family T My Dancing Hair	People and Places in the Community 5 V My Community T Where Does Mt. Wang Live? 6 V A Great Place T Panda's Flag	Our Characteristics and Environments 7 V Organism T Panda, My Favorite 8 V Where Does Water Come From? T Penguin's Trip 9 V The Sky T I Want a Friend
RESPONSIBILITIES 9 Weeks Each and every person and thing serve a purpose in an interdependent community.	My Responsibilities at Home 10 V What is My Job? T Xiumi Goes to School 11 V Time T Clocks	My Responsibilities at School 12 V A Good Student T Show Time! 13 V Friends T Birthday Party	Interpersonal Responsibilities 14 V Where Are You From? Where Are You Going? T Travel Around the World 15 V Teamwork T The Story of a Dress	Survival Skills 16 V Humans and Animals T Zheze's Lunch 17 V What Do Plants Look Like? T Sprouted! 18 V Changes T Dad's Big Family
CHANGES 9 Weeks Adaptation occurs constantly within an ever-changing environment.	Recognizing Growth and Physical Changes 19 V I Have Grown T I Gave! 20 V Different Ways T Where Are You, My Friend?	Different Practices 21 V Different Clothes T An Old Photo 22 V Then and Now T Grandma's Visit	Milestones 23 V Diverse Cultures T Native Americans 24 V Horses T Grandpa's Test	Natural Cycles of Changes 25 V Light and Sound T Quiet! Xiaoran Can't Sleep 26 V The Four Seasons T Bouncing Earth 27 V Daytime in Different Places T Superman Mingming
ACTION 4 Weeks Exploring people and environment around us helps us better understand our identities and roles.	My Hand Craft 28 P Create a Doll/Robot and a Manual	My Family Members 29 P Make a Family Photo Album	Occupations and Facilities in the Community 30 P Role-play an Occupation in the Community	Plant and Animal Exploration 31 P Create a(n) Animal/Plant Brochure

V - Vocabulary text T - Thematic text P - Project

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Better Immersion

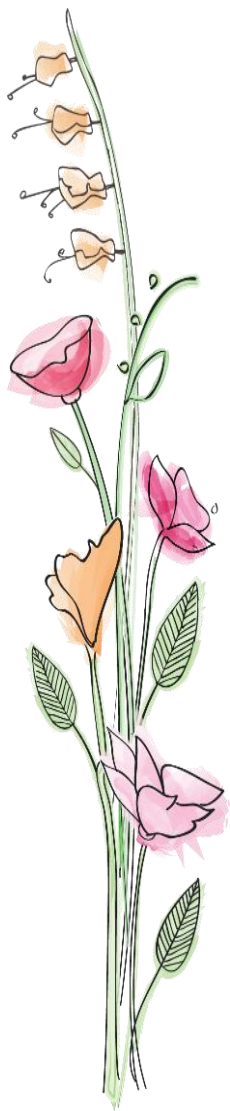
G1&G2 Framework 一、二年级课程框架

二年级

	Self	Relationships	Community	World
IDENTITY 9 Weeks	Self-reflection	Beyond People	Structure of Communities	Diversity in Nature
The diversity amongst people is caused by adaptation over time.	0 Review 1 V The Chinese Zodiac T Names Are Interesting! 2 V My Mood T A Letter	3 Y What Should I Do? T Kongzong 4 Y Home T A Modern Family	5 Y City and Countryside T Xiaoli's Move 6 V Import and Export T Made in the USA	7 Y Water T Journey Around the World 8 Y Rainforest T Zhizi's Winter 9 Y Zoo T The Ecosystem of a Wetland: Cooperation of Water, Land and Organisms
RESPONSIBILITIES 9 Weeks	Capabilities and Responsibilities	Interdependence	People and Rules that Shaped Our Practices	Collaboration and Symbiosis
The actions and choices we make have interrelated impact on others' lives.	10 V Who is Better? T Who is Crossing The River? 11 V The Star T Gengqing Wants to Vote	12 Y Old Days T Important Jobs 13 Y Longevity Noodles T Ransan Challenge	14 V From Field to Bowl T Different Parks 15 V An Ideal Community T Classroom Contract	16 V Trees and Birds T Coral Reefs 17 Y Little Helpers T Dandelions 18 V Fire T Photosynthesis
CHANGES 9 Weeks	Patterns and Factors of Change	Different Lives	Moving Forces	Natural Processes of Change
Our lives have changed over time and will continue to do so.	19 V Continuous Changes T Growing Up 20 V What is Changing? T The Tinted Hermit Crab	21 Y Grandpa Remembers T Handmade Toys 22 Y Family Tree T The Same Family Names	23 Y Land and Sea T Global Warming 24 V The Curious Einstein T Sally Rader-The Challenger	25 Y Different Materials T The Targan 26 V Angry Mountains T Playful Water 27 Y Windbreak Forests T Bao's New Home
ACTION 4 Weeks	An Interesting Family Member	Different Habits in Different Families	Improving Our Community	Adaptation to a New Environment
Knowing where we came from and where we are heading indicates the readiness to move forward.	28 P Interview a Family Member and Create a Biography	29 P Visit a Friend and Create a Journal of the Visit	30 P Explore an Issue in the Community and Write a Letter to a Relevant Organization	31 P Design a New Habitat Using New Inventions

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Materials We had and have ordered

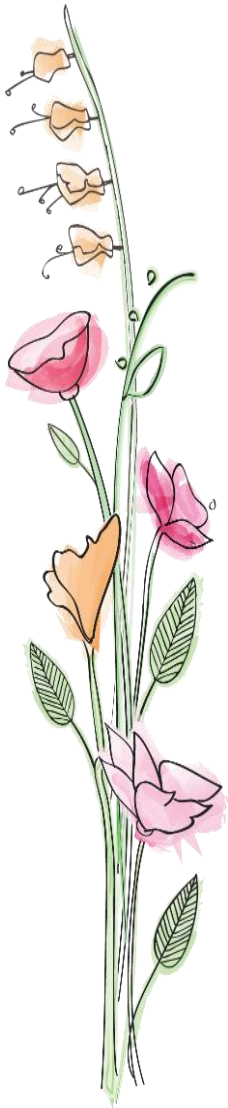
Grade 2 Dual Language Immersion Readers now available for pre-order

Find out more about our brand new Grade 2 Readers – the next level in the DLI series.

[VIEW IN SHOP](#)



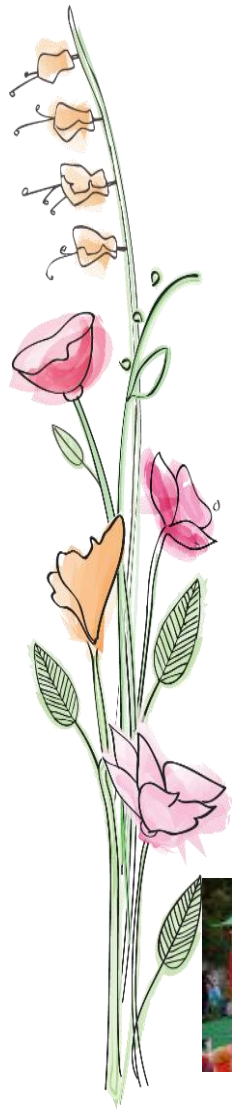
Implementing a Standards-Based and Thematically Organized Curriculum



- **Adopt STARTALK-Endorsed Six Principles for Effective Teaching & Learning**
 - (1) **Implementing a Standards-Based and Thematically Organized Curriculum**
 - (2) **Facilitating a Learner-Centered Classroom**
 - (3) **Using the Target Language and Providing Comprehensible Input for Instruction**
 - (4) **Integrating Culture, Content, and Language in a World Language Classroom**
 - (5) **Adapting and Using Age-Appropriate Authentic Materials**
 - (6) **Conducting Performance-Based Assessment**



<https://startalk.umd.edu/public/principles>



Implementing a Standards-Based and Thematically Organized Curriculum

- **Reflect 5C's of Foreign Language Education**

(1) **Communication** - Communicate in Languages Other Than English

(2) **Cultures** - Gain Knowledge and Understanding of Other Cultures

(3) **Connections** - Connect With Other Disciplines and Acquire Information

(4) **Comparisons** - Develop Insight Into the Nature of Language and Culture

(5) **Communities** - Participate in Multilingual Communities

at Home and Around the World





Backward Design and Assessment

NCSSFL-ACTFL Can-Do Statements

ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score	Form	
Intermediate High	INTERMEDIATE	I-5	A	B
Intermediate Mid		I-4		
Intermediate Mid		I-3		
Intermediate Mid		I-2		
Intermediate Low		I-1		
Novice High		N-4		
Novice Mid	NOVICE	N-3		
Novice Mid		N-2		
Novice Low		N-1		



Interpersonal Communication

NCSSFL-ACTFL Can-Do Statements

7

NOVICE HIGH

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.

- I can ask and say a home address and e-mail address.
- I can ask and say someone's nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or co-workers.
- I can _____

I can exchange information using texts, graphs, or pictures.

I can ask for and give simple directions.

- I can ask for directions to a place.
- I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- I can tell someone where something is located, such as next to, across from, or in the middle of.
- I can _____

I can make plans with others.

- I can accept or reject an invitation to do something or go somewhere.

Third Grade Mandarin Learning Curriculum Map

Self Introduction	Panda	Ping Pong	Plant
School Vocabulary	Monkey Sun	Chinese Idioms	Rock and Mineral
Airport	Mulan	Modern Poem	Nutrition
Restaurant	Marco Polo	Shopping	Chinese New Year
Hotel	Transportation	Beijing	Dr. Seuss Reading
Market	Kong Fu	Xian	Presentation

Material Resource

Better Immersion 2nd Grade (First Part)

Mandarin Matrix 3rd Grade Readers

Han Yu 1-3 Grade Levels (<http://www.hwjyw.com/textbook.shtml>)

Enrichment Reading Books



Tradition / Performance Assessment

Paper and Pencil Test

Interview for Performance

Project-based Evaluation

Activities in Class

Standard Test



Chinese Folk Dance Class is Coming Soon!

Time: Tuesday 2:50 to 3:50

Place: Music Room

Instructor: Mrs. Qiu Laoshi

Volunteer: Mrs. Shao & Ms. Zhou

Performance Chances: 2-3 times



Our Chinese Folk Dance 1st/2nd Class Win 3rd Place in the City of Chandler's Creative Express Competition in 2017.

Chinese Folk Dance Class 2nd-3rd Girls



This Chinese Dance Class works on the traditional folk dancing movements, basic Chinese opera and fundamental Chinese Kung Fu movements. Students will learn the Chinese silk fan dance, Chinese ribbon dance, Hankerchief Yangge, and many other Chinese folk dance. China's long history and rich culture make the Chinese Folk Dance Class a good resource to explore the eastern culture and its beauty. Students will have chances to join the community performances.

Chinese Folk Dance Fall 2017 Tarwater

Ying Shao

Tarwater

Su M **Tu** W Th F Sa

Aug 15 - Sep 26 Grades

2:50 - 3:50 pm 2nd - 3rd

Price: \$99.00

[Enroll Now](#)

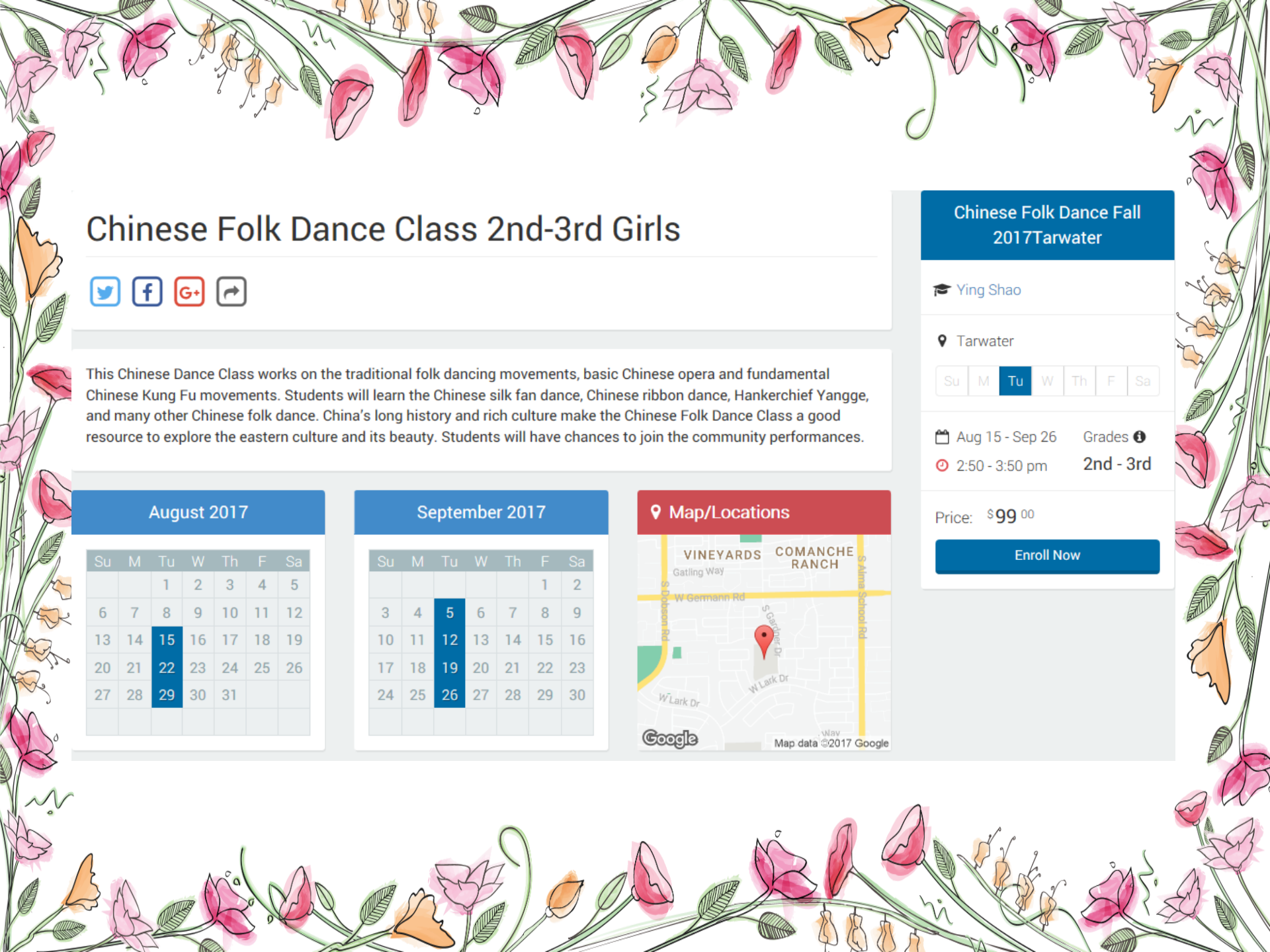
August 2017

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Map/Locations



My Big Concern is Behavior Problems.

一条臭鱼腥了一锅汤。


A foul fish will spoil a whole pot of soup.



Talk to your child
Take the parent responsibility


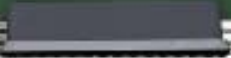



Binders

- 📁 BINDERS ARE THE STUDENT'S RESPONSIBILITY!
 - 📁 Binders are expected to come home everyday.
 - 📁 Papers in the front pocket can be taken out nightly
 - 📁 Graded work
 - 📁 Papers from office
 - 📁 Notes to parents
 - 📁 Etc...
 - 📁 Nothing in the dividers should be taken out. We will help clean out their binders during class time.
- 




Homework

- 📖 Homework sheet is on the back of the newsletter
 - 📧 Sent home on Mondays
 - 📖 Homework is due daily
 - 📖 Any late homework is due by Friday
 - 📖 Failure to complete homework = Loss of Good Citizenship Time
- 
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Grades

 Grades are based off of...

 100%-90% = A

 89%-80% = B

 79%-70% = C

 69%-60% = D

 59%-lower = F


 Do not grade homework







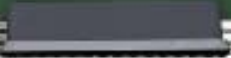

Make-Up Work

 Work will not be sent home:

 If students are too sick to come to school, they don't need to be worrying about it at home

 If on vacation, enjoy it and we can get back on track!

 All work can be completed upon return to school






Class Dojo

- Online classroom behavior management! Students get to create their own monster avatar!
- Students will track their daily percentages on their homework sheet
- Parents can track student behavior throughout the day.
- Messages, pictures and announcements may be sent home through class dojo.
- At the end of the week, they will earn rewards for 25+ points.
- In order to earn Good Citizen Time, students must keep an 80% or higher in Class Dojo.



Privileges

 There are many privileges in 3rd grade, but there are also responsibilities

 Failure to meet responsibilities = loss of privileges

 Recess, Good Citizenship Time, Hands-on Activities





Volunteers

 If you haven't already gotten in contact with us about volunteering, please send an email 😊


 Volunteers are great for:


 Copying

 Math Facts

 Field trips (more information to come)

 Art Masterpiece

 Home projects


 End of the year video

 Scholastic







Tax Credit

 No more activity fees. Everything is based solely on tax credit donations.

-  Kartchner Caverns
-  Child's Play field trip
-  Dr. Seuss Play

 Donations are all tax credit eligible meaning you will receive all of it back at tax time!

-  \$200 for single return
-  \$400 for joint return

What Does It Take To Fund A Field Trip, Performance, or On-Site Activity?



Cost of Sample Field Trip:

1st Grade Childsplay Performance

(Based on 120 Students)

Admission: \$1,200.00

Transportation: \$ 550.00

Total Cost: \$1,750.00

Funds Come From:

1. Extra-Curricular Activity Fees

\$5 per student, per activity charged (with the exception of extended day or overnight trips).

&

2. Tax Credit Donations

Why Do We Need Both ECA Fees & Tax Credit Donations?

Extra-Curricular Activity Fees Do Not Cover Total Costs of Trips. Example:

\$5 Activity Fee X 120 Students = \$600.00

Total Cost of Trip: \$1,750.00

Activity Fees Collected: - 600.00

Still Needed To Fund Trip: \$1,150.00

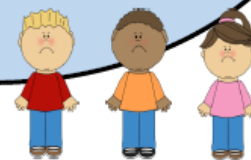
*If we do not receive tax credit donations to cover the remaining cost of trip, the trip will be cancelled.

Who Can Make A Tax Credit Donation?

Any Arizona taxpayer (Aunts, Uncles, Grandparents, Neighbors!) can make a tax credit donation, regardless of whether or not they have children in school or live in the Chandler Unified School District.

How Do I Pay ECA Fees & Make A Tax Credit Donation?

Parents/Guardians will pay fees and make donations through their Parent Portal account in Infinite Campus. Others can make donations through the tax credit online site provided on our website @ www.chandlerdonations.org.





Parent Portal

- 📖 Report Cards and Progress Reports are ALL ONLINE!
 - 📖 Paper copies will NO LONGER come home.
- 📖 Tax Credit, activity fees, and club fees are all paid through infinite campus.
 - 📖 Recommended to pay everything at once to avoid multiple fees



Need help?

- 📖 Kim Slupinski for fee questions and concerns
- 📖 Deb Ellis for login concerns and parent portal



Question? Concerns? Comments?

 Please never hesitate to contact either of us!

