

# Jefferson Elementary School

3rd Grade



Nicole Plaschko, Haley Poehler, Jordyn Hetland, Rosie Johnson



# Table of Contents

Introductory Letter

Meet the Teacher

Belief Statement

Procedures & Routines

Situations, Definitions, Policies, Consequences

Motivational Strategy

Supply List

Daily Schedule

Classroom Layout

Bulletin Boards

Welcome Signs

Opening Activities

Resources

Dear Parent or Guardian,

We are so excited to have your child in our third-grade class this year and are looking forward to meeting you and your family. We are so thankful that you are trusting us with your child and his or her education. We are here to support our students' growth, academically and socially. If you have questions, or just want to check in on your child's development, we are available at [jeffersongrade3@k12.nd.us](mailto:jeffersongrade3@k12.nd.us) and will be checking this inbox daily.

There will be a lot of lively learning happening throughout the year. It is important to us that our classroom is a place full of energy, growth, and respect, where each student knows and feels that he or she belongs. It sounds like a lofty goal for our classroom, doesn't it? Let us tell you how we plan to meet that goal.

Students need to feel a sense of belonging and responsibility to the classroom, which is why we will spend time getting to know our students' personalities and interests and incorporating those into our learning. This also stems from involvement in the classroom's choices, plans, and decisions. For this reason, our students will have some choices in the material they study, how they will demonstrate their learning, and the activities they would like to partake in.

We will be with your student every single day, becoming acutely aware of your student's strengths, and show him or her that we believe those strengths can be utilized to meet our high expectations. Your student's confidence will flourish because of this and the amount of learning he or she will conquer in our time together will amaze you!

Of course, every productive classroom needs to start with rules. We will be establishing procedures for common classroom activities and setting rules together as a class at the beginning of the year. We will practice these rules and procedures frequently at the beginning of the year so they become routine. This will provide some much-needed structure for our days so we can limit the issues and distractions our students face while allowing us teachers to focus our time and energy on teaching engaging lessons to our students. Our class can participate in new and fun activities because they know the expectations, so we are able to trust that they can handle it.

Speaking of fun activities we'd like to let you in on a few learning activities our class will engage in this year. Every day you can expect your child to participate in small group math and Daily 5, which incorporates writing and reading along with small group guided reading. We will be working on writing quite a bit in third-grade as our focus shifts from basic syntax to more complex writing in a variety of genres. We are also very excited to be introducing cursive; we see students itching to learn this in the lower grades and are happy that we get to help them develop this unique handwriting style. STEM activities, in other words, hands-on exploration, will be another significant piece of our classroom as our society pushes towards the integration of science, technology, engineering, and mathematics in career fields.

We will definitely be busy in our classroom this year and we cannot wait for you to hear more about it from your student!

With love,

The Third Grade Teachers

# Meet the Teacher

## All About

Ms. Plaschko!

### My favorites:

Favorite color: Blue!

Favorite food: Watermelon!

Favorite movie: Moana!

Favorite book: Wonder!

Favorite season: Spring!

Favorite animal: Dog!

Favorite hobby: Being outside!

### My hobbies:

I love to be outside, spend time with my family, and play with my dogs!



I am from Eagan, Minnesota which is where my love for teaching blossomed!

### About me:

I studied Elementary Education at Valley City State University, along with Human Development and Family Science at North Dakota State University. While attending school I had the opportunity to gain experience teaching through student teaching and four practicum experiences.

# meet the **TEACHER**



**Ms. Johnson**

## **My Favorites**

**Color: Blue**

**Food: Tacos**

**Fruit: Strawberries**

**Game: Monopoly**

**Movie/Book: Wonder**

**Season: Summer**

**Sweet: Ice Cream**

**Hobby: Exploring the outdoors**

## **Education**

I graduated in May of 2020 from Valley City State with a degree in Elementary Education and from North Dakota State University with a degree in Human Development & Family Science. Over the last four years I've had many educational experiences in the classroom such as student teaching and substitute teaching in the Fargo and West Fargo school districts.

## **About me**

I was born in Woodland Hills, California and moved to Melrose, Minnesota when I was 10. This is where I spent most of my years growing up. I loved playing sports in high school such as Volleyball and Softball. During my free time I enjoy being outdoors and exploring new places.



# meet the TEACHER

HELLO  
My Name Is

*Ms. Jordyn Hetland*

## The Basics

I am from the small town of Wyndmere, ND, so small that I graduated with only 17 other kids! I've known I wanted to be a teacher ever since I was in elementary school. I have a brother who is starting his second year of college and a sister who is in third grade this year too!!

## MY Hobbies



spending time with family



going to the lake



reading



sewing



baking



DIY



## MY Education

I graduated in 2020 from Valley City State University with a degree in Elementary Education and from North Dakota State University with a degree in Human Development & Family Science.

I spent a lot of time in the classroom before I even became a teacher! I student taught first grade in Hankinson, ND, was a substitute teacher in Wyndmere, Fargo, and West Fargo, ND, and I had practicums focusing on classroom management, reading intervention, diversity, and general education.

## MY Favorites

SEASON: fall  
COLOR: blue  
GAME: Clue  
FOOD: pasta  
BOOK: Wonder  
TREAT: chocolate  
DRINK: Caribou Coffee

# MEET the Teacher

MS. HALEY POEHLER



## My Favorite Things

Color: **Blue**

Children's Book: **The Day the Crayons Quit**

Food: **Chicken Alfredo**

Game: **Ticket to Ride**

Movie: **The Help**

Sports Team: **NDSU Bison**

## About Me

Hello! I was born and raised in Ada, MN where I attended elementary school and high school. I come from a large family of seven kids (I am the youngest!). Some of my hobbies include playing or watching any sport, baking, reading, and spending as much time as I can with my family and friends. I have wanted to be a teacher for as long as I can remember. My biggest inspiration to become a teacher was my Grandma who taught Kindergarten for 26 years!

## EDUCATION

I graduated from VCSU with an Elementary Education degree, and I graduated from NDSU with a Human Development & Family Science degree. Throughout college, I had many educational experiences including student teaching, substitute teaching in Fargo and West Fargo, and practicums in reading, gen ed, classroom management, and cultural diversity.

# Belief Statement

We believe every student has the ability to learn and succeed in the classroom. However, we also believe that students' learning and behavior are improved when their basic needs have been met first, otherwise, they will likely struggle to learn and focus. An essential, rarely considered basic need is a sense of belonging and feeling of mattering on an individual level. Strong teacher-student relationships can meet this need, in turn, motivating students to value their education. By taking responsibility for their learning, students begin to recognize how their ability and competency are cultivated more through effort than intelligence. We acknowledge that every student makes mistakes, and it is important that they seek a way to make things right so they may reflect on the difference between their own positive and negative actions.

We believe effective teachers check on their students' needs to ensure they are ready and able to learn before expecting them to become fully invested in their education. For this reason, it is important that teachers take note of those students whose needs are not met before they arrive at school and do what is within their power to improve the student's situation. Beyond this, effective teachers must look for the best way to reach each student, this means providing a variety of learning opportunities and experiences. In order to do this, the teacher must continue to seek out innovative methods and strategies through professional development. It is the job of educators to pursue an ongoing education for themselves. Moreover, effective teachers must ensure that their methods are efficient through continuous means of formative and summative assessment. This provides direction for teachers to know where their instruction needs to go next. An efficient teacher will utilize assessment results to provide feedback to their students while there is still time for students to act on the information and use it to work towards the learning targets.

We believe the implementation of effective teaching and learning strategies promotes higher student achievement. A purpose for learning must consistently be set so students recognize the value in learning, accordingly, lesson objectives and "I can" statements must be shared with students. Furthermore, modeling provides guidance for students to understand what they are learning and what the expected outcome looks like. In addition to teacher modeling, it is also advantageous for teachers to provide rubrics and samples of weak and quality work to guide students on the path to success. We expect abstract concepts to be challenging, which is why lessons must provide concrete examples, but also ask that students correct and construct their own too. This leads to an effective learning strategy called elaboration, teachers must assist students in connecting new information with personal experiences, memories, and everyday life. It is essential, then, for teachers to familiarize themselves with both their students and their students' culture. Effective teaching and learning stem from knowing each other and feeling safe and secure in the classroom environment.



# Belief Statement

## Summarized

### Beliefs about Students

- Every student has the ability to learn and succeed.
- When basic needs are met, learning and behavior improve.
- Strong relationships motivate students to value their education.
- Students who take responsibility for their learning realize ability and competency are cultivated through effort.
- Every student makes mistakes, but they must make things right and reflect on their actions.

### Beliefs about Effective Teachers

- Effective teachers check their students' basic needs before expecting them to fully invest in their education.
- Effective teachers help students meet their basic needs.
- Effective teachers provide a variety of learning opportunities and experiences.
- Effective teachers pursue professional development and seek out innovative methods and strategies for teaching.
- Effective teachers use assessments to ensure their methods are efficient and guide their next steps.
- Effective teachers provide feedback while there is still time for students to act.

### Beliefs about Effective Teaching and Learning Strategies

- A purpose for learning must be set so students recognize the value in learning.
- Lesson objectives and "I can" statements must be shared with students.
- Modeling should be used to cultivate better understanding of the content and the expected student outcome.
- Providing rubrics and samples of weak and quality work guides students to the desired outcome.
- Students see concrete examples and be asked to correct and create their own.
- Elaboration should be used to help students connect new information with personal experiences, memories, and everyday life.
- Teachers must familiarize themselves with their students and their students' culture to create a safe and engaging environment.

# Procedures & Routines

## Teacher Implementation

### Assigning Homework

In the morning, determine what homework will be sent home for the day and write it on the interactive board planner. During the school day, pass out homework sheets as needed to students and ask them to place them in their homework folder. At the end of the day, adjust the planner as needed for changes to that night's homework, then display it on the board for students to copy into their own planners.

### Attendance/Lunch Count

Once the final bell rings say, "Last call," this will serve as a reminder for students who may have forgotten to make their lunch choice, they should come to make their choice at that time. Quickly check the magnets in the, 'I'm not here section,' if those students are there, call their name to come to make their choice. Mark the remaining magnets that have not been moved as absent in PowerSchool, then submit the lunch count according to the placement of each student's magnet.

### Signals for Attention

Clap a pattern to call the students' attention, students will hear the clapping, stop what they are doing, clap the pattern back, and face the teacher to wait for directions silently.

### End of the Day

Make any additions or changes to the planner and display it up on the board so that students can copy it down. Remind students of their jobs by saying, "Planner, folders, mail, locker." Include any homework or material reminders as needed. Call each student to line up at the door when he or she has completed the end of the day jobs and is quietly seated. Remind students to turn their chairs over on top of their desks. Walk students down to the bus doors, each student must "pay their toll" to leave with a hug, high-five, fist bump, or wave.

# Procedures & Routines

## Individual Student Implementation

### Handing in Work/Homework

Use one of the highlighters in the Name Check cup to highlight your name to make sure you did not forget to claim your work. Place your paper face down or workbook face up in the designated basket for either reading, writing, math, or social studies/science.

### Beginning the Day

Put your backpack, lunch, and coat in your locker before entering the classroom. Take all your school materials out of your backpack and put them away in your desk. Hand in your homework then write your name on your snack and put it in the snack bin. Make your lunch choice by moving your magnet to your selection. Sharpen two pencils, bring a chair to your desk, and work on the morning work, as displayed on the board.

### Ending the Day

Take your planner out and fill it in as displayed on the board. Clear off your desk completely, except your planner, homework folder, and take-home folder. Pick up any trash on the floor around your desk and throw it away. Collect the mail in your mailbox and put it in your take-home folder. Leave your items on your desk and go to your locker to put on your outside gear. Bring your backpack into the classroom and put your items inside. When you have finished all of your tasks, take a seat so the teacher knows you are ready to be dismissed.

### Signal for Attention

When you need the teacher's attention, show the signal for what you need. If you need to use the restroom put up your pointer finger when the teacher gives you a thumbs up you can go. If you need help raise your hand, the teacher will give you a thumbs up, continue working until the teacher gets to you.

# Procedures & Routines

## Whole Group Implementation

### Hallway

Students are expected to follow the HALLS procedure at all times when lining up and in the hallway. **H**ands at their side, **A**ll eyes are forward, **L**ips are zipped, walking at a **L**ow speed, and they should **S**tick together. The acronym signs are posted in the halls and classrooms as a reminder for students.

### Lock Down

As soon as students hear the announcement they should stop everything immediately, stand up, push in their chair, and wait silently for the teacher's directions. The teacher will direct students to designated areas such as behind the teacher's desk or against the wall out of view from the door and windows. Students will walk silently and calmly, but quickly, to their spot. Students must remain silent and still in their spot until further notice is given.

### Lining Up

Students who are seated in their desks with their voices off and materials put away will be called on to line up. Students should stand up quietly, push in their chairs, and calmly walk to the end of the line. Students should face the front of the line and should not be touching others or talking.

### Fire Drill

As soon as students hear the alarms they should stop everything immediately, stand up, and walk calmly but quickly to the door without making any side trips. The first person in line is the "fire chief" he or she will lead the line outside to the third-grade meeting point. The second person in line will hold the classroom door for the rest of the class, while the third person in the line holds the outside door **ONLY** for our class. Once at the meeting point students should get in number order, students will count off when the teacher asks them too. After counting off students will remain in line and wait patiently, calmly, and quietly until we are allowed to go back.



# Situations, Definitions, Policies, Consequences

Situation	Definition	Policy	Consequence
Unexcused Late/Tardy	Student arrived in the classroom after the final bell.	Students need to be in the classroom before the final bell.	Any work the student missed will be made up during recess or free time. If it becomes a recurring issue the student will meet with the teacher and a phone call to home will be made.
Late/ Unfinished Homework	Student handed in his or her homework incomplete or after the stated deadline.	Students must complete their homework and hand it in by the stated deadline.	Any late or unfinished work is a priority and must be completed before having free choice.
Bathroom	Student did not receive teacher approval, is misbehaving while outside of the classroom, and/or was gone too long.	Students must receive teacher's approval before leaving, use appropriate behavior, and return in a timely manner.	The student will be pulled aside to discuss the issue and how to fix it. If the issue continues, a phone call home will be made.
Transitions	Student did not not transition when or how the teacher directed.	Students must follow transition directions given by the teacher right away.	The student will owe the teacher time during recess or free time and will practice transitioning correctly.

# Situations, Definitions, Policies, Consequences

Situation	Definition	Policy	Consequence
Off-Task Behavior	Student did not follow directions given by the teacher.	Students are on task and following the directions given.	The student will be pulled aside to discuss the behavior and how to fix it. If behavior continues, adjustments within the classroom will be made (ex. where student is seated, etc.).
Disrespecting Others	Student used disrespectful language, was rude or mean, and/or was distracting others.	Students are kind and treat others with respect within the school setting and foster a positive learning environment.	The student will be pulled aside to discuss the behavior and how to fix it. If behavior continues a call to home will be made.
Disrespecting Property	Student damaged, vandalized, or used classroom materials inappropriately.	Students are to respect the school, classroom, and materials.	The student will lose the privilege to use classroom/school materials for the remainder of the day.
Cheating	Student claimed the work of another student or person as his or her own.	Students must complete their work independently when directed.	A call to home will be made. If another incident occurs, there will be a meeting with the parents or guardians.

# Motivational Strategy

## Maslow's Hierarchy of Needs

**Summary:** Maslow's Hierarchy of Needs is a motivational theory comprised of a five-tier model of basic human needs. This model is often represented as a pyramid with hierarchical levels. An individual's needs at the base of the hierarchical model must be satisfied before individuals can attend to the higher-level needs. From the bottom of the pyramid upward the needs are physiological, safety, love and belonging, esteem, and self-actualization. This theory looks at the complete physical, emotional, social, and intellectual qualities of a child and how it impacts his or her learning.



# Motivational Strategy

## Maslow's Hierarchy of Needs

**Reasoning:** We chose this theory because we agree that every student has five basic needs that educators need to be mindful of. If students do not have their basic needs met we know they will not be motivated to learn. This strategy provides us with a guide to check in with our students in order to identify if there is an underlying issue to their behaviors. When we, as teachers, ensure that a student's basic needs are met first, we can expect the student to be better motivated and more willing to give their attention to classroom activities. This theory also helps us acknowledge that we have limited influence on students' home lives, but once they enter our classroom we can assess their needs and adapt our instruction to meet their needs

### Strategies:

#### Physiological Needs

- Have snacks on-hand in the classroom
- Encourage students to keep water bottles on their desks
- Institute regular brain breaks and body movement activities

#### Safety Needs

- Establish a clear and consistent classroom routine
- Create a "Things I Wish My Teacher Knew" dropbox
- Make sending the counselor a message available with a posted QR code
- Invite speakers to visit and promote safety (police officer, counselor, etc.)

#### Love and Belonging

- Pair students who are left out or alone often with a buddy
- Group students with others who make them feel supported
- Initiate special and celebratory days (birthdays, VIP days, colorful days, etc.)

#### Esteem

- Grant students the opportunity of choice
- Provide positive and constructive feedback
- Give students time to reflect on their behavior

#### Self-Actualization

- Help students set achievable goals and track their progress
- Acknowledge the student's effort and show pride in their hard work
- Implement obtainable challenges for students that are not overwhelming



# Supply List

- ☐ Washable markers
- ☐ Crayons
- ☐ Colored pencils
- ☐ Pens
- ☐ Highlighters
- ☐ #2 pencils
- ☐ 2 Glue sticks
- ☐ Bottle of glue
- ☐ Scissors
- ☐ Pink eraser
- ☐ Notebooks
- ☐ Composition notebooks
- ☐ Pocket folders
- ☐ Pencil box
- ☐ Tissues
- ☐ Disinfecting wipes

# Daily Schedule

8:00 – Attendance / Morning Work

8:10 – Morning Meeting

8:20 – Daily 5

9:00 – ELA

10:20 – Specials

11:20 – Writing

11:45 – Science / Social Studies

12:20 – Recess

12:40 – Lunch

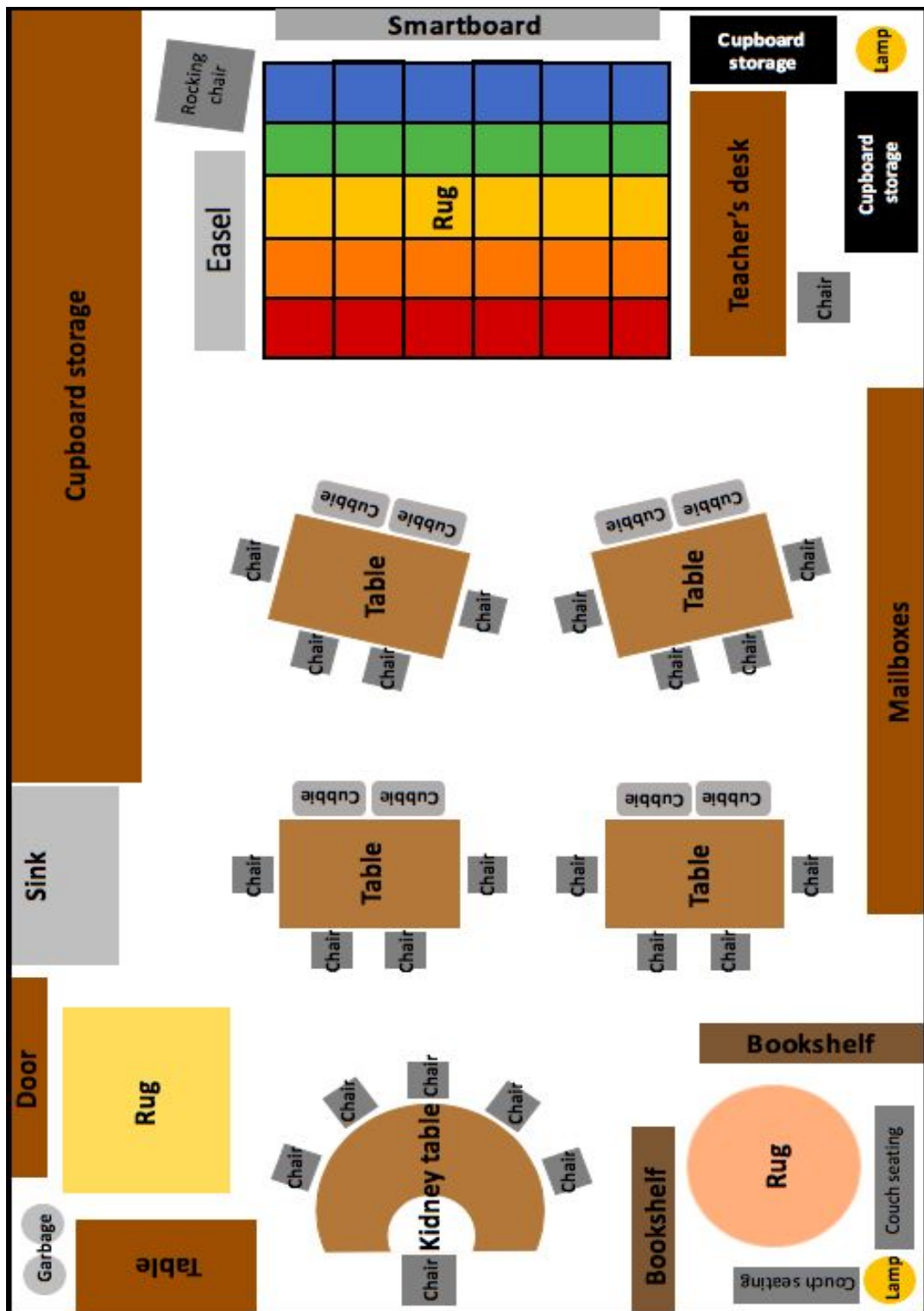
1:00 – Math

2:20 – Snack

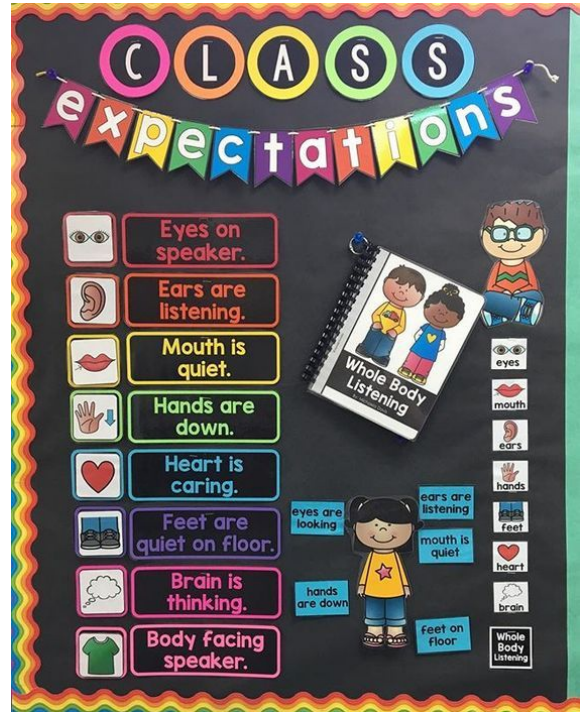
2:30 – Clean & Pack Up

2:40 – Dismissal

# Classroom Layout



# Bulletin Boards





# Welcome Signs



When you   
Enter this Classroom  
Learning is Fun,  
Cooperation is Expected &  
Our Positive Attitudes &  
Mutual Respect are part of  
Everything We Do and Say!



WELCOME TO OUR  
classroom   
★ WHERE THE ★  
★ magic ★  
NEVER STOPS AND THE  
adventure  
NEVER ENDS!

# Opening Activities

## First Activity

### Shoe Talk

Let's get to know each other during the morning meeting! Have all students sit down in a circle. This game consists of everyone removing one shoe, tossing it in the middle of the circle, and then randomly grabbing a shoe. The goal is to mingle! Direct students to stand up they will start by finding one person to introduce themselves to, they should share their names and ONE interesting thing about themselves or ONE thing they did this summer. After introductions are over with their partner they should ask, "Is this your shoe?" if not they will move on to another student and repeat the process until they have found both their own shoe and the owner of the shoe they selected. Once they are done they should return to the circle and sit down.

## Additional Activities

### Find Someone Who BINGO

Students have to find someone who fits each fact on their BINGO card, and then have them initial it. To encourage more conversation, the individual can only get 2 squares initialed from each student.

### Dicebreakers

Students get a chance to share some of their interests with their classmates and teacher. They get to answer fun and unique questions. For each number on the dice, there is a question. The student rolls the dice and answers the question for the number rolled. An example of a question could be, if you found a magic lantern and a genie gave you three wishes, what would they be?

# Resources

## Management Resources

<https://www.scholastic.com/teachers/articles/teaching-content/30-classroom-procedures-head-behavior-problems/>

<https://kappanonline.org/engage-students-give-meaningful-choices-classroom/>

<https://www.imagineschools.org/2016/11/five-ways-to-create-an-optimal-learning-environment/>

<https://www.weareteachers.com/classroom-procedures-save-sanity/>

<https://www.responsiveclassroom.org/punishment-vs-logical-consequences/>

<https://www.teacherspayteachers.com/Product/HALLS-hallway-procedure-poster-3337194>

[https://www.educationworld.com/a\\_curr/shore/shore023.shtml](https://www.educationworld.com/a_curr/shore/shore023.shtml)

<https://thecornerstoneforteachers.com/8-ways-to-redirect-off-task-behavior-without-stopping-your-lesson/>

## Motivational Resources

<https://www.simplypsychology.org/maslow.html>

<http://www.changekidslives.org/actions-4>

<https://www.edutopia.org/blog/addressing-our-needs-maslow-hierarchy-lori-desautels>

[https://s3.amazonaws.com/easel.ly/all\\_easels/89251/MaslowsHierarchyofSchoolNeeds/image.jpg](https://s3.amazonaws.com/easel.ly/all_easels/89251/MaslowsHierarchyofSchoolNeeds/image.jpg)

<https://blog.neolms.com/the-complexity-of-self-actualization-and-how-to-help-students-achieve-it/>

## Other Resources

<https://www.pinterest.com>

<https://www.west-fargo.k12.nd.us/domain/423>

<https://www.intel.com/content/dam/www/program/education/us/en/documents/project-design/strategies/instructionalstrategies-modeling.pdf>

<https://www.cultofpedagogy.com/learning-strategies/>