

## What is a Family-School Compact?

Learning can only take place when there is a combination of effort, interest, and motivation. Given CREC Reggio Magnet School of the Arts' commitment to student progress in school, staff will be relentless in their effort to promote achievement.

A Family-School Compact is a written agreement to work together for student success. Compacts ensure that everyone owns the responsibilities of helping children achieve high academic standards. This compact is a promise to work together. CREC Reggio Magnet School of the Arts believes this compact can be fulfilled by a team effort. Together, we can improve teaching and learning.

## Opportunities to Connect:

- Open houses
- Parent teacher conferences
- Weekly classroom newsletters
- School-sponsored events, such as Literacy Night, Math and Science Night, and Multicultural Night
- School-sponsored community events
- Friends of Reggio meetings
- Parent volunteering
- Email and phone calls to teachers
- Monthly school newsletter
- Sharing online resources
- Book fairs



For more information about how you can connect with CREC's Reggio Magnet School of the Arts, call 860-674-8549, or email [jdipietrosmith@crec.org](mailto:jdipietrosmith@crec.org).

# Family-School Compact for Achievement

Focus on Grade **3**



 CREC | Schools of Excellence

**CREC Reggio Magnet School of the Arts**

59 Waterville Road, Avon, CT 06001

860-674-8549

 CREC | Schools of Excellence

# Student Learning Objectives

Grade three students will be able to:

## ENGLISH AND LANGUAGE ARTS

In grade three, students build important reading, writing, speaking, and listening skills. They think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Activities in these areas include:

- Reading a wide range of stories and describing characters and how their actions contribute to events
- Reading texts about history, social studies, or science and answering questions about what they learned
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Writing stories with dialogue and descriptions of a character's actions, thoughts, and feelings
- Writing in a variety of genres

## MATH

In grade three, students continue to build their concept of numbers, developing an understanding of fractions as numbers. They learn the concepts behind multiplication and division and apply problem solving skills and strategies. Students also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers.

Activities in these areas include:

- Understanding and explaining what it means to multiply or divide numbers
- Multiplying and dividing numbers though 100 from memory (knowing their times tables)
- Understanding the concepts of area and perimeter
- Understanding fractions as numbers, including placing fractions on a number line
- Measuring weight, length, and volume and telling time to the nearest minute
- Collecting data, building a graph, and answering questions about the data
- Understanding the properties and attributes of 2D shapes

## SCIENCE

In grade three, students build a critical understanding and curiosity about the world. Students understand scientific explanations through investigations using observation and measurement tools. They generate evidence to support their thinking and problem solving in the areas of physical, earth, life sciences, and technology. Grade three inquiries include:

- Sorting and classifying materials based on properties
- Investigating the survival adaptations of plants and animals in their natural habitats
- Investigating the properties of rocks and minerals
- Explaining how reducing, reusing, and recycling materials impacts our environment

## SOCIAL STUDIES

In grade three, students study and compare communities throughout the world. Through an inquiry-based approach to learning, students have opportunities to select content, conduct research, evaluate questions, and present their historical investigations. Activities in these areas include:

- Analyzing how and why people settled in various areas within their communities
- Explaining how geographical features and natural resources shape people's lives
- Discussing the rights and responsibilities of citizens and basic government structure
- Creating timelines of important historical events

## Teachers will:

- Use children's prior knowledge to inform instruction
- Promote children's many languages (drawing, writing, and dramatic play)
- Understand the diverse background that students come from, their strengths, weaknesses, and areas of interest
- Learn along with children
- Guide, observe, and document learning experiences
- Develop partnerships with parents
- Provide a safe and nurturing learning environment
- Integrate technology to engage students
- Celebrate student learning by showcasing student work

## Parents or guardians will:

- Provide time and space for their child to read independently for at least 30 minutes each night
- Look for opportunities in everyday places to build their child's vocabulary
- Be sure their child has a library card and spends time at the local library
- Use technology to encourage learning
- Involve their child in authentic opportunities to practice math concepts (Examples: Tell time on an analog clock, using everyday opportunities to explore fractions, play games to build math facts)
- Encourage their child to stick with a problem even when it is difficult, using praise when they have made an effort
- Attend events that support school initiatives and their child's classroom
- Ask questions and communicate frequently with their child's teacher

## Students will:

- Come to school every day ready to learn and work hard
- Let teachers and family know if help is needed
- Read on their own or with their family each day
- Demonstrate safe, respectful, and responsible behavior
- Write down their assignments, complete their homework, and turn it in when it's due
- Participate in school by raising their hand to answer questions and by listening attentively to discussions

## The Reggio Emilia Approach

Children are "rich, powerful, and competent." Children come into the educational setting with a wealth of knowledge. Teachers need to tap into that knowledge and build on the strengths of children.

The role of the teacher is to learn along with the children. They guide, observe, research, and document experiences, and the expertise of the children is valued and respected.

The classroom environment is considered the child's third teacher, and it is carefully designed to be a warm and nurturing place for both children and adults. Natural light, plants, and student work create a calm classroom atmosphere. Student artwork is displayed throughout the school.