

Week of September 11th: Week 2

Dear parents,

We are off and rolling. We got started on our curriculum, using a variety of activities to help the students embrace concepts like Characters, Focusing on an event, animal friends, place value and more. Thank you for your assistance in helping them complete their homework packets and get their documents signed. Please make sure to get the picture document signed as soon as possible since school pictures are scheduled to be done this Friday.

**Communication**

Creating a direct line of communication is vital to your child’s success. I have already had the pleasure of speaking to some of you this past week but I am hoping that constant discussions between you and I are happening. I am open to discussions about your questions, comments or concerns. There are a number of ways we can communicate:

* By Email: Contact me at [drobinson@skykomish.wednet.edu](mailto:drobinson@skykomish.wednet.edu). Leave me an email and I will respond. I have most of your addresses as well so I will send you emails when I have concerns or updates regarding your children.
* By phone: Feel free to call me at 360-677-2623 ext. 211. If I am not immediately available, leave me a voicemail.
* Website: You can go to [www.robinsonclassroom.weebly.com](http://www.robinsonclassroom.weebly.com) for many resources associated with the class. Missing a reading log? You can find it there. I also have a version of our class’ scope and sequence.

Here is to another strong week of learning!

*This Week in Mr. Robinson’s Class*

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| Subject | Topic | Standard |
| Treasures | Amazing Grace | [CCSS.ELA-Literacy.RL.3.10](http://www.corestandards.org/ELA-Literacy/RL/3/10/) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.  [CCSS.ELA-Literacy.RF.3.4](http://www.corestandards.org/ELA-Literacy/RF/3/4/) Read with sufficient accuracy and fluency to support comprehension. |
| Phonics | Final e | [CCSS.ELA-Literacy.RF.3.3](http://www.corestandards.org/ELA-Literacy/RF/3/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  [CCSS.ELA-Literacy.RF.3.3.c](http://www.corestandards.org/ELA-Literacy/RF/3/3/c/) Decode multisyllable words. |
| Reading | Sequence | [CCSS.ELA-Literacy.RL.3.5](http://www.corestandards.org/ELA-Literacy/RL/3/5/) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| Writing | Supporting Details | [CCSS.ELA-Literacy.W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons.  [CCSS.ELA-Literacy.W.3.2.b](http://www.corestandards.org/ELA-Literacy/W/3/2/b/) Develop the topic with facts, definitions, and details.  [CCSS.ELA-Literacy.W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| Social Studies &  Science | Types of Communities | National Social Studies Standard:  people, places, and environments |
| Math | Place Value | 3.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. |

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**Coming Soon**

This Friday- School Picture Day.

Thursday, September 21- Curriculum Night