

Welcome to 3rd Grade

Mrs. Page 2026-2027

Mrs. Page's Syllabus

My name is Fonya Page, and I'm thrilled to be your child's 3rd grade teacher this year! In this syllabus, you'll find lots of information about our class as well as other important details you'll need throughout the year. I'm extremely excited about getting to know each of your children and having the opportunity to encourage them to shine like a star!

Communication: When parents and teachers are on the same page, we can be an unstoppable team! Great communication is key for that! Each week you'll get a class newsletter that shares what we're learning and updates about what's going on at school. I use texting or a phone call most frequently to communicate with you individually about your child. Please don't hesitate to contact me!

- **Email:** fpage@greenville.k12.sc.us Sometimes emails from outside of the school system will get filtered directly to junk email. If you have not heard back from me in 24 business hours, send in a note or a message to let me know!
- **Phone:** (864) 355-7253
- **Seesaw App:** In your back to school packet, there was a QR code for you to use to sign up on the Seesaw App. Please sign up as soon as possible.
- **Class Website:** <https://sites.google.com/greenvilleschools.us/fpage>
- **Newsletter:** A newsletter will be sent home each week on the back of the blue homework folder with any information you will need about what's happening in the classroom. It is also available on my website.

Schedule

7:45-7:55 Morning Work & SETV

7:55-8:00 Brain Smart Start

8:00-8:35 Writing

8:35-9:10 Language & Word Study

***8:50-9:10** FLEX (Thursdays Only)

9:10-9:55 Related Arts

9:55-10:55 Math

10:55-11:40 Reading

11:45-12:10 Lunch

12:10-12:35 Recess

12:35-1:05 Amira & Read Aloud

1:05-2:15 Science/ Social Studies

Related Arts

Monday: PE

Tuesday: Art

Wednesday: Counselor/Library

Thursday: Music

Friday: STEAM

Supplies:

4 Two Pocket Folders w/ Brads (Green, Yellow, Purple, Blue), #2 Ticonderoga Pencils- Sharpened 24 ct, 2 boxes of Crayola 24 ct. Crayons, 2 Composition Notebooks- Wide Ruled, 2 boxes of Kleenex, 2 packs of wide ruled notebook paper, Headphones, 2 Elmer's Glue Sticks, 8 Expo black dry erase markers

OPTIONAL: post-it notes, hand sanitizer, ziploc bags (any size)

Folder: Your child will keep a blue plastic homework folder to hold papers and information that goes back and forth between home and school that should be checked daily. Your child will need to make sure that they have this with them every day at school!

Chromebooks: Students will keep their chromebooks at school. They may be sent home if inclement weather is forecasted and there is a chance for eLearning.

Homework: We work hard in school so that your student can be free to be a child, have family time, and enjoy extracurricular activities in the afternoons. Our standard homework will always be to read for 20 minutes a night (**this is the number one indicator for academic success**) and to charge their chromebook. Students will need to study for tests and complete study guides as those arise. I will have an optional section on our newsletter with options for your child to review skills at home.

Behavior: In our class we have 5 main values: responsibility, kindness, perseverance, positivity, and respect. These help us to foster a safe and productive learning environment. Why have values instead of rules? Research has shown that kids become who we say they are. In our class, they will hear again and again how they are these 5 things!

What happens if students don't live out these values? Children act out because they are missing the skills they need to respond appropriately. My goal is to build the skills that each child needs in order to be successful while being responsible for the natural consequences that occur.

Here are what these steps may look like in the classroom:

1. **Reminder:** Students will be given a visual and verbal reminder of expectations.
2. **Step Back & Solve:** Students will take some space to solve whatever problem they are having.
3. **Natural Consequence:** Based on whatever skills your child needs to practice, they will take time during recess or at the end of the day to complete their [natural consequences](#).
4. **Reflection & Parent Contact:** After one warning each day, your child will have to complete a reflection form noting what happened and how they could do things differently in the

future and have it signed by you. Please assist me and encourage positive behavior in the classroom and return the signed form the next day.

Water and Snacks: Your child may bring a **spill-proof** water bottle to school each day. If you'd like to send a snack with them, they will have an opportunity to eat it mid-morning. Feel free to send in snacks to share with the entire class. We will only share as we have snacks for everyone.

School Hours: The building opens at 7:00 for breakfast. Between 7:00 & 7:30 when our first bell rings, your child will eat breakfast and/or proceed to the 3rd grade hall to sit and do a quiet activity. At 7:30 am, students will go to their classroom, and after 7:45 am, your child will be marked tardy and must stop by the office to receive a tardy slip. It is important that your child be on time for school each day. We begin direct instruction by 7:55 each day. Dismissal is at 2:15 pm. Early dismissals will not be permitted after 1:45 pm. **A note is required** if your child needs to change his/her way home. If you need an extra car number tag, please see the front office.

Field Trips: Our class will be going to Dollywood. Additional field trips are TBD.

School Parties: Each class may have two parties during the school year. The two parties will be on the last day before Christmas vacation and on Valentine's Day. A child's birthday will be recognized by the classroom teacher, but will not be celebrated with a party, balloons, etc., during the school day. Invitations for private parties may not be passed out in the classroom unless all students are receiving invitations. Treats to celebrate a birthday will be allowed during lunch.

Attendance: A student may not have more than ten unexcused absences during the school year. Any absences in excess of ten may cause the student to lose credit for the year. Parents should submit a written excuse to the teacher within 2 days of the student's return to school. Please send a written note, doctor's excuse, or email SES Attendance Clerk, Monica Fowler (mlfowler@greenville.k12.sc.us) or to the teacher, when your child is absent. Please see Greenville County Schools Attendance Policy at: <https://go.boarddocs.com/sc/greenville/Board.nsf/goto?open&id=876KM879D73A#>.

Make-Up Work: Students will have up to one week after they return to school to complete any makeup work. If a test is missed, and the student had prior knowledge of the test before the absence (for example it was on the newsletter), it will potentially be made up on the day the student returns to school. If the student misses a test with no prior knowledge of the test, it will be made up within 5 days of the student's return to school.

If there are extenuating circumstances, I will be happy to work with you. Please keep in contact with me regarding any such circumstances.

eLearning Guidelines for Inclement Weather: GCS has the option to declare eLearning days when weather or road conditions threaten safety. Because we are an approved eLearning district, this day will not have to be made up and instruction will be provided through Google Classroom. For the purpose of inclement weather days, eLearning is defined as live instruction throughout the day. This live instruction may be whole group, small group, and/or individual sessions. Students are expected to log on to the live instruction during inclement weather days at 7:45. If students are unable to join the live meets due to power loss, please text

me or send a message via the Remind App. I will record the instruction and post it in Google Classroom where your child will have everything they need to complete the work for that day when power returns. Work must be made up within five days of returning to school. The state requires each district to have three potential makeup days if eLearning is not possible when school is cancelled. These makeup days are:

- Makeup Day 1: March 12, 2027
- Makeup Day 2: March 29, 2027
- Makeup Day 3: April 16, 2027

Volunteers and Visitors: We are happy to welcome visitors and volunteers again this school year! Please complete this [application](#) to be approved to volunteer. Level II is recommended and REQUIRED for ALL chaperones going on any school sponsored trips. Please complete this as soon as possible if you or a family member would like to be a chaperone.

Breakfast & Lunch: Breakfast and lunch is served from 7:00-7:30 and is FREE for all students.

Viewing Grades: You can always check your child's grades in your parent backpack account. Your child will be assessed using a variety of hands-on meaningful learning experiences, writing, projects, and online assessments. Paper assessments will be sent home for you to view. You may login to your child's Google Classroom to view any assessments created via Google Forms. I'll be sending you an email to create an account and login to an assessment website we frequently use called Mastery Connect. The majority of our major assessments are given using this tool.

Greenville County's Grading Scale:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

Level	Content Area	Minor	Major	Other
Elementary	Reading	(5) 60% Grades based on reading responses, unit quizzes, performance based tasks; assessments should be based on grade level standards and vary in format and administration	(2) 40% Grades based on cumulative tests, performance based tasks, reading responses; assessments should be based on grade level standards and vary in format and administration	
	Language Arts Writing, Language, & Word Study	(3) 60% Grades based on writing samples, word sorts, checklists, quizzes including look, sound and meaning.	(2) 30% Grades based on post on- demand performance assessments and cumulative tests	Spelling (5) 10%
	Math	(7) 60% Grades based on daily activities/assignments including subject specific content knowledge, process skills including communication, and/or effort; quizzes, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments	(2) 40% Grades based on major tests, culminating projects, performance assessments, portfolios; grades should be based on subject specific content knowledge, process skills including problem solving and communication	
	Science	(5) 60% Grades based on daily activities/investigations including subject specific content knowledge and/or science and engineering practices, quizzes, science lab/class journal entries, writing assignments, extending/refining assignments and/or designs, presentations, performance assessments	(2) 40% Grades based on major tests, culminating projects, performance assessments, portfolios, engineering projects; grades should be based on subject specific content knowledge and science and engineering practices	
	Social Studies	(5) 60% Grades based on content knowledge, historical/ geographical/economic thinking/reasoning skills, and content specific literacy skills (reading, writing, thinking, talking), which could be demonstrated through primary/secondary document analysis, performance tasks, evidence based writing assignments, reading assignments, quizzes, refining assignments, or multimedia presentations	(2) 40% Grades based on summative tasks from inquiry, major tests, culminating problem based or project based learning, and presentations; grades may be based on a blend of historical/ geographical thinking skills and discipline specific content knowledge.	
	Physical Education	Standards Based Grading: Teachers will use checklists, observations and rubrics to determine if the student has MET the standards taught during the 9 weeks or if the student is still PROGRESSING towards meeting the standards. Numeric grades will no longer be given for assignments or reported on the report card. The teacher will enter M (MET) or P (PROGRESSING) for the student at the end of each 9 weeks. The teacher will be expected to keep anecdotal evidence to support the assessment of M or P.		
	Art & Music	Standards Based Grading: Teachers will use checklists, observations and rubrics to determine if the student has MET the standards taught during the 9 weeks or if the student is still PROGRESSING towards meeting the standards. Numeric grades will no longer be given for assignments or reported on the report card. The teacher will enter M (MET) or P (PROGRESSING) for the student at the end of each 9 weeks. The teacher will be expected to keep anecdotal evidence to support the assessment of M or P.		

New for the 2026–2027 School Year: Grade Reporting Policy

In accordance with the new South Carolina state grading policy, there will no longer be a minimum grade floor of 50. Beginning with the 2026–2027 school year, all student grades will be

recorded in the gradebook exactly as earned. This means that if a student earns a score below 50%, including a zero, that actual score will be entered into the gradebook. This policy is mandated by the State of South Carolina and applies to all public schools statewide.

Extra Credit: I often aim to have more than the minimum required amount of minor grades for each subject (see above). If possible, I will try to drop the lowest grade from any additional assignments above the requirements. Due to this, there won't be any additional opportunities for extra credit.

Curriculum: Third grade curriculum does move quickly and has a bump in rigor. This isn't anything to be worried about! Your child will be learning and growing every step of the way; I just always like to make parents aware at the beginning of the year. This is the year that students transition from learning to read to reading to learn. They are expected to be able to read on their own to extrapolate ideas and new information. In South Carolina, we also have the Read to Succeed law that focuses on students being able to read on grade level by the end of the year. More information will come home about this soon! No assignments or tests are read aloud, unless that is a part of your child's special education plan.

Books that may be used in our classroom, book study, read aloud, etc: *The Absent Author*, *Shiloh*, *The Wild Robot*, *The one and Only Ivan*, *Freckle Juice*, *Jake drake Know it All*, *A-Z mystery series*, *Magic Tree House Series*, *I Survived Series*, *Cam Jansen Series*.

Novel Units: The following novels may be read throughout the year within our curriculum: *The Absent Author*, *Shiloh*, *The Wild Robot*, *The One and Only Ivan*, *Freckle Juice*, *Jake Drake: Know It All*, *James & the Giant Peach*, *Charlotte's Web*

Standards: South Carolina standards can be found at:
<https://ed.sc.gov/instruction/standards-learning/>

Units of Instruction and Pacing:

Syllabus pacing is subject to change to adjust for the best learning environment for your child

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading	<u>Module 1: What a Character</u> Focus on realistic fiction Character development Plot elements Figurative language Perspective Theme	<u>Module 4: Stories on Stage</u> Focus on drama Elements of drama Figurative language Author's claim Summarize Theme <u>Module 5: Teamwork</u> Focus on realistic	*Additional details to come for Q3 & Q4 once District pacing is updated. <u>Module 7: Make a Difference</u> Focus on narrative nonfiction & historical fiction Author's purpose	*Additional details to come for Q3 & Q4 once District pacing is updated. <u>Module 10: Tell a Tale</u> Focus on traditional literature Figurative language Theme

Writing

Word

<u>Module 2: Use Your Words</u> Focus on letters & poetry Elements of poetry Character development Plot elements Perspective Theme Summarize Figurative language <u>Module 3: Let Freedom Ring</u> Focus on nonfiction Central Idea Supporting details Author's purpose Author's perspective Text features Text structure Summarize Context clues	fiction & narrative nonfiction Literary elements Theme Figurative language Perspective Author's Claim Character development <u>Module 6: Animal Behaviors</u> Focus on nonfiction Author's purpose Author's perspective Central Idea Text Structure Text features Summarize	Text Structure <u>Module 8: Imagine! Invent!</u> Focus on nonfiction, poetry, & opinion Author's purpose Central Idea <u>Module 9: From Farm to Table</u> Focus on informational text Text structure Central Idea Text features	<u>Testing as a Genre Unit</u> Review all standards Test taking strategies <u>Modules 11 & 12: Genre Studies</u> Book clubs & review activities
<u>Module 1</u> Sentence writing Personal Narrative <u>Module 2</u> Letter writing Personal narrative <u>Module 3</u> Informational writing	<u>Module 4</u> Personal Narrative <u>Module 5</u> Opinion Writing <u>Module 6</u> Informational writing	<u>Module 7</u> Opinion Writing <u>Module 8</u> Informational Writing <u>Module 9</u> Poetry Writing?	<u>Module 10</u> Narrative Writing <u>Module 11</u> Opinion Writing <u>Testing as a Genre Unit</u> Text Dependent Writing
<u>Phonics</u> Spelling patterns Syllable rules Short vowels Long vowels Decoding multisyllabic words <u>Vocabulary</u> Tier 2 vocabulary words Prefixes Suffixes <u>Grammar</u> Nouns Common Nouns Proper Nouns Commas Quotation marks Regular & Irregular verbs Verb tenses Contractions Prepositional phrases	<u>Phonics</u> Spelling patterns Syllable rules Consonant digraphs Vowel diphthongs Homophones R-controlled vowels Decoding multisyllabic words <u>Vocabulary</u> Tier 2 vocabulary words Prefixes Suffixes <u>Grammar</u> Subject Predicate Fragments Simple sentences Adjectives Compound sentences Coordinating conjunctions Contractions Run-on sentences Adverbs	<u>Phonics</u> Spelling patterns Syllable rules Decoding multisyllabic words <u>Vocabulary</u> Tier 2 vocabulary words Prefixes Suffixes <u>Grammar</u> Periods in abbreviations Interrogative & demonstrative pronouns	<u>Phonics</u> Spelling patterns Syllable rules Decoding multisyllabic words <u>Vocabulary</u> Tier 2 vocabulary words Prefixes Suffixes <u>Grammar</u> All standards review

Math

Comparative & superlative adverbs
Complex sentences
Independent & dependent clauses
Subordinating conjunctions

Unit 1: Math Is...

Perseverance in problem solving
Explain using math language
Make real world connections

Unit 2: Use Place Value to Fluently Add & Subtract

Read, write numbers to 999,999 in standard, base 10, & expanded form
Compare numbers
Round numbers
Add & subtract to 1,000
2 step problems w/ addition & subtraction
Extend math patterns in addition/ subtraction

Unit 3: Multiplication & Division

Multiply 1-10
Divide 1-10
Find missing factor, product, dividend, divisor, or quotient

Unit 4: Use Patterns to Multiply

Multiply 1-10
Whole numbers are multiples of factors

Unit 5: Using Properties to Multiply

Multiply 1-10
Commutative property
Associative property
Distributive property

Unit 6: Connect Area & Multiplication

Area in square units

Unit 7: Fractions

Unit fractions
Represent fractions
Fractions equivalent to whole numbers
Mixed numbers

Unit 8: Fraction Equivalence & Comparison

Equivalent fractions
Compare fractions

Unit 9 & 10: Multiplication to Divide & Using Properties to Multiply & Divide

Multiply 1-10
Divide 1-10
Find unknown factor, product, dividend, divisor, quotient
Whole numbers are multiples of factors

Unit 11 & 12: Perimeter and Measurement & Data

Organize data in tables, picture graphs, scaled bar graphs, & dot plots
Solve 1-2 step problems using data
Identify possible outcomes in simple event
Find perimeter
Determine if real world situation needs area or perimeter
Find value of coins
Tell time to the 1 minute
Find elapsed time
Estimate liquid volume

Unit 13 & 14: Analyzing 2D Shapes & Geometric Figures

Angles
Angles in 2D shapes
Lines, line segments, rays, intersecting lines, perpendicular lines, parallel lines

Science

Unit 1: Introduction to SEPs & CCCs

Unit 2: Playground Forces

Unit 3: Weather Impacts

Unit 4: Surviving in Changing Environments

Unit 5: Life Cycles for Survival

Social Studies

Unit 1: Map Skills

Unit 2: Environment & People- Part 1

Unit 3: Environment & People- Part 2

Unit 4: Culture & Economy

Unit 5: Exploration & Migration