

## Guiding Principles of the Responsive Classroom

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what children learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a specific set of social skills that children need to learn and practice in order to be successful academically and socially: CARES-cooperation, assertion, responsibility, empathy and self control.
5. Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content that we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence.

## COMMON CHARACTERISTICS OF Eight-Year-Olds

*Enthusiastic and imaginative, eights often love big challenges but lack the work skills and patience to complete their plans.*

*Children this age need adult help to know their limits and work through the steps to their goal.*

### S O C I A L

- Love group activities and cooperative work
- Prefer playing with peers of the same gender
- Like to talk and explain ideas
- Good sense of humor
- Adjust well to change; bounce back quickly from mistakes or disappointments

### P H Y S I C A L

- Full of energy; play hard, work quickly, and tire easily—do better with several short play breaks than one long one
- Eyes able to focus well on objects near and far
- May have growth spurt
- Limited attention span; short exercise breaks help concentration
- Better control of eyes and hands allows cursive writing and copying from board

### C O G N I T I V E

- Industrious, impatient, and full of ideas; often take on more than they can handle
- Listen well but may not always remember what they've heard
- Getting good at handwriting, handcrafts, computers, and drawing
- Excited but also nervous about exploring the broader world
- May give up when things are hard but soon want to try again
- Interested in rules, logic, and fairness

# COMMON CHARACTERISTICS OF Nine-Year-Olds

*The enthusiasm of eight often turns into brooding and worrying at nine. Nines tend to be critical of the world around them—nothing seems fair to a nine-year-old. But nine can also be a time of budding intellectual curiosity. Children this age look hard for explanations of how things work and why things happen as they do.*

## S O C I A L

- Very competitive, yet may form cliques
- Complain a lot; criticize self and others (including adults)
- Often say "I hate it," "I can't," "It's boring," etc.
- Like to work with same-gender partner
- Can work in groups but with lots of arguing
- Enjoy exaggeration, "dirty" jokes, and graffiti
- Need adults to be patient and explain clearly
- Need adult lightheartedness, humor, and encouragement to lighten their mood and relieve anxiety

## P H Y S I C A L

- Coordination is better; boys love to rough-house
- Like to push physical limits; get tired easily
- Complain about aches, pains, and injuries
- Restless; can't sit still for long
- May bite nails or twist hair to relieve tension

## C O G N I T I V E

- Worry about world events, parents' health, friends, school, etc.
- Work hard and pay attention to detail, but may jump quickly between interests
- Less imaginative than at eight years old
- Want factual explanations; enjoy scientific exploration
- Have trouble understanding abstractions such as large numbers, long periods of time, and vast areas of space
- Love language and word play
- Begin to see the bigger world, including issues of justice and fairness
- Enjoy "interest" clubs such as stamp collecting, chess, or rock collecting clubs



## The 12 Tools

*Tools for Learning • Tools for Life*



### **Breathing Tool**

*I calm myself and check-in.*

### **Quiet/Safe Place Tool**

*I remember my quiet/safe place.*

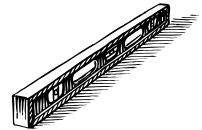


### **Listening Tool**

*I listen with my ears, eyes, and heart.*

### **Empathy Tool**

*I care for others. I care for myself.*



### **Personal Space Tool**

*I have a right to my space and so do you.*

### **Using Our Words Tool**

*I use the “right” words in the “right” way.*

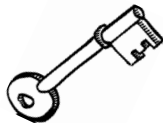


### **Garbage Can Tool**

*I let the little things go.*

### **Taking Time Tool**

*I take time-in and time-away.*



### **Please & Thank You Tool**

*I treat others with kindness and appreciation.*

### **Apology & Forgiveness Tool**

*I admit my mistakes and work to forgive yours.*



### **Patience Tool**

*I am strong enough to wait.*

### **Courage Tool**

*I have the courage to do the “right” thing.*



# growth mindset

## what is it?

We used to think that our intelligence was fixed – meaning we were either smart or we weren't. Scientists have proven again and again that simply is not true. Our brain acts like a muscle – the more we use it, the stronger (and smarter) our brain becomes.



## WHAT DOES A GROWTH MINDSET LOOK LIKE?

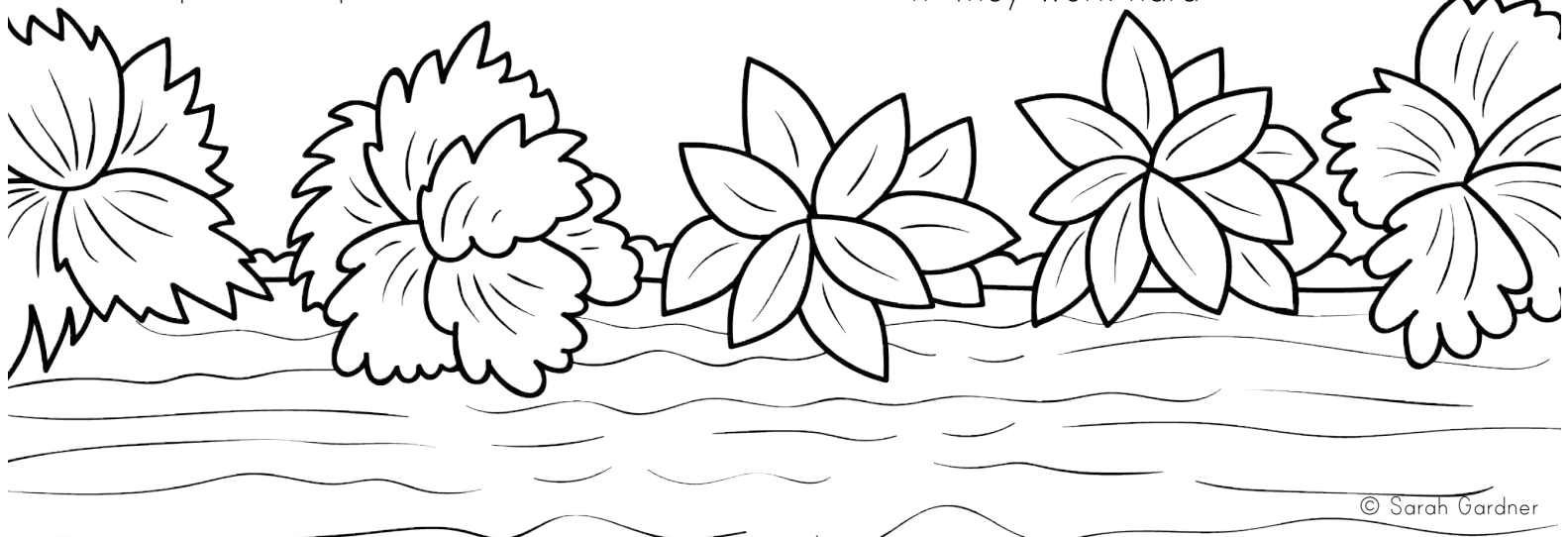
### IS YOUR MINDSET FIXED?

A person with a fixed mindset may do these things:

- avoid challenges
- give up easily
- ignore feedback
- become threatened by other people's success
- try hard to appear as smart or capable as possible

A person with a growth mindset may do these things:

- embrace challenges
- give their best effort
- learn from feedback
- become inspired by other people's successes
- believe their intelligence can change if they work hard



# growth mindset

## ways to help your child

### TALK ABOUT IT

Talk with your child about their day, but guide the discussion by asking questions like:

- Did you make a mistake today? What did you learn?
- What did you do that was difficult today?

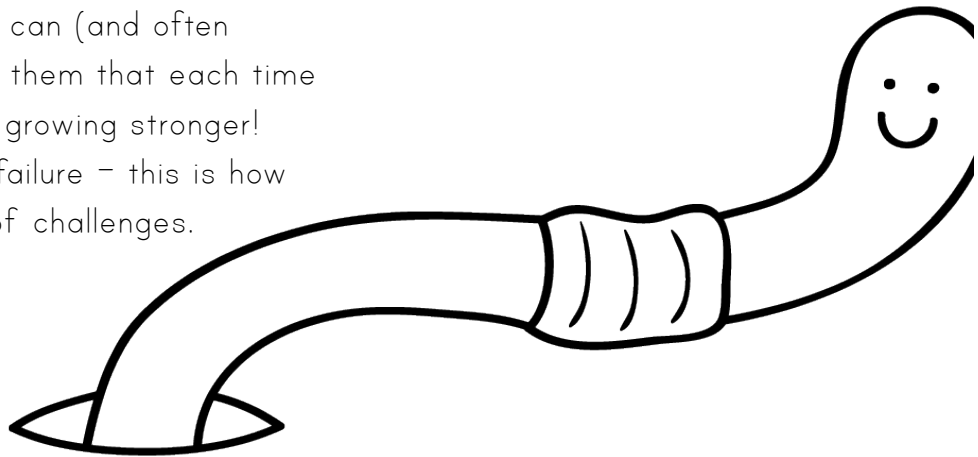
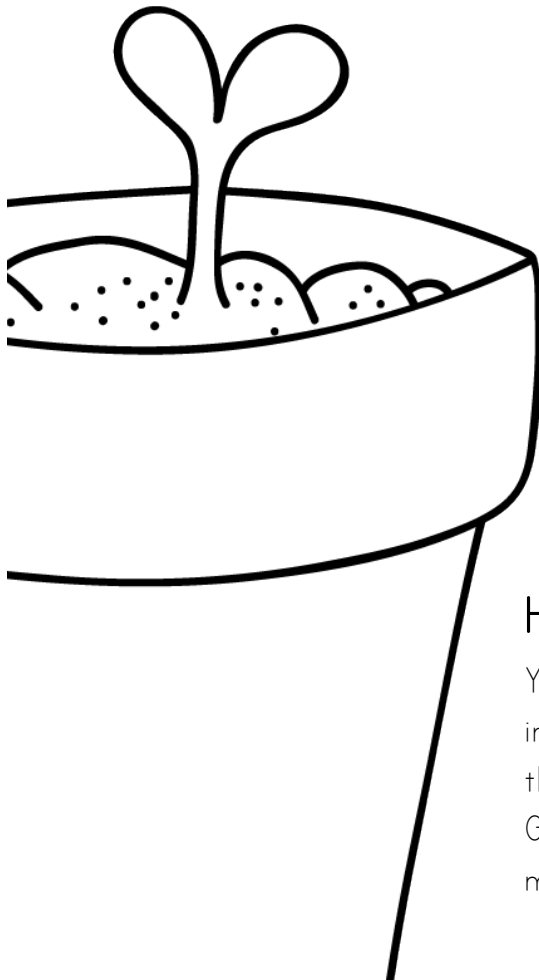
### ENCOURAGE FAILURE (say what?!)

Your child needs to know that failure can (and often does) happen and **it is okay!** Remind them that each time they fail and try again, their brain is growing stronger! Don't step in to prevent your child's failure - this is how they learn to persevere in the face of challenges.

### PRAISE THE PROCESS

Instead of saying, "You're so smart!" praise effort, goal setting, persisting through challenges, or being creative. You can say something like:

- "Wow! You must have worked really hard on this!"



### THE BRAIN CAN GROW!

Remind your child that **their intelligence is not fixed.** Remind them that when things are difficult, their brain grows if they persist through the challenge. Each time they learn something new, their brain is making new connections. Your child needs to know this is possible!

### HELP THEM CHANGE THEIR DIALOGUE

Your child's self-talk, or internal monologue, makes a huge impact on their mindset. If they say, "This is too hard!" help them change that to "I can't do this yet, but I will keep trying." Give them the words to say when they are feeling defeated by modeling it yourself!

# HPS Literacy



## Reading

### Journeys

Houghton Mifflin Harcourt *Journeys* is the core reading program for grades K–5. Journeys is a comprehensive language arts program that promotes foundational literacy skills and critical thinking, writing, speaking, listening, and research skills for growing readers. Students engage with increasingly complex texts and sharpen close reading and analysis skills, while a rigorous instructional path helps them draw deep connections across genres.

### Targeted Reading Instruction

Targeted Reading Instruction (TRI) is a cornerstone of the Hingham Tiered Systems of Support (HTSS). Students in K-5 receive targeted instruction in areas of need in addition to the general classroom curriculum. Instructional groups are fluid and are based on assessment data and teacher recommendation.

### Newsela

Newsela is an online library of real-world articles with leveled reading materials, quizzes and writing prompts. Learners are highly engaged in thousands of readings featuring diverse perspectives. Each elementary school has a subscription for students in grades 3-5.

### Lexia Core 5

*Lexia Core 5* is a computer-based supplemental reading program designed to help all learners master basic literacy skills. Through independent practice, students build speed and accuracy in the application of phonics skills. The program develops critical phonological reading skills to foster automatic word recognition while monitoring for meaning. The activities promote comprehension skills through the application of phonological strategies to single words, phrases, sentences, paragraphs through complex narrative and informational texts. Vocabulary and fluency are also targeted through explicit activities. This program is available for all students K-5.

## Writing

### Grades 1-2

Basic writing skills in content, structure and mechanics are taught across curriculum areas. Steps and stages of the writing process are introduced as are the use of graphic organizers as a writing tool. Shared writing, journal writing and letter writing are also used as forms of writing practice. In grade 2 the writing process is taught through explicit instruction in *The Empowering Writers* program to develop writers that meet the standards for expository, opinion, and narrative writing.

### Grades 3-5

The upper grades present a shift from learning to read to reading to learn. Using best practices from the writing process, writing workshop, and the reading/writing connection, focused instruction is provided on various writing forms to help students become confident and competent writers. In an effort to help demystify the writing process for students, lessons are taught through explicit instruction in *The Empowering Writers* program in order to meet the standards for expository, opinion, and narrative writing.

■ for more specific information on formats and routines [www.hinghamschools.org](http://www.hinghamschools.org)→ Departments/Programs →English Language Arts→Elementary Schools

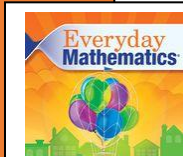


# GRADE 3 MATHEMATICS

## EVERYDAY MATHEMATICS 4

Hingham elementary schools use the *Everyday Mathematics 4* program.

The elementary curriculum is aligned with the Massachusetts 2017 Frameworks.



## STUDENT LEARNING CENTER

Be sure to check out the extensive online resources available to students and families at:

<http://everydaymath.uchicago.edu/parents/>

Access the daily lesson content, family letters, scope and sequence, tutorial videos (to get you through those tricky homework nights!), interactive games, and more!



## CONTINENTAL MATH LEAGUE

All students in grades 3-5 have the opportunity to participate in the CML. The CML contests include six challenging mathematics problems that require children to utilize and develop problem-solving skills. The children learn how to represent their thinking, solve problems using multiple strategies, and persevere when tasks are challenging. Following each contest, the children discuss how they solved each problem.

## BASIC FACT POLICY

**Purpose:** To ensure all students attain fluency with their grade level facts. Students have achieved fluency when they can recall a fact in 3 seconds or less.

**By the end of 3rd grade, students need to know multiplication and related division facts through  $10 \times 10$ .**

- \* Students will take fact quizzes to assess their fact fluency.
- \* All students are expected to practice facts at least three times per week using **REFLEX** math, an online adaptive, individualized fact program.

## COMPUTATIONAL ALGORITHMS

Children should develop a variety of computational methods and the flexibility to choose the procedure that is most appropriate in a given situation.

By the end of 3rd grade, students are expected to fluently use:

**Partial Sums Addition**

**Trade-First Subtraction**

Students will begin to develop the U.S. Traditional Algorithm for addition and subtraction.



## FAMILY LETTERS

Family letters come home at the beginning of every unit. They provide a nice overview of the unit, the skills to be mastered, vocabulary, answer keys, and do-anytime activities. Store them in a safe place!

## ELEMENTARY MATH WEBSITE

Don't miss the updated elementary mathematics website for plentiful parent and child resources, including fact practice, grade-level standards and activities, enrichment, support, everything you and your child need to know about HPS elementary math!

<http://hinghamelementarymath.weebly.com/>

