A decorative border of colorful pencils surrounds the text. The pencils are arranged in a rectangular frame, with colors including red, blue, green, orange, yellow, and brown. The text is centered within this frame.

Welcome to the 3rd Grade
Curriculum Night
2024-2025

Mrs. Kahn, Mrs. Lampf, Mrs. Ottomanelli, Mrs. Rapisarda, and Mr. Simmons



Agenda for Curriculum Night

Welcome

Wit &
Wisdom

UFLI

Math

Representation



**WIT &
WISDOM®**

What does it mean to teach a Knowledge-Based Curriculum?

Students build critical ELA skills while also building knowledge of the world.

Unit 1: The Sea

Unit 2: Outer Space

Unit 3: A New Home

Unit 4: Artists Make Art

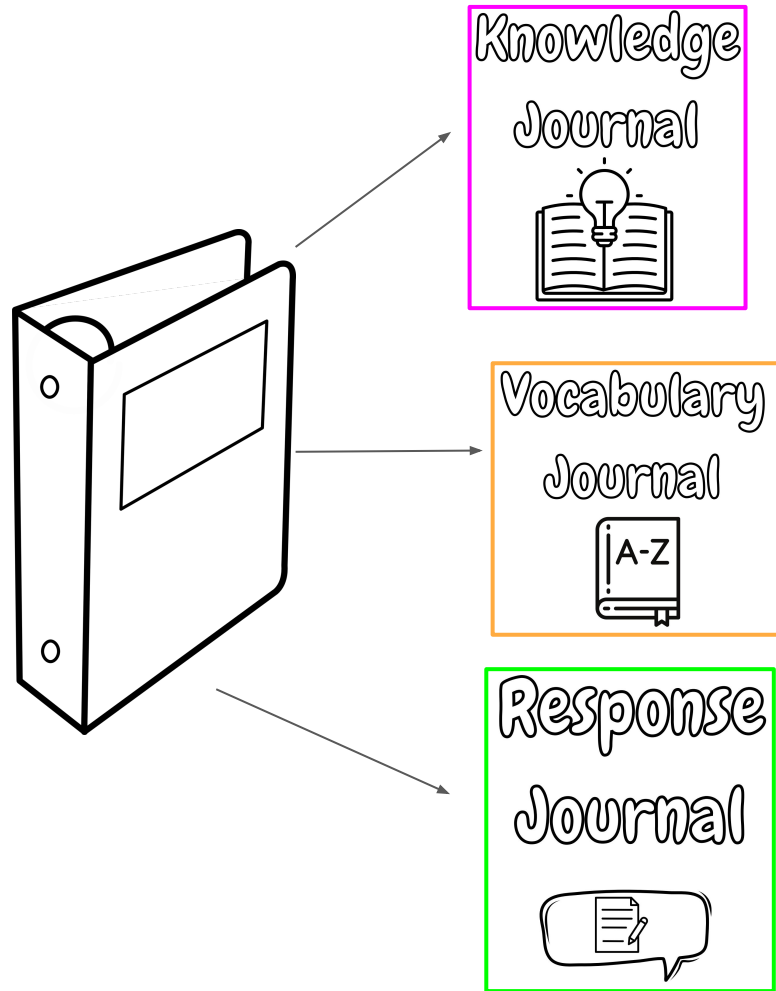
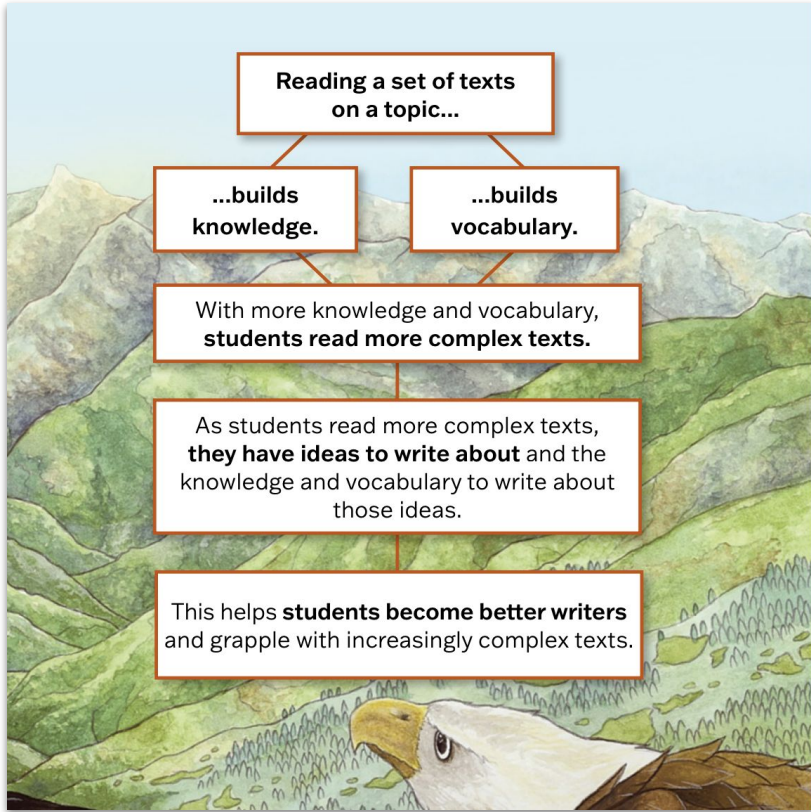
Specific: The content students will learn across the year should be clearly and specifically stated by topic.

Cumulative: Across grades, the content students will learn should include both depth and breadth so that students do not repeat content in one topic when they could study a related topic and build new knowledge.

Well Rounded: Subject-specific learning should include connections to other content areas to help students build more knowledge. Additionally, content areas like the arts are inherently interesting to students and help engage all students in learning.

Preparatory: Given the breadth of knowledge that *could* be taught and the time constraints of a school year, it is important to focus on content that will prepare students well for future learning.

Rigorous: Students deserve to engage with rigorous topics with appropriate supports that help them build from basic knowledge toward a more complex understanding.





The structure of our daily lessons:

Welcome

Reviews something from the previous lesson or is a short reflection on work that has been done.

Launch

Introduces the topic and activates prior knowledge.

Learn

Students access new knowledge, build on previous knowledge, and share what they have learned.

Land

Students reflect on their learning and how it fits into the larger context of the topic or module.

Deep Dives

Language and grammar review.

Module 1: “The Sea”

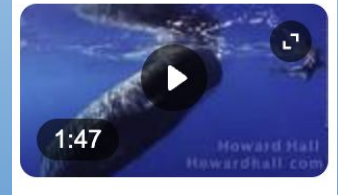
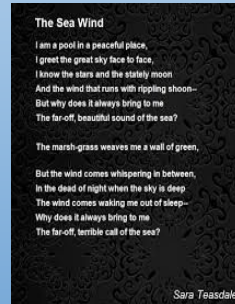
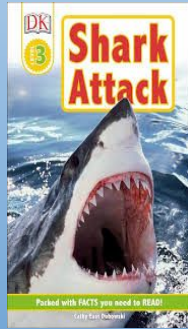
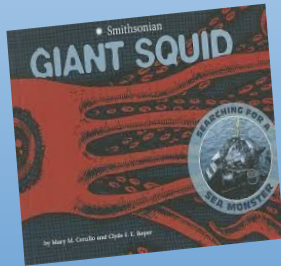
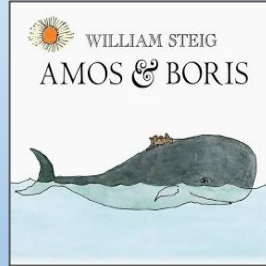
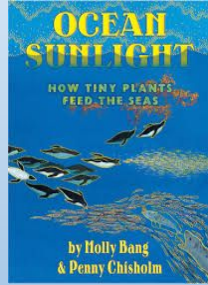
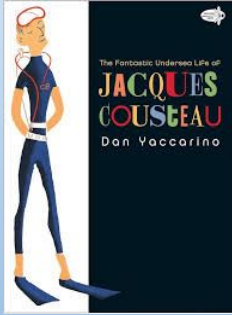
Questions we’ll explore in class:

How and why do people explore the sea through art, literature & science?

How do poets and writer explore the sea through words and images?

How do scientists use technology to explore the sea?

We will explore a variety of texts, works of art and films!



End-of-Module Task:

Write a multi-paragraph essay explaining why artists or scientists explore the sea.

Module 1: “The Sea”

Skills Learned:

Reading

- Ask and answer text-based questions
- Use text features in informational texts
- Gain information from words and illustrations, including photographs
- Determine main ideas and central messages
- compare/contrast information from two texts

Writing

- Write explanatory and informational paragraphs about a topic using...
 - topic statements
 - Linking words
 - Related ideas
 - Facts, definitions and details

Speaking & Listening

- Listen with wonder
- Agree/disagree respectfully
- Engage in/lead small-group discussions

Language Goals

- Explain function of nouns and verbs
- Write in complete sentences



*Under the Wave of Kanagawa, Katsushika
Hokusai (woodblock print)*

Module 2: “Outer Space”

How do people learn about space?

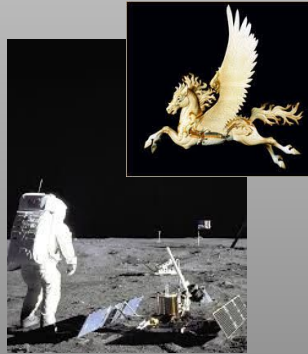
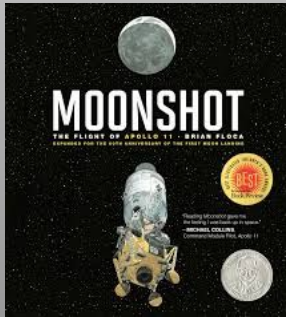
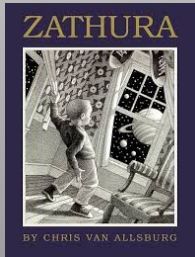
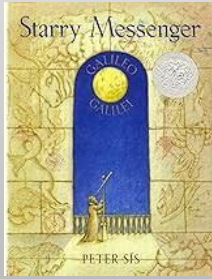
Questions we’ll explore in class:

How did Galileo learn about space?

How did the astronauts of Apollo 11 learn about space?

How do artists and writers help people learn about space?

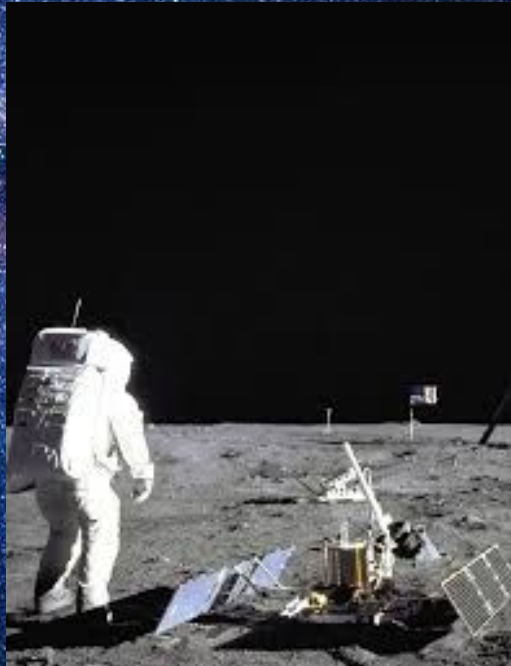
We will explore a variety of texts, works of art and films!



End-of-Module Task:

Essay explaining their opinion about what they believe is the most important thing people have done to learn about space?

Module 2: “Outer Space”



Skills Learned:

Reading

- Describe the relationship between a series of events using language that pertains to time, sequence, cause/effect
- Determine main ideas and central messages
- Determine the meaning of words and phrases
- compare/contrast information from two texts

Writing

- Write opinion pieces, supporting points of view
- Write informative/explanatory pieces to examine a topic
- Take notes and sort information

Speaking & Listening

- Engage in discussions by explaining ideas
- Report on a topic or text, tell a story or recount an experience with appropriate facts and details

Language Goals

- Demonstrate understanding of figurative language and word relationships
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs

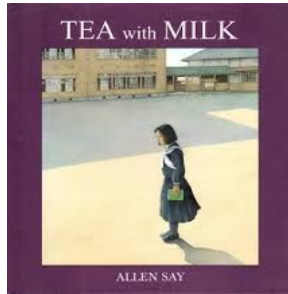
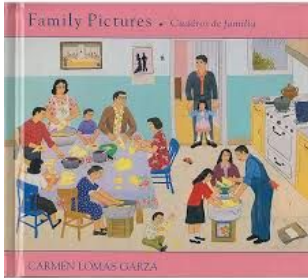
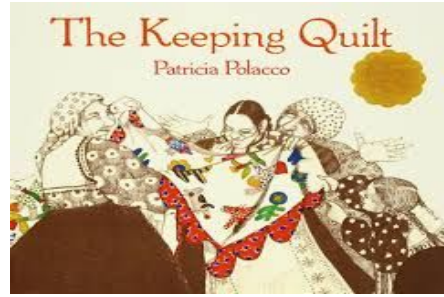
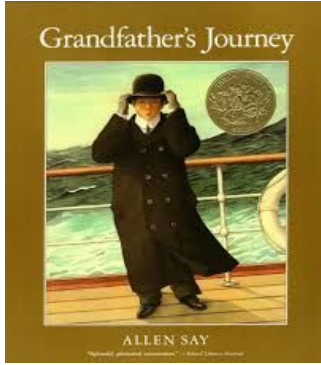
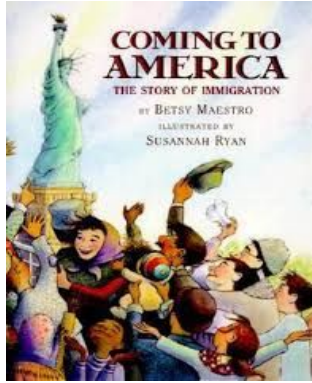
Module 3: “A New Home”

Questions we'll explore in class:

How do stories help us understand immigrants' experiences?



We will explore a variety of texts, works of art and architecture!



End-of-Module Task:

Write a short narrative that describes a moment from one of the module texts.

Module 3:

“A New Home”



Skills Learned:

Reading

- Ask and answer text-based questions
- Describe the traits, motivations, or feelings of characters in a story.
- Distinguish their point of view from the narrator.
- Compare and contrast themes, settings, and plots of stories.

Writing

- Write narratives to develop real or imagined events with details, and clear events sequences.
- Produce organized and developed writing that's appropriate to the task.

Speaking & Listening

- Draw on researched material while engaging in discussions
- Ask questions to check understanding of information presented
- Ask and answer questions about information from a speaker

Language Goals

- Form and use regular and irregular plural nouns and irregular verbs
- Check for subject-verb agreement
- Use commas in addresses, quotation marks in dialogue
- Form and use possessives
- Use known root words as a clue to the meaning of unknown words

Module 4: “Artists Make Art”

Questions we’ll explore in class:

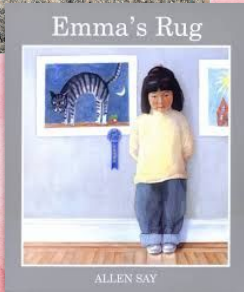
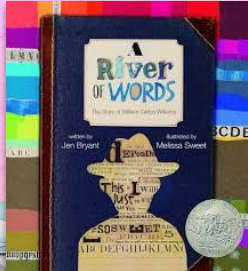
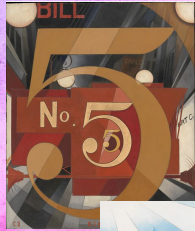
What inspires artists?

How do artists make art?

What are some character traits of artists?

What is an artist?

We will explore a variety of texts, works of art and film.



The Great Figure
Among the rain
and lights
I saw the figure 5
in gold
on a red
firetruck
moving
tense
unheeded
to gong clangs
siren howls
and wheels rumbling
through the dark city.

William Carlos Williams

"Willow Poem" by William Carlos Williams

It is a willow when summer is over,
A willow by the river
from which no leaf has fallen nor
bitten by the sun
turned orange or crimson.
The leaves cling and grow paler,
swing and grow paler
over the swirling waters of the river
as if loath to let go,
they are so cool, so drunk with
the swirl of the wind and of the river—
oblivious to winter,
the last to let go and fall
into the water and on the



"A Signature Work"

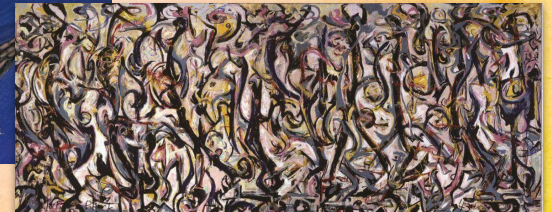
Painter Jackson Pollock is famous for his unusual techniques. Pollock sometimes stood over a canvas and poured or dripped paint onto it. Sometimes he used a stick instead of a paintbrush. His paintings are just splatters and swirls—right?

Art historian Henry Adams sees something else in Pollock's *Mural* (1943). Adams sees the letters of Pollock's name. Adams believes Pollock first created a giant signature and then camouflaged it with layers of swooping lines.

Some experts are not convinced, though. "There are a lot of loops, curves, and lines in *Mural*," says Pepe Karmel. "Evidently, by picking and choosing among them, you can spell out the words 'Jackson Pollock,' but that doesn't mean the words are there."

The experts cannot ask Jackson Pollock. He died in 1956. Adams would like to use X-rays to solve the mystery. Adams thinks X-rays would show which layers of the painting were laid down first. No one has plans to try Adams's test yet. In the meantime, Adams thinks he sees Pollock's signature in another painting called *Silver and Black*. Take a look and decide for yourself.

Excerpt from "A Signature Work." *Muse Magazine*, May 2010.



End-of-Module Task:

Write an explanatory essay about artists covered in the unit answering the question, "Why is this artist important?"

Module 4: “Artist Make Art”



Skills Learned:

Reading Goals:

- Determine literal v. nonliteral language
- Ask and answer text-based questions
- Use text features in poems (line, stanza, etc)
- Gain information from words and illustrations, including photographs
- Determine the connection between sentences and paragraphs in a text.

Writing Goals:

- Write explanatory and informational paragraphs about a topic using...
 - topic statements
 - Linking words
 - Related ideas
 - Facts, definitions and details
- Conduct short research projects to build knowledge about a topic.
- Recall information from experiences or gather information from print or digital sources and take notes.

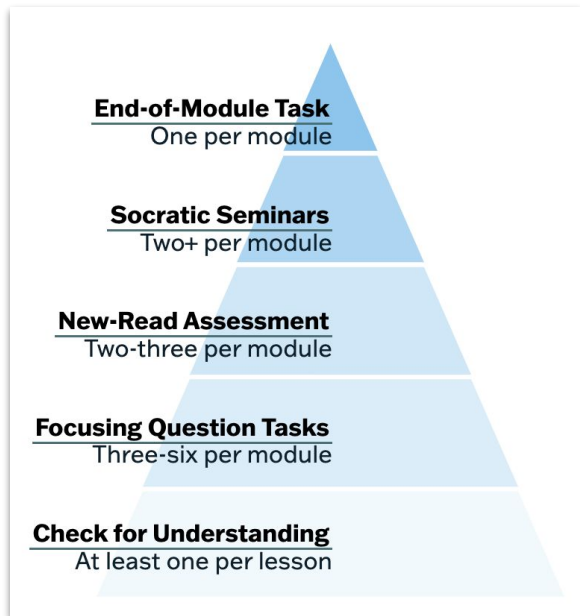
Speaking & Listening Goals:

- Report on a topic or text, tell a story, or recount an experience with relevant facts/details.

Language Goals

- Choose words and phrases for effect.
- Make choices about superlative adjectives and adverbs
- Understand and recognize the difference between spoken and written language
- Use dictionaries and glossaries to determine or clarify the meaning of certain words and phrases.

Overview of Assessments



End of Module Task: is students' opportunity to demonstrate their knowledge and skills. The task provides an answer to the Essential Question and requires students to incorporate evidence and learning from module texts.

Socratic Seminars: are student-led collaborative discussions on a thought-provoking question related to a module's content.

New Read Assessments: measure students' ability to transfer select reading and language skills to a new, unfamiliar section of text.

Focusing Questions Tasks: At the end of each Focusing Question Arc, students demonstrate their knowledge and skills by completing an FQT.

Checks for Understanding: informal lesson-level assessments included in each Wit & Wisdom lesson. A CFU can be text-dependent, skill-dependent, or both. CFUs are embedded within the lesson so as not to interrupt teaching and learning.

Types of Assessments

End of Module Task

Assessment 29A: End-of-Module Task

What does it mean to be a storyteller?

The *Crossover* tells the story of a significant time for Josh Bell and his family, through a variety of poetic types. Josh's story takes place over the course of a few months, during which he experiences some of the most significant events of his life: Josh and his twin brother have their first real conflict, Josh gets suspended from the basketball team, and their father gets sick and dies. The poetry of the novel conveys not only the details of these events but also Josh's response to them, their effects on his sense of self, and his growing awareness of what is important to him and to his family.

Task
Over the course of the four remaining lessons of this module, you will write, revise, and perform a portfolio of three poems, including a cover letter, that together tell a story about a significant time in your own life. Writing for a general audience, one that has an understanding of free-verse poetry but no familiarity with your personal experience, you must consider how to draft a narrative in verse that is engaging and accessible to a wide group of people. The purpose of this task is for you to: 1) demonstrate your understanding of narrative writing, by writing a series of poems within a single narrative arc and 2) synthesize your understanding of the power of storytelling through your narrative writing and by reflecting on your writing process.

Include the following items in your portfolio:

- A narrative sequence of three poems.
- Use of three distinct poetic types.
- A clear narrative arc.
- Use of descriptive, sensory, and figurative language.
- A cover letter explaining the story, relationship between form and content, and your reflections on the power of storytelling.
- Logical relationship between form and content.

Focusing Questions Tasks

Assessment 29A: Focusing Question Task 4

Directions: Write an informative paragraph with change to answer the Focusing Question:

"How does *Sky Tree* show the cycle of seasons?"

Include the following in the paragraph response:

- A topic statement.
- At least three sentences with evidence.
- The words *first*, *then*, and *finally*.
- A conclusion.

Complete these steps:

- 1: Record evidence on the Evidence Organizer Chart.
- 2: Write your informative paragraph with change.
- 3: Check your writing using the Informative Writing Checklist.

Socratic Seminars

Learn 62 MIN.

PARTICIPATE IN A SOCRATIC SEMINAR 30 MIN.

Whole Group

Tell students that today they will participate in their final Socratic Seminar for Module 3. They will use the knowledge gained in this module to discuss the Essential Question: "How do people respond to the powerful force of the wind?"

Explain to students that just like before the last Socratic Seminar, they will compose a Quick Write to answer the Socratic Seminar question using evidence from the module texts and charts created for this module. Recording thoughts and questions about a topic before discussing it can help students organize their thoughts and encourage them to participate more during the discussion.

Write the Socratic Seminar question on the board. Instruct students to Think-Pair-Share, and ask: "How do people respond to the powerful force of the wind?" Provide students with time to discuss the question with a partner before they write or draw their response in their Response Journals.

Display and read aloud the Craft Question: *How do I ask for more information from a speaker?* Point to the Speaking and Listening Anchor Chart to refresh students' memories of the Speaking and Listening Goals for this module.

Remind students that during the discussion they should give a Nonverbal Signal, such as the ASL sign for question (<http://witenglink.0221>), if there is something that is confusing or unclear to them about what a speaker is saying. Tell students that when they are speaking, they should scan the group to see if anyone has a question, ask that person to share their question, and then respond to the question.

Checks for Understanding

CREATE ILLUSTRATIONS OF THE TEXT 25 MIN.

Whole Group

Give each student two blank sheets of paper and markers. Explain to students that they will become the **illustrators**, meaning they need to **show** readers what is happening in the story. They will listen closely to the words of the text and use them to create their own illustration for the story. They will get to choose different colors for their illustration, just like Picasso and Rivera!

🗣️ Explain that you will read the text aloud without showing them the pictures. Stop on the specific spreads of pages listed below. Students draw what they think is happening as you read.

Read the text aloud through pages 9–10.

✓ Students listen closely to the text on that page spread and make drawings to reflect the text. Reread as needed. Give students five minutes to create their interpretation from the text on pages 9–10.

New Read Assessments

Assessment 10A: New-Read Assessment 1

Directions: Read chapter 4, "Drumbeats and Bullets," from *The Boys' War*. Then, answer the questions that follow in PARTS 1, 2, and 3.

PART 1: Use Context to Understand Vocabulary

Directions: Use your knowledge of context clues to answer the following questions about words found in chapter 4.

1. Read the following sentence from page 40.

Drummers were such a vital part of battle communication that they often found themselves the target of enemy fire.

What is the meaning of the word **communication** in this sentence? Use your knowledge of the affix -ation to determine the meaning.

- a. It is a noun meaning "the sharing of messages, information, or ideas."
- b. It is a verb meaning "to exchange messages, information, or ideas."
- c. It is a noun meaning "someone who shares messages, information, or ideas."

2. Read the following sentence from page 40, and then answer PART A and PART B.

Drummers were such a vital part of battle communication that they often found themselves the target of enemy fire.

PART A

What is the meaning of the word **vital** in the context of the sentence?

- a. exciting
- b. obvious
- c. important
- d. small

PART B

Which detail from the text provides context for the meaning of the word **vital**?

- a. "Drummers"
- b. "battle communication"
- c. "found themselves"
- d. "target of enemy fire"

3. Read the following excerpt from page 43, and then answer PART A and PART B.

Even as their role in the fighting was changing, Civil War drummers stayed at their positions signaling orders to the troops. Hundreds were killed and thousands more were wounded. A cannon ball came bouncing across the corn field a drummer boy recalled. "kicking up dirt and dust each time it struck the earth. Many of the men in our company took shelter behind a stone wall, but I stood where I was and never stopped drumming. An officer came by on horseback and chastised the men, saying this boy puts you all to shame. Get up and move forward! We all began moving across the cornfield."

At Home...



WIT & WISDOM TIPS FOR FAMILIES

GRADE 3 | MODULE 1

WHAT IS MY GRADE 3 STUDENT LEARNING IN MODULE 1?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: The Sea

Module 2: Outer Space

Module 3: A New Home

Module 4: Artists Make Art

In Module 1, we will study why people explore the sea. Poets and writers explore the sea through words and images. Scientists use technology to discover new species. We will explore literature, informational text, and art as we ask the question: Why do people explore the sea?

OUR CLASS WILL READ THESE BOOKS

Picture Books (Informational)

- *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino
- *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E. Roper
- *Shark Attack!*, Cathy East Dubowski

Picture Book (Literary)

- *Amos & Boris*, William Steig

Poetry

- "The Sea Wind," Sara Teasdale

Stories

- "The Lion and the Mouse," The Full Text of Aesop's Fables

OUR CLASS WILL EXAMINE THESE WORKS OF ART

- *The Great Wave off Kanagawa*, Katsushika Hokusai
- *The Bouting Parry*, Mary Cassatt
- *The Gulf Stream*, Winslow Homer

OUR CLASS WILL WATCH THESE FILMS

- "Cousteau's Silent World: Shipwreck Excerpt"
- "Quest for the Giant Squid"

For more resources, visit greatminds.org/english

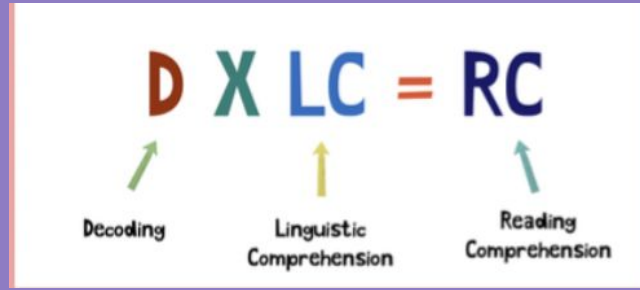




Developed for teachers, by teachers, with teachers

What is UFLI Foundations?

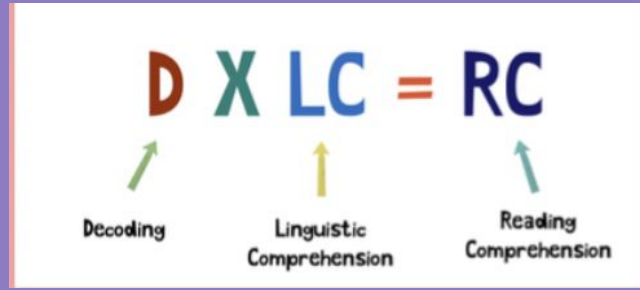
UFLI Foundations is an **explicit** and **systematic** program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.



Is UFLI Foundations research-based? Is UFLI Foundations evidence-based?

UFLI Foundations is research-based. This means it was developed to align with what decades of reading research has shown to be effective. We incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words.

UFLI Foundations is also evidence-based. Before releasing the program, we spent two full years developing and piloting each component. We observed lessons, and we got feedback from teachers who were using the program. Most importantly, we assessed student progress, and we found that students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.



WHAT DOES EACH LESSON LOOK LIKE?

Suggested Pacing of UFLI Foundations Lesson Implementation

1. Phonemic Awareness



3. Auditory Drill



5. New Concept

6. Word Work

7. Irregular Words

8. Connected Text





Catching Fish







Illustrate the story here:

Kate and Mitch wanted to do something fun. Kate hatched a thrilling plan. She snatched a bucket and some poles from the hutch. "Let's go!" Kate yelled. Kate and Mitch went to the lake beyond the ditch.

"Let's catch some fish," Kate calls out. Mitch catches a fish! They pitch it in the bucket. "Nice catch! Let's get this fish back home," said Kate. At home, Kate and Mitch toss the fish into their pond. "This fish can be our pet!" said Kate.

Roll and Read

Lesson 69: tch /ch/

					
fetch	batch	itch	ditch	hutch	clutch
patch	match	hatch	snatch	pitch	latch
witch	sketch	switch	catch	batch	hitch
crutch	witch	notch	match	itch	catch



Home Practice

New Concept and Sample Words

tch

match
catch
pitch
switch
sketch
stretch

New Irregular Words

woman, women
♥ ♥ ♥ ♥

Word Work Chains

- latch → batch → hatch → patch
- itch → pitch → ditch → witch

Sample Word Work Chain Script

latch → batch → hatch → patch

- Make the word **latch**. [spelling]
- Change the **l** to **b**. What word is this? [reading]
- Change **batch** to **hatch**. [spelling]
- Change the **h** to **p**. What word is this? [reading]

Sentences

- The women bake one batch.
- Did the woman use a small patch?

Resources

<https://research.dwi.ufl.edu/op.n/file/pd7py49630t41lba/>

Listening to Your Child Read

Handling Errors

Use these prompts:

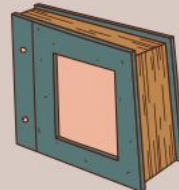
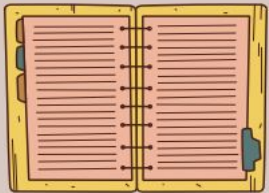
1. Look at **all** of the letters
2. Tap out each sound. What does it say?

If they don't know the sounds, tell them the sounds /c/ /a/ /t/ , what does that say?

*Try to use connected phonation, holding the sounds out for them.

General Reading Tips

1. Encourage looking at the words, NOT the pictures
2. Remind them to say each sound in the word.
3. After a difficult word is decoded, have them go back to the beginning of the sentence and read it again. This will help to promote fluency.



EXTRA RESOURCES



UFLI PARENT RESOURCES

EUREKA
MATH²™

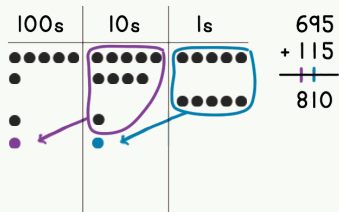
Exponentially Greater

GREAT
MINDS



Pictorial Models

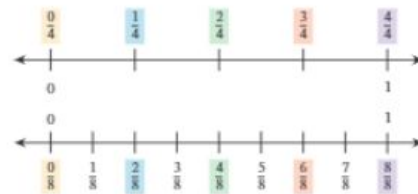
Place Value Chart



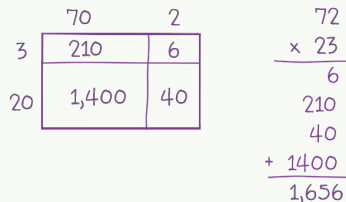
Arrow Way

$$98 + 56 = \underline{154}$$
$$56 \xrightarrow{+100} 156 \xrightarrow{-2} 154$$

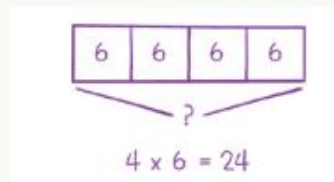
Number Lines



Area Model



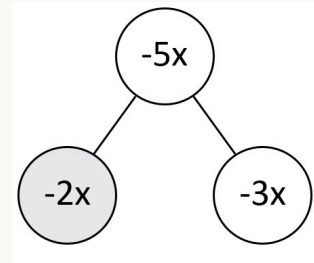
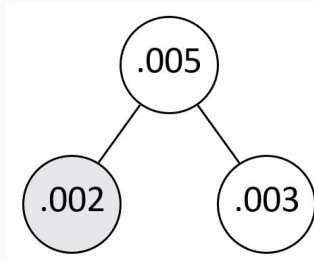
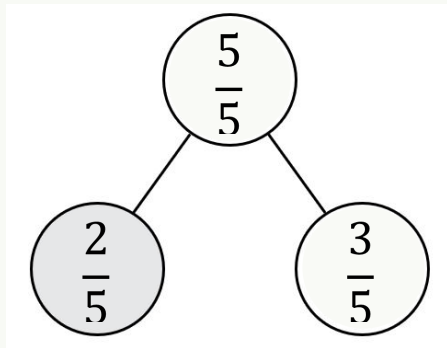
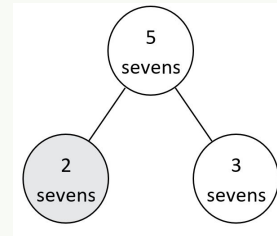
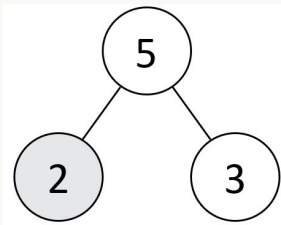
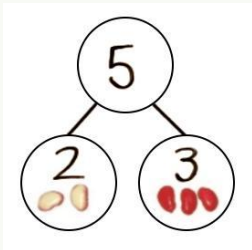
Tape Diagrams



This shows an example how students will learn how to model different concepts throughout the units.

A Story of Units

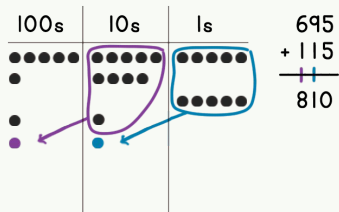
Students will see familiar representations throughout the units with new concepts applied.



Number Bonds

Pictorial Models

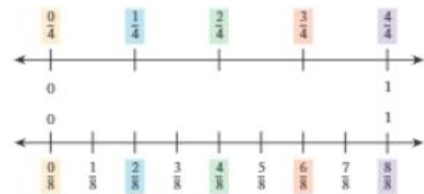
Place Value Chart



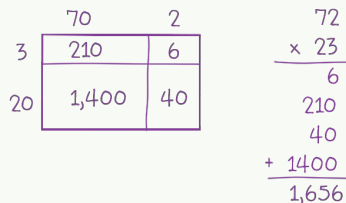
Arrow Way

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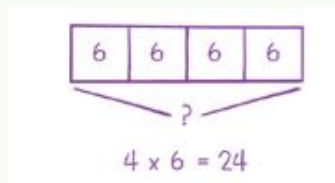
Number Lines



Area Model



Tape Diagrams



This shows an example how students will learn how to model different concepts throughout the units.

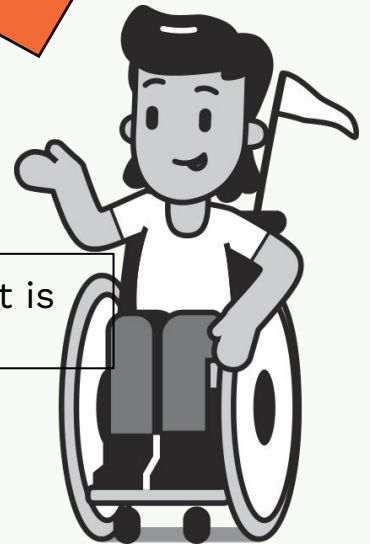
Math is for Everybody

Math Affirmations

- ✓ You are a math person
- ✓ There is more than one strategy
- ✓ Math is useful in our lives
- ✓ It is important to try and not give up
- ✓ Mathematicians make mistakes
- ✓ We learn from our mistakes
- ✓ The process is more important than the product

“Instead of saying I am not good at math, say I have not learned it yet.”

Using a Growth Mindset is really important!



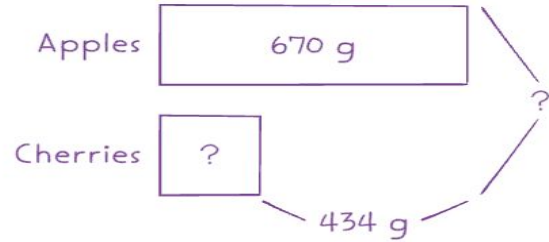


Addition/ Subtraction

Use the Read-Draw-Write process to solve each part of the problem.

1. Eva's cherries weigh 434 grams less than her apples. Eva's apples weigh 670 grams.
 - a. How much do Eva's cherries weigh?
 - b. What do Eva's cherries and apples weigh in total?

Simplifying strategies: Compensation to subtract and make a hundred to add and using a Tape Diagram to model.



$$670 - 434 = 669 - 433 = 236$$

Eva's cherries weigh 236 grams.

$$670 + 236 = 906$$



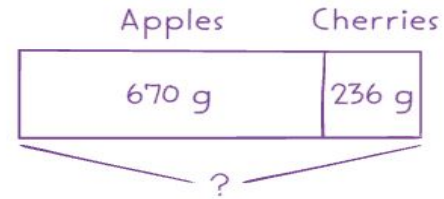
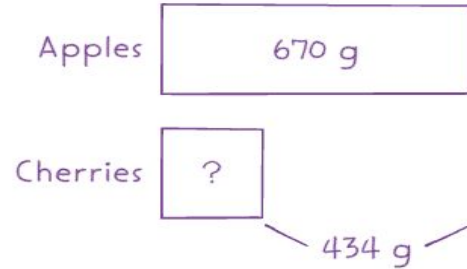
$$670 + 30 = 700$$

$$700 + 206 = 906$$

Eva's cherries and apples weigh a total of 906 grams.

Possible Strategies

Using a Tape Diagram to model both steps.




Eva's cherries weigh 236 grams.

Eva's cherries and apples weigh a total of 906 grams.

Possible Strategies

Drawing on a place value chart and using vertical form



$670 - 434 = 236$

100s	10s	1s
●●●●●●	●●●●●●	
●	●●	
	●●	●●●●●●
		●●●●●●

$\begin{array}{r} 670 \\ - 434 \\ \hline 236 \end{array}$

$670 + 236 = 906$

100s	10s	1s
●●●●●●	●●●●●●	
●	●●	
●●	●●	●●●●●●
●		●

$\begin{array}{r} 670 \\ + 236 \\ \hline 906 \end{array}$



Problem 2



Module 3



2. Mrs. Smith plants 3 rows of 8 white flowers in her garden. There are 38 pink flowers already in the garden. How many total flowers are in Mrs. Smith's garden?

$$3 \times 8 = 24$$

$$38 + 24 = 62$$

There are 62 total flowers in Mrs. Smith's garden.



Multi-Step:
Multiplication
& Addition

Skip Count to Multiply and Make a Ten to Add



3, 6, 9, 12, 15, 18, 21, 24

$$3 \times 8 = 24$$

$$24 + 38 = 22 + 40 = 62$$

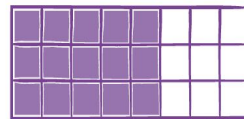
$$\begin{array}{r} 24 \\ \swarrow \searrow \\ 22 \quad 2 \end{array}$$

$$2 + 38 = 40$$

There are 62 total flowers in Mrs. Smith's garden.

Possible Strategies

Break Apart and Distribute to Multiply and Vertical Form to Add



$$3 \times 8 = (3 \times 5) + (3 \times 3)$$

$$= 15 + 9$$

$$= 24$$



24

$$\begin{array}{r} 24 \\ + 38 \\ \hline 62 \end{array}$$

There are 62 total flowers in Mrs. Smith's garden.

Three students go to the store for apples.

After they choose their apples, Robin puts all the apples on a scale.

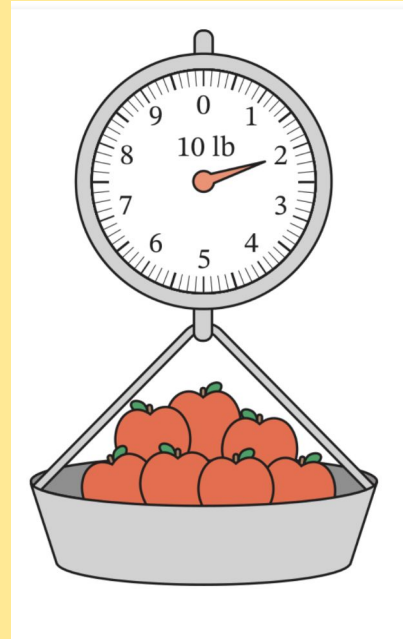
She says they weigh a total of 2 pounds.

James says the apples weigh 4 half pounds, and Liz says they weigh 8 fourth pounds.

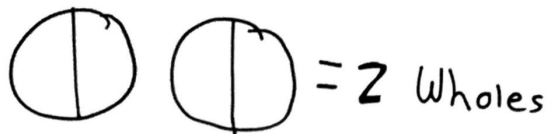
Which student is correct?



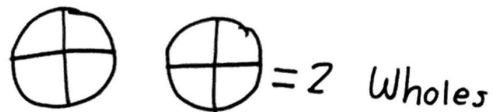
Fractions



Using Models to Represent Whole Numbers and Find Equivalent Fractions



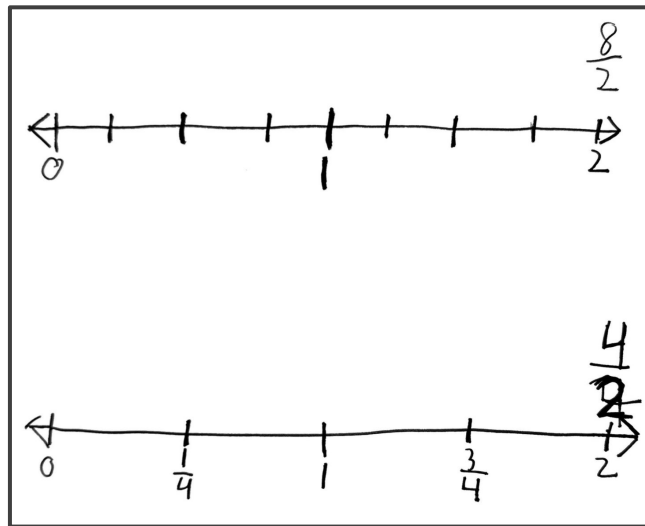
4 halves



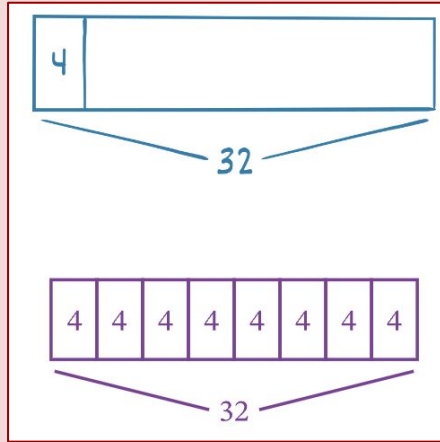
8 fourths

Possible Strategies

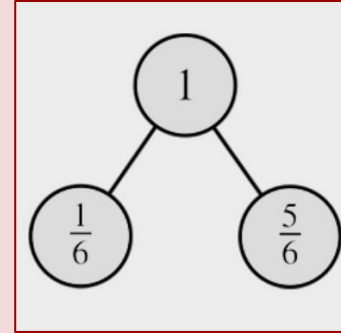
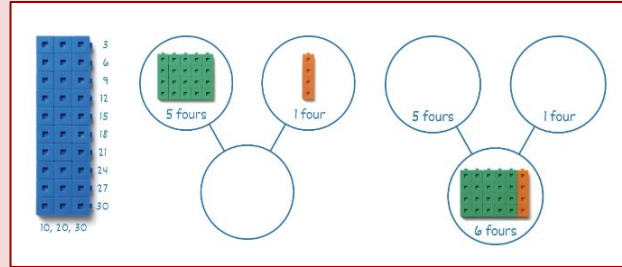
Using Number Lines to Find Equivalent Fractions



Tape Diagram

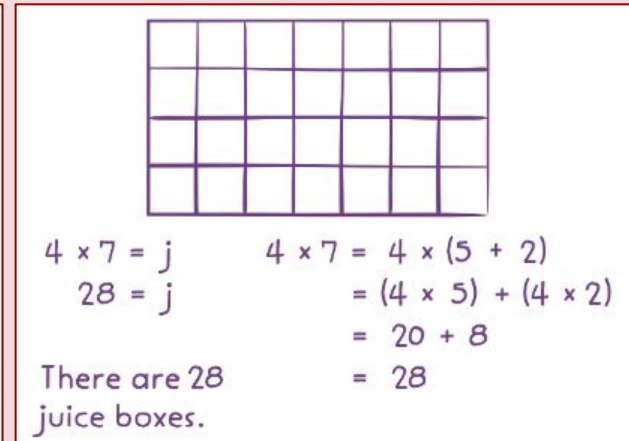
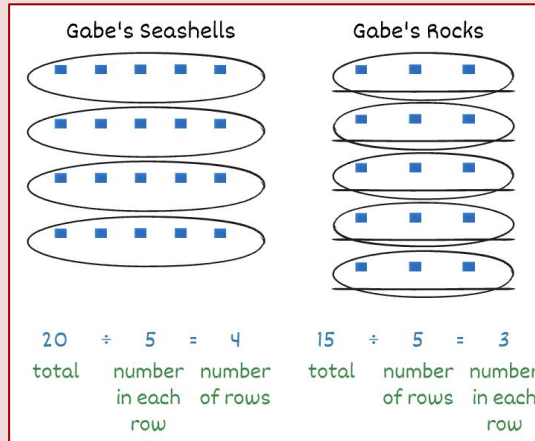
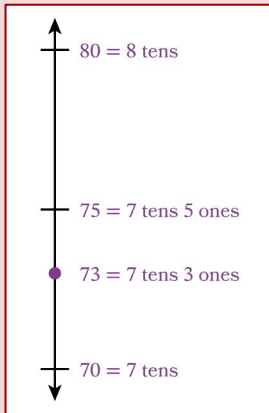


Number Bonds



Arrays

Number Line



How to Help

Practice Support

- Use the thinking of the “partner” who is solving problems like those in the Practice.

Ask Questions

- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?

Eureka Math® 1 • M1 • TC • Lesson 13

Name _____

1. Count on.

5 bees are in the hive.
3 more bees fly into the hive.
How many bees are in the hive now?

8 bees

I start with 5, then count on to find the total.

5
6
7
8

5 bees, 6, 7, 8.
There are 8 bees total.

Eureka Math® 1 • M1 • TC • Lesson 13

Name _____

1. Count on.

4 squirrels are in the tree.
3 more squirrels run up the tree.
How many squirrels are in the tree now?

squirrels

6 bees are in the hive.
4 more bees fly into the hive.
How many bees are in the hive now?

bees

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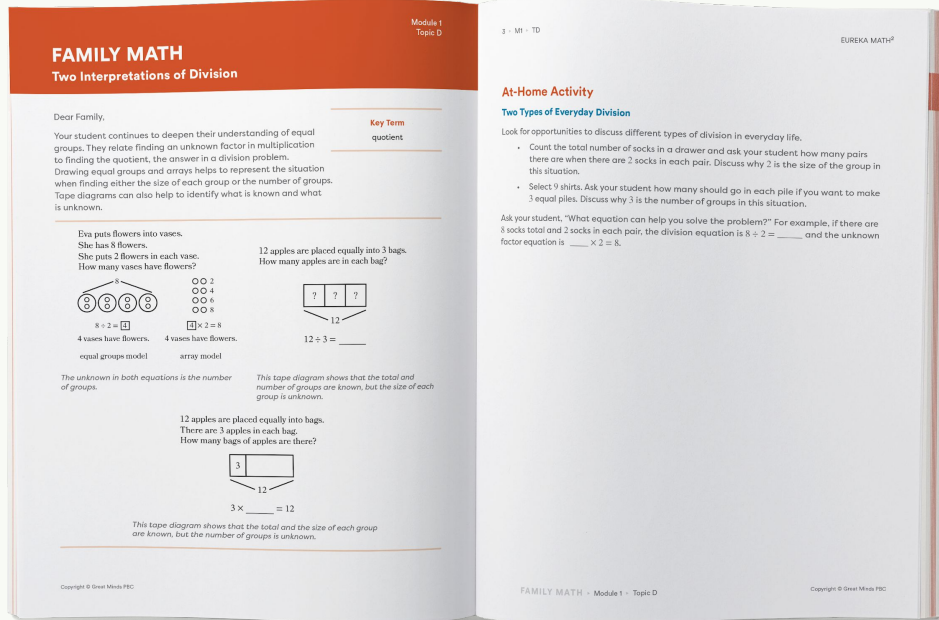
Copyright © eureka-math.org

63

When students are practicing in class, these are some of the phrases we may use.

Family Math

- Describes and shows key math concepts
- Highlights new math vocabulary
- Provides activities for student and family to do together at home

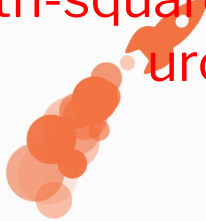


Updates will be sent home at the start of each math unit.

Q & A

Be sure to visit our family math page.

<https://greatminds.org/eureka-math-squared-family-resources>



Diversity

Diversity at PS11

We believe that diversity is a reflection of the way we live in the world today. As a school community we acknowledge diversity as an encounter with differences in identity, experiences, backgrounds, beliefs and ideas.

In addition to academic excellence, our mission as a public school is to promote a culture of respect, social awareness and moral responsibility among our students, families and staff.

At PS11, we define diversity as a focus on race, ethnicity, gender, socioeconomic level, sexual orientation, physical ability, academic ability, family structure and religion.

We know that our students are growing up in a world that is increasingly more diverse. It is our responsibility to enrich the lives of our students with an experience and an

Equity Curriculum

September

Intro to Monthly Focus Theme of Representation

September -October

Hispanic-Latinx Heritage Month

November

Indigenous People Heritage Month

December

Pacific Islander Month

January

Lead into Black History Month

February

Black History Month

March

Women's History Month

April

Arab American Heritage Month

May

Asian American Month

June

Pride Month