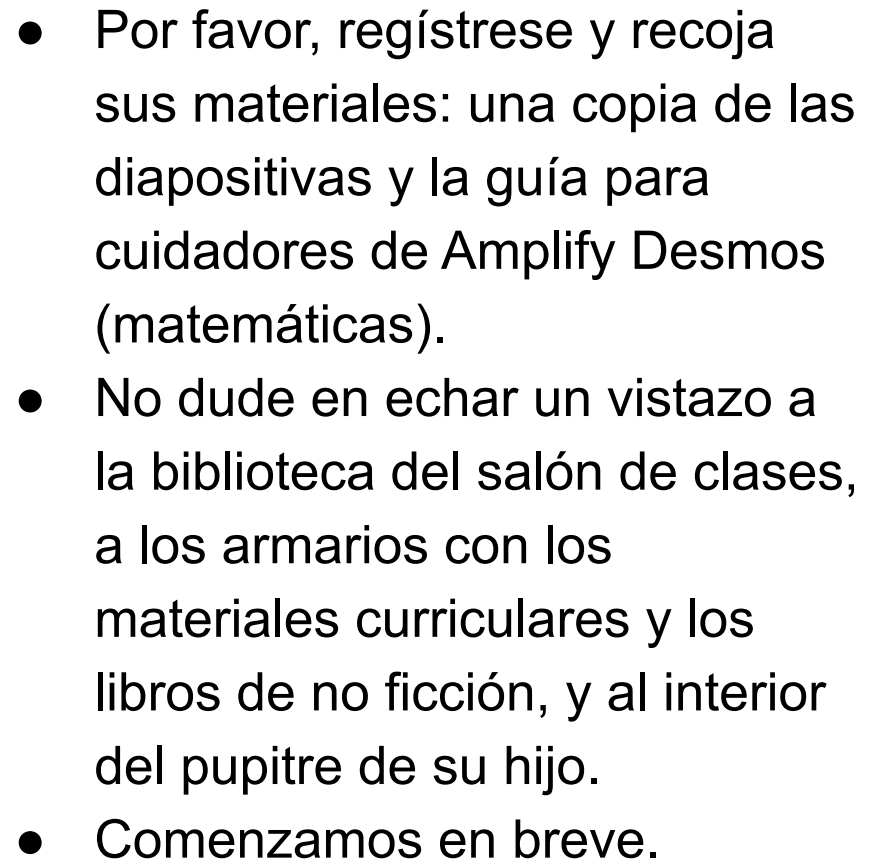
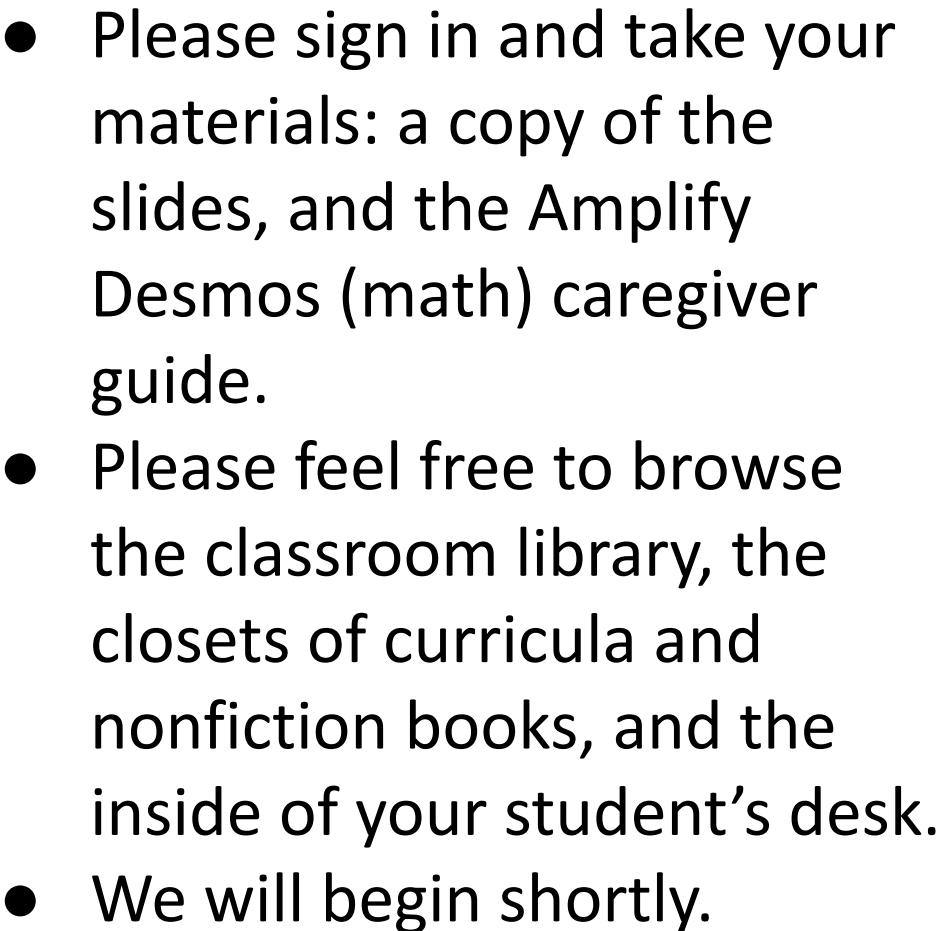






2026-2027  
3rd grade with  
**Ms. Bekkah Scharf**

# About me:



- I am mixed heritage Chinese/Ashkenazi (Eastern European)
- Born in SF, but raised in the south Bay Area
- I was a "garden teacher" for 4 years, teaching K-5 science in school gardens, in San Francisco.
- I taught 3rd grade last year in San Francisco; This is my 6th year teaching.
- BA in Environmental Studies, UC Santa Cruz (go banana slugs!)
- Master's in Teaching, University of San Francisco.



UNIVERSITY OF  
SAN FRANCISCO

School of Education



Please do not bring or wear perfume, cologne, or other scented products to school!

I am extremely sensitive to artificial fragrances. I will get sick in the presence of these products. Please leave them at home.

THANK YOU!



# Ms. Scharf's Contact Information



Email: [rscharf@smfcsd.k12.ca.us](mailto:rscharf@smfcsd.k12.ca.us)

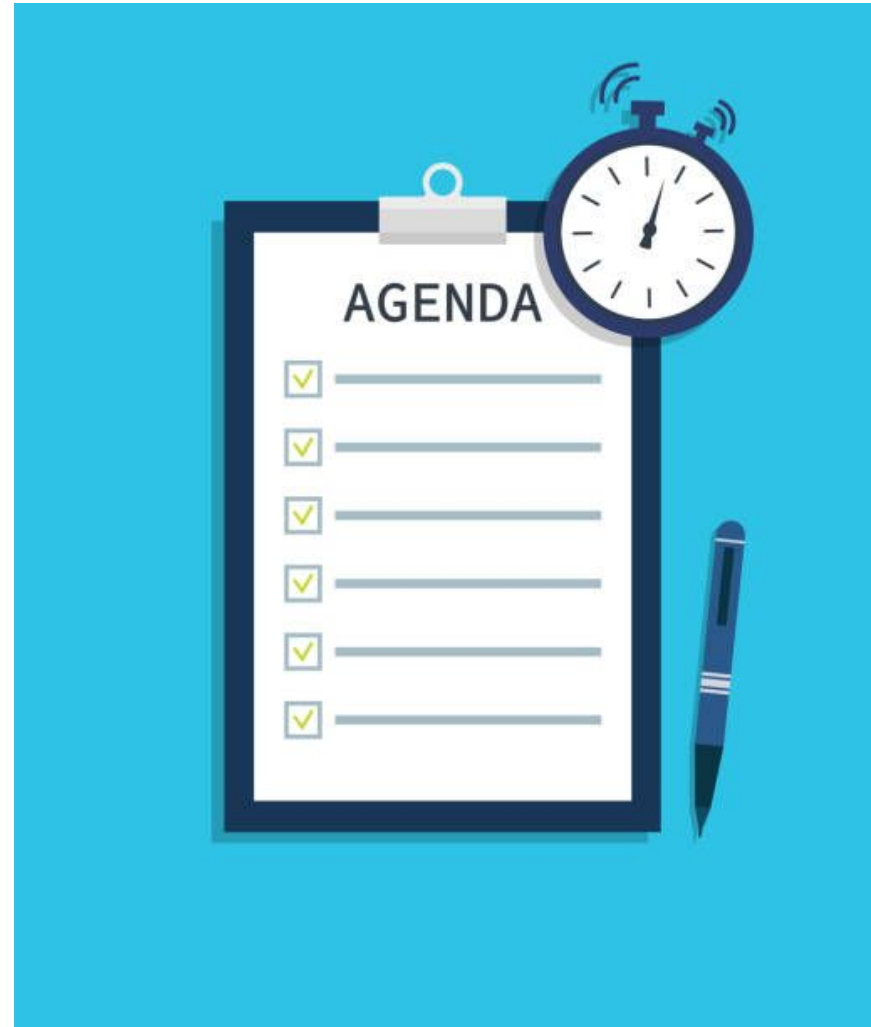
School office phone: (650) 312-7566

Classroom phone: (650) 638-2985

\*My classroom phone will not ring during school hours. Only the office can call into my room. You can leave a message and I will check it as soon as I can. Email is a quick and easy way to contact me.

# Tonight's Agenda

- Daily Schedule
- Curriculum Overview
- Homework
- Classroom Management
- Attendance
- Parent Conferences
- Email
- Field Trips
- Special Events

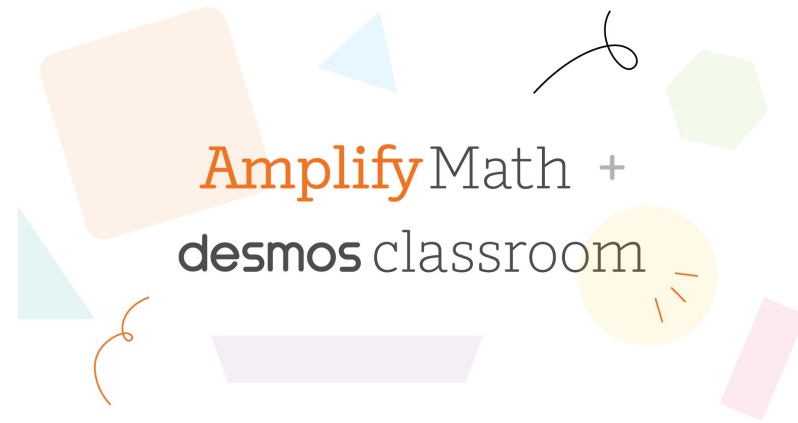


# 3rd Grade - Scharf

| Time          | Monday                                    | Tuesday                                   | Wednesday                                          | Thursday                             | Friday                                             |
|---------------|-------------------------------------------|-------------------------------------------|----------------------------------------------------|--------------------------------------|----------------------------------------------------|
| 8:35-8:50     | Morning Meeting                           | Morning Meeting                           | Second Step<br>8:35-9:05                           | Morning Meeting                      | Morning Meeting                                    |
| 8:50-9:50     | Math                                      | Math                                      | Math                                               | Art / Lego<br>(9:20 - 10:20)         | Math                                               |
| 9:50-10:20    | T2/ Skill Practice/<br>Excelleration/Math | T2/ Skill Practice/<br>Excelleration Math | T2/ Skill Practice/<br>Excelleration Math/<br>DELD |                                      | T2/ Skill Practice/<br>Excelleration Math/<br>DELD |
| 10:20 - 10:40 | RECESS                                    | RECESS                                    | RECESS                                             | RECESS                               | RECESS                                             |
| 10:40 - 11:40 | Music<br>(10:45 - 11:15)                  | ELA/ Knowledge Building (KW push in)      | ELA/ Knowledge Building (KW push in)               | ELA/ Knowledge Building (KW push in) | ELA/ Knowledge Building (KW push in)               |
| 11:45-12:25   | ELA/ Knowledge Building<br>(11:15-12:25)  | SRSD                                      | SRSD                                               | Math<br>(11:45-12:25)                | SRSD                                               |
| 12:25-1:20    | LUNCH                                     | LUNCH                                     | 12:45 DISMISSAL                                    | LUNCH                                | LUNCH                                              |
| 1:20-2:20     | P.E./Bookworms                            | P.E./Bookworms                            |                                                    | P.E./Bookworms                       | P.E./Bookworms                                     |
| 2:20 - 2:50   | Literacy Centers/<br>DELD                 | Literacy Centers/<br>DELD                 |                                                    | Literacy Centers/<br>DELD            | Library 2:20                                       |
| 2:40-2:55     | Read Aloud                                | Read Aloud                                |                                                    | Read Aloud                           | Read Aloud                                         |
| 2:55          | Dismissal                                 | Dismissal                                 |                                                    | Dismissal                            | Dismissal                                          |

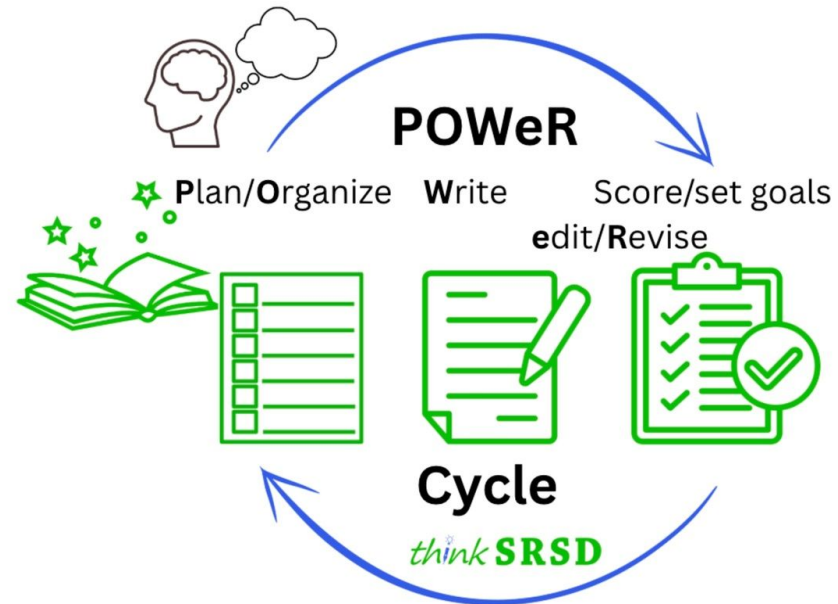
## Math class:

- Warm-up “math talk”--10 mins
- Facilitated concept exploration: 25 mins
- Independent digital practice: 25 mins
- Lesson synthesis/exit ticket: 5 mins.



## Writing: SRSD

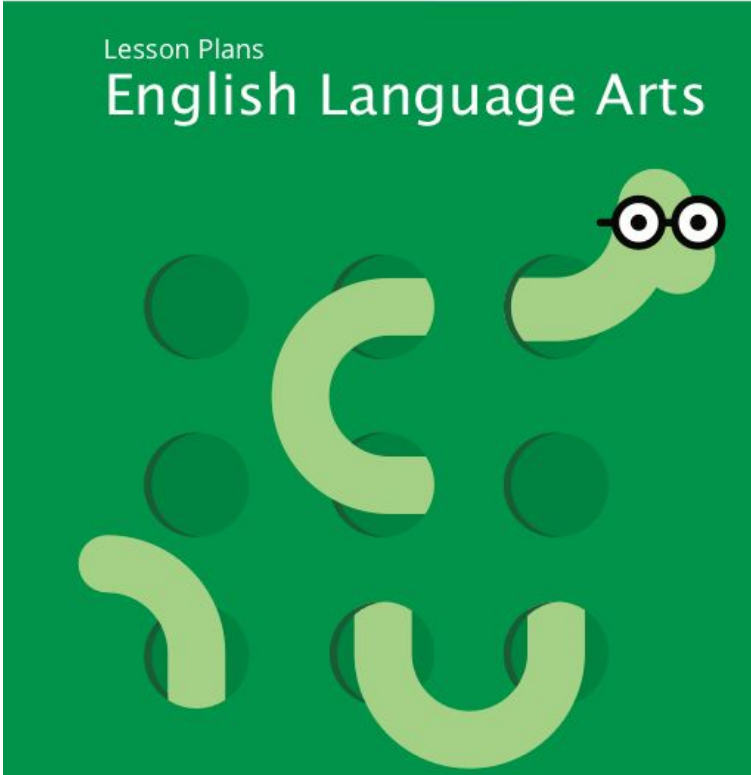
- Opinion on topics or texts
- Informative/ Explanatory Texts,
- Narratives
  - Fiction
  - Nonfiction
- Shared, Interactive, Modeling, Independent practice



**Centers:** skilled-aligned instruction

# ELA/ Knowledge Building:

- **Foundational Skills:** phonics, affixes, multisyllabic words
- **Fluency/shared reading:** speed, accuracy, expression
- **Read-alouds:** Twig and Benchmark
  - Information sets for Twig (science)
  - Fiction sets from Benchmark (ELA)
- **Close Reading:** comprehension and text structures
- **Designated English Language Development (DELD)** for English-language learners



# 3rd grade spelling

- Phonics, word patterns
- Dictionary skills
- **Sight words:** common words that a reader recognizes instantly on sight without sounding them out
- Academic vocabulary



## -ie or -ei?

Use "i" before "e", except after "c", unless it says  $\bar{a}$ , as in *eight*.

↓  
piece  
believe  
chief  
friend

↓  
receive  
ceiling  
deceive  
receipt

↓  
neighbor  
sleigh  
weight  
freight

# DIPHTHONG VOWELS

Made WHIMSICALLY

**au**

**aw**

awesome

yawn

hawk

straw

author

cause

haul

jaunt

\_\_esome

y\_\_n

h\_\_k

str\_\_

\_\_thor

c\_\_se

h\_\_l

j\_\_nt

**oi**

**oy**

toy

soy

boy

loyal

coin

noise

join

broil

t\_\_

s\_\_

b\_\_

l\_\_al

c\_\_n

n\_\_se

j\_\_n

br\_\_l

# THIRD GRADE

## SIGHT WORDS

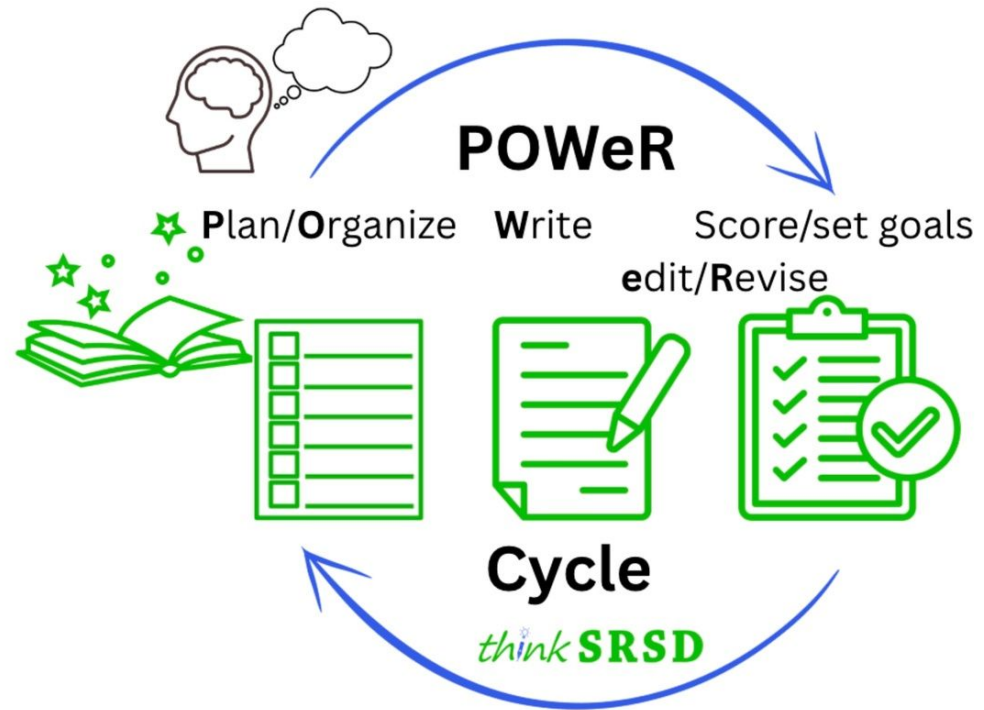
|       |        |          |       |
|-------|--------|----------|-------|
| about | better | bring    | carry |
| clean | cut    | done     | draw  |
| drink | eight  | fall     | far   |
| full  | got    | grow     | hold  |
| hot   | hurt   | if       | keep  |
| kind  | laugh  | light    | long  |
| much  | myself | never    | only  |
| own   | pick   | seven    | shall |
| show  | six    | small    | start |
| ten   | today  | together | try   |
| warm  |        |          |       |



# Writing: SRSD

## The Writing Process:

- Gathering ideas
- Prewriting
- Drafting
- Revising
- Editing
- Publishing



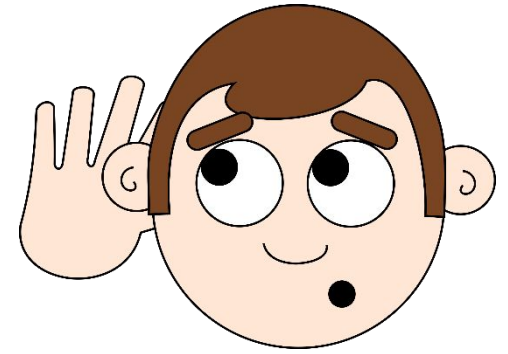
# Writing Standards

- Narratives: personal and fiction
- Information (nonfiction):  
biographies
- Response to Literature
- Opinion writing





# Speaking and Listening Skills



- Every student is expected to listen critically and respond appropriately to oral communication.
- Classroom participation is highly encouraged!
- “Spring into history” research and oral presentation, in the Spring

# Library/Computer

## **In the library:**

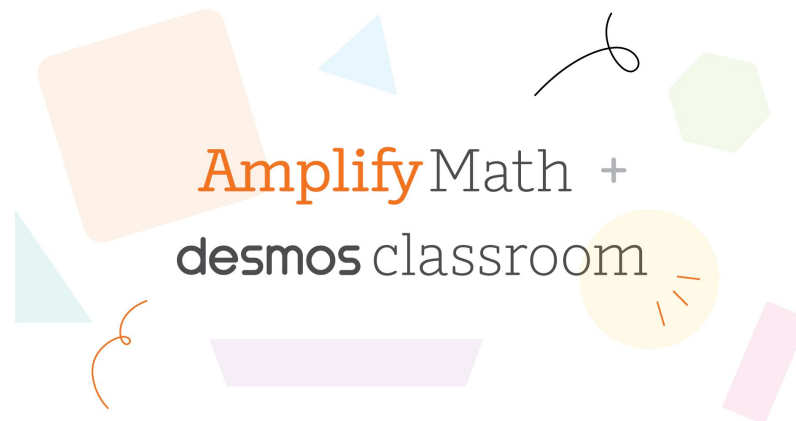
- Students will visit the library
- Students will choose at least one “just right” book for reading enjoyment and/or research. The second book may be chosen for shared reading at home or enjoyment and can be any level.

## **Computer lessons in the classroom:**

- Word processing skills will be practiced.
- Educational curriculum sites will be explored.
- Students will use the Internet to research.
- Students will create presentations from their reports
- Digital citizenship curriculum is discussed and practiced to help students become responsible users of technology.

# Math

- Amplify Desmos is our district's new math curriculum.
- All students has a workbook (see inside desks)
- Students will use dry erase boards for quick computations during lessons.
- Students will participate in mathematical activities and discussions to increase critical thinking and problem solving.





# Science



## Units of study:

- The Ultimate Playground
- Welcome to the Biodome
- How to Survive an Ice Age
- Weather Warning HQ

## Science is taught using Twig Science

*Twig Science is the district adopted curriculum. Twig is aligned to the NGSS (Next Generation Science Standards) which emphasizes on crosscutting concepts, disciplinary core ideas, engineering, technology, and applications, as well as California environmental principles and concepts.*

# Social Studies



## TCI: Social Studies Alive

### 3rd Grade- California's Communities



1. Geography of the local region
2. American Indians of the local region
3. *Development of the community*: Change over time
4. American citizens, symbols and government
5. Economics of the local region
6. Citizenship throughout the day

# Physical Education

- PE is taught for 30 minutes a day by Coach Moe from 1:20 - 2:20.
- We will not have PE on Wednesdays.
- Children must wear appropriate shoes for physical activity.



# Life Skills

Our social skills curriculum emphasizes the development of positive character traits with the goal of creating socially responsible children.

- Soul Shoppe: 4 assemblies throughout the year
- Classroom discussions and projects
- Second Step: social-emotional learning lessons



**SECOND  
STEP®**

# Homework

- Monday – Thursday.
- ~30-40 minutes of practice/review of the day's lessons, AND independent reading
- Please check in with your child that homework is correct, neat, and complete **every night. Homework will always be found in the RED homework folder.**

You can support your child by **helping them create a routine** for completing and organizing their homework to ensure it's in their backpack to bring to school the next day

# Daily homework

- **1 math assignment:** review of a previous lesson
- **Minimum of 20 minutes** of reading every night.
- Filling out 1 square of the **reading log** every night→
  - Reading during the week is required.
  - Reading on the weekend is encouraged.
- Other relevant work around Language Arts

Name \_\_\_\_\_

My Character Reading Log

Directions:

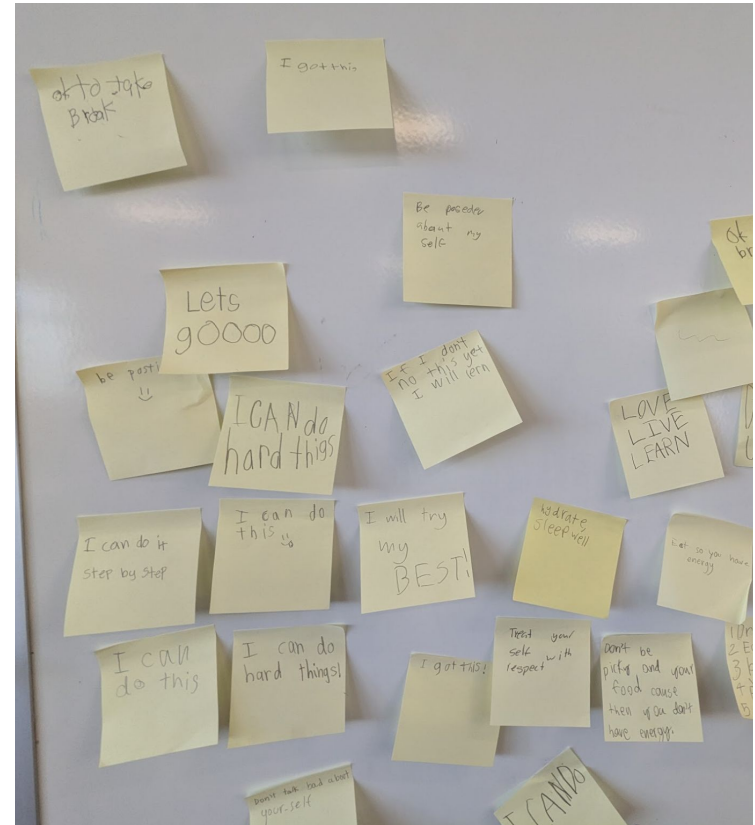
1. Read your book.
2. Write the title of the book.
3. Draw a picture of the characters.  
The characters are the people, animals, or creatures in a text.

|                                                            |                                                           |
|------------------------------------------------------------|-----------------------------------------------------------|
| Title: _____<br>Characters _____<br><b>Monday/Lunes</b>    | Title: _____<br>Characters _____<br><b>Tuesday/Martes</b> |
| Title: _____<br>Characters _____<br><b>Wedns/Miercoles</b> | Title: _____<br>Characters _____<br><b>Fri/Jueves</b>     |

# Classroom Management

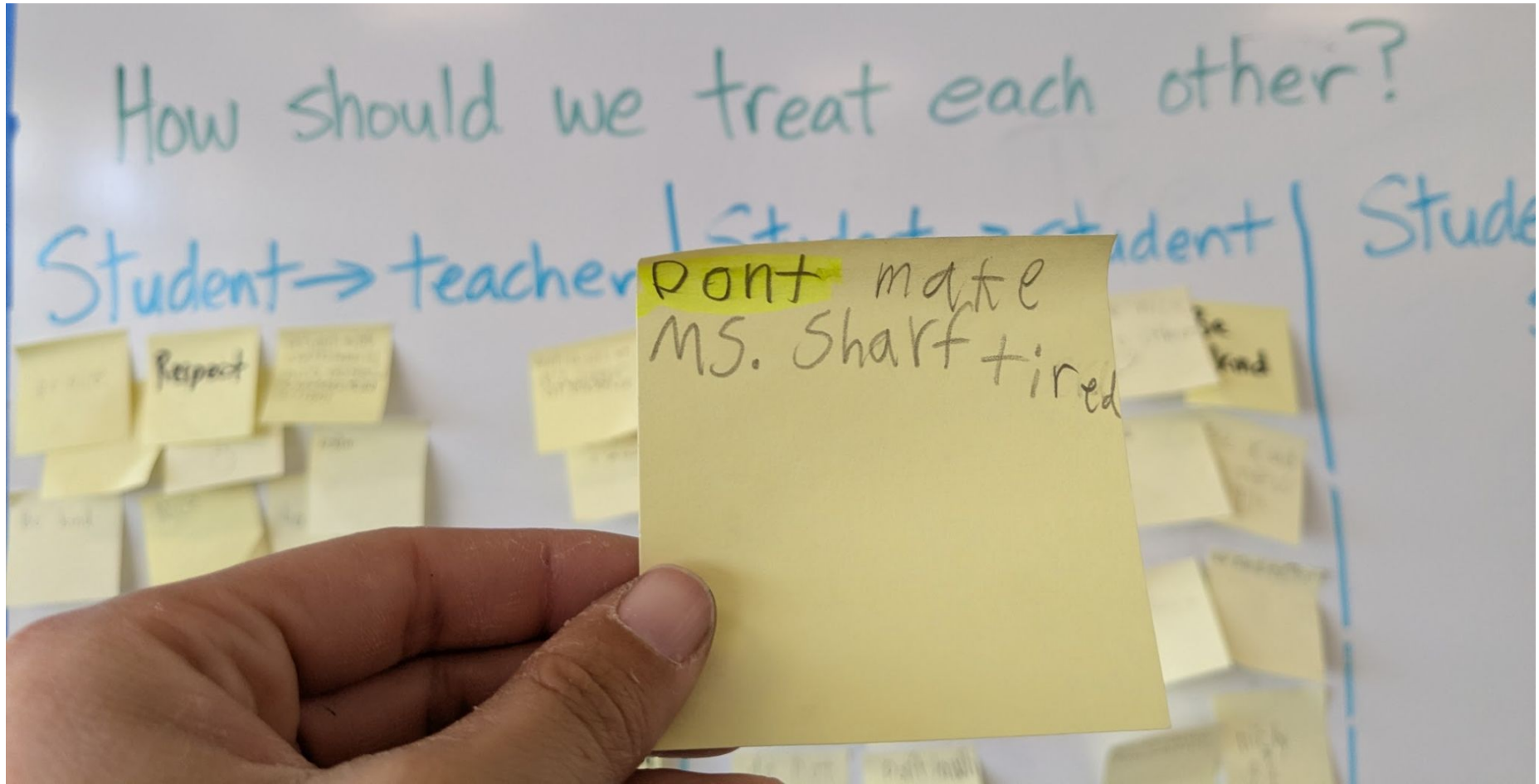
**Students co-created our 10 class agreements:**

- Be safe: Walk, don't run, use supplies correctly, be gentle
- Be responsible: Make smart choices, Try your best and focus, clean up, follow directions quickly\*
- Be respectful: Use kind words, Help others, listen with your whole body



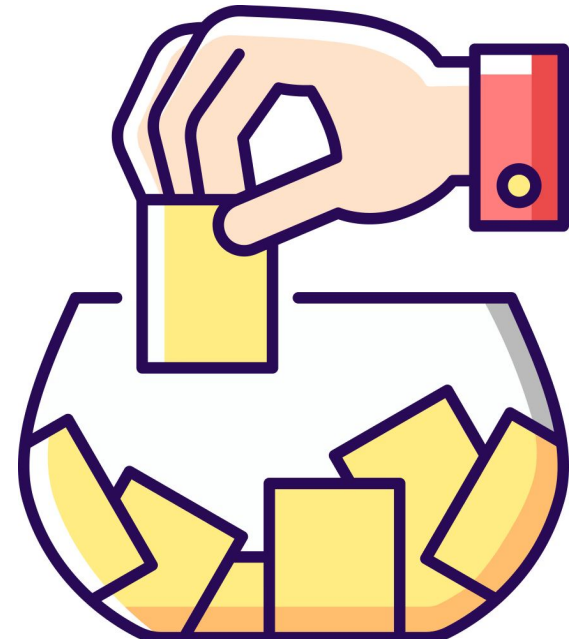
# Students also co created our “treatment agreement”

- Teacher→Student
- Student→Teacher
- Student→Student
- Student→Self



# Classroom management continued

- Individual incentives: blue tickets and Mustang tickets
- Table points
- Class incentive: SURPRISE
- Weekly raffle for coupons
- Positive behavior is recognized/awarded
- Negative behavior is discussed with the individual in a timely manner.



# Negative Behavior

- Possible consequences of negative behavior may involve the student using recess time to discuss and resolve the issue.
- We resolve conflicts using our life skills and Soul Shoppe strategies.
- Families will be notified if a behavior needs to be discussed at home.
- If needed, meetings can be arranged to resolve ongoing issues.
- We appreciate your support in having consistent expectations at home and school, appropriate consequences, and communication with your child in order to have a successful year.

# Attendance

- Regular and timely attendance is extremely important to your child's education.
- Late arrivals to class are very disruptive and discouraged.
- School begins promptly at 8:35 and ends at 2:55.
- Please try to schedule appointments after school
- Please call the office at 650-312-7566 or send an email to [meadowheightsattendance@smfc.k12.ca.us](mailto:meadowheightsattendance@smfc.k12.ca.us) and me if your child is going to be absent.
- Please try to contact me in a note, call, or email if your child will be absent, arriving late, or leaving early so I can make sure the transition is smooth and not disruptive.

## Attendance Achievement by Month

**What is Chronic Absence? MISSING 2 OR MORE DAYS PER MONTH**

Including both excused & unexcused absences

*Strive For Under 5!*

**Where are you?**

| End of Month | GOOD      | AT-RISK | CHRONIC    |
|--------------|-----------|---------|------------|
| August       | 0         | 1       | 2 or more  |
| September    | 1 or less | 2       | 3 or more  |
| October      | 2 or less | 3-4     | 5 or more  |
| November     | 3 or less | 4-6     | 7 or more  |
| December     | 4 or less | 5-8     | 9 or more  |
| January      | 5 or less | 6-10    | 11 or more |
| February     | 6 or less | 7-12    | 13 or more |
| March        | 7 or less | 8-14    | 15 or more |
| April        | 8 or less | 9-16    | 17 or more |
| May          | 9 or less | 10-17   | 18 or more |

# ATTENDANCE

## in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

## Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids

in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.<sup>1</sup>



2 in 10  
low-income kids  
miss too much  
school. They're also  
more likely to suffer  
academically.<sup>1</sup>



2.5 in 10  
homeless kids  
are chronically  
absent.<sup>2</sup>



4 in 10  
transient kids  
miss too much  
school when  
families move.<sup>2</sup>



## Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?<sup>3</sup>



64%

of kids with good attendance in K and 1st  
(missed 9 or fewer days both years)



43%

of kids with at-risk attendance  
(missed more than 9 days both years)



41%

of kids chronically absent in K or 1st  
(missed 18 or more days one year)



17%

of kids chronically absent in K and 1st  
(missed 18 or more days both years)

## What We Can Do



### Engage Families

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.



### Fix Transportation

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.



### Address Health Needs

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



### Track the Right Data

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?

<sup>1</sup> Chang, Hedy; Romero, Marijose, Present, *Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY: NY, September 2008.

<sup>2</sup> *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

<sup>3</sup> *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

# Parent Conferences

- October 16-23 from (1:50-3:30pm). There will be a few slots from 4-6pm on Thursday 10/22.
- Conferences will be 20 minutes.
- Please be on time. I am unable to extend your time if there is a family waiting after your scheduled time.
- We know things come up, if you need to reschedule a conference, please let us know as soon as possible.

# Email

- The best and most convenient way to contact me is through email or Parent Square.
- If you have not yet, please give me your email address
- My school email address is: [rscharf@smfcsd.ca.k12.us](mailto:rscharf@smfcsd.ca.k12.us)
- If you need to meet with me, please make an appointment.



# Meadow Heights PTA

The Meadow Heights Parent Teacher Association (PTA) is dedicated to supporting our school, the students, our teachers/staff and all families.

## The Meadow Heights PTA:

- **Plans** community events and activities
- **Provides funding** for school programs & enrichment for students
- **Organizes volunteers** to run events, help in classrooms & support the school
- **Sends communications** to help families stay informed and connected
- **Arranges staff appreciation** activities throughout the year
- **And so much more!**

**Please support our community by sharing your time, talents and donations!**

Visit [www.meadowheights.org](http://www.meadowheights.org) to get started!

Get involved and **JOIN the PTA** for only \$10 and 5 meetings a year. Together we make Meadow Heights the amazing community that it is.



**Scan to Volunteer**



**Upcoming Volunteer Opportunities:**  
**Harvest Carnival (October 30)**  
**Room Parents**  
**Multilingual Parent Resource**

Questions? Email Carisa @ [president@meadowheights.org](mailto:president@meadowheights.org)

# Field Trips

- We will be looking into a few field trips this year. Field trips are meant to be educational and engaging. More to come soon!
- Chaperones will be needed!



# Scheduled Events

Spring Into History Wax Museum is a fun project your third graders get to participate in. They will research and write a biography on a person who has made a difference on society and create a poster to showcase the research they have done. They will then get to dress up as their character and share this with parents and students as part of a wax museum. This event will be in the Springtime.

# Classroom Parties

- We have a school and district policy regarding food items for both holiday and birthday parties.
- Winter Holiday party
- Valentine's Day party
- End of School Year party
- All food items must be store bought with ingredients listed.



# Birthday Celebrations

- Your child may bring non-food items (like pencils, stickers, or bookmarks) to share with the class on his/her birthday.
- Please bring items that are easy to distribute.
- Please let me know ahead of time if you want to bring an item in for your child's birthday.
- **Although we will no longer have food items for celebrations please let me know if your child has a severe food allergy or restrictions, ASAP.**



Thank you for joining tonight. If you should have any more questions, do not hesitate to ask. We are looking forward to a wonderful and successful year with you and your child.