

Friday, Oct 11, 2013

3rd Grade Community News



Dear Parents,

As-Salamu 'Alaykum. Insha'Allah this reaches all of you in the best of health and iman.

Tardy Policy

Please remember that school begins promptly at 8:00 a.m. Students will often have an assignment to complete right after morning halaqa. In order to have sufficient time to complete the assignment, students will need to be unpacked and ready to work by 8:05 a.m. Please know that these assignments may be graded and included in final report card grades. Students who arrive late will not have the opportunity to complete these assignments at another time in the school day. Students who are accepted into the Hifz program will still be expected to complete these assignments for home study.

Assessments

Regular assessment is an integral part of the learning process and takes place in the classroom on a daily basis. It is used to drive instruction, target specific skills to teach in differentiated lessons, and to communicate with you on how your child is progressing.

Our school's grading policy is based on the M, P, C system. Students who demonstrate mastery receive an M; P indicates the child is progressing towards mastery, and C is used to communicate an area of concern. These letter grades are used when scoring various assessments and rubrics and are used on report cards.

We follow the Tarbiyah Project methodology of assessing the development of the whole child by using rubrics that assess students on what they "know", "do", and "become". Mastery of content knowledge and skills is just one aspect of their overall development. Therefore, we directly teach and assess process skills, work habits, organizational skills, social interactions, and implementation of the sunnah in each area of study. Please check out the tab "Rubrics" on our Weebly pages to view some of the assessments we will be using for unit 1.

Unit 1: Spiritual Literacy and Systems

This week we concluded unit 1. Students have reflected on the key concepts of the unit and assessed themselves on their Spiritual Literacy development.

Key Concepts: Process, Community, Organization, and Wholeness



Islamic: During the last few weeks, students have been learning that Allah (SWT) created many **systems** in the universe that are **organized** together in one **whole**, interconnected creation. They have learned that Allah (SWT) has directed us to follow many **procedures** because He loves us. When we follow these procedures, we increase our faith in submitting to His command.

One **procedure** that we follow in order to increase our Spiritual Literacy is salah. During the morning halaqas, we discussed how our day should be **organized** around our salah, as it is one of the most important pillars of Islam. Students are also learning the procedure for wudu and that it is a requirement for salah. Next week, students will learn to tell the time for prayer based on the position of the sun.



Literacy:

Students have done a wonderful job increasing their reading stamina over the past few weeks. We are currently in the process of assessing students in order to learn their strengths and needs as readers. Once we have completed these assessments, we will begin forming our Book Clubs. These flexible, small groups are used for guided reading lessons during which students will practice specific skills that will help them grow as a reader.



Writers' Workshop: Last week, we began writing about small moments in our lives. Students were taught strategies that help them choose important events, find "seed" stories (stories that are focused on a short period of time), and zoom-in to fully describe the most important part of the story.

Science: Students have been learning to use evidence to support scientific claims. They have been discovering why some animals form communities by reading articles and watching videos.

Social Studies: Students spent the first couple weeks learning about their own rights and responsibilities. Each class worked as a **community** to learn how to solve conflicts and create a list of student rights and responsibilities. Recently we have been extending that knowledge to understand the purpose of government.

Through reading articles on Michigan government, small group collaboration, and whole-class discussions, the students have learned that governments are **organized** to maintain safety and order, and to protect the rights of their citizens. Students learned to identify the various responsibilities of the Michigan government, as well as the responsibilities of the state's citizens. Students also began learning about the branches in Michigan's government, and how each branch fulfills an important role the **system** of government.

Next week students will learn about the Michigan Constitution. They will learn that the constitution was created to protect the rights of the state's citizens, and that it was designed to reflect the values of the **community**.



Math: Students have been learning that graphs **organize** data so that the information is easier to understand. We have been using data from a class survey taken the first week of school to design bar graphs, pictographs, tally charts, frequency tables, and line graphs. Students have practiced analyzing and interpreting these types of graphs. Students created graph booklets to demonstrate their understanding of these graphs.

Students are now exploring how numbers are organized with the place value system. Students will be working on finding the value of a digit in a number, identifying the place value of a given digit, writing numbers in expanded form, and using knowledge of place value to accurately add 3-digit numbers.

Thank you for taking the time to read this week's newsletter. Please feel free to email us if you have any questions or concerns.

JAK!

Sr. Aisha & Sr. Lisa ☺