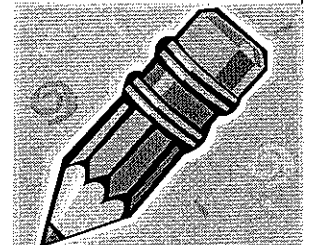


Elliott's Events

Mrs. Elliott: 3B

November 4, 2011



julie.elliott@thompsonschoools.net 613-5749 www.3b2011.wikispaces.com

Dear Parents and Guardians,

Our "Words Their Way" spelling program encourages students to group words with the same spelling patterns. If the students practice the words within the spelling pattern groups they will learn the words faster, and they will be more likely to apply their knowledge of the spelling pattern in their everyday writing. At the beginning of each week I will send a spelling practice page home. This is not required homework, but it will help the students practice the spelling patterns for the week. Most students will need additional practice, though, in order to master the words. One effective way to practice spelling words is the "Look, Say, Cover, Write, Check" method. We have practiced this together in class. The students choose one word, they look at the word and think about the sounds they hear and the letters they see as they say the word. Then they cover the word and write it without looking, then they check to see if they spelled it correctly. If they got it wrong, they follow the steps again. If they practice the words with the same spelling patterns together using this method, they will begin to associate those words with each other and they will be more successful. Please use any method that works for your child, but it is important to support your child with his/her spelling practice at home.

Please feel free to contact me with any comments, questions or concerns you may have regarding your child at 613-5749 or julie.elliott@thompsonschoools.net

Sincerely,
Julie Elliott

Spelling List

Sort 9

1. scrape
2. scratch
3. scream
4. strange
5. string
6. stream
7. spray
8. spread
9. sprain
10. throw
11. throne
12. through
13. shrink
14. shrunk
15. shrimp
16. squish
17. squash
18. squeeze
- 19.
- 20.

Learning Targets:

Math: Students will be able to solve addition problems with 2- and 3-digit numbers, and they will discuss their strategies.

Reading: Students will be able to use their schema to make text to self connections to help them better understand a text.

Writing: Students will be able to write a descriptive paragraph with a topic sentence and a conclusion sentence.

Social Studies: Students will be able to discuss the roles of the Native American family members.

OUR WORD OF THE WEEK THIS
WEEK IS: Self-Esteem

Specialist Schedule



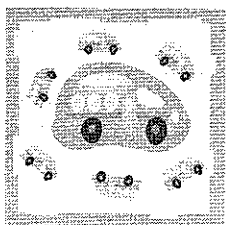
Monday: Computer/P.E.
9:15 to 10:15

Tuesday: P.E.- 9:45 to 10:15
Art- 11:15 to 12:15

Wednesday: Library
9:45 to 10:15

Thursday: Computer/Music
9:15 to 10:15

Friday: Library/Music
9:15 to 10:15



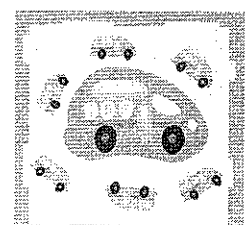
School-Home Connection

Read Aloud Day: 11/8 (Dr. Cabrera will be reading to 3B)

Giving Tree/Food Drive: 11/21-12/9

Goodies for Grandparents: 11/22

No School: 11/23-11/25





Spelling Practice



Below is a list of ways to study your spelling words. Choose at least one activity from the list to practice your spelling words.

1. Write your words in alphabetical order.
2. Write each of your spelling words and circle the vowels.
3. Write each of your spelling words and underline the consonants.
4. Play "Snowman": This is a nonviolent version of Hangman. On a separate sheet of paper, draw a snowman with a hat, three buttons, two eyes, a nose and a smile. Erase a part of the snowman for each guess. Try to guess the word before the snowman melts!
5. Riddle Me!: Write some riddles using your spelling words.
6. Connect the Dots!: Make a square of four rows of dots with four dots in each row. Before taking a turn, a player must spell a spelling word. If the word is spelled correctly, the player connects two dots. When a player forms a square, he/she can write their initials in the box. The player with the most boxes in the end wins.
7. Write each word in sentence that is at least 5 words long.
8. Write each word and its definition.
9. Make a word search and have a member of your family find the words.
10. Story Story!: Write a short story using all of your spelling words. Underline the words in your story.
11. Colorful Words: Use two different color pens to write your spelling words. Use one color to write the consonants and the other for the vowels.
12. Stair Steps: Write your words as if they were stairs, adding one letter each time.

Example: s

sp

spe

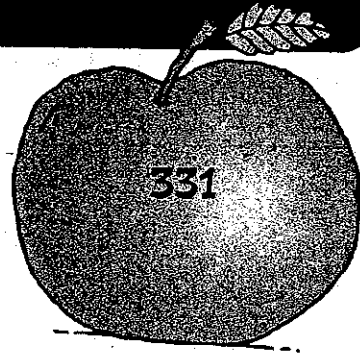
spel

spell

Name _____

Handbook Link

Using Action Verbs and Linking Verbs



* An **action verb** tells what the subject is doing.

Ripe apples drop off trees.

I ate a piece of apple pie.

* A **linking verb** links the subject to a word in the predicate.

Apples are fruit.

That apple pie was delicious!

1

Write an action verb in each of these sentences.

1. Apple trees _____ in late spring.
2. I _____ apples in the fall.
3. Once I _____ a worm in an apple.
4. My mom _____ apple butter.

2

Write a linking verb in each of these sentences.

1. Applesauce _____ soft and delicious.
2. Granny Smith apples _____ green.
3. I _____ an apple fan!
4. Last year, the orchard _____ full of apples.

3

Draw two lines under the verb in each sentence. Write an A in the blank if the verb shows action or an L if the verb links two words.

Example: Johnny Appleseed learned about apples. A

1. Johnny Appleseed's real name was John Chapman. _____
2. Johnny walked through the Midwest. _____
3. He wore a sack as a shirt. _____
4. He planted many, many apple trees. _____
5. Johnny Appleseed was well known. _____
6. Many people wrote books about him. _____
7. Some books about Johnny Appleseed are tall tales. _____

NEXT
STOP

Write three sentences about making a fruit salad. Use at least one of the verbs below in each sentence.

eat peel chop mix stir cut taste is be are was slice

1. _____

2. _____

3. _____



Adding and Subtracting 10s

Solve each set of problems below.

NOTE Students practice adding and subtracting multiples of 10.

SMH 36

1. $55 + 20 =$ _____

$55 + 40 =$ _____

$55 + 60 =$ _____

2. $123 - 10 =$ _____

$133 - 10 =$ _____

$143 - 10 =$ _____

3. $167 + 10 =$ _____

$167 + 20 =$ _____

$167 + 30 =$ _____

4. $91 - 20 =$ _____

$91 - 30 =$ _____

$91 - 40 =$ _____



How Many 10s? Part 2

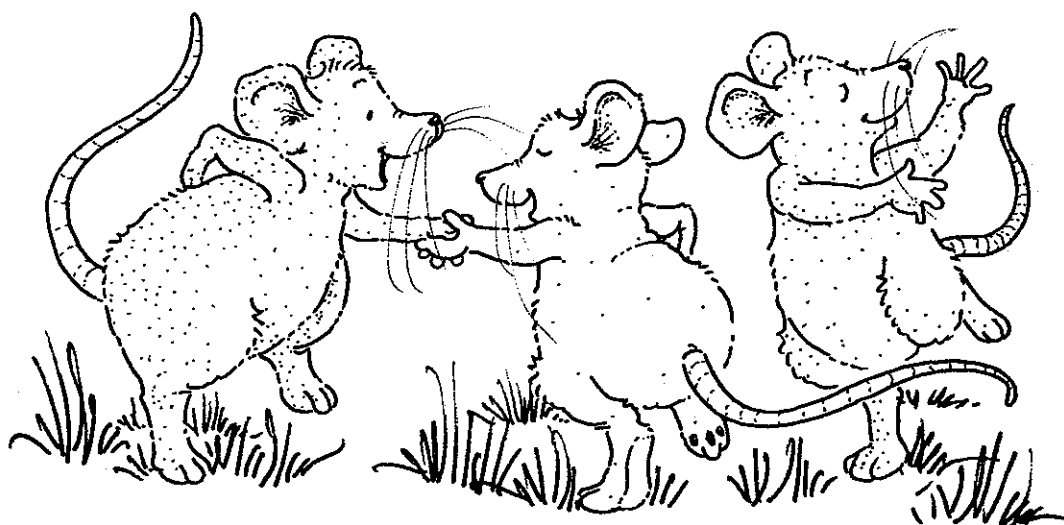
NOTE Students find how many groups of 10 are in some 3-digit numbers.

SMH 7–8, 37–38

1. Ms. Ahmed went to Sticker Station and bought strips of 10 stickers to give to her students. She bought 250 stickers. How many strips of 10 did she buy?
2. Gina and her brother are collecting pennies at home. They have 382 pennies so far. If they trade the pennies for dimes, how many dimes will they have? How many pennies will be left over?
3. At the end of week 3, Ms. Santos' class had 629 bottle caps in their class collection. They are displaying the bottle caps in bags of 10. How many bags of 10 do they have? How many bottle caps are left over?

Three Blind Mice

*LISTEN to
your child read
this poem aloud.*



Three Small Mice
Pined for some fun.
They made up their mind to set out to roam.
Said they, "It's dull to remain at home."
And all they took with them was a comb,
Three Small Mice.

Three Starved Mice
Came to a farm,
The farmer was eating some bread and cheese,
So they all went down on their hands and knees,
And squeaked, "Pray, give us a morsel, please,"
These Three Starved Mice.

Three Glad Mice
Ate all they could.
They felt so happy they danced with glee,
But the farmer's wife came in to see
What might this merry-making be
Of Three Glad Mice.

Three Poor Mice,
Soon changed their tune,
The farmer's wife said, "What are you at
And why were you capering around like that?
Just wait a minute, I'll fetch the cat,"
Oh dear, Poor Mice.



Three Scared Mice
Ran for their lives.
They jumped out on to the window ledge,
The mention of "Cat" set their teeth on edge,
So they hid themselves in the bramble hedge,
These Three Scared Mice.

Three Sad Mice,
What could they do?
The bramble hedge was most unkind
It scratched their eyes and made them blind,
And soon each Mouse went out of his mind,
These Three Sad Mice.

Three Blind Mice,
See how they run.
They all run after the farmer's wife.
She cut off their tails with a carving knife.
Did you ever see such a sight in your life?
As Three Blind Mice?

Three Sick Mice,
Gave way to tears,
They could not see and they had no end,
They sought a chemist and found a friend,
He gave them some "Never Too Late to Mend,"
These Three Sick Mice.

Three Wise Mice
Rubbed, rubbed away.
And soon their tails began to grow,
And their eyes recovered their sight, you know
They looked in the glass and it told them so
These Three Wise Mice.

Three Proud Mice,
Soon settled down.
The name of their house, I cannot tell.
But they've learned a trade and are doing well,
If you call on them, please ring the bell
Three times twice.

By John W. Ivimey

(Excerpted from Complete Version of *Ye Three Blind Mice*)

Dear Parents,

You might start this assignment by telling your child that he or she has probably never heard this complete poem. The seventh stanza is the only part of "The Three Blind Mice" that is really well known. (Even this version is not complete.)

As you and your child read the poem, try doing so in the sing-song way that is so familiar. Thus, you would repeat the first two lines of each stanza. For instance, for the first stanza, you would read, "Three Small Mice/Three Small Mice/ Pined for some fun./Pined for some fun./ They made up their mind to set out to roam..." (and so on). Try to remember to do this with the first two lines of every stanza.

Skill

Using Context Clues

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions



Reread the verses that contain these words. Together, use context clues in the verse to help you guess the meanings of the words and phrases below. Write your best guess on the line.

roam _____

morsel _____

glee _____

capering _____

bramble hedge _____

carving _____

"gave way to tears" _____

"they had no end" _____

Bonus: What is "Never Too Late to Mend"? _____

What do you think they were doing when they "rubbed, rubbed away"?

Practice

Write the letters.

o


o

w

w

b

b

 Circle your best letter in each line.

Remember that **o**, **w**, and **b** join the letters that follow them near the middle line. Practice joining these letters.

oo

oo

oy

oy

wi

wi

wa

wa

we

we

bi

bi

ba

ba

be

be