

Elliott's Events

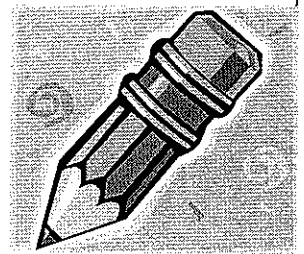
Mrs. Elliott: 3B

November 11, 2011

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613-5749

www.3b2011.wikispaces.com



Dear Parents and Guardians,

This week we completed our second round of Acuity testing. This is the test the students take on the computer that is used to predict what the students' proficiency status will be at the end of the school year. If you would like to see how your child performed, you may log in using the username/password I gave you during your conference.

Please be sure to continue to support your child with his/her homework each night. Third graders should be responsible to complete their homework without too much parent guidance. Some students do need more support with homework completion than others, though. If your child has a difficult time with homework completion, checklists, schedules and regular routines can be very useful. Even if your child consistently completes his/her homework independently, it is extremely important that an adult checks it each night. Children are more likely to put more effort into their work when they know they will be held accountable for accuracy and neatness at home as well as at school.

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 10

1. prince
2. dance
3. fence
4. piece
5. peace
6. bounce
7. leave
8. twelve
9. glove
10. solve
11. prove
12. shove
13. tease
14. choose
15. cheese
16. loose
17. wise
18. sense
- 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 make inferences about characters (review).

Writing: Students will be able to brainstorm ideas and draft an expository paragraph following the correct format.

Social Studies: Students will use the internet to complete a research project on the Native Americans.

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

Specialist Schedule



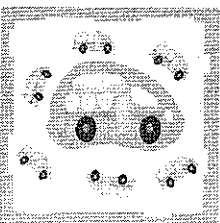
Monday: Computer/P.E.
9:15 to 10:15

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



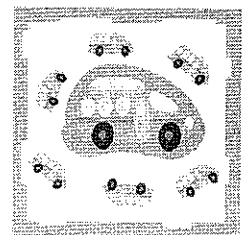
School-Home Connection

Book Order Due: 11/16

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



Class Collection Problems

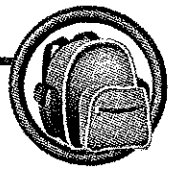
NOTE Students practice finding the difference between two 3-digit numbers. Ask your child to explain how he or she solved each problem.

SMH 29–30, 32–35

For each problem, write an equation, solve the problem, and show your solution. You may use a number line to help you solve these problems.

1. Mr. Vasquez's class wants to collect 700 pennies by the end of the month. They have 535 so far. How many more do they need to collect to reach 700?

2. The students in Ms. Chin's class are collecting ring pulls from juice cans. Their goal for the week is 450. They have 379 so far. How many more do they need to reach their goal?



Combining Stamp Collections

NOTE Students practice solving addition problems with 3-digit numbers.

SMH 20–24

Write an equation, solve the problem, and show your solution.

Stamps

#9



Canadian Stamp Collection

Location: Greenville, Connecticut

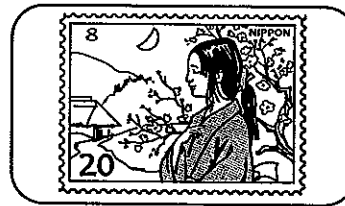
Owner: Greenville City Museum

Number: 145 stamps

Details: Greenville is home to a large community of French Canadians. The Canadian Stamp Collection was created from the donations of local collectors.

Stamps

#10



Japanese Stamp Collection

Location: Valley View, West Virginia

Owner: Valley View Asian Heritage Museum

Number: 324 stamps

Details: The Valley View Asian Heritage Museum contains thousands of cultural treasures from countries in East Asia.

The Greenville City Museum is loaning its stamp collection to the Valley View Asian Heritage Museum for a special showing. When the two collections are combined, how many stamps will there be in all?

Name: _____ Date: _____

Unit 9 Subject and Predicate: *Subject-Verb Agreement* Exercise 1

Directions: In the following sentences, **underline** the subject of the sentence. Then **circle** the form of the verb given in parentheses that agrees with the subject.

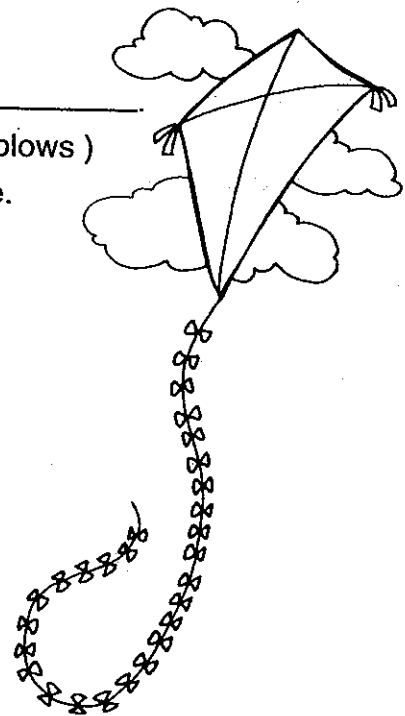
1. Betty (works, work) at the Humane Society after school.
2. The dogs (barks, bark) at the front door.
3. A truck (drives, drive) by our house.
4. The photographs of our vacation (shows, show) Dad by the palm tree.
5. Mrs. White (speaks, speak) English and French.
6. The flowers (needs, need) to be picked.
7. Please (takes, take) the dog out for a walk.
8. The sun (shines, shine) brightly today.
9. Juan and Marie (goes, go) to the movies on Saturday.
10. He (eats, eat) pancakes for breakfast.
11. Neither Hal nor Jerry (swims, swim) in the river.
12. The six students (waits, wait) for the bus to school.
13. The strawberries (tastes, taste) sweet and delicious.
14. The shelf of books (were, was) slanting down.
15. My birthday (falls, fall) on Saturday this year.



Name: _____ Date: _____

Unit 9 Subject and Predicate: Subject-Verb Agreement Exercise 2**Directions:** In the following sentences, **underline** the subject. Then write the correct form of the verb in the blank.

1. I _____ peanut butter and jelly sandwiches.
(like, likes)
2. My dad and I _____ to the grocery store on Saturday mornings.
(go, goes)
3. He _____ on this street?
(live, lives)
4. Mr. Miller _____ on Main Street.
(work, works)
5. Ice cream sundaes _____ good on hot days.
(taste, tastes)
6. My dogs _____ their dinner very quickly.
(eat, eats)
7. To make a kite fly, you need to have the wind _____.
(blow, blows)
8. The telephone always _____ at dinnertime.
(ring, rings)
9. The girls _____ for hours.
(shop, shops)
10. Do you _____ with watercolors?
(paint, paints)
11. Sally _____ to be a dancer.
(want, wants)
12. The cats _____ when they are hungry.
(meow, meows)
13. Children _____ their bikes in the park.
(ride, rides)
14. Henry _____ on the chalkboard.
(draw, draws)
15. When we get presents, we have to _____ thank-you notes.
(write, writes)



TEXT 2 What advice does Vera give to her cousin?

April 11

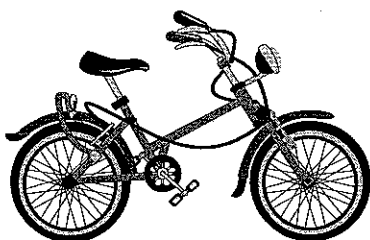
Dear Morey,

I just got your letter with the picture of you riding your bike. From the smile on your face, I can tell how much fun you're having. I still remember when you could hardly ride a tricycle. You've come a long way!

Now here's some advice. I'm sure you're a good rider. But you will fall off that bike now and then. So please get yourself a helmet. Wear it every time you ride. A helmet will help protect you from a head injury. Wearing a helmet when you ride a bike is as important as wearing your seat belt when you ride in a car!

No, I'm not trying to be a bossy know-it-all. I just don't want a bad fall to wipe that smile off your face. When you come to visit this summer, bring your bike and your helmet. We'll take some great rides together!

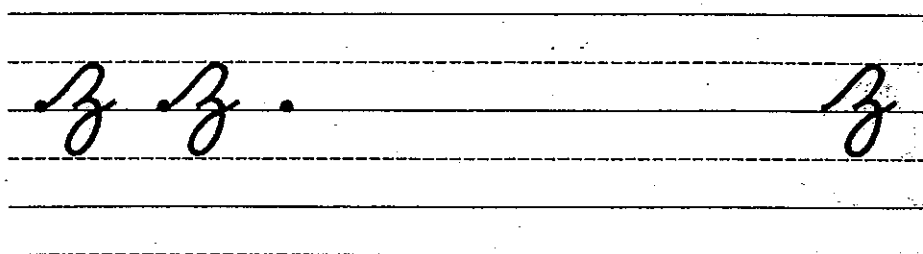
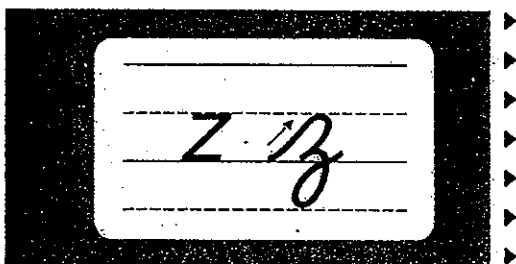
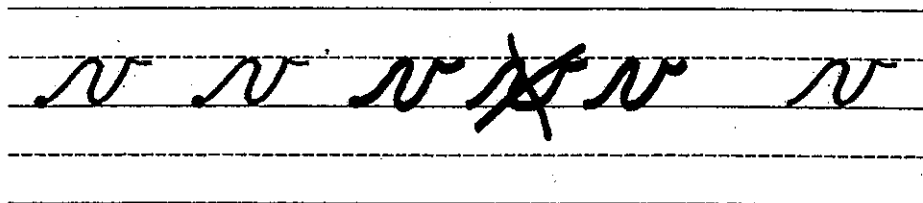
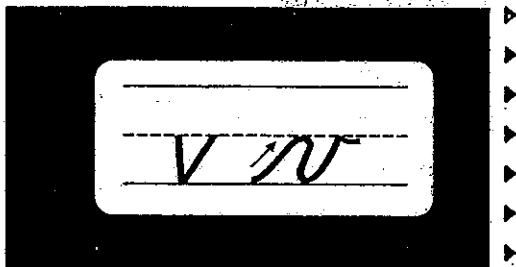
Your cousin,
Vera



1. From this letter, what can you tell about the picture of Morey that he sent to Vera?
(A) He is riding a tricycle. (C) He is in his driveway.
(B) He is not wearing a helmet. (D) He is looking scared.
2. Vera's advice shows that she —
(F) cares a lot about safety. (H) doesn't like riding bikes.
(G) is often bossy and mean. (J) is learning to drive a car.
3. What will Morey do with Vera during the summer?

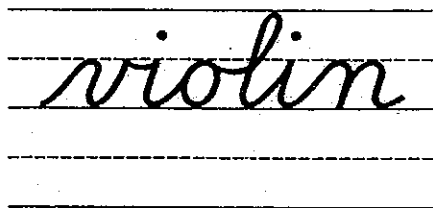
Writing Cursive v and z

Cursive **v** and **z** do not look like manuscript **v** and **z**. Notice that cursive **v** ends with a sidestroke. Trace and write the letters.

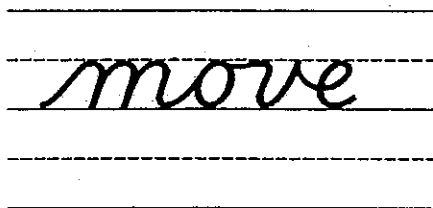


Remember that **v** joins the next letter near the middle line. Trace and write the words.

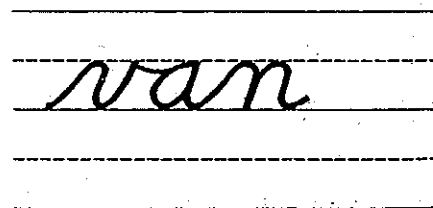
violin



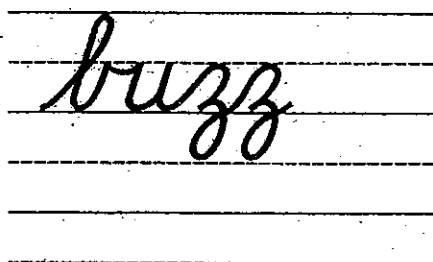
move



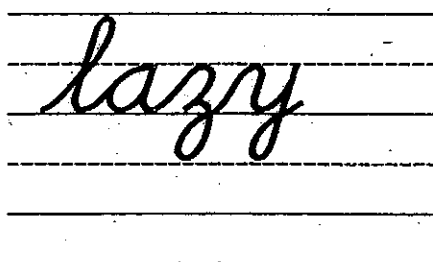
van



buzz



lazy



zip

