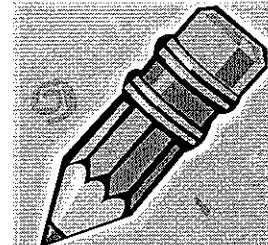


Elliott's Events



Mrs. Elliott: 3B

November 15, 2010

elliottj@thompson.k12.co.us 613-5749 www.3b2011.wikispaces.com

Dear Parents and Guardians,

Last week we sent a pink paper home with directions for accessing the School District's Discipline Code Book online. There was a section on the bottom of the paper for you to fill out and return to school. If you have not yet returned the form, please do so. If you need a new form, please let me know. Also, please remember to return your Grandparent's Day form if you are planning to participate.

Since we are only in school for 2 days next week there will be no homework packet/newsletter. The students will also not be required to fill out a reading log for Monday night. However, please make sure that your child does read for 20 minutes on Monday night (reading over the break would be great too!). I hope everyone has a wonderful Thanksgiving!

Please feel free to contact me with any comments, questions or concerns you may have regarding your child at 613-5749 or elliottj@thompson.k12.co.us.

Sincerely,

Julie Elliott

Spelling List:

Sort 11

1. badge
2. dodge
3. bridge
4. ridge
5. judge
6. fudge
7. rage
8. huge
9. page
10. stage
11. cage
12. charge
13. surge
14. range
15. change
16. sponge
17. bulge
- 18.
- 19.
- 20.

This Week in 3rd Grade:

Math: We will continue our unit called *Collections and Travel Stories*. We will be working on place value in 3-digit numbers and strategies for adding numbers.

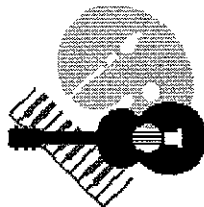
Reading: We will continue to practice summarizing using the sentence, "Somebody wanted but so...".

Writing: We will continue with our Field Day Personal Narrative.

Social Studies: We will discuss the horse and the tipi in the Native American culture.

Word of the Week: Perseverance

Specialist Schedule



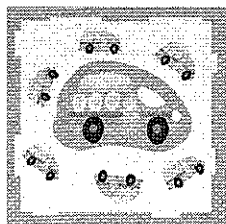
Monday: Music/P.E.
2:45 to 3:45

Tuesday: Music /P.E.
2:45 to 3:45

Wednesday: Computers/Library
8:50 to 9:50

Thursday: Art 2:45 to 3:45

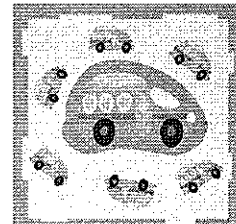
Friday: Counselor/Lib. or Comp.
2:45 to 3:45



School-Home Connection

Grandparents' Breakfast: 11/23

No School: 11/24-11/26





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

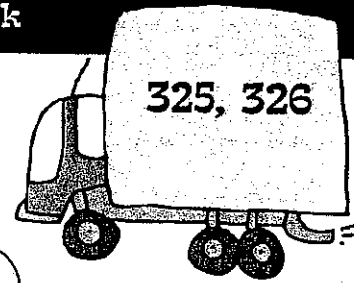
sp

spe

spel

spell

Reviewing Subjects and Predicates

**1**

In these sentences, draw one line under the subject and two lines under the predicate.

Example: Betty Bodette drives a red convertible.

1. My father drives a truck.
2. The truck belongs to a landscaping company.
3. I ride with my father sometimes.
4. My big sister comes, too.
5. We help my father.
6. He treats us to lunch at noon.

3

Change each sentence so it has a two part subject. You will also have to change the predicate so that it agrees, or makes sense, with the new subject.

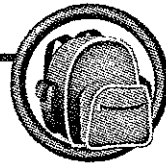
Example: Jeff walks to school.

Jeff and his friend walk to school.

1. Caroline rides on the bus.

2. Mrs. Hodorowski likes to take the train.

3. I walk with my friend Maria.



How Many 10s? Part 2

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?

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

SMH 7-8, 37-38

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?

The Man With the Coconuts

*LISTEN to
your child read
this story aloud.*

One day a man went out to gather coconuts. He found a great many, so he put a heavy load of them on his horse and started home.

On the way he met a boy. The man said, "How long will it take me to reach my house?"

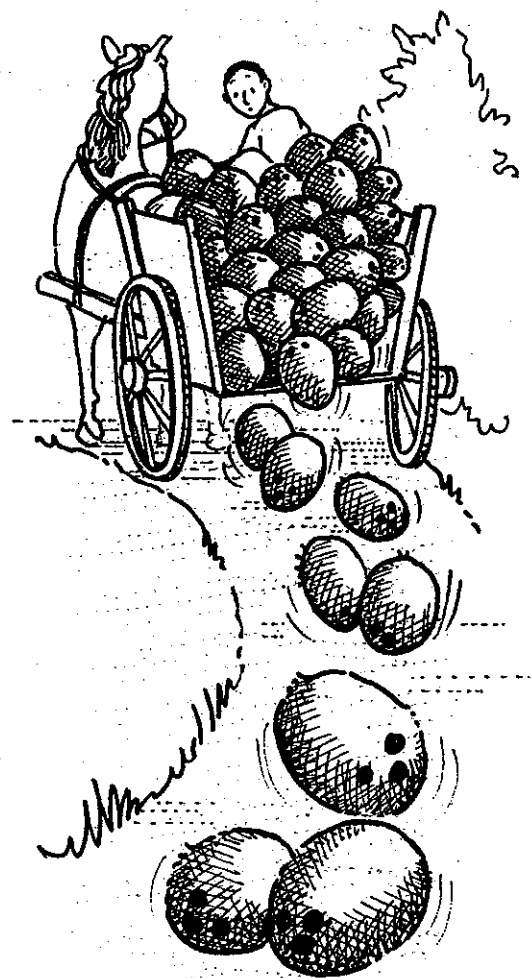
The boy looked at the heavy load of coconuts on the horse. Then he said, "If you go slowly, you will arrive very soon, but if you go fast, it will take you all day to reach your house."

The man thought over this strange speech, but he could not believe the boy. So he began to hurry his horse. The coconuts fell off, and he had to stop to pick them up.

Then the man hurried his horse all the more to make up for the lost time. Again the coconuts fell off. Again the man had to stop and pick them all up.

Then he hurried his horse more than ever to make up for more lost time. Again and again the coconuts fell off. Again and again the man had to stop to pick them up. Again and again he hurried his horse more and more to make up for all of the time he had lost.

When at last he reached home, it was night. He thought of the boy's speech, but it did not seem strange to him anymore.



By Mabel Cook Cole

Write a summary of the story, The Man With the Coconuts on the lines below, then answer the questions. Remember to use the words, "Somebody wanted, but...so..." to help you write your summary.

1. What was the cause of the man's problem? _____

2. What was the effect of moving the horse faster? _____

3. Why was the little boy's statement true? _____
