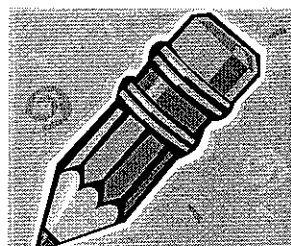


# Elliott's Events



Mrs. Elliott: 3B

December 2, 2011

[julie.elliott@thompsonschoools.net](mailto:julie.elliott@thompsonschoools.net)

613-5749

[www.3b2011.wikispaces.com](http://www.3b2011.wikispaces.com)

Dear Parents and Guardians,

Thank you so much for sending in canned goods to help our community! Our food drive ends on December 9th, so there is still time to send food if you would like.

In reading, we are working on summarizing fiction texts. This is something you can have your child practice at home orally after he/she reads. Ask your child to summarize the a chapter/short story for you. We are using the format "Somebody, wanted, so, but, so...Finally," to help us summarize. The students tell who the main characters were (somebody), then they tell what the character(s) wanted/their goal (wanted), then they tell what they did to achieve that goal (so), then they tell the conflict/problem (but), then they tell the resolution to the problem (so), then they tell how it ended (finally.). The following is an example summary the class came up with together of a chapter from James and the Giant Peach:

James and the insects **wanted** to continue to fly the peach safely away from the cloudmen. **So** they kept flying in their peach and watched around them to make sure they were safe. **But**, they ran into a rainbow that some cloudmen were building, and they got tangled with the cloudmen's ropes. A cloudman jumped onto one of the peach's strings and started to climb down toward them. **So**, the centipede bit the string and the seagull flew away, pulling the cloudman behind him. **Finally**, the rest of the cloudmen threw objects at James and the insects, but they were able to fly safely away.

Summarizing is a great skill that helps the students determine the most important details, and it helps the students to check their understanding of the story.

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](mailto:julie.elliott@thompsonschoools.net)

Sincerely,

Julie Elliott

## Spelling List

Sort 12

1. witch
2. pitch
3. sketch
4. fetch
5. match
6. teach
7. roach
8. screech
9. coach
10. speech
11. torch
12. bench
13. branch
14. crunch
15. French
16. which
17. rich
18. much
- 19.
- 20.

## Learning Targets:

**Math:** Students will be able to solve subtraction problems using different strategies.

**Reading:** We will continue with last week's learning target: summarize a fiction text.

**Writing:** Students will be able to practice descriptive writing.

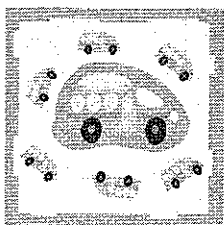
**Social Studies:** Students will be able to apply knowledge of the 5 themes of geography to tell about where they live. (focus on "location")

OUR WORD OF THE WEEK THIS WEEK IS: Perseverance

## 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

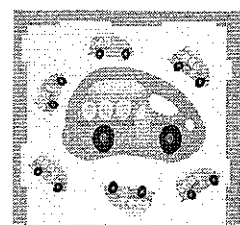


## School-Home Connection

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

PTO Meeting: 12/6 @ 7PM

Santa Craft Fair: 12/8 to 12/9 (our class will go on 12/9 at the end of the day)





## 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

# Moose Trail

A well written story summary often includes the characters, the goals of the characters, how the characters tried to reach their goals, the problem (s) they ran into and their solutions. Remember, a summary is just a few sentences that tell the main ideas only. Think about "somebody, wanted, so, but, so" when you write your summary.

Read the story. Then write a summary of the story in your own words.

Jimmy and his dad, Mr. Collins, were camping in the Canadian wilderness. At the wilderness park entrance, they noticed a sign that said, *Camp in designated camping sites only*. Both Jimmy and his father chose to ignore the sign and camp in their own "perfect location."

After hours of hiking, Mr. Collins said to his son, "Jimmy, I think we've found our perfect location! Look at this nice open spot. We're near the river, and the ground is flat and dry." Jimmy agreed, and he and his father set up the tent.

A clear, calm, starry night came after a delicious dinner cooked over an open fire. Jimmy and his father decided to crawl into the tent and go to sleep. Hours passed quietly until... RUMBLE, RUMBLE, RUMBLE! "Is that a train?" Jimmy shouted, disoriented and frightened. "Oh no!" shouted his dad. "We're camping on a moose trail!"

Jimmy and his father rushed out of the tent and climbed high into a tree just in time to avoid being trampled by a herd of moose racing toward the river. Jimmy and Mr. Collins shivered in silence for an hour while they waited for the moose herd to have their fill of water and wander off. As they climbed down from the tree, they noticed that the mighty creatures had destroyed their tent and all their gear.

"I guess we'll let the parks choose the perfect locations from now on," said Jimmy to his dad. "You're right, son," said Mr. Collins. "Let's clean up and go home."

## Summary:

---

---

---

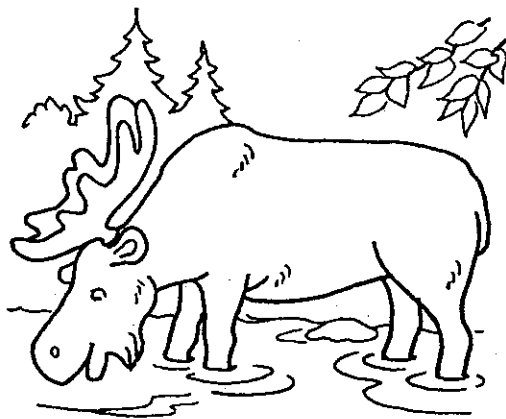
---

---

---

---

---



---

---

---

---

---

---

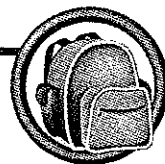
---

---

---

---

---



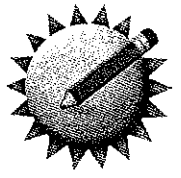
# Addition Practice

For each problem, write an equation, solve the problem, and show your solution.

**NOTE** Students practice solving story problems involving the addition of 3-digit numbers. Ask your child to explain how he or she solved each problem.

**SMH** 12, 20–24

1. Last summer, the Smith family traveled to their cousins' house. The trip took two days. They drove 246 miles on the first day of their trip and 318 miles on the second day. How far did they travel in all?
2. The West Side Toy Museum has 372 toy cars in its collection. Mr. Jones is donating his collection of 153 toy cars to the museum. How many cars will the West Side Toy Museum have then?
3. The students in a third-grade class at Beech Street School collected 298 pennies the first week of their class collection. They collected 282 pennies the second week. How many pennies in total did the students collect in the first two weeks of their class collection?



# Biking Trip

Write an equation, solve each problem, and show your solution for each problem.

**NOTE** Students solve distance problems to practice subtraction.

**SMH** 26–28, 32–35

1. Philip and Keith are on a 3-day biking trip. Their final destination is 138 miles away. On the first day, they rode 51 miles. How much farther do they have to bike?
  
2. On the second day, they biked through some steep hills and rode only 37 miles. How far have they biked so far?
  
3. How much farther do they have to bike to reach their destination?

## Ongoing Review

4.  $69 + \underline{\hspace{2cm}} = 143$

A. 64

C. 84

B. 74

D. 86

Directions: Use your editing marks to correct the letter below. Remember to look for spelling mistakes, punctuation and capitals when you are editing. There are 25 mistakes. See if you can find them all!

---

november 29 2010

dear jim

i am have a great time at camp this summer my favorite activity so far has been swimming i get to swim in a lake. it is hard when there ar waves, though i also like the campfires wee have at night we get to roast marshmallows. what have you been doing i hope you are having a good time I'll be home soon!

sincerely

mike

Trace and write the sentences.

Anne's class visited Ace Computers.

Anne's class visited  
Ace Computers.

A guide named Cliff gave them a tour.

A guide named Cliff  
gave them a tour.

Andy and Carl liked the computers.

Andy and Carl liked  
the computers.

