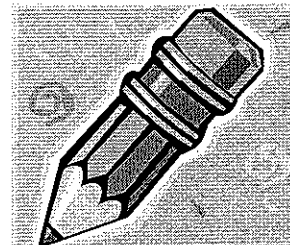


Elliott's Events

Mrs. Elliott: 3B

December 9, 2011

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



Dear Parents and Guardians,

In writing, we have spent a lot of time focused on including description and details in our writing. A few parents have asked what they can do to help strengthen their child's writing skills. One of the best ways to help students with their writing is to have them keep a journal. Students who spend more time writing become better writers—even if they are not getting direct instruction. When children spend time writing in a journal they become more comfortable with the process and then begin to experiment with the words and their language. *Diary of a Wimpy Kid* by Jeff Kinney is a popular series that is written as a journal/diary so you can use that as a model. Another series written in this style is the "Amelia" series by Marissa Moss.

For specific activities to help with adding description and details you can give your child a very simple sentence (The dog ran down the street.) and then have your child expand the idea with details and description. It can even be a competition—who can make it sound the best? This week we practiced writing similes, so you can encourage your child to use similes (comparisons) in their writing as well. Thank you so much for wanting to support your children with their school-work 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.org

Sincerely,
Julie Elliott

Spelling List

Sort 13

1. couldn't
2. wouldn't
3. aren't
4. weren't
5. isn't
6. shouldn't
7. doesn't
8. can't
9. don't
10. they'll
11. that'll
12. this'll
13. who'll
14. she'll
15. you'll
16. he'll
17. it'll
18. what'll
- 19.
- 20.

Learning Targets:

Math: Students will be able to measure accurately and determine the perimeter of given shapes.

Reading: Students will be able to determine the important ideas in text.

Writing: Students will be able to use the skills they've learned to write a narrative story.

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

OUR WORD OF THE WEEK THIS WEEK IS: Caring

Specialist Schedule



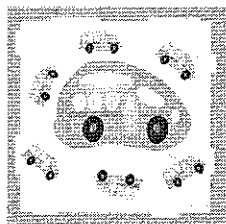
Monday: Computer/P.E.
9:15 to 10:15

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

Wednesday: Library
9:45 to 10:15

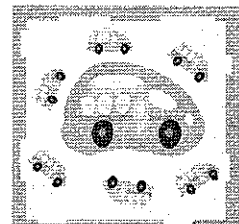
Thursday: Computer/Music
9:15 to 10:15

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



School-Home Connection

End of 2nd Quarter: 12/22
Winter Break: 12/23-1/6
3rd Quarter Begins: 1/9
PTO Meeting @ 7PM: 1/10



★ Homework packet due Mon, Dec. 19



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

Date: _____

***Directions:** In the box below, draw a picture of one of the characters from a book that you are reading. Make sure to color your picture. On the lines under the picture, write a letter to your character, telling them a little bit about yourself and asking them some questions about themselves. Remember to include the parts of a letter (date, greeting, body of the letter, and closing)

[illegible]

The Break-In

A well-written **story summary** often includes the goals of the characters, how the characters tried to reach their goals, and whether the goals were reached. A summary is a short statement that gives main ideas only.

Read the story. Complete the story summary in your own words.

Last Thursday, while walking home from school, Alyssa had an idea that turned out to be a bad one. Alyssa invited Katie to her grandma's house, a place she only went on days when her mother would be home late from work. Alyssa wasn't supposed to go to Grandma's that day, but she thought it might be nice to stop by.



When Alyssa and Katie got to Grandma's, no one was home. Alyssa used her key to get in, and both girls decided to wait for Grandma. While waiting, they let the dog out (without a leash) and had a feast of cookies and chocolate milk (which they spilled). When Grandma did not come home after an hour, the girls decided to walk home.

When they reached their street, they noticed a police car with lights flashing. Running up to see what was happening, Alyssa and Katie were greeted by their mothers. "Where have you been?" Katie's mother asked tearfully. "We are so relieved to see you're okay!" Alyssa's mother added, "And did you hear? Some thieves broke into Grandma's house and stole, of all things, only milk and cookies!"

Seeing their sobbing mothers, the girls knew they had to tell the truth. They told their parents and the police what happened. From that day on, the girls always went exactly where they were supposed to go after school.

Summary:

Last Thursday, Alyssa and Katie _____

In the end, _____



Parking Garage

The parking attendant keeps a log of the number of cars parked in the garage each day. The table shows the count for last week.

Use the information about the parking garage. For Problems 2 and 3, write an equation, solve the problem, and show your solution.

1. Write the number of cars in order, from the least to the greatest, on the number line below.

Day	Number of Cars
Sunday	178
Monday	224
Tuesday	230
Wednesday	237
Thursday	215
Friday	261
Saturday	268



2. How many more cars were parked on Saturday than on Sunday? _____
3. The maximum capacity of the garage is 305 cars. How many more cars could have been parked on Monday? _____

Ongoing Review

4. Which number has 26 10s?

A. 26

B. 126

C. 226

D. 260



Subtraction Problems

Solve each problem and show your solution.

NOTE Students solve subtraction problems.

SMH 32-35

1. $184 - 65 = \underline{\hspace{2cm}}$

2.
$$\begin{array}{r} 105 \\ - 32 \\ \hline \end{array}$$

3. $274 - 159 = \underline{\hspace{2cm}}$

Ongoing Review

4. Which expression does **not** equal 100?

A. $135 - 40 + 5$

B. $68 + 50 - 20 + 2$

C. $75 + 40 - 25$

D. $66 + 50 - 10 - 10 + 4$

Trace and write the sentences.

Gloria and Ingrid studied the planets.

Gloria and Ingrid
studied the planets.

Sarah and I reported on Saturn's rings.

Sarah and I reported
on Saturn's rings.



Spaceships interested both Greg and Ivan.

Spaceships interested
both Greg and Ivan.