

# Elliott's Events

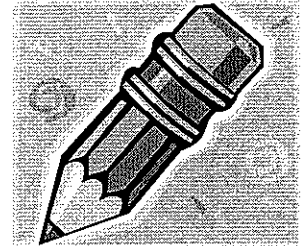
Mrs. Elliott: 3B

January 20, 2011

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613-5749

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Dear Parents and Guardians,

This week we will do our third Language Arts Acuity test. The students will take this test on the computer on Tuesday. You can follow the instructions I gave you during our first conference to log into your child's account to check their scores. The scores will probably not be available until next week. If you would like me to resend the instructions for logging in to your child's account, please let me know.

Our TCAP (formerly known as CSAP) testing will start on February 29. We will begin to prepare for this testing soon in class. We feel it is important to spend some time discussing test format and test taking strategies, but we try to fit it in with our normal teaching and routines as much as possible. Our goal is to make the students feel comfortable about this testing as there can sometimes be anxiety for third graders since it is the first time they are taking the tests. We tell the students that the purpose of the test is to determine what they have learned, and what they still need to learn. (they often worry they will not pass to the next grade if they don't do well). If you notice that your child seems anxious about the upcoming testing, please let me know.

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

Sincerely, Julie Elliott

## Spelling List

Sort 16

1. close
2. closing
3. trade
4. trading
5. skate
6. skating
7. write
8. writing
9. wave
10. waving
11. moan
12. moaning
13. dream
14. dreaming
15. meet
16. meeting
17. mail
18. mailing
- 19.
- 20.

## Learning Targets:

**Math:** Students will be able to understand angles as the degree of turn and they will be able to compare the sizes of angles.

**Reading:** Students will be able to tell the main idea of nonfiction text.

**Writing:** Students will be able to revise and edit their "How To..." paragraphs. We will focus on word choice and descriptive/figurative language for revising.

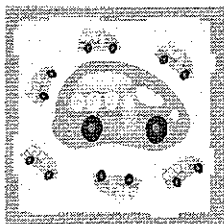
**Science:** Students will be able to determine how high and low sounds are made.

OUR WORD OF THE WEEK THIS WEEK IS: Integrity

## Specialist Schedule

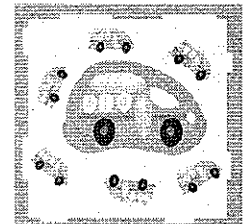


<b>Monday:</b>	Computer/P.E. 9:15 to 10:15
<b>Tuesday:</b>	P.E.- 9:45 to 10:15 Art- 11:15 to 12:15
<b>Wednesday:</b>	Library 9:45 to 10:15
<b>Thursday:</b>	Computer/Music 9:15 to 10:15
<b>Friday:</b>	Library/Music 9:15 to 10:15



## School-Home Connection

MLK Jr. Day—No School: 1/16  
Science Fair/Family Supper: 1/27  
PTO Meeting: 2/7 @ 7PM  
School Book Fair: 2/13-2/16





## 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

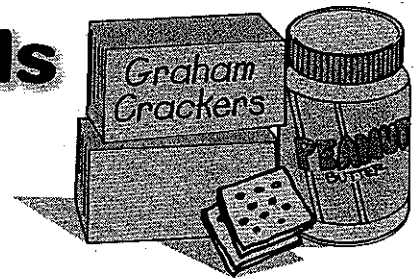
spel

spell

**TEXT 4** How do you make peanut butter balls?

# Peanut Butter Balls

If you like peanut butter, you'll love this treat. The steps are easy, and there's nothing to cook. You can make it all by yourself!



Here's what's cooking \_\_\_\_\_

Recipe from the kitchen of \_\_\_\_\_

## What you need:

- |  |                                 |
|--|---------------------------------|
| 1 $\frac{1}{4}$ cups graham cracker crumbs | $\frac{1}{2}$ cup peanut butter |
| 2 tablespoons sugar                        | $\frac{1}{3}$ cup corn syrup    |
| $\frac{1}{2}$ teaspoon cinnamon            | 1 cup powdered sugar            |
| $\frac{1}{4}$ teaspoon nutmeg              |                                 |

## What you do:

1. In a bowl, mix together the graham cracker crumbs, sugar, cinnamon, and nutmeg.
2. Add the peanut butter and corn syrup. Stir well.
3. Roll heaping teaspoons of the mixture into balls. Place them on a large plate covered with wax paper. Put the plate in the refrigerator for an hour.
4. Take peanut butter balls out of refrigerator. Put powdered sugar in a small bowl. Roll each ball in the powdered sugar until it is covered.

1. To make this recipe, you must use —
 

(A) an electric mixer.	(C) a refrigerator.
(B) an oven.	(D) a can opener.
2. Which ingredient do you use the most of in this recipe?
 

(F) cinnamon	(H) nutmeg
(G) graham cracker crumbs	(J) corn syrup
3. What is the last step in this recipe?

\_\_\_\_\_

\_\_\_\_\_

**TEXT 1** Who were Hsing-Hsing and Ling-Ling?

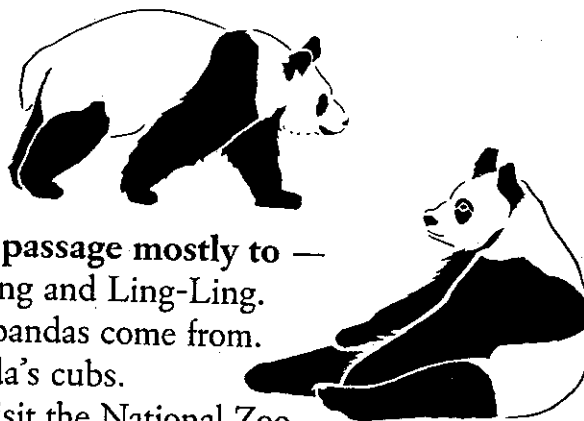
# Panda Pair

In 1972, Americans fell in love with two giant pandas named Hsing-Hsing and Ling-Ling. The pandas came to the United States from China. The National Zoo in Washington, D.C., became the pandas' new home. On their first day there, 20,000 people visited the two pandas. The crowds kept coming year after year.

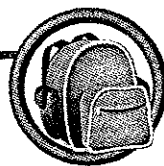
Hsing-Hsing and Ling-Ling were just cubs when they got to the United States. As the years passed, many hoped the pair would have cubs of their own. Ling-Ling gave birth several times. But none of the babies

lived more than a few days. Each time a cub died, people around the world felt sad.

Both pandas lived to an old age. Ling-Ling was 23 when she died in 1992. Hsing-Hsing died in 1999 at the age of 28. But the pandas were not forgotten. At the National Zoo, the glass walls of their home were covered with letters from children. The letters expressed the children's love for the pandas and told how much they were missed.



1. The author wrote this passage mostly to —  
(A) tell about Hsing-Hsing and Ling-Ling.  
(B) explain where giant pandas come from.  
(C) describe a giant panda's cubs.  
(D) convince people to visit the National Zoo.
2. According to the author, how did people feel about the pandas?  
\_\_\_\_\_
3. If you visited the National Zoo in 2000, what would you have seen at the pandas' home?  
\_\_\_\_\_

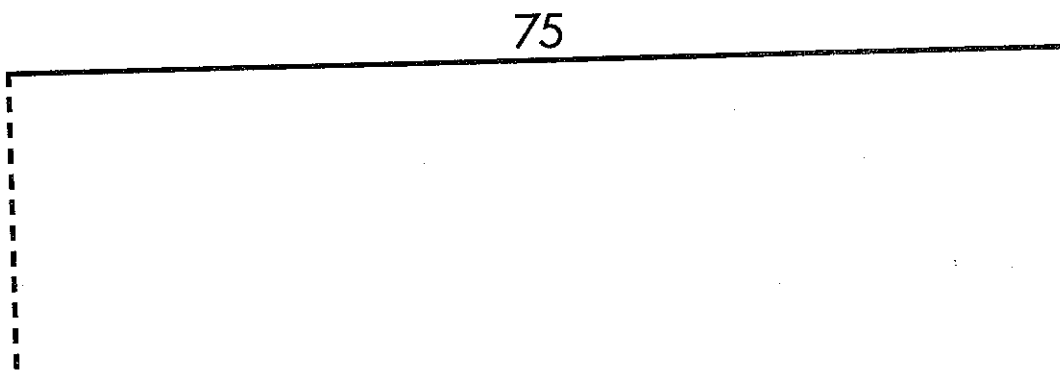


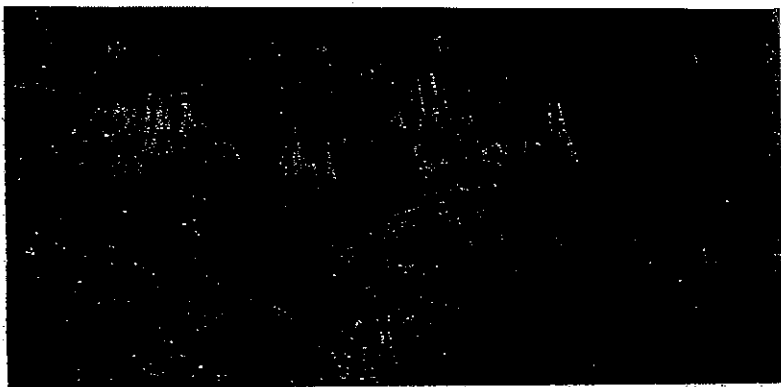
## More Perimeter Problems

**NOTE** Students practice making rectangles and squares that have given perimeters.

**SMH** 112-113

1. Draw at least two different rectangles, each with a perimeter of 160 units. Label the length of each side.
2. My perimeter is 200. The length of one of my sides is 75. Draw the rest of my sides to make me a whole rectangle. Label the length of each side.





ace and write the sentences.

Neal and Maria visit their family in Utah.

Neal and Maria visit  
their family in Utah.

Maria loves riding horses with Uncle Ned.

Maria loves riding  
horses with Uncle Ned.

Neal likes to fish with Uncle Mark.

Neal likes to fish with  
Uncle Mark.

Directions: Revise the following "How to" paragraph to make it sound better. Remember to think about the following ideas when you are revising:

- Topic sentence (green): Is it interesting? Does it grab the readers' attention?
- Steps (yellow): Did you include the main steps and start with transition words?
- Details (red): Are there enough details to explain the steps? Did you explain the steps clearly enough so your reader can follow them?
- Word choice: Are there boring words that could be replaced?
- Conclusion sentence (green): Is there a conclusion sentence to wrap up the paragraph?

I will tell you how to make hot chocolate. You get your supplies. You heat up the water. You pour the chocolate powder into the water. Mix it together with a spoon. That is how you make hot chocolate.