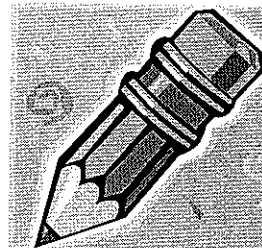


# Elliott's Events



Mrs. Elliott: 3B

February 3, 2012

[julie.elliott@thompsonschoools.org](mailto:julie.elliott@thompsonschoools.org) 613-5749 [www.3b2011.wikispaces.com](http://www.3b2011.wikispaces.com)

Dear Parents and Guardians,

It was great to see so many of our 3rd graders participate in the science fair! The students all did a fabulous job with their projects and should be proud of their hard work! Thank you, parents, for your support as well!

Last week I sent home conference time forms in the students' Friday Folders. Thank you to those of you who have already sent your confirmation papers back to school. If you have not yet done so, please return your form as soon as possible so I can get the schedule set.

This week in reading we discussed coding texts. All year the students have been recording their thoughts in their Reading/Writing Logs, but this week we used sticky notes to make note of our thoughts directly in the books. This is a great strategy for students to use when they know they will have to refer back to information in their books for a project, or if they will be discussing their reading with someone else. We made up codes for the comprehension strategies we focused on so far this year, and when the students had a thought, they recorded the code on a sticky note and stuck it next to the corresponding part in their book. Then, when we got together to discuss our reading, the students had a lot of great thoughts to share. This is something you can do at home, too. If your child uses sticky notes to mark parts of his/her reading, you can have a great discussion when he/she is finished reading.

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 18

1. planned
2. grabbed
3. nodded
4. stepped
5. dropped
6. saved
7. closed
8. liked
9. lived
10. named
11. waited
12. seemed
13. shouted
14. wanted
15. helped
16. started
17. hunted
18. passed
- 19.
- 20.

## Learning Targets:

**Math:** Students will be able to understand multiplication as combining groups. They will also understand the relationship between skip counting, repeated addition, and multiplication.

**Reading:** Students will be able to summarize nonfiction text.

**Writing:** Students will be able to use their plans from last week to draft and revise a paragraph.

**Science:** Students will be able to determine how tension affects the rate of vibration, and therefore the pitch.

OUR WORD OF THE WEEK THIS WEEK IS: *Service/Volunteerism*

## 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

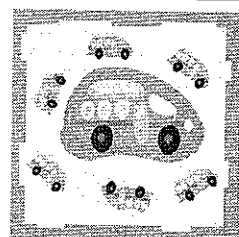
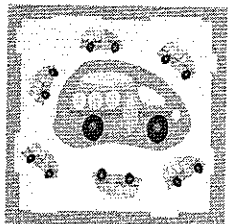
## School-Home Connection

PTO Meeting: 2/7 @ 7PM

School Book Fair: 2/13-2/16

Parent/Teacher Conferences: 2/15-2/16

No School: 2/17-2/20





# 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

## Directions:

Read the story.  
Then answer numbers 1 to 6.

## Bedtime

*illustrated by the Quarasan Group, Inc.*

Sara shared a bedroom with her little sister, Mariah. Every night, Sara's mom made the two girls go to bed at 8:00.

Sara, who was eight years old, didn't think it was fair to go to bed at the same time as a 6 year old.

One night, Sara begged her mom to let her stay up later. "Please, Mom, please! My friends Jenny and Tia don't have to go to bed so early."

"I work hard all day, Sara," said her mom, "and by 8:00 I need some peace and quiet."

So Sara sadly trudged up the stairs to her bedroom. "It's not fair!" she muttered to herself. "I'm bigger and I should get to stay up later."

The next night as Sara began to pull back her covers she noticed a little present laying on top of her pillow. She tore open the present eagerly and found a brand-new book and a shiny red flashlight. A note was tucked between the pages of her new book.

Dear Sara,

If you are not sleepy, you can read in bed until 8:30.

Love, Mom



**1. What is the main idea of this story?**

- ☐ Sara gets a brand-new book.
- ☐ Sara shares a bedroom with her little sister.
- ☐ Sara is unhappy about her bedtime.
- ☐ Jenny and Tia are Sara's friends.

**2. According to the story, who was six years old?**

- ☐ Tia
- ☐ Jenny
- ☐ Sara
- ☐ Mariah

**3. Describe Sara's problem in this story?**

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**Now explain how the problem is solved.**

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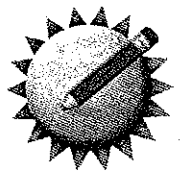
## More Picture Problems

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

**NOTE** Students practice solving multiplication problems.

**SMH** 39, 40–41

1. In Kelley's picture there are 6 shirts. Each shirt has 6 buttons. How many buttons are there altogether?
  
  
  
  
  
  
  
  
  
  
2. Pilar brought 5 packs of crayons. There are 8 crayons in each pack. How many crayons are there altogether?
  
  
  
  
  
  
  
  
  
  
3. Benjamin drew a picture of some dogs. Each dog has 4 legs. There are 28 legs in the picture. How many dogs did he draw?



# What's the Number?

Answer the following questions.

**NOTE** Students practice place-value concepts with 3-digit numbers.

**SMH** 9, 10–11, 36

1. What number is 40 more than 717? \_\_\_\_\_
2. What number is 60 less than 485? \_\_\_\_\_
3. What number is 90 more than 236? \_\_\_\_\_
4. What number is 20 less than 119? \_\_\_\_\_
5. What number is 300 more than 331? \_\_\_\_\_
6. What number has 4 hundreds, 2 tens, and 8 ones? \_\_\_\_\_
7. What number has 23 tens and no ones? \_\_\_\_\_
8. What number has 7 hundreds and 2 ones? \_\_\_\_\_
9. What number has 5 hundreds and 12 tens? \_\_\_\_\_

Trace and write the sentences.

The Taylors started to recycle in February.

The Taylors started to  
recycle in February.

Trash day is Friday.

Trash day is Friday.

Tuesday is Trenton's day for bottle pickup.

Tuesday is Trenton's  
day for bottle pickup.



Date: \_\_\_\_\_

**\*Directions:** Write a paragraph about bugs, those nasty yet fascinating little creatures that everyone is always swatting away at. You're not going to be describing a bug, but rather answering this question: If you could do away with any bug on this planet **which one** would it be? **Why?** Use the space below to plan your paragraph, then write your paragraph on the lines.

[illegible]