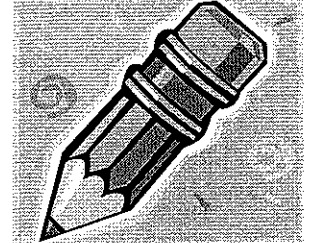


Elliott's Events

Mrs. Elliott: 3B

March 2, 2012



julie.elliott@thompsonschoools.org

613-5749

www.3b2011.wikispaces.com

Dear Parents and Guardians,

Thank you for supporting your children and helping them to be prepared for their first TCAP test. The students were all very positive after the first session, and they worked hard to do their best. Please note that the writing TCAP test will be on March 14 and 15, and the math TCAP will be on March 21 and 22.

We have found a great website that you can access at home to help your child practice math facts. I like this site because it has your child complete a pre-assessment to determine which facts have been mastered, and which facts still need to be worked on. I am sending login information home in Friday Folders so you can access the site at home. If your child accesses the site and completes a session (5 to 10 minutes) each day, he/she will become more fluent with the math facts. If you do not have internet access at home, please let me know; I can try to find time during the school day for your child to complete a session each day. After trying it out, please let me know what you think about this new resource.

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

Learning Targets:

Math: Students will be able to use the inverse relationship between multiplication and division to solve problems.

Reading: Students will be able to draw a picture to show what they visualize and identify the words and their schema that helped them visualize.

Writing: Students will be able to use a rubric to guide their paragraph writing and score their paragraphs.

Social Studies: Students will be able to work in a group to make decisions as they learn about the pioneers.

OUR WORD OF THE WEEK THIS
WEEK IS: **Courage**

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

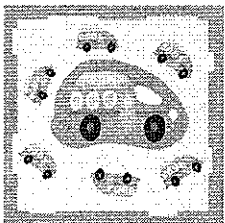
Thursday: Computer/Music
9:15 to 10:15

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

Spelling List

Sort 20

1. speeches
2. peaches
3. branches
4. scratches
5. watches
6. brushes
7. eyelashes
8. splashes
9. crashes
10. leashes
11. foxes
12. mixes
13. kisses
14. guesses
15. voices
16. horses
17. places
18. changes
- 19.
- 20.



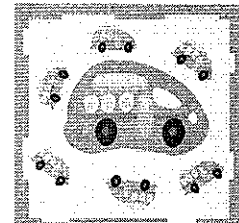
School-Home Connection

PTO Meeting: 3/6 @ 7PM

Class Pictures: 3/8

3rd Grade Writing TCAP Test: 3/14-3/15

End of 3rd Quarter: 3/16





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

Visualizing When Reading

Directions:

1. Read the following poem by Anna Grossnickle Hines.
2. Underline the words and phrases that helped you visualize (make a picture in your mind).
3. Answer the question at the bottom of the page.
4. On the back of this paper draw what you visualized. Pay attention to the details, and take your time to do your best drawing.

Holiday Magic

My Street is dull
and plain by day,
but magic comes at night.

Beaming from lampposts,
streaming through windows.
Blinking on porches,
twinkling on rooftops.

Glinting from stars,
gleaming from candles,
glittering on evergreens,
snowmen, and Santas.

Luminous! Lustrous!
Glimmering! Blazing!
Enchanting! Amazing!

Light.

Visualization is an important reading comprehension strategy. How does visualization help us comprehend when we are reading?

Draw what you visualized when you read the poem. Use the details the author included in her writing to help you make your picture.



Spiders, Cats, and People

NOTE Students practice multiplying by 2s, 4s, and 8s.

SMH 40–41, 49–51

Solve the problems and show your solutions.

In an old house, there live some spiders, cats, and people.

Cats have 4 legs. Spiders have 8 legs. People have 2 legs.

1. In one room, there are 4 cats and 3 spiders.
How many legs are there altogether?
2. In another room, there are 3 people and 5 cats.
How many legs are there altogether?
3. In another room, there are 16 legs. What could be in that room? Can you find more than one possibility? Explain your thinking.

Name _____

Time _____

Number Correct _____/100

Multiplication • x 3 and x 4

9	0	1	1	0	5	4	0	2	8
<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x4</u>

5	3	2	6	5	7	6	4	8	9
<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>

8	0	0	2	6	3	5	1	6	5
<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>

3	9	1	8	2	2	9	8	4	6
<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x4</u>	<u>x4</u>	<u>x3</u>

8	2	5	3	3	4	2	6	5	3
<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>

7	1	6	1	7	0	8	9	9	7
<u>x4</u>	<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>

1	8	5	4	4	7	0	2	9	4
<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>

5	0	6	3	1	3	4	1	0	9
<u>x4</u>	<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x3</u>

3	9	2	9	6	5	0	1	4	6
<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x4</u>

6	3	0	1	5	6	4	1	7	8
<u>x3</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>	<u>x4</u>	<u>x3</u>	<u>x4</u>

Date: _____

***Directions:** Imagine you could have one superpower. What would it be? Write a paragraph explaining what the superpower is, why you would like to have it, and what you would do with this new power. Use the space below to plan your paragraph, then write your paragraph on the lines.

[illegible]

