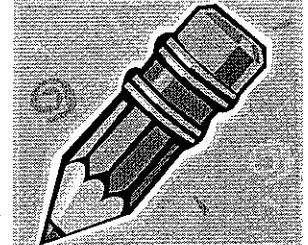


# Elliott's Events

Mrs. Elliott: 3B

September 23, 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 to those of you who signed up to volunteer during our Back to School Night. I'm sorry it is taking so long to get a schedule going. I will be sending a volunteer schedule home shortly. If you would like to volunteer, but did not sign up at Back to School Night, I do have some times that we can still use volunteers. I could use some help on Tuesdays, Thursdays and Fridays from 10:45-11:15 during our literacy block, and I could also use some help on Fridays with the spelling "no excuse" words from 11:30-12:00. Please let me know if you would like to volunteer.

We have been discussing "Learning Targets" at school. We have our learning targets written on the board. Also, at the beginning of each lesson I will tell the students what they will be learning, why we are learning it, and what we will do to reach our target. When students are given this information before a lesson they have a roadmap to follow. It is always easier to reach the final destination when you have a map to follow. I changed the box below on the newsletter from "This Week in Third Grade" to "Learning Targets" so you will see our main learning targets for the week in each subject area.

Sometime soon a conference time sheet will be coming home. Please send the bottom portion back as soon as possible confirming your conference time. Thank you!

Please remember our Field Day Basket theme is "Family Time". Thanks to those of you who have already contributed!

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

## Learning Targets:

**Math:** Students will be able to collect, organize and analyze data.

**Reading:** Students will be able to use the comprehension strategy of making inferences to help them understand a story better.

**Writing:** Students will be able to use their prewriting ideas to draft a personal narrative.

**Science:** Students will be able to record observations of animal behavior.

OUR WORD OF THE WEEK  
THIS WEEK IS: Humanity

## 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

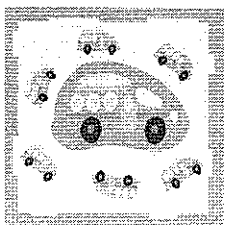
**Thursday:** Computer/Music  
9:15 to 10:15

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

## Spelling List

Sort 4

1. start
2. harm
3. sharp
4. dark
5. shark
6. first
7. dirt
8. birth
9. swirl
10. fork
11. horn
12. north
13. corn
14. storm
15. burn
16. hurt
17. curl
18. burst
- 19.
- 20.



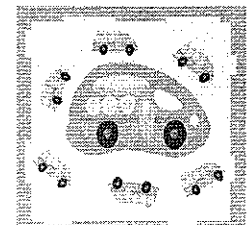
## School-Home Connection

Book Fair: 10/3-10/7

PTO meeting: 10/4 @ 7pm

Parent/Teacher Conferences: 10/5-10/7

No School (conferences): 10/7





# 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

## Subjects and Predicates

The subject of a sentence tells who or what the sentence is about.

example: *The woman with the green hat ate lunch.*

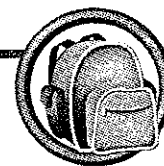
The predicate of a sentence tells what the subject does or is.

example: *The woman with the green hat ate lunch.*

**Directions: Draw one line under the subject of each sentence.  
Draw two lines under the predicate of each sentence.**

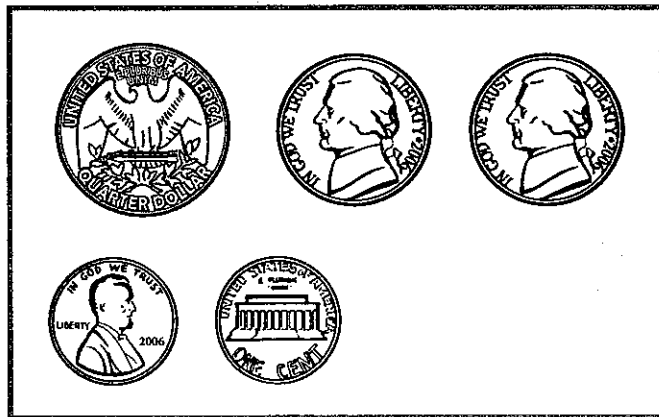
Example: The small squirrel scampered across the yard.

1. Three pelicans flew over the beach.
2. The children built a sandcastle.
3. Ben played chess with Alex.
4. Everyone in the stadium watched the game.
5. The microwave beeped.
6. Malcom is a very thoughtful person.
7. The seagull's feathers were white.
8. The moon shines down on the water.
9. The bicycle's back tire needed air.
10. Bart, Mike, and Jim went bowling.
11. Orange is my favorite color.
12. The giant oak tree is over a hundred years old.

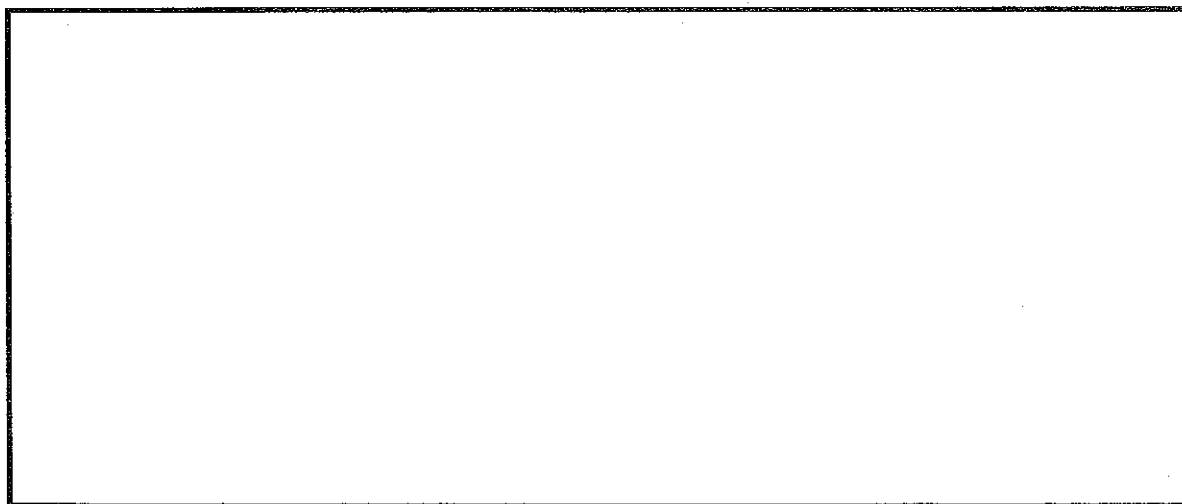


# Adding Up Coins (page 2 of 2)

3. Savanna is trying to make a dollar.  
She chooses the following card:



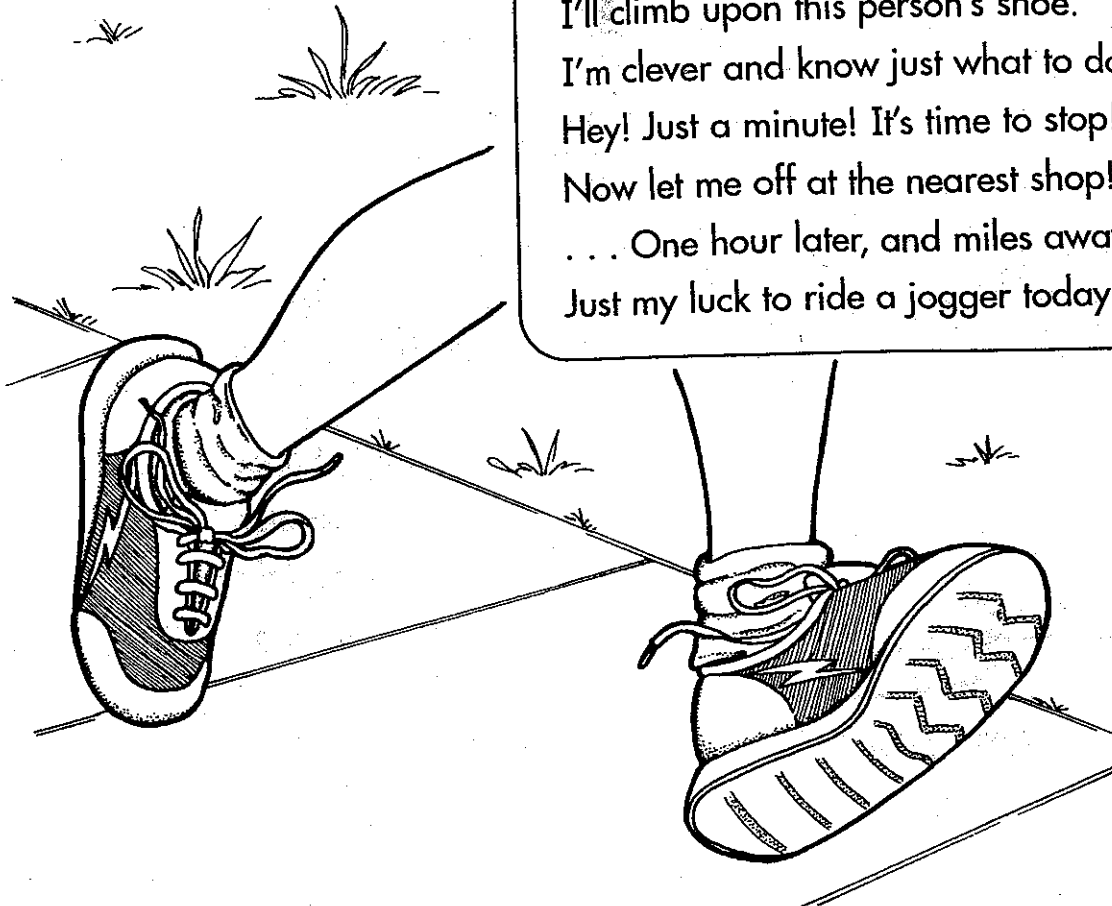
- a. How much money is shown on Savanna's card? \_\_\_\_\_
- b. How much more does she need to make \$1.00? \_\_\_\_\_
- c. Draw coins on the blank card below that equal the amount she needs to make \$1.00.  
Draw circles, and write the amount of each coin.





Name \_\_\_\_\_

## What a Ride!

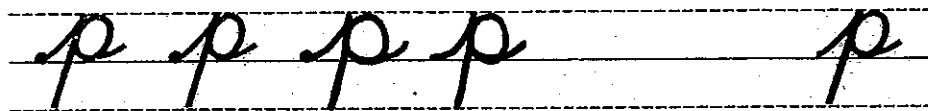
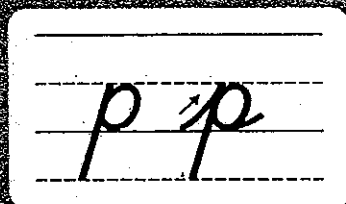
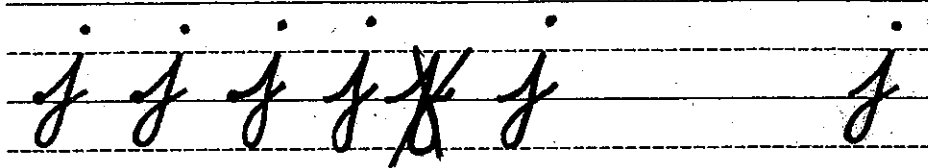
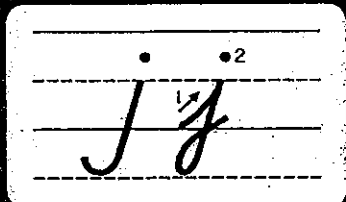


I need to go across the street,  
But I'm too tired. I have eight sore feet!  
I'll climb upon this person's shoe.  
I'm clever and know just what to do.  
Hey! Just a minute! It's time to stop!  
Now let me off at the nearest shop!  
... One hour later, and miles away ...  
Just my luck to ride a jogger today!

1. Who is the speaker? \_\_\_\_\_
2. What clues unmask the speaker's identity? \_\_\_\_\_  
\_\_\_\_\_
3. List the lessons the speaker learned from this trip.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

## Writing Cursive j and p

Cursive letters **j** and **p** look very much like their manuscript forms. To write them in cursive, you must add an uphill stroke and an ending stroke. Trace and write the letters.



Trace and write the words.

jet

jet

pet

pet

peek

peek

up

up

help

help

keep

keep