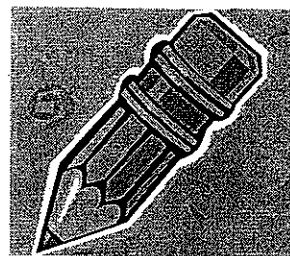


Elliott's Events

Mrs. Elliott: 3B

September 27, 2010



elliottj@thompson.k12.co.us 613-5749 www.3b2011.wikispaces.com

Dear Parents and Guardians,

There has been a change to the conference schedule that is printed on the school district/Carrie Martin calendar. Our new conference schedule is as follows:

Tuesday, October 12 (regular school day for students): conferences 4:00-8:00 PM
Wednesday, October 13 (no school for students): conferences 8:00AM-7:00 PM
If you have a time preference for your conference, please let me know as I will be filling in the schedule this week. Report cards for 3rd-5th grade will be sent home with students on Monday, October 11 (K-2 report cards will be handed out at conferences). The focus of our conference will be to discuss your child's testing data and performance in the classroom during the first quarter, and what we will be working on for the rest of the year.

Please feel free to contact me with any comments, questions or concerns you may have regarding your child at 613-5749 or elliottj@thompson.k12.co.us.

Sincerely,
Julie Elliott

This Week in 3rd Grade:

Math: We will continue to organize, represent, describe and interpret categorical data.

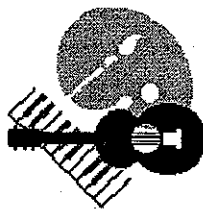
Reading: We will continue to discuss the importance of focusing on punctuation in our reading to help with fluency.

Writing: We will continue with our unit on Personal Narratives. We will continue to draft our personal narratives.

Science: We will observe and discuss animal behavior in our terrariums, and we will discuss food chains.

Word of the Week: Humanity

Specialist Schedule



Monday: Music/P.E.
2:45 to 3:45

Tuesday: Music /P.E.
2:45 to 3:45

Wednesday: Computers/Library
8:50 to 9:50

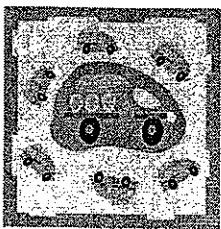
Thursday: Art 2:45 to 3:45

Friday: Counselor/Lib. or Comp.
2:45 to 3:45

Spelling List:

Sort 5

1. stare
2. bare
3. fare
4. wire
5. tire
6. hire
7. tore
8. more
9. store
10. lure
11. pure
12. cure
13. fair
14. stair
15. pair
16. dear
17. fear
18. near
- 19.
- 20.



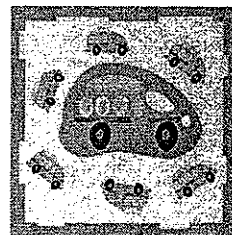
School-Home Connection

Field Day: October 1

PTO Meeting @ 7 PM: October 5

Parent/Teacher Conferences: 10/12-10/13

No School for Students: 10/13-10/15





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

Common Nouns

Name _____

Grammar BLM

4

Nouns that are used to name general things are called common nouns.

1. Sort the common nouns under the headings.

tree	honey	jam	ice cream	bread	ropes
wood	sand	cups	butter	cardboard	pies

Things we can eat

Things we can't eat

2. Sort the common nouns under the headings.

chair	elephant	table	cow
stool	magpie	boy	sparrow
lion	lady	ladder	penguin

Things with four legs

Things with two legs



Subtraction and the 100 Chart

Solve these problems. Fill in the totals on the 100 Chart.

NOTE Students practice subtracting 10 and multiples of 10 from any number, and then they fill in the missing numbers on the 100 Chart.

SMH 36

$63 - 10 = \underline{\hspace{2cm}}$

$85 - 30 = \underline{\hspace{2cm}}$

$52 - 50 = \underline{\hspace{2cm}}$

$96 - 30 = \underline{\hspace{2cm}}$

$74 - 40 = \underline{\hspace{2cm}}$

$41 - 30 = \underline{\hspace{2cm}}$

$76 - 50 = \underline{\hspace{2cm}}$

$18 - 10 = \underline{\hspace{2cm}}$

$89 - 60 = \underline{\hspace{2cm}}$

$66 - 20 = \underline{\hspace{2cm}}$

$98 - 40 = \underline{\hspace{2cm}}$

$57 - 30 = \underline{\hspace{2cm}}$

		3			6				10
								19	
21				25					
		33					38		
	42		44						50
						57			
			64				68		
71				75					80
		83						89	
91					96				





How the Camel Got His Hump

*LISTEN to
your child read
this story aloud.*

Back when the world was new, animals began to do work for people. The horse with a saddle on his back came to the camel and said, "Oh, Camel, come and work like the rest of us."

But the camel did not want to work for people. He just said, "Humph!"

The dog with a stick in his mouth came to the camel and said, "Oh, Camel, come and fetch like the rest of us."

But the camel did not want to fetch. He just said, "Humph!"

Then the ox wearing a yoke on his neck came to the camel and said, "Oh, Camel, come and plow like the rest of us."

The camel did not want to plow. He just said, "Humph!"

This made the three animals very angry, so they went to talk to the Djinn in charge of all the deserts.*

The animals asked the Djinn, "Do you think it is fair that we have to work and the camel does not?"

"I do not think it is fair," said the Djinn. "I will teach Camel a lesson."

The Djinn went to the camel and asked him to help with the people's work.

But Camel just said, "Humph!"

"Since you just keep saying 'Humph!' I will give you a 'humph'," said the Djinn.

Then the camel's back began to swell up to a big hump.

"Now you are going to work for people," said the Djinn. "You will walk in the desert for days and live from the water and food in your hump."

And so the camel learned how to work, but he has never learned how to be polite when people are around.

* In Muslim legend, a Djinn is a supernatural figure who affects the lives of men and women.



By Rudyard Kipling. Retold by Mary Rose

Dear Parents,

Understanding plot development and conflict resolution may sound like very sophisticated skills for elementary school students, but even young children can learn these concepts if they are presented in the context of simple text with a simple story line. Most stories follow a pattern. The story begins with a problem that needs to be resolved. Certain actions happen in the middle, and the ending solves the original problem. This pattern is true of simple stories and even of much of the world's great literature. This homework assignment asks students to define the main conflict in a story and to determine how it is resolved. Please help your child complete this page using his or her own words.

Skill

Identifying Story Elements
Conflict and Resolution

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions



Together write simple answers to the following questions.

1. What is the main problem in this story? _____

2. How did the Djinn help the animals solve their problem? _____

3. What lesson did the camel learn from the Djinn and the animals? _____
