



Elliott's Events



Mrs. Elliott: 3B

September 26, 2014

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Dear Parents and Guardians,

We should be finishing up with our first math unit next week. The students were introduced to a lot of concepts all at once in this first unit. In addition to being responsible for practicing multiplication and division facts, the students did work with the concepts of multiplication and division, learned about area, and learned the distributive and commutative properties of multiplication. Our math program introduces a lot of information quickly, but then continues to review in a spiral approach. Student work is scored on a scale of 1-4. A 1 means insufficient progress towards grade level standards, a 2 means progressing towards grade level standards, a 3 means meeting grade level standards, and a 4 means exceeding grade level standards. I will be saving student work samples each week that demonstrate the students' progress toward the grade level standards. I will share this math portfolio with you during conferences. If you ever have questions about your child's progress in math (or in any other subject), please let me know and we can set up a time to meet.

Our lessons on the distributive property were introductory, and we will continue to work on this concept as it is quite complex. Since it will appear on the homework from time to time, I copied a page from the book on the back of this newsletter to give you an explanation of the process.

If you have any questions or concerns, please contact me by phone or email.

Julie.elliott@thompsonschoools.org or 613-5749

Field Day

Field Day is scheduled for Friday, October 3. The morning will consist of track and field events in a station format, and the afternoon will be mostly team oriented games.

Your child can be prepared by doing the following:

- Wear tennis shoes
- Wear layers
- Bring a water bottle
- Wear sunscreen

Next Week in 3rd Grade:

Math: We will continue to work on multiplication and division. Keep practicing those facts!

Writing: We will continue with our opinion writing. We are working to make sure our ideas are organized and we have a nicely structured paragraph.

Reading: We will continue with our guided reading groups.

Social Studies: We will work on learning about how local government works through reading and discussions.

OUR HABIT OF THE WEEK
NEXT WEEK IS: Put First Things First

Specialist Schedule



Monday: Computers 1:40-2:10
Library 2:10-2:40

Tuesday: Art 1:40-2:40

Wednesday: Computers 1:40-2:10
Library 2:10-2:40

Thursday: Counselor 1:10-1:40
P.E. 1:40-2:10
Music 2:10-2:40

Friday: P.E. 1:40-2:10
Music 2:10-2:40

This will be the schedule for the day:

9:15-11:30: field events

12:00-1:00: Lunch

1:00-1:15 Check in at classrooms

1:15-3:30 Team games/stations



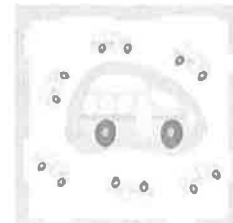
School-Home Connection

Fundraiser Packets Due: 9/30

PTO Meeting: 10/1 @ 7PM

Field Day: 10/3

Accountability Meeting: 10/9 @ 5PM





VOCABULARY

Distributive Property

► PATH to FLUENCY Different Ways to Find Area

The large rectangle has been divided into two small rectangles. You can find the area of the large rectangle in two ways:

- Add the areas of the two small rectangles:

$$5 \times 3 = 15 \text{ square units}$$

$$2 \times 3 = 6 \text{ square units}$$

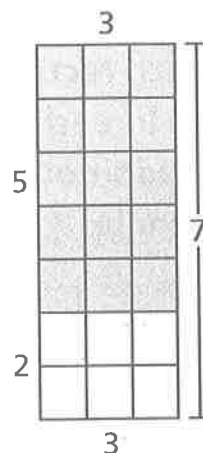
$$15 + 6 = 21 \text{ square units}$$

The **Distributive Property** is shown by

$$7 \times 3 = (5 + 2) \times 3 = (5 \times 3) + (2 \times 3)$$

- Multiply the number of rows in the large rectangle by the number of square units in each row:

$$7 \times 3 = 21 \text{ square units}$$



~~Complete~~ Example:

7. Find the area of the large rectangle by finding the areas of the two small rectangles and adding them.

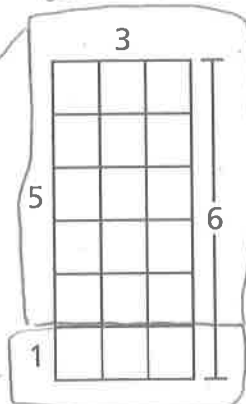
$$(5 \times 3) + (1 \times 3)$$

$$15 + 3 = 18 \text{ square units}$$

8. Find the area of the large rectangle by multiplying the number of rows by the number of square units in each row.

$$6 \times 3 = 18 \text{ square units}$$

rectangle #1:
area = 5×3



rectangle #2:
area = 1×3

9. Find this product: $5 \times 4 = 20$

10. Find this product: $2 \times 4 = 8$

11. Use your answers to Exercises 9 and 10 to find this product: $7 \times 4 = 28$