

# Elliott's Events

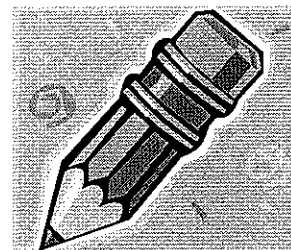
Mrs. Elliott: 3B

November 16, 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,

Wow! Can you believe it's Thanksgiving already? Since we don't have school next week, please keep this newsletter in a safe place so you will have the spelling list for the week we get back to school. The students will be tested on these words on Friday, November 30.

Please continue to have your child read during our week off. I know many families will be busy, but reading is always a great calming bedtime activity. The students have been working so hard, and I would hate for them to fall behind after a week off. Please see the back of this newsletter for more information and tips to help your child with reading at home.

I hope you all have a wonderful Thanksgiving!

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

### Red Sort 47

1. stink
2. land
3. and
4. send
5. drink
6. trunk
7. print
8. wink
9. stand
10. plant
11. pink
12. blank
13. ant
14. junk
15. blend
16. thank
17. want
18. wind
- 19.
- 20.

## Next Week in 3rd Grade:

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**Writing:** Students will finish their paragraphs about their regions, and they will finish letters to the Rotary Club for their new dictionaries.

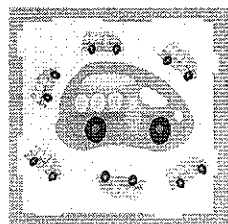
**Social Studies:** Students will work on the map of their region, and they will work in their groups to plan a presentation for the class.

**OUR HABIT OF THE WEEK**  
**NEXT WEEK IS:** Seek First  
to Understand, Then to be understood

## Specialist Schedule



<b>Monday:</b>	Art 1:30 to 2:30
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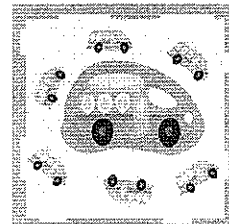
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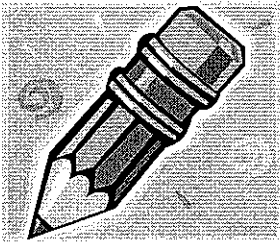
Giving Tree/Food Drive: 11/16-12/7

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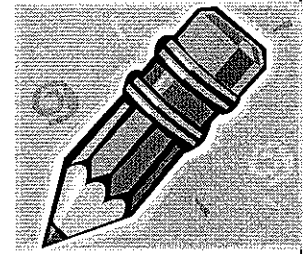
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## Spelling List

Sal1

1. myself
2. beside
3. throughout
4. everyone
5. sometime
6. somehow
7. something
8. nothing
9. somebody
10. herself
11. yourself
12. everything
13. himself
14. sideways
15. anyone
16. somewhere
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18. themselves
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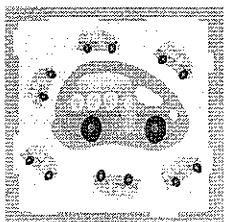
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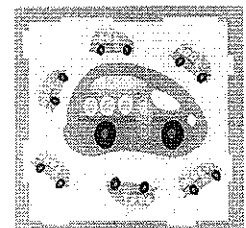
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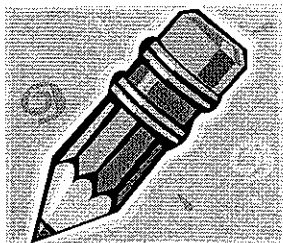
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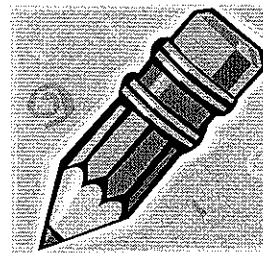
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## Spelling List

Sort 10

1. prince
2. dance
3. fence
4. piece
5. peace
6. bounce
7. leave
8. twelve
9. glove
10. solve
11. prove
12. shove
13. tease
14. choose
15. cheese
16. loose
17. wise
18. sense
- 19.
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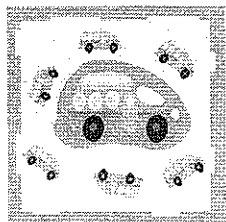
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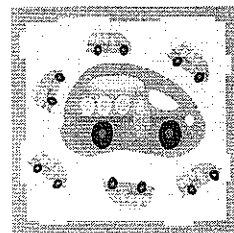
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# Building a Reader At Home

## Explore Books!

Give your child an opportunity to explore books. Visiting a library or bookstore gives your child a chance to find topics and books that interest them.

## Read, Read, Read!

Make sure to read for at least 30 minutes per day! Students can read independently, aloud to an adult, or back and forth with a partner.

## Ask Questions!

- Predictions
- Characters
- Main Idea
- Problem
- Solution
- Retell Story
- Genre
- Moral

## Make it Fun!

Reading shouldn't be a chore.

Intentionally read with your child/discuss books but also research topics and do book activities together.

## Be an Example!

Children learn by example, so let your child see you read whether it be a book, newspaper, cookbook, etc.

## Pick Good Fit Books!

A book that is a good match for your child should meet the following requirements:

- Purpose for reading
- Interest
- Can they understand what they are reading?
- Can they retell the story?
- Do they know most of the words?

## For Beginning Readers:

- Point out and read words in natural settings – stores, streets, etc.
  - Memorize sight words
  - Visualize the story in your head
  - Ask questions before, during, and after
- Don't immediately tell an unknown word to your student.** Instead, ask them to:
- Sound out the word
  - Break the word into parts
  - Try a different vowel sound (long/short)
  - Use illustrations for clues
  - Skip the word, re-read sentence, and go back – what word would make sense?

## For Advanced Readers:

- Notice interesting, new vocabulary words, and make it a challenge to use them in conversation
- Read with expression
- Explore non-fiction books and their text features (diagrams, table of contents, etc.) along with other genres as well
- Compare and contrast books
- Discuss connections to literature
- Think of new titles for books
- Explore multiple books from the same author