



Grade 3 eLearning Guide – Week 1

Math: Personal Financial Literacy

- Students will be able to explain the connection between human capital/labor and income
- Students will be able to describe the relationship between the availability or scarcity of resources and how that impacts cost
- Students will be able to identify the costs and benefits of planned and unplanned spending decisions

Science: Food Chain

- Students will identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem, such as removal of frogs from a pond or bees from a field

Language Arts: Character Development

- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 30 minutes to maintain stamina
- Students will focus on character development while reading
- Students will generate poems on familiar topics
- Students will practice using the homophones they're, their, there
- Prefixes - un, re, dis

Lectura/Escritura: Desarrollo del personaje

- Los estudiantes leerán libros de forma independiente y continuarán practicando estrategias de lectura familiares. Lea diariamente durante al menos 30 minutos para mantener la resistencia
- Los estudiantes generarán poemas sobre temas familiares
- Los estudiantes practicarán usando los homófonos y prefijos

Social Studies: Map Skills

- Students will review cardinal directions
- Students will use a compass rose and grid system to locate places on a map
- Students will use scale to determine distances between places
- Students will create maps that contain such map elements as a title, compass rose, and a legend

Grade 3 eLearning - MATH

Objectives

- Students will be able to explain the connection between human capital/labor and income.
- Students will be able to describe the relationship between the availability or scarcity of resources and how that impacts cost.
- Students will be able to identify the costs and benefits of planned and unplanned spending decisions.

Note: Activities are not intended to be graded. This work is to support understanding of the subject area.

For Parents

Read through the directions with your child and support them as needed.

- **Activity 2:** "Ladder to Success" work pages. ([Answer Key](#))
- **Activity 6:** [Sample Definitions](#) for dictionary activity.
- **Activity 7:** "Scarcity is Scary" chart ([Answer Key](#))
- **Activity 8:** "Scarcity is Scary" sorting activity. ([Answer Key](#))
- **Activity 12:** "Stoplight" worksheet. ([Answer Key](#))
- Planned and Unplanned Spending extension activity ([Answer Key](#))

For Students

Human Capital/Labor and Income

- **Activity 1:** Read "[Ladder to Success](#)" or have someone read it to you.
- **Activity 2:** Complete the "[Ladder to Success](#)" work pages.
- **Activity 3:** Write 3-5 sentences that explain the relationship between human capital and the amount of income earned.
- **Activity 4:** Research the beginning salaries and education needed for 3-5 different jobs. Create a chart to show your findings.

Availability and Scarcity of Resources

- **Activity 5:** Read "[Scarcity is Scary](#)" or have someone read it to you.
- **Activity 6:** Create a dictionary with the following words in it: *scarcity, profit, increase, decrease, product, cost, price, goods, service*. In your dictionary include your own definition for each word.
- **Activity 7:** Read the "Scarcity is Scary" [scenarios](#) or have someone read them to you. Complete the [chart](#).
- **Activity 8:** Complete the "Scarcity is Scary" [sort](#).
- **Activity 9:** Complete the following sentences. The most important thing I learned about scarcity is ____. The most important thing I learned about availability is ____.

Planned and Unplanned Spending

- **Activity 10:** Read "[Savor the Savings](#)" or have someone read it to you.
- **Activity 11:** Complete the [discussion](#) with your parents.
- **Activity 12:** Complete the "[Stop Light](#)" worksheet.

Additional Resources

- If you can access your campus math adaptive software, please do!
- [Human Capital/Labor and Income extension activity](#). Use coins and bills to help you!
- [Planned and Unplanned Spending extension activity](#). Use coins and bills to help you!
- [Math Playground](#)
- [3rd grade Math Games](#)
- [Math Game Time](#)
- [ABCYa](#)

Grade 3 eLearning - Science

Objectives

- Students will continue investigating food chains through literacy.
- Students will extend their knowledge of food chains through literacy.
- Students will demonstrate their understanding of how energy is transferred within a food chain.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Have your child read the, "STEMscopedia," and use the, "Linking Literacy," document to take notes on key vocabulary during reading.
- Have your child read the, "Reading Science," article. Ask questions about the article.
- Have your child complete the, "Claim, Evidence, and Reasoning," (CER) scenario for food chains.

For Students

- Read the, "STEMscopedia," and take notes on key vocabulary using the Linking Literacy document.
 - Reading: [English STEMscopedia](#) [Spanish STEMscopedia](#)
 - Student work: [English Linking Literacy](#) [Spanish Linking Literacy](#)
- After reading, respond to the, "What Do You Think," and, "Look Out," (page 5) sections. **(in the STEMscopedia)**
- Read the, "Reading Science," article
 - [English Reading Science](#)
 - [Spanish Reading Science](#)
- Respond to the reflection questions at the end of the article.
- Read the, "Claim, Evidence, and Reasoning," (CER) scenario
 - [English CER](#)
 - [Spanish CER](#)
- Using the CER model, write your claim and provide your evidence and reasoning to support your claim.

Additional Resources

- [Brainpop - Food Chain](#)

Grade 3 eLearning - LANGUAGE ARTS

Objectives

- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 30 minutes to maintain stamina.
- Students will focus on character development while reading.
- Students will generate poems on familiar topics.
- Students will practice using the homophones they're, their, there.
- Prefixes - un, re, dis.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Students read just-right books to continue practicing familiar [reading strategies](#). Students can [record thoughts](#) on Post-it notes or paper. Students can track reading in [reading logs](#).
- Students can listen to [online books](#) and notice how the [character changes](#) throughout the story.
- Students need to write each day, devoting a couple of days to poetry writing. Some writing can support the work of [poetry](#) on anything of interest to them. There are examples in the resources. To encourage more writing, have them write anything - stories, journals, essays.
- Students need to follow the [word study plan](#) to be able to answer the question, *How do the prefixes change the meaning of the base word?*

For Students

- Read daily for at least 30 minutes and complete your [reading log](#). Be sure to record [jots](#).
- While reading, consider the changes the characters go through in your book. Make some [jots on paper or Post-it notes](#) about these changes.
- Write [poems](#) on familiar topics, objects in your house, friends, family, animals.
- Write each day! Write something that you find interesting, write about something that you see outside, write a story or personal narrative.
- Follow the [word study plan](#) to answer the question, *How do the prefixes change the meaning of the base word?*

Resources

- [Suggested Books for Students to Listen Online](#)
 - QR Code links to Read Alouds
- [Reading Log](#)
- [What Successful Readers Do](#)
- [Online Articles for Reading Nonfiction](#)
- [Sample Prompts to Use in Discussion](#)
- [Sample Jots for Fiction and Nonfiction](#)
- [Poetry Support](#)
- [Word Study Plan](#)



Grade 3 eLearning - LECTURA/ESCRITURA

Objetivos

- Los estudiantes leerán libros de forma independiente y continuarán practicando estrategias de lectura familiares. Lea diariamente durante al menos 30 minutos para mantener la resistencia.
- Los estudiantes generarán poemas sobre temas familiares.
- Los estudiantes practicarán usando los homófonos y prefijos

Nota: Las tareas no serán calificadas. Este trabajo es para apoyar la comprensión del área temática.

Para los padres

- Estudiantes leerán libros apropiados y usarán estrategias de lectura. Podrán apuntar sus ideas en notas adhesivas o en papel.
- Hágale a su hijo la siguiente pregunta: ¿Cómo cambiará el prefijo el significado de la palabra base?
- Estudiantes necesitan escribir diariamente. Algunos escritos podrán ser de poesía sobre cualquier tema que les interese. Encontrará ejemplos en los recursos.
- Para apoyar más la escritura, pídale a su hijo que escribas lo que más le guste: historias, diarios, ensayos.

Para los estudiantes

- Lee diariamente por lo menos 30 minutos y completa tu registro de lectura.
- Mientras lees, considera los cambios por los que pasan los personajes en su libro. Haz algunas anotaciones en papel o notas adhesivas sobre estos cambios.
- Escribe poemas sobre temas familiares, objetos en tu casa, amigos, familiares, animales.
- Escribe todos los días, algo que te parezca interesante, cosas que ves afuera, una historia o narrativa personal.

Recursos

- [Prefijos](#)
- [Registro de lectura](#)
- [Qué hacen los lectores exitosos](#)
- [Lecturas en Voz alta](#)
- [Homófonos](#)
- [Artículos en línea para lectura de no ficción](#)



Grade 3 eLearning - Social Studies

Objectives

- Students will review cardinal directions
- Students will use a compass rose and grid system to locate places on a map
- Students will use scale to determine distances between places
- Students will create maps that contain such map elements as a title, compass rose, and a legend

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Assist students in logging into BrainPop
 - Username: springbranchisd_12
 - Password: sbisdbp
 - Search and Play Video: Map Skills
- Assist students when visiting websites linked below.
- Assist students in accessing PebbleGo (see login information sent home by your school)



For Students

- Days 1-2:
 - Watch: [Map Skills](#) and complete the Easy Quiz at the end
 - Activity:
 - Day 1: [Park Map](#) and [Neighborhood Map](#)
 - Day 2: [Community Map](#) and [Classroom Map](#)
 - Have students study each map one at a time.
 - Read: 'Try This!' to review the type of map featured.
 - Discuss the 'Prompts' questions using the featured map
- Days 3-4:
 - Watch: [How to Use a Map Scale](#)
 - Read: Map Scales on [PebbleGo](#) Log into Clever to access PebbleGo, if possible.
 - Activity:
 - Study the maps for the [Houston Zoo](#) and [Hurricane Harbor](#)
 - Discuss: Based on the features of each map, which map is easier to read and understand? What makes you think that? What features make for a good map?
- Day 5:
 - Watch: [How to Make a Map](#)
 - Activity: Create a Map of Your Bedroom
 - Follow the directions in the video
 - Be sure your map includes a title, compass rose, scale, and legend
 - Use [Digital Graph Paper](#) or paper and markers to create



Resources

Videos:

- [Reading Maps](#)
- [Cardinal Directions Song](#)



eBooks on PebbleGo:

- [What is a Map?](#)
- [Map Symbols and Keys](#)

- [Globes](#)
- [Map Directions](#)
- [Map Scales](#)