



Grade 3 eLearning Guide – Week 2

Math: Personal Financial Literacy

- Students will explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender.
- Students will list reasons to save and the benefit of a savings plan.
- Students will identify decisions involving income, spending, saving, credit, and charitable giving.

Science: Structures and Functions

- Students will explore how structures and functions of plants and animals allow these organisms to survive in a particular environment.

Language Arts: Reading Nonfiction

- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 30 minutes to maintain stamina.
- Students will generate poems on familiar topics.
- Students will practice using the homophones they're, their, there.
- Students will answer the question, *How does the prefix change the meaning of the base word?*

Lectura/Escritura

- Estudiantes leerán libros independientemente diariamente por lo menos 30 minutos para mantener la resistencia y practicar estrategias de lectura.
- Estudiantes escribirán poemas sobre temas conocidos.
- Estudiantes practicarán usando homófonos y prefijos.
- Los estudiantes podrán responder cómo el sufijo cambia el significado de la raíz.

Social Studies: Geography

- Students will continue their learning about landforms
- Students will create and timelines
- Students will interview a family member about their personal history and use that information to create a timeline of that person's life.

Grade 3 eLearning Guide - MATH

Objectives

- Students will explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender.
- Students will list reasons to save and the benefit of a savings plan.
- Students will identify decisions involving income, spending, saving, credit, and charitable giving.

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:** How Will They Pay? ([Answer Key](#))
- **Activity 5:** "Pooling Our Savings" chart ([Sample Responses](#))
- **Activity 7:** "Pooling Our Savings" worksheet ([Answer Key](#))
- **Activity 11:** "Decisions, Decisions, Decisions" activity ([Answer Key](#))

For Students

Credit

- **Activity 1:** Read or listen to "[Flat Broke.](#)"
- **Activity 2:** Complete "[How Will They Pay?](#)"
- **Activity 3:** Write a paragraph explaining why people use credit. Tell the cost of using credit and describe the borrower's responsibilities.

Saving

- **Activity 4:** Read or listen to "[Pooling Our Savings.](#)"
- **Activity 5:** Using information from the story, complete the "[Pooling Our Savings](#)" chart
- **Activity 6:** Write 3-5 sentences about how having a savings plan help you to achieve your goals.
- **Activity 7:** Complete the "[Pooling Our Savings](#)" worksheet.
- **Activity 8:** Write a poem or song about savings using words such as *saving, savings goal, savings account, savings plan, wants, needs, budget, or interest.*

Financial Decision Making

- **Activity 9:** Read or listen to the story "[Decisions, Decisions, Decisions.](#)"
- **Activity 10:** Create or print [play money](#).
- **Activity 11:** Complete the "[Decisions, Decisions, Decisions](#)" activity.
- **Activity 12:** Pretend you earn \$15 each week for doing chores at your grandparents house. Write a paragraph explaining how you would use each week's earnings. Include plans for spending, saving, and donating.

Additional Resources

- If you can access your campus math adaptive software, please do!

Grade 3 eLearning Guide - Science

[< Week's Overview by SUBJECT](#)

Objectives

- Students investigate the adaptations of plants and animals through literacy.
- Students will extend their knowledge of adaptations through literacy.
- Students will demonstrate their understanding of the adaptations of plants and animals.

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 complete the, "Linking Literacy Anticipation Guide," before and after reading to guide their thinking.
- 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 adaptations.

For Students

- Read the, "STEMscopedia," and complete the, "Before," column in the "Linking Literacy Anticipation Guide." When you are finished reading, complete the, "After Reading," column in the "Linking Literacy Anticipation Guide," and see if your thinking has changed or was confirmed by what you read.
 - Reading: [English STEMscopedia](#) [Spanish STEMscopedia](#)
 - Student work: [English Linking Literacy](#) [Spanish Linking Literacy](#)
- After reading, respond to the, "Try Now," section. **(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 - Plant Adaptations](#)
- [StudyJams - Animal Adaptations](#)

Grade 3 eLearning Guide - 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 generate poems on familiar topics.
- Students will answer the question, *How does the prefix change the meaning of the base word?*

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.
- Have students [read articles](#) about topics of interest. They can take notes on their reading using boxes and bullets.
- Have students follow the [word study plan](#) and answer the question, *How does the prefix change the meaning of the base word?*
- Students need to write each day, focusing on [poetry writing](#) a couple of days during the week. There are examples in the resources. To encourage more writing, have students write anything - stories, journals, essays.

For Students

- Read daily for at least 30 minutes and complete your [reading log](#). Continue to [jot](#) as you read.
- While [reading nonfiction](#) on a topic that interests you, [take notes using boxes and bullets](#).
- 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.
- Review words using the [word study plan](#). Be sure you understand how the prefix changes the meaning of the base word.

Resources

- [Nonfiction Anchor Chart](#)
- [Online Articles for Reading Nonfiction](#)
- [Suggested Books for Students to Listen Online](#)
- [Reading Log](#)
- [Sample Prompts to Use in Discussion](#)
- [Sample Jots for Fiction and Nonfiction](#)
- [Nonfiction Progression on Main Idea](#)
- [What Successful Readers Do](#)
- [Word Study Plan](#)
- [Poetry Support](#)

Grade 3 eLearning Guide - LECTURA/ESCRITURA

Objetivos

- Estudiantes leerán libros independientemente por lo menos 30 minutos diarios para mantener la resistencia y practicar estrategias de lectura.
- Estudiantes escribirán poemas sobre temas conocidos.
- Estudiantes practicarán usando homófonos y prefijos.
- Estudiantes responderán la pregunta: ¿cómo cambia el prefijo el significado de la palabra raíz?

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

Para 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 raíz?
- 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 escriba de lo que más le guste: historias, diarios, ensayos.

Para 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 tu libro. Haz algunas anotaciones en papel o notas adhesivas sobre estos cambios.
- Escribe poemas sobre temas familiares, objetos en tu casa, amigos, familiares o animales.
- Escribe todos los días, algo que te parezca interesante, cosas que ves afuera, una historia o narrativa personal.

Recursos

- [Video - PREFIJOS](#)
- [Prefijos re- y des-](#)
- [Prefijos uni- y multi-](#)
- [Registro de lectura](#)
- [Qué hacen los lectores exitosos](#)
- [Progresión no-ficción de idea principal](#)
- [Lecturas en Voz alta](#)
- [Homófonos](#)
- [Artículos en línea para lectura de no ficción](#)



Grade 3 eLearning Guide - Social Studies

Objectives

- Students will continue their learning about landforms.
- Students will create and timelines.
- Students will interview a family member about their personal history and use that information to create a timeline of that person's life.

For Parents

- Assist students in logging into itslearning to access [PebbleGo](#)
- Assist students when visiting websites linked below such as YouTube



For Students

- **Days 1 and 2**
 - Watch one or more of the following from YouTube.
 - [Learning About Landforms](#)
 - [Exploring Landforms and Bodies of Water](#)
 - Learn about different landforms on PebbleGo.
 - Students can sign in using itslearning or their SBISD login information
 - [Caves](#) and [Glaciers](#) and [Mountains](#) and [The Oceans](#) (YouTube)
- Activity:
 - Design and create a map of your own island. On this island map include 3-4 landforms. Make sure you include a title, compass rose, and legend for the map.
- Extension: Continue the learning by watching one or more of the following:
 - [20 Landforms of the Earth](#)
 - PBS [Plum's Island](#)
- All videos above can also be found using QR codes below:



- **Day 3**
 - Watch on YouTube.
 - [Timelines](#)
 - [Timelines for Kids](#)
 - Links to the videos can be found using the QR codes
 - Activity: students will create a timeline of their day.
 - Extension: Create more timelines about their week or major events in their own life.
- **Days 4 and 5**
 - Review the work done with timelines.
 - Select a family member to interview either in person, by phone, or even video.
 - Create a list of questions to ask the person you are going to interview.
 - Once the information is collected, the timeline of the person's life is created.



Resources

< [Week's Overview by SUBJECT](#)

- Students can access Studies Weekly, the districts' Social Studies resource, through itslearning.