



Grade 3 Overview – Week 3

Math: Data Analysis

- Students will summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
- Students will solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

Science: Life cycles

- Students will investigate and compare how animals and plants such as tomato plants, frogs, and lady beetles undergo a series of orderly changes in their diverse life cycles.

Language Arts: Monitoring for Meaning and Journal Writing

- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 30 minutes to maintain stamina.
- Families will enjoy a Family Theater Time using a Reader's Theater script.
- Students will generate poems on familiar topics and start a journal for other writing fun.
- Students will study common prefixes in word sorts and review spelling patterns in a Making Big Words activity.

Lectoescritura: Asegurando que haga sentido y escritura de diario

- 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 y comenzarán un diario para su escritura de pasatiempo.
- Estudiantes volverán a repasar prefijos comunes en un estudio de palabras.

Social Studies: 50 States

- The student will learn to identify the names of the 50 U.S. states and state capitals.

Grade 3 eLearning Guide - MATH

Objectives

- Students will summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
- Students will solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

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 1 & 4:** The log in for Brainpop is pictured below.
- **Activity 3:** Pictograph worksheet ([answer key](#))
- **Activity 6:** Create a tally chart and bar graph ([answer key](#))
- **Activity 7:** Bar Graph worksheet ([answer key](#))
- **Activity 13:** Line Plot worksheet ([answer key](#))

For Students

Pictographs

- **Activity 1:** Watch BrainPOP “[Pictographs](#)” video.
- **Activity 2:** [Create a pictograph.](#)
- **Activity 3:** Complete the [pictograph worksheet](#).

Bar Graphs & Frequency Tables (Tally Charts)

- **Activity 4:** Watch BrainPOP “[Tally Charts and Bar Graphs.](#)” video.
- **Activity 5:** [Create a tally chart and bar graph.](#)
- **Activity 6:** Complete the [bar graph](#) worksheet.

Dot Plots (Line Plots)

- **Activity 7:** Watch “[Line Plots](#)” video.
- **Activity 8:** Complete the [online Line Plot practice](#).
- **Activity 9:** Watch “[Make a Line Plot](#)” video.
- **Activity 10:** [Practice making line plots.](#)
- **Activity 11:** Complete the [line plots worksheet](#).

Resources

- If you can access your campus math adaptive software, please do!
- If you need help understanding scaled intervals, use this [worksheet](#).
- [Go on a Hike](#)- Pictographs



Grade 3 eLearning Guide - Science

Objectives

- Students will explore life cycles of plants and animals through literacy.
- Students will extend their knowledge of life cycles through literacy.
- Students will demonstrate their understanding of the life cycles 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 students read and watch the online videos. Ask them what they learned afterwards.
- Have students tell you what a life cycle is.
- Have students describe the life cycle of a plant.
- Have students describe the life cycle of a beetle, a butterfly, and a fish.

For Students

- Read the, "STEMscopedia," and complete the, "Before," in "Linking Literacy." During reading, complete the "During" page. When you are finished reading, complete the, "After Reading" page.
 - Reading: [English STEMScopedia](#) [Spanish STEMScopedia](#)
 - Student work:
 - Before reading: [English Linking Literacy](#) [Spanish Linking Literacy](#)
 - During reading: [English Linking Literacy](#) [Spanish Linking Literacy](#)
 - After reading: [English Linking Literacy](#) [Spanish Linking Literacy](#)
- Watch [video](#) and write down what you learn.
- Watch the [slide show](#) and write down what you learn about animal life cycles.
- Watch the [video](#) and write down what you learn about plant life cycles.
- Read this [passage](#) and explain the life cycle of a plant.

Resources

- [StudyJams - Plants with seeds](#)
- [BBC - The Life cycle of animals](#)

Grade 3 eLearning Guide - LANGUAGE ARTS

Objectives

- Students will read books independently. Read daily for at least 30 minutes to maintain stamina.
- Families will enjoy a Family Theater Time using a Reader's Theater script.
- Students will generate poems on familiar topics and start a journal for other writing fun.
- Students will study prefixes in word sorts and review spelling patterns in a Making Big Words activity.

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. They can use the jot assessment to reflect on their types of jots.
- Enjoy some family time by performing a Family Time Theater activity together in the Resources below.
- 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. They also have a Making Big Words activity to review spelling patterns. A Parent Guide for the Making Big Words game is included.
- Students can continue to write poems, but also help them start a journal if they haven't already done this. They can call it a journal or a writer's notebook. Just make it a place for them to play around with all types of writing.

For Students

- Read daily for at least 30 minutes and complete your [reading log](#). Use the [jot assessment](#) to reflect on your jots and set goals.
- Included is a [reader's theater](#) for your family to prepare and have fun together. Let's call it Family Theater Time! Enjoy these [read alouds](#), too.
- While [reading nonfiction](#) on a topic that interests you, take notes using boxes and bullets.
- Continue to write [poems](#) on familiar topics, objects in your house, friends, family, animals, but also begin to keep a [journal](#). Use the journal ideas in the Resources section to help you with this.
- Review words using the [word study plan](#). Use the [Making Big Words](#) to review prefixes and spelling patterns.

Resources

- [Nonfiction Anchor Chart](#)
- [Online Articles for Reading Nonfiction](#)
- [Reader's Theater for Family Theater Time](#) and [Family Theater](#)
- [Suggested Books for Students to Listen Online](#)
- [Reading Log](#) and [Jot Assessment](#)
- [Poetry Support](#)



[Ideas](#)

- [Journal Ideas](#)
- Word Study Plan and [Making Big Words](#) and [Parent Guide](#)

Grado 3 eLearning Guide - LECTOESCRITURA

Objetivos

- 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 y comenzarán un diario para su escritura de pasatiempo.
- Estudiantes volverán a repasar los prefijos comunes en un estudio de palabras.

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 anotar sus ideas en notas adhesivas o en papel. Cuando terminen de leer un libro, ellos pueden usar la evaluación de notas breves para clasificarlas de acuerdo a su categoría.
- Estudiantes leerán artículos sobre temas de interés. Ellos podrán tomar notas sobre la lectura en forma de cajas y puntos.
- Estudiantes seguirán el plan de estudio de palabras o la actividad - prefijos comunes.
- Estudiantes continuarán escribiendo poemas, ayude con el comienzo de un diario o cuaderno de escritura. Recuerde que el diario o cuaderno de escritura es un lugar para escribir cualquier tipo de escritura.

Para estudiantes

- Lee diariamente por lo menos 30 minutos y llena tu [registro de lectura](#). Cuando termines de leer, usa la [evaluación de notas breves](#) para clasificarlas de acuerdo a su categoría.
- Mientras lees [artículos de no ficción](#) sobre temas de interés. Toma notas sobre la lectura en forma de cajas y puntos.
- Continúa escribiendo [poemas](#) sobre temas, tales como objetos en tu casa, amigos, familiares o animales. Comienza un [diario](#) o cuaderno de escritura.
- Repasa prefijos comunes al ver el [video - Prefijos](#) y hacer [la actividad - prefijos comunes](#) o [el plan de estudio de palabras](#).

Recursos

- [Al leer textos no ficción](#)
- [Artículos no ficción - en línea](#)
- [Lecturas en Voz alta](#)
- [Registro de lectura y notas breves](#)
- [Apoyo de poesía](#)
- [Ideas para crear tu propio diario](#)
- [Video - Prefijos \(YouTube\)](#)



Grade 3 eLearning Guide - Social Studies

Objectives

- The student will learn to identify the names of the 50 U.S. states and state capitals.

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

For Parents

- Quiz students on the 50 states and their capitals. Over time, they will be able to do this more quickly -- and more correctly. It is also a skill that should be reviewed in the weeks to come.
- Use the QR Code to access the regions maps.



For Students

Day 1: [Western Region](#)

- Use the [key map](#) to identify the states and capitals in the West Region.
 - Use the QR code to access the key map.
- Label the region maps with the state name and its capital, color the states if you want
- Make a set of flashcards to help you learn the capital that goes with each state. Cut a piece of paper into 6 pieces. On one side write the state name and the capital on the other side. Use these flash cards just like you would multiplication flash cards.



Day 2: [South Region](#)

- Use the key map to identify the states and their capitals in the South Region,
- Label the region maps with the state name and its capital, color the states.
- Create flash cards of the South Region.

Day 3: [Midwest Region](#)

- Use the key map to identify the states and their capitals in the Midwest Region.
- Label the region maps with the state name and its capital, color the states.
- Create flashcards of the Midwest Region.

Day 4: [Northeast Region](#)

- Use the key map to identify the states and their capitals in the Northeast Region.
- Label the region maps with the state name and its capital, color the states.
- Create flashcards of the Northeast Region.

Day 5: Major Rivers and Mountain Ranges

- Use the blank US map to test yourself and see how many state names and capitals you can label on your own.
- Use your region maps to complete the US map.
- Use these links to find and label the [major rivers](#) and [mountain ranges](#) in the US on your map. Before you can label the rivers and mountains, you will need to draw them on your map.



Resources

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

<p>U.S. Capital Map Quiz</p> 	<p>Quia State Capital Games</p> 	<p>State Capitals</p> 	<p>State Capital Games</p> 	<p>Place the States</p> 
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