



Grade 3 eLearning Guide – Week 5

Math: Measurement

- Students will determine solutions to problems involving addition and subtraction of time.
- Students will determine when it is appropriate to use measurements of liquid volume or weight.
- Students will determine liquid volume or weight using appropriate units and tools.

Science: Classifying Matter

- Students will measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float; AND describe and classify samples of matter as solids, liquids, and gases, and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container.

Language Arts: Narrative Reading and Writing

- Students will read daily and set goals using the Learning Progressions to determine areas of strength and next steps in Retelling/Summarizing.
- Students will write narrative stories, focusing on small moment details.
- Students will sort words with common spelling patterns.

Lectoescritura: Lectura y Escritura narrativa

- Estudiantes leerán diariamente y establecerán metas usando *La Progresión de aprendizaje de lectura narrativa* para identificar sus fuertes y los siguientes pasos en el área de Volver a contar/Resumir
- Estudiantes escribirán cuentos narrativos, enfocando en los momentos pequeños
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con prefijos ex-, in-

Social Studies: Communities and Resources

- Students will describe natural resources and discuss the difference between renewable and non-renewable resources.
- Students will think about ways people use and conserve those resources.

Grade 3 eLearning Guide - MATH

Objectives

- Students will determine solutions to problems involving addition and subtraction of time.
- Students will determine when it is appropriate to use measurements of liquid volume or weight.
- Students will determine liquid volume or weight using appropriate units and tools.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

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

- **Activities 3, 4, & 5:** Adventure Sub, Zappo the Great, & Springback Jack's Scheme ([answer keys](#))
- **Activity 8:** Best Measuring Units ([answer key](#))
- **Activity 9:** Measuring Weight and Capacity ([answer key](#))
- Math Facts Practice ([answer key](#))

For Students

Time

- **Activity 1:** Watch [Add and Subtract Time Intervals](#).
- **Activity 2:** Read and discuss the [time notes](#) with your parent.
- **Activity 3:** Complete the [Adventure Sub](#) problems.
- **Activity 4:** Complete the [Zappo the Great](#) problems.
- **Activity 5:** Complete the [Springback Jack's Scheme](#) problems.

Liquid Volume & Weight

- **Activity 6:** Watch [Choose Pounds or Ounces](#).
- **Activity 7:** Look at the [Liquid Volume Anchor Chart](#).
- **Activity 8:** Complete [Best Measuring Units](#).
- **Activity 9:** Complete [Measuring Weight and Capacity](#).

Resources

- If you can access your campus math adaptive software, please do!
- Watch the BRAINPOP video [Telling Time to the Minute](#).
 - BrainPop login is available through Clever portal or contact your campus teacher and/or librarian for login information.
- [STAAR Reference Materials](#)
- [Math Facts Practice](#)

Grade 3 eLearning Guide - Science

Objectives

- Students will investigate the physical properties of matter.
- Students will extend their knowledge of the physical properties of matter through literacy.
- Students will demonstrate their understanding of the physical properties of matter.

Note: Beginning the week of April 14, and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- Have your child read the, "STEMscopedia," and complete the Post-Assessment for physical properties of matter.
- Have your child complete the, "Science Applied," activity.
- Have your child complete the, "Open-Ended Response," for physical properties of matter.

For Students

- Read the STEMscopedia and use the Linking Literacy document to record notes on traits.
 - Reading:
 - [English STEMscopedia](#)
 - [Spanish STEMscopedia](#)
 - Student work:
 - [English Post-Assessment](#)
 - [Spanish Post-Assessment](#)
- After reading, respond to the, "Try Now," (page 5) section (**in the STEMscopedia**).
- Complete the, "Science Applied," activity.
 - [English Science Applied](#)
 - [Spanish Science Applied](#)
- Complete the, "Open-Ended Response," activity.
 - [English Open-Ended Response](#)
 - [Spanish Open-Ended Response](#)

Resources

- [English ScienceArt - Matter Mad Libs](#)
- [Spanish ScienceArt - Matter Mad Libs](#)
- [English Math Connections](#)
- [Spanish Math Connections](#)
- [Mystery Science: Materials, Properties, & Engineering](#)

Grade 3 eLearning Guide- LANGUAGE ARTS

Objectives

- Students will read daily and set goals using the Learning Progressions to determine areas of strength and next steps in Retelling/Summarizing.
- Students will write narrative stories, focusing on small moment details.
- Students will sort words with common spelling patterns.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- Have students read daily and continue with their reading log. As students finish books, discuss the books, have students read their favorite parts, or guide students to find new books to read.
- Encourage students to listen to the mini-lessons for both reading and writing by scanning the QR codes in the Resource section. They can complete the reading activity on any story they have read.
- Have students draft a one story and journal throughout the week.
- Have students complete the weekly word study activities.

For Students

- Read daily for 30 or more minutes. Log your reading. Continue to jot ideas/theories as you read.
- Listen to the PowerPoint/Read the slides for the two reading lessons this week.
- Complete the reading activity for this week, and then use the Retelling/Summarizing Learning Progression to set a reading goal on inferring character traits. Use this as you read over the next week.
- Use the PowerPoint to guide your story writing this week. Generate (come up with) story ideas and continue to journal.
- Use the Daily Word Study activities to build vocabulary and word study understanding.

Resources

- **Reading:** [PowerPoint Slides](#), [Reading Slides](#), [Reading Activity](#), [Anchor Chart](#), [Learning Progression](#), [Reader's Theater](#)
- **Writing:** [PowerPoint Slides](#), [Slide PDF](#), [Checklist](#)
- **Word Study:** [Word Sort](#), [Word Study Daily Activity](#)

Reading Resources	Online Read Aloud	Reading Lesson
		

Grade 3 - LECTOESCRITURA

Objetivos

- Estudiantes leerán diariamente y establecerán metas usando *La Progresión de aprendizaje de lectura narrativa* para identificar sus fuertes y los siguientes pasos en el área de Volver a contar/Resumir.
- Estudiantes escribirán cuentos narrativos, enfocando en los momentos pequeños.
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con prefijos ex-, in-.

Nota: A partir de la semana del 14 de abril, y de acuerdo con nuestros Ajustes de Criterio de Calificación, los maestros en los grados PK-5 van a monitorear el progreso de los estudiantes de varias maneras.

Para padres

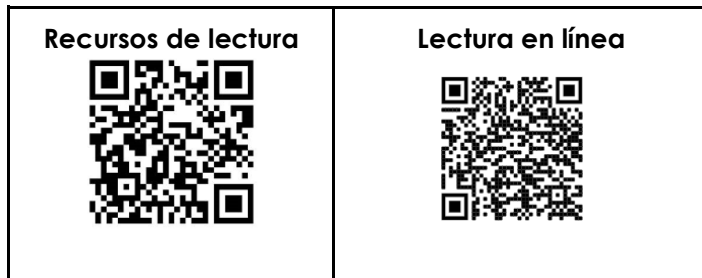
- Asegure que los niños lean a diario y sigan con el registro de lectura. Cuando terminan de leer un libro, platiquen sobre el libro, invíteles a leer su parte favorita, o ayúdeles a encontrar un libro nuevo para leer.
- Anime al estudiante a escuchar las lecciones de lectura y escritura utilizando el código de barras que se encuentra en la sección de recursos. Puede terminar la actividad de lectura usando cualquier texto que hayan leído.
- Estudiantes escribirán un cuento por lo menos y escribirán en su diario durante la semana.
- Estudio de palabras. (TEK 3.3C) [Prefijos ex-, in-](#)

Para estudiantes

- Lee diariamente por 30 minutos o más. Anota en tu registro de lectura, y apunta tus ideas/teorías mientras lees.
- Escucha al PowerPoint/Lee las notas de las dos lecciones de lectura de esta semana.
- Termina la actividad de lectura para esta semana. Después, usa *La Progresión de aprendizaje de lectura narrativa* para establecer una meta de lectura de inferir los rasgos de los personajes. Usa esto mientras lees durante la semana.
- Usa el PowerPoint como guía mientras escribes tu cuento esta semana. Genera ideas para tu cuento y sigue escribiendo en tu diario.
- Estudio de Palabras: [Prefijos ex-, in](#)

Recursos

- **Herramientas para la lectura:** [Presentación de diapositivas de lectura](#), [Actividad de lectura \(respuestas\)](#), [Gráficas interactivas- \(10 de 10\)](#) y [\(cuando tu lectura ya no tiene sentido\)](#), [Progresión de aprendizaje de la lectura narrativa](#), [Teatro del lector](#)
- **Herramientas para la escritura:** [Presentación de diapositivas de escritura](#), [Lista de verificación-3er](#), [Lista de verificación-4to](#), [Gráficas interactivas- \(Para escribir una historia verdadera\)](#), [\(Encontrar ideas para historias verdaderas 1\)](#), [Encontrar ideas para historias verdaderas 2](#)), [Una voz de escritor muestra no dice](#)



Grade 3 eLearning Guide - Social Studies

Objectives

- Student will describe natural resources and discuss the difference between renewable and non-renewable resources.
- Student will think about ways people use and conserve those resources.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- All of the work this week comes from our textbook adoption for social studies, **Studies Weekly**. Your student can access the online version of Studies Weekly through itsLearning if their teacher has been using it with them during the year. If not, or if you prefer a non-digital version of the same work, it is provided in the paper packet or you can print out the reading material from this link in [English](#) or [Spanish](#).

For Students

Day 1: Natural Resources

- Read [The Nature of Natural Resources](#) (**Studies Weekly** Week 18 Communities and Resources).
- Look around your home. What items were made from natural resources? Make a list of the items you find.

Day 2: Saving Natural Resources

- Read [Texans Step Back in Time to Save Natural Resources](#) (**Studies Weekly** Week 18 Communities and Resources).
- How does recycling save natural resources? What about reusing things? How does reusing save natural resources? Write about your thinking, and then complete this page on Upcycling in [English](#) or [Spanish](#).

Day 3: Renewable and Non-renewable Resources

- Read [Resources: Renewable and Nonrenewable and Trees--America's Great Renewable Natural Resource](#) (**Studies Weekly** Week 18 Communities and Resources).
- What is the difference between renewable and non-renewable resources? Make a list of resources or use the list you created for Day 1 and identify them as renewable or non-renewable.

Day 4: Fossil Fuel

- Read [What is fossil fuel?](#) (**Studies Weekly** Week 18 Communities and Resources).
- Oil is a non-renewable resource that is used to power most cars and trucks. Should the United States be spending more time and money developing more ways to use renewable energy resources? Write about your opinion in your notebook.

Day 5: Natural Resources in the US

- Complete the map activity on Natural Resources and the crossword puzzle found on the last page of the reading material.

Resources

- All reading material can be found in this link for [English](#) or [Spanish](#), in the printed packet, or in your student's online account with **Studies Weekly** under Week 18.