



Grade 3 eLearning Guide – Week 8

Math: Multiplication & Division

- Students will represent multiplication facts using a variety of approaches.
- Students will recall multiplication facts.
- Students will solve one and two-step problems involving multiplication and division within 100.

Science: Resources

- Students will explore the characteristics of natural resources that make them useful in products and materials, such as clothing and furniture, and how resources may be conserved.

Language Arts: Narrative Reading and Writing

- Students will read daily and set goals using the Learning Progressions as readers build towards a develop a theory based on text clues and background knowledge
- Students will write narrative stories, focusing on fairy tale structure.
- Students will sort words with common spelling patterns.

Lectoescritura: Lectura y Escritura narrativa (Enfoque cuentos de hadas)

- Estudiantes leerán diariamente y establecerán metas usando *La Progresión de aprendizaje de lectura narrativa* para formar una comprensión más profunda de los personajes en la literatura.
- Estudiantes escribirán cuentos narrativos, enfocando en la estructura de los cuentos de hadas.
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones.

Social Studies: Economics

- Students continue to explore the concept of a free enterprise system within a community.
- Students will define and identify examples of scarcity of goods and/or services.
- Students will analyze a simple budget that allocates money for spending and saving.

Grade 3 eLearning Guide - MATH

Objectives

- Students will represent multiplication facts using a variety of approaches.
- Students will recall multiplication facts.
- Students will solve one and two-step problems involving multiplication and division within 100.

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.

- **Activity 2:** The Flying, Hopping, Jumping Race! ([answer key](#))
- **Activity 3:** Sylvie Sparkle's Great Giant Gem Museum ([answer key](#))
- **Activity 4:** Division Match ([answer key](#))
- **Activity 5:** Zappo's Tricks ([answer key](#))
- **Activity 6:** Now Get This ([answer key](#))
- **Activity 7:** Multiply & Divide ([answer key](#))
- Math Facts Practice ([answer key](#))

For Students

Facts Practice

- **Activity 1:** Play one of the following multiplication facts games with a family member: Be sure to try different facts up to 10!
 - **Game 1:** [3 - A Fluency Game](#)
 - **Game 2:** [I Love Math!](#)
- **Activity 2:** Complete [The Flying, Hopping, Jumping Race!](#).
- **Activity 3:** Complete [Sylvie Sparkle's Great Giant Gem Museum](#).

Application

- **Activity 4:** Complete [Division Match](#).
- **Activity 5:** Complete [Zappo's Tricks](#).
- **Activity 6:** Complete [Now Get This](#).
- **Activity 7:** Complete [Multiply & Divide](#).

Resources

- If you can access your campus math adaptive software, please do!
- [Math Facts Practice](#)

Grade 3 eLearning Guide – SCIENCE

Objectives

- Students will review characteristics of natural resources through literacy.
- Students will extend their knowledge of the characteristics of natural resources through literacy.
- Students will demonstrate their understanding of the characteristics of natural 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

- Have your child read the, “STEMscopedia,” and complete the, “Linking Literacy,” handout.

For Students

- Read the, “STEMscopedia.”
 - Reading:
 - [English STEMscopedia](#)
 - [Spanish STEMscopedia](#)
- After reading, respond to the, “What Do You Know,” (page 5) section (**in the STEMscopedia**).
 - Student work:
 - [English Linking Literacy](#)
 - [Spanish Linking Literacy](#)

Resources

- [English Vocabulary](#)
- [Spanish Vocabulary](#)
- [English Science Art](#)
- [Spanish Science Art](#)
- [English Project-Based Learning](#)
- [Spanish Project-Based Learning](#)

Grade 3 eLearning Guide - LANGUAGE ARTS

Objectives

- Students will read daily and set goals using the Learning Progressions as readers build towards developing a theory based on text clues and background knowledge.
- Students will write narrative stories, focusing on fairy tale structure.
- 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. It is important to keep them reading daily in books that interest them.
- Encourage students to listen to the mini-lessons for both reading and writing. They can complete the reading and writing activities on any story they have read.
- Have students continue to journal throughout the week.
- Have students complete the weekly word study activities.

For Students

- Read daily for 30 or more minutes. Log your reading.
- Listen to the PowerPoint/Read the slides for the two reading lessons this week.
- Complete the reading activity for this week on inferring.
- Use the PowerPoint to guide your story writing this week. Follow the lessons for writing and continue to journal each day.
- Follow the same routine as the previous week with the words this week.

Resources

- Reading: [Lessons](#), [Reader's Theater](#)
- Writing: [Lessons](#)
- Word Study: [Word List](#), [Word Sort Activities](#)

Reading Lessons



Grade 3 - LECTOESCRITURA

Objetivos

- Los estudiantes leerán diariamente y establecerán metas usando las *Progresiones de aprendizaje de lectura narrativa* para formar una teoría basada en las claves de contexto y conocimiento de fondo.
- Estudiantes escribirán cuentos narrativos, enfocando en la estructura de los cuentos de hadas.
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones.

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. Es importante que sigan leyendo libros que les interesan.
- Anime al estudiante a escuchar las lecciones de lectura y escritura. Puede terminar la actividad de lectura usando cualquier texto que hayan leído.
- Anime al estudiante a terminar la lección de escritura y seguir llevando su diaria durante la semana.
- Estudio de Palabras: El enfoque de esta semana es: [Sufijos -eza, -ura, -mente](#).

Para estudiantes

- Lee diariamente por 30 minutos o más. Anota en tu registro de lectura.
- Escucha al PowerPoint/Lee las notas de las dos lecciones de lectura de esta semana.
- Termina la actividad de lectura sobre inferencias.
- Usa el PowerPoint como guía mientras escribes tu cuento esta semana. Sigue las lecciones de escritura y continúa llevando tu diaria cada día.
- Estudio de Palabras: El enfoque de esta semana es: [Sufijos -eza, -ura, -mente](#).

Recursos

- **Herramientas para la lectura:** [Diapositiva con Lecciones, Progresión de aprendizaje, Teatro de lector](#)
- **Herramientas para la escritura:** [Diapositivas con Lecciones](#)

Grade 3 eLearning Guide – SOCIAL STUDIES

Objectives

- Students continue to explore the concept of a free enterprise system within a community.
- Students will define and identify examples of scarcity of goods and/or services.
- Students will analyze a simple budget that allocates money for spending and saving.

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 article (from **Studies Weekly** *Week 21: Budgets*) for each day found here in [English](#) or [Spanish](#). Ask questions about the article.
- Have your child answer the written questions below in their notebook.

For Students

Day 1: Read [Save a Dollar or Spend a Dollar](#). Write your thinking down in your notebook.

- At the beginning of the story, Dorian really wanted to buy the video game. How did he change during the story?
- How did Dorian's parents help him learn how to manage money?

Day 2: Read [Mind Your Money](#). Write your thinking down in your notebook.

- Why is a budget a good idea?
- Look at Madison's budget. Is there anything on that list that could be changed so that she could spend less money? If so, what are your suggestions? If not, explain your thinking.

Day 3: Read, [Who's Budgeting?](#)

- How do budgets help governments, families, and businesses?
- Complete the activity, *Making a Budget*, on the last page of the reading material

Day 4: Read [Going Bananas Over Food Prices](#). Write your thinking down in your notebook.

- What happens when the supply of something is small?
- What does scarcity mean?
- Why is the cost of food increasing?

Day 5: Complete crossword puzzle on the last page of the reading material.

- Use these pages in [English](#) or [Spanish](#) to check your understanding.

Resources

- Possible [answers to questions](#).
- [Answer key](#) for Day 5 assessment.