

Grade 3 Module 6

Tips for Families

Key Concepts Overview

Focus TEKS: **3.4C, 3.5E, 3.8A, 3.8B, 3.9A, 3.9B, 3.9C, 3.9D, 3.9E, 3.9F**

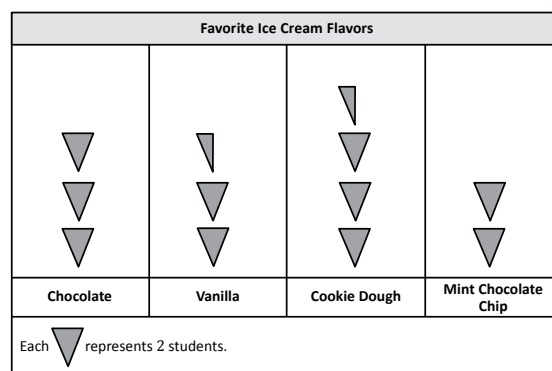
The focus of Module 6 is exploring financial literacy and building on previous knowledge of data and graphing. Your student will:

- ☐ Find the value of a collection of coins and bills.
- ☐ Explore different professions and their salaries.
- ☐ Use the words *supply* and *demand* to explain how these concepts affect price.
- ☐ Solve real-world problems related to saving money for a purchase.
- ☐ Use the words *borrow* and *interest* to solve real-world problems.
- ☐ Create pictographs, **scaled bar graphs**, and **dot plots** by using given data sets and answer questions about the data.
- ☐ Solve one- and two-step word problems by using data displayed in pictographs, bar graphs, and dot plots.
- ☐ Analyze and create patterns and relationships between pairs of numbers in a table.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

- Play the Money Scavenger Hunt game.
 1. Hide coins and/or bills around the room. You can use real money or play money.
 2. Tell your student how many coins and/or bills are hidden around the room. Then have him find the coins and/or bills.
 3. After your student finds all the coins and/or bills, have him add to determine the total value of the money.
- Help your student create a pictograph to hang on the wall or refrigerator. Ask her to come up with a daily (or almost daily) activity, such as reading, playing sports, or practicing a musical instrument. Record the number of minutes, in 5-minute intervals, that she spends daily on the activity by using stickers on a handmade grid or drawing symbols such as stars in the boxes on grid paper. Help her create a key for the pictograph that shows what each sticker or symbol represents (e.g., 1 sticker represents 5 minutes).

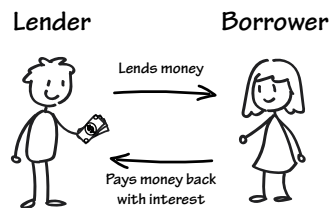


For example, your student could record how many minutes she reads each day (see image). Since each sticker represents 5 minutes, she would put 3 stickers above Tuesday to show that she read for 15 minutes that day.

Variation: Use interlocking blocks to represent a bar graph. Determine the value of each block (e.g., 1 block represents 5 minutes), and stack the blocks to show the total time spent on an activity. Display the stacks in an area where your student will see them often as a reminder of her accomplishments.

Terms

Borrower: a person who takes something from someone else with the intention of returning it

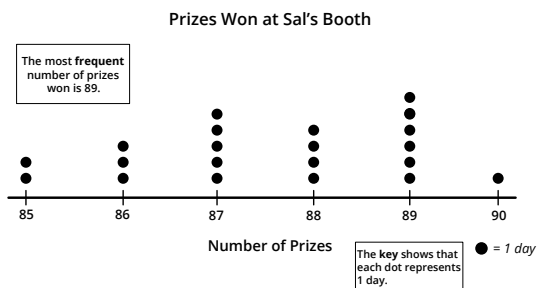


Credit (*Crédito*): buying or obtaining goods and services now with an agreement to pay in the future

Frequency table (*Tabla de frecuencia*): a table that lists items and shows the number of times each item occurs

Classroom	Mr. Franklin	Mrs. Curie	Mr. Nye	Mrs. Nobel
Number of Crayfish	21	23	?	24

Frequent (*Frecuente*): common, e.g., the most common measurement on a dot plot

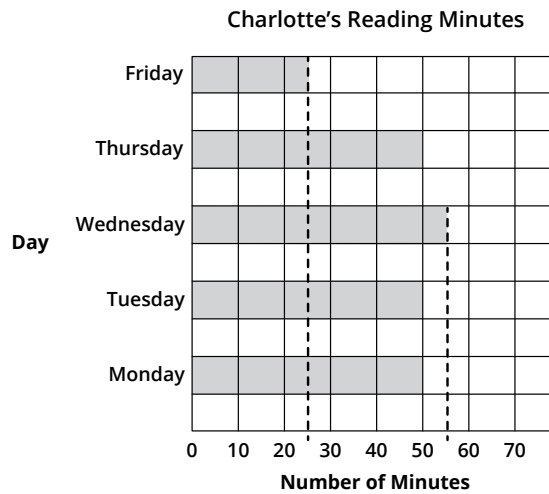


Income: money earned for working and money received for the sale of goods or property



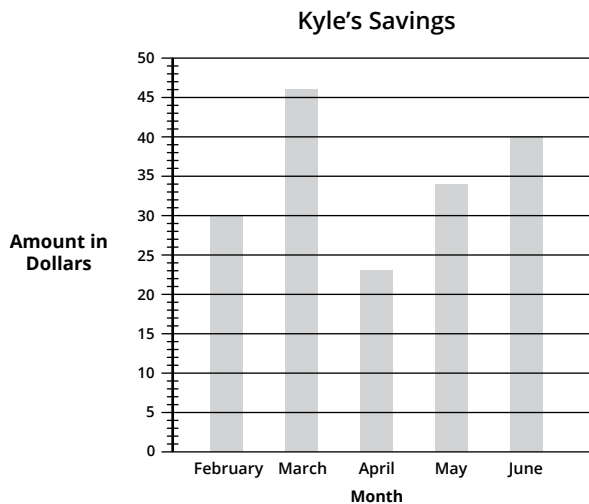
Interest (*Interés*): money paid for borrowing money or making purchases on credit

Scaled graph (*Gráfico escalado*): a bar graph or pictograph with a scale that uses units with a value greater than 1

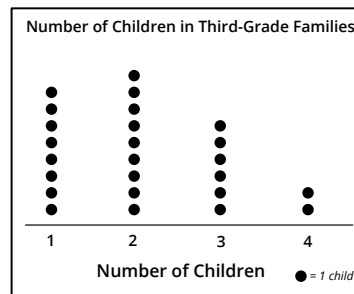


Models

Bar Graph



Dot Plot



Pictograph

