|  |
| --- |
| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** |
| **ELA Important Concepts Addressed in this Unit** |
| **Title of book: Owen Foote, Money Man (2 weeks)** **Title of book: Fudge-a-Mania (2 weeks)** * I can ask and answer questions to to show understanding of a text, using the text.
* I can describe characters in a story and explain how their interactions contribute to the sequence of events.
* I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* I can read with accuracy and fluency.
* I can apply apply grade-level phonics and word analysis skills and in decoding words.
* I can demonstrate how to use common and proper nouns.
* I can write narratives to develop real or imagined experiences or events.
* I can use information gained from illustrations (e.g. map, photographs) and the words in a text to demonstrate understanding of the text.
* I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
* I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
 | **Title of book: The Constitution of the United States (Nonfiction: 2 weeks)** **Title of book: The Congress of the United States** **(Nonfiction: 2 weeks)** **Title of book: Soil (Nonfiction: 1 week)** * I can determine or clarify the meaning of unknown and multiple-meaning words and phrases.
* I can use root words as a clue to the meaning of unknown words with the same root.
* I can read and comprehend informational texts independently and proficiently.
* I can use text features and search tools to locate relevant information on a given topic.
* I can use information gained from illustrations and words in a text to demonstrate an understanding of the text.
* I can ask and answer questions to demonstrate an understanding of a text.
* I can describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect.
 |
| **Key Words To Know** | **How You Can Help Your Student** |
| **Title of book: Owen Foote, Money Man**demonstration, reaction, disappointed, persuade, collaborate, profit; cautious, consultant, pride, figurative language**Writing- Narrative, Opinion, Informative****Title of book: Fudge-a-Mania**anticipation, relax, complication, disaster, mania, jealousy, embarrassed, resolution, impress, anticipation, relax, complication, disaster, misunderstanding**Writing- Narrative, Opinion****Title of book: The Constitution of the United States**government, federal government, collaborate, obstacles**,** protected**,** compromise, delegates, organize, branches, amend**Writing- Narrative, Opinion, Informative****Title of book: The Congress of the United States**democracy, congress, Legislative, President, Representative, power, bill, contrast, accuse, arrest, decide, monument, memorial, capital, right, privilege, US citizens, expert, highlights, feature**Writing- Narrative, Opinion, Informative****Title of book: Soil**ingredients, nutrients, bacteria, diagram, sand, silt, loam, clay, conserve, erosion, fertilize**Writing- Informative** | **Interactive Learning Games:** Playing games is a wonderful way to practice skills at home in a fun environment**.****Google Classroom**[**www.educationgalaxy.com**](http://www.educationgalaxy.com)[**www.freereadingprogram.com**](http://www.freereadingprogram.com)

|  |
| --- |
| **Sample Questions:**  |

Owen and Katie could not \_\_\_\_\_\_\_\_\_\_\_\_\_ Lydia to think the toilet process was cool.1. collaborate b. persuade c. cautious

Describe three ways that Owen and Katie are different. Please use complete sentences.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |
| --- |
| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** |
| **Social Studies Important Concepts Addressed in this Unit** |
| **Title of unit: Government*** I can describe the elements of representative democracy/republic in the United States.
* I can describe the three branches of national government: executive, legislative, and judicial.
* I can describe the three branches of state government: executive, legislative, and judicial.
* I can state the main responsibility of each branch: executive, legislature, judicial.
* I can explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.
* I can explain the necessity of respecting the rights of others and promoting the common good.
* I can explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public life.

|  |
| --- |
| **Key Words**  |

**Government Unit:**

|  |  |
| --- | --- |
| representative democracybranchesnational/ federalgovernmentexecutivelegislativejudicia | Senator presidentCongresspopulationexecutivelegislative judicialgovernorcourts |

 | **Title of unit:** **Geography*** I can locate the major topographical features on a physical map of the United States.
* I can locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.

|  |
| --- |
| **Key Words**  |

**Geography:**

|  |  |
| --- | --- |
| Topographical featuresLocateUnited States of AmericaDescribeEquator | Prime MeridianLatitudeLongitudeGlobe |

 |
| **Sample Questions:**  | **How You Can Help Your Student** |
| What state is located at 30⁰N and 100⁰W? * 1. CA
	2. MO
	3. TX
	4. WY

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**The United States government is a democracy. This means that they have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**a. A form of government where a king rulesb. A form of government where the people have a sayc. A form of government run by the policeD. A form of government in which the leader uses power to take control | **Complete homework nighty.****Make notecards or play games using the study guide.**[**www.educationgalaxy.com**](http://www.educationgalaxy.com)**Google Classroom** |