

# Third Grade Learning Guide - Week 2

## April 6th- April 10th

### **\*All digital and no-tech learning/activities included\***

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

#### **Math:**

- Students will be able to find the area of rectangles

#### **Language Arts:**

- Students will read a variety of books for 30 minutes daily.
- Students will read an article and make inferences and use evidence to support understanding.
- Students will read, spell, and write using spelling lists.

#### **Science:**

- Students will investigate life cycles of plants and animals

#### **Social Studies:**

- Students will explain how communities make money using the free enterprise system.

**Optional Community Art Project: [Egg Hunt](#) for Easter weekend. Display by Friday.**

Use Clever to access:

Epic!, Studies Weekly, Think Central, Waterford, Google Classroom, and other district resources.  
(To access Clever, click [here](#). You can also access these apps and others through the [extended learning page](#).)

## Digital Math Resources

**Day 1** Complete Interactive Lesson and Math on the spot lesson

- [16.1 Measuring Area](#)
- [Math on the spot](#)

**Day 2** Complete Interactive Lesson and Math on the spot lesson

- [16.2 Use Area Models](#)
- [Math on the spot](#)

**Day 3** Complete Interactive Lesson and Math on the spot lesson

- [16.3 Area of Rectangles](#)
- [Math on the spot](#)

**Day 4** Complete Interactive Lesson and Math on the spot lesson

- [16.5 Area of Combined Rectangles](#)
- [Math on the spot](#)

**Day 5-** Catch up day on anything you did not complete from the week.

How to get to Digital Lesson on Think Central for I Learn @ Home

1. Login to Clever
2. Scroll down to Textbooks
3. Click on Think Central and leave open. Use your student ID and password upon prompting.
4. Return to I Learn @Home and click on the link provided for the lesson.
  - Click this link if you need more information: [Help](#)

## **Additional Digital Resources**

### **Introduction to Area Videos**

- <https://www.youtube.com/watch?v=rSVMrPu0>
- <https://www.youtube.com/watch?v=ux5hEdUcCko>

# Printable Resources- MATH

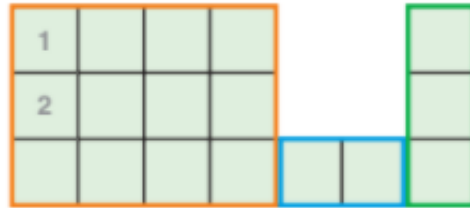
**Day 1**-Area is the measure of the number of unit squares needed to cover a flat surface. A unit square is a square with a side length of 1 unit. It has an area of 1 square unit.

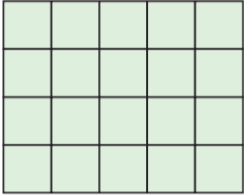
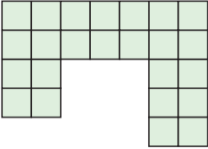
Count to find the area of the large figure.  
Each unit square is 1 square centimeter.

Think: I can put the small shapes together if  
there are no gaps and no overlaps.

There are \_\_\_\_ unit squares in the figure.

So, the area is \_\_\_\_ square centimeters.

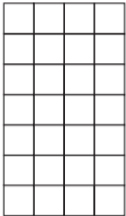
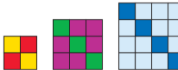


Activity 1	Activity 2
 <p>Area = ____ square centimeters</p>	<p>Farmer Paul plants peas. The diagram shows his field. Each unit square is 1 square meter. What is the area of Farmer Paul's field?</p> <div data-bbox="781 1039 964 1165"><p>Ⓐ 28 square meters</p><p>Ⓑ 24 square meters</p><p>Ⓒ 30 square meters</p><p>Ⓓ 11 square meters</p></div> 

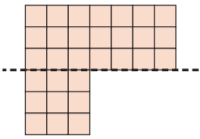
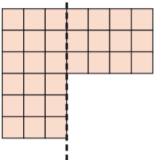
Day 2-

Activity 3	Activity 4
<p>Angelina is covering a closet floor with 1-foot square tiles. The green squares are completed. What area of the floor has Angelina covered?</p> <p><input type="radio"/> A 22 square feet</p> <p><input type="radio"/> B 35 square feet</p> <p><input type="radio"/> C 24 square feet</p> <p><input type="radio"/> D 20 square feet</p>	<p>Brianna is coloring a bookmark. Each unit square is 1 square inch. Which multiplication equation can be used to find the area of the bookmark?</p> <p><input type="radio"/> A <math>7 + 7 = 14</math></p> <p><input type="radio"/> B <math>7 \times 7 = 49</math></p> <p><input type="radio"/> C <math>2 \times 7 = 14</math></p> <p><input type="radio"/> D <math>2 \times 2 = 4</math></p>

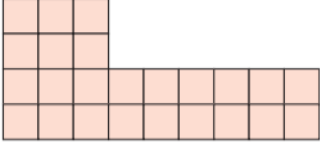

## Day 3-

Activity 5	Activity 6
<p>Marisol puts together a floor puzzle. Each puzzle piece is 1 square foot.</p> <p>What is the area of the puzzle?</p> <p> <input type="radio"/> A 27 square feet  <input type="radio"/> B 28 square feet  <input type="radio"/> C 32 square feet  <input type="radio"/> D 25 square feet         </p> 	<p>Lou makes rugs for an art fair. Each unit square is 1 square foot. Lou continues the pattern shown. What is the area in square feet of his next rug?</p> <p> <input type="radio"/> A 25 square feet      <input type="radio"/> C 30 square feet  <input type="radio"/> B 8 square feet      <input type="radio"/> D 32 square feet         </p> 

## Day 4-

Activity 7	Activity 8
<p>A rectangle is 20 centimeters long and 6 centimeters wide. Double the width and halve the length. What is the area of the new rectangle?</p> <p> <input type="radio"/> A 70 square centimeters  <input type="radio"/> B 120 square centimeters  <input type="radio"/> C 90 square centimeters  <input type="radio"/> D 100 square centimeters         </p>	<div data-bbox="852 1050 1502 1669"> <p><b>Connect</b> Using the Distributive Property, you found that you could break apart a rectangle into smaller rectangles, and combine the area of each smaller rectangle to find the total area.</p> <p>How can you break apart this figure into rectangles to find its area?</p> <div data-bbox="1287 1066 1442 1203"> </div> <div data-bbox="852 1218 1161 1669"> <p><b>One Way</b> Use a horizontal line.</p>  <p><b>STEP 1</b> Write a multiplication equation for each rectangle.</p> <p>Rectangle 1: <math>\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}</math></p> <p>Rectangle 2: <math>\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}</math></p> <p><b>STEP 2</b> Add the products to find the total area.</p> <p><math>\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}</math> square units</p> <p>So, the area is <math>\underline{\hspace{1cm}}</math> square units.</p> </div> <div data-bbox="1169 1218 1502 1669"> <p><b>Another Way</b> Use a vertical line.</p>  <p><b>STEP 1</b> Write a multiplication equation for each rectangle.</p> <p>Rectangle 1: <math>\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}</math></p> <p>Rectangle 2: <math>\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}</math></p> <p><b>STEP 2</b> Add the products to find the total area.</p> <p><math>\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}</math> square units</p> <p style="text-align: right;"><b>Math Talk</b></p> </div> </div>

## Day 5-

Activity 9	Activity 10
 <p>Rectangle 1: <math>\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}</math></p> <p>Rectangle 2: <math>\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}</math></p> <p><math>\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}</math> square units</p>	<p>Pete drew a diagram of his backyard on grid paper. Each unit square is 1 square meter. The area surrounding the patio is grass. How many square meters of grass are in his backyard?</p>  <p>Ⓐ 4 square meters      Ⓒ 26 square meters</p> <p>Ⓑ 30 square meters      Ⓓ 18 square meters</p>

## Digital Language Arts Resources

Day 1- [Social Studies Weekly Article- Week 20](#) (accessed through Clever)

Day 2- [Making Inferences](#)

Day 3- [Weekly Spelling List](#)

Daily- [Daily Reading Log](#)

Additional Resource:

[Reading Activities](#)

## Printable Resources- Language Arts

**Day 1- Read the article beginning on the next page. This will cover Social Studies for day 1 as well. Highlight important information.**

# Texas Community Studies Weekly

## History & Heroes

See Primary-Source

Related Media...



s-w.co/TX3-20

GRADE

## Mr. La's Big Dream

Hung La hurried to the glass door and turned the sign over. Now the word "OPEN" was facing the street for everyone to see. Mr. La reached up and adjusted the wire-rimmed glasses sitting on his nose. A big smile spread across his face. Today the restaurant was open at last. His big dream, or "giấc mơ lớn," as his mother used to say, was coming true.

Taking a deep breath, Mr. La moved back towards the counter where he and his wife would be taking orders from customers. The smell of vegetables cooking in tasty sauces filled the air. It would not be long before customers sat in the chairs inside Mr. La's restaurant. He couldn't wait to see people enjoying the delicious foods of his homeland. Everyone should like the sticky rice and sweet and sour noodles. All of their friends said Mrs. La's recipes were the best.

Mr. La sat quietly and thought back to all the years he had worked to own his own restaurant. He had been only nine years old when he arrived in America from Vietnam with his family. His mother and father wanted to have a better life in a free country. Now Mr. La was opening his own business. This was exactly the kind of opportunity his parents wanted him to have.

Starting his own business had not been easy for Mr. La. He wanted to know how to run his business the right way. He had worked many long hours, done research and read lots of books. There was plenty of math, too. Mr. La had to make sure he had enough money to start his restaurant. He also had to calculate the supplies he would need each day. He was glad he had studied so hard in school. Mr. La felt prepared for the challenge.

Now there was nothing to do but wait for the first customer of the day. Today, Mr. La's big dream was going to come true at last.



### Connections

## Saving Pompeii

In 79 C.E., a volcano in Italy called Mt. Vesuvius violently erupted. It sent poisonous gas and ash into the nearby town of Pompeii, and its extreme heat killed the people right away. After tons of ash and pumice (lightweight, gray stone) stopped falling on the town, it rained. Some think this mixture caused casts to form around the dead, and it preserved them for over 1,700 years. The town was buried under many feet of ash and pumice, and people forgot all about Pompeii until 1748, when archaeologists uncovered the site.

Since finding the site, archaeologists have dug through the ash and stone and studied the city. The ash preserved the city so well that it gives us a picture of what life was like in this Roman city at the time the volcano erupted.



Here is a view of the Pompeii forum with Mt. Vesuvius in the background.

Some people are upset that the site is not still being preserved. Some buildings have collapsed, such as the "House of Gladiators" that fell in 2010. Many people think the area is one of the world's greatest archaeological treasures. About 2.5 million people visit Pompeii each year, and Italy has given €105 million (or almost \$140 million) to help

restore and protect Pompeii. This is even when European countries are in debt, or owe money to other groups. Many countries, like Italy, are trying to pay off their debts, so it's hard to give money to these types of archaeology projects. However, many Italians feel that Pompeii is worth the cost.





People must work to make money. Money is used to pay for the things people need, such as homes, clothes and transportation. Some people choose to make money by owning and running their own business.

### What is a Business?

A business is any activity that provides goods or services. There are many types of businesses. They all have some things in common, but they have differences too.

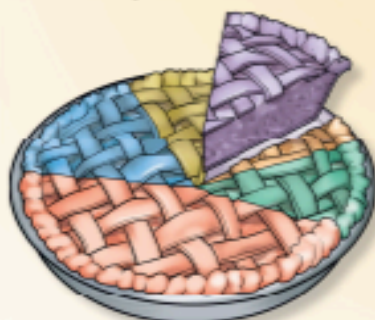
Some businesses are run completely by the owner without help from anyone else. These small businesses might even be in the owner's home. Some businesses might run completely on the internet.

Some small businesses are run by the owner and just a few other people. According to the United States Small Business Administration, 99 out of 100 businesses in America are considered small businesses.

Other businesses have many people who help the owner every day. These businesses might have several places or buildings where people work running the company. Some businesses even have offices all over the world. These businesses are often called corporations. Most corporations are very large businesses with many people working there.

### Employer or Employee?

People who get paid to help the business owner are called employees. An employee is paid with a salary. This money can be used by the employee to buy the goods and services they need. The salary is paid by the employer. Some business employers also provide their employees with benefits such as vacation days and health insurance.



**Income Pie**  
Income - Expenses = Profit

## Owning a Business Can Be a Rewarding Job

### Expenses and Profits

Businesses are designed to make money. It is important to know that not all of the money taken in by a business goes directly to the owner. There are expenses that must be paid first. Expenses are the costs of all the things a business needs to stay open. Salaries paid to employees are considered expenses. Electricity, rent and supplies are also examples of expenses. Most businesses need supplies to operate. These items are purchased, or bought, from a producer. A producer is any person, company or group that makes or creates something someone else needs. Items purchased from a producer are considered a business expense.

The amount of money left over after a business pays all of the expenses is called the profit. A simple math problem (shown at bottom left) can help you remember what expenses and profits are.

Businesses need profits. The profits allow the owner to improve or expand the business. Profits allow the business owners to buy other goods and services from producers. This is good for the economy.

### Expenses:

- Electricity
- Marketing
- Rent
- Salaries
- Supplies
- Profit



## Ray Kroc: The Man Who Turned Milkshakes into Millions

What restaurant do you think people all over the world recognize most often? If you thought about the bright golden arches of McDonald's, you are right. But did you know that it all started with one man and a milkshake machine?

Ray Kroc sold milkshake makers. In fact, he had used his whole life's savings to buy these machines. One day he visited a restaurant that used his machines. He thought the restaurant was doing a good job serving customers. Mr. Kroc talked to the owners, the McDonald brothers, about opening more restaurants like the one they already had. The McDonald's we know and love today was born!

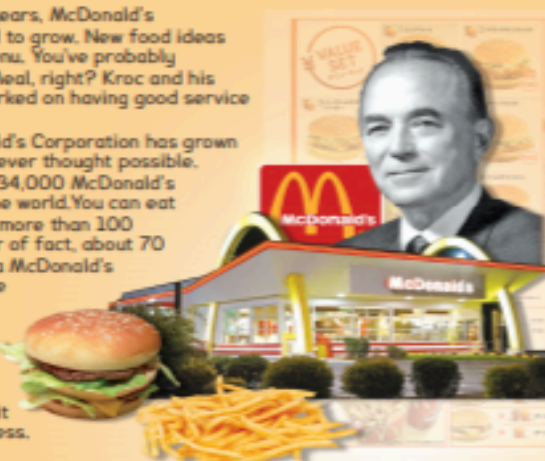
Kroc opened his first McDonald's restaurant in Des Plaines, Illinois, in 1955. Mr. Kroc worked hard to make his restaurant a success. He wanted all of his employees to be hard workers too. One of his favorite sayings was, "If you've got time to lean, you've got time to clean." The harder he worked, the larger the restaurant chain grew.

Over the next 50 years, McDonald's restaurants continued to grow. New food ideas were added to the menu. You've probably heard of the Happy Meal, right? Kroc and his employees always worked on having good service too.

Today the McDonald's Corporation has grown larger than Ray Kroc ever thought possible. There are more than 34,000 McDonald's restaurants around the world. You can eat a McDonald's meal in more than 100 countries. As a matter of fact, about 70 million people eat at a McDonald's restaurant somewhere in the world every day!

Ray Kroc's story is a good example of how it is possible to start small and make it big in American business.

### Biography



All businesses are important to the economy of our nation for many reasons. Large and small businesses provide people with goods and services they want and need. These businesses also give people job opportunities.

Business owners work hard to make a profit. They try to make sure the consumers, people who buy the goods or services, are happy with their purchases. In our country, people have the freedom to choose what they would like to buy or sell. It is an important right that we have.



## Teenagers in the Work Force

### Citizenship

Tens of millions of people in the United States work in many different types of jobs. All workers are important to our economy. Some of the most important employees are teenagers.

American teenagers work more during the summer than during the school year. They often work in stores and restaurants. The number of teenagers who work goes up and down with the economy. When unemployment is high, some adults take jobs that had often been filled by teenagers. That makes it harder for teens to get jobs. Working is a good experience for teenagers.

Working lets teens earn spending money. It also gives them work experience and a chance to learn new skills. Teenagers can explore careers before deciding what they would like to do as an adult. Working also helps teenagers feel more confident and responsible.

Teen workers are critical, or very valuable, to the economy in the United States. Teenagers are often employed at jobs with lower pay. Many adults with families do not want to work at these jobs. They want to work at places where they can earn, or make, more money. Teens also work at jobs where there are many openings during the summer months.

Each state has laws about how old someone must be to work in different types of businesses. There are also laws about how many hours and times of the day teenagers can work. These laws are meant to protect teenagers and keep them safe on the job. Even if you still have a few years before you can get a job, it's always fun to start thinking about where you can work when you are a teenager.



## What is a Free Enterprise system?

### This Week's Question

A Free Enterprise system is a type of economy. Because the United States has a Free Enterprise system, Americans have many freedoms. The government doesn't tell citizens what color shirt or what kind of car to buy. We make those choices for ourselves. We do not need the government's permission to work in a certain job. We have the freedom to open a business and decide how to run it. Imagine you run a pizza place in your town. One day, someone else opens a new pizza place. You may not be happy about that, but that person has the same freedom to open a business that you have. Having two pizza places in town creates competition. Both businesses will have to work hard to get customers. Many other countries in the world have a Free Enterprise system, but others have systems that do not give their citizens as much freedom.



## See it, Want it and Buy it?

Have you ever been excited about buying a new toy or video game? Lots of kids can't wait for new products to be sold in stores. When everyone wants a new toy, the demand is high. What happens to the price of the toy? It never goes on sale, does it? The stores keep charging full price because there are plenty of kids who are willing to buy it. But after a while, newer and better products are for sale. People stop buying the first toy. The product stays on the store shelf. The supply has increased. What happens to the price of the toy now that the demand is not as great?



The toy goes on sale! The store wants to move the product off the shelves.


So the next time there's a new toy you want to own ... wait a while. You might be glad you did!

### Economics





As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

**PARENTS:**  
 **Facebook**  
[www.facebook.com/studiesweekly](http://www.facebook.com/studiesweekly)

#### ACROSS

2. a person who gets paid to help run a business
4. pays salaries
6. money left over after expenses
7. a person who buys goods or services
9. money paid by employer to employees

#### DOWN

1. a very large business
3. the costs of all the things a business needs to stay open
5. any activity in which goods and/or services are provided
8. founded McDonald's

#### WORD LIST

business	employer	profit
corporation	salary	consumer
employee	expenses	Kroc

## Minimum Wage

## Activity

Employees are paid a salary by their employers for the jobs they do. Many employees get paid for each hour of the day that is worked. Many states have laws that require employers to pay a minimum wage. This minimum wage is the smallest amount that can be paid by law for each hour an employee works.

The table below gives information about the minimum wage in several states in 2008. Answer the questions that follow on a separate sheet of paper. (You may need to do some extra research for the last two.) Then look up the minimum wage in those states today and create a new table. Write at least three questions about the table, and trade questions with a friend.

**Minimum Wage Paid in States in 2008**

State	Amount Paid for Each Hour Worked
Texas	\$6.55
California	\$8.00
Florida	\$6.79
New Mexico	\$6.50
Washington	\$8.07
Wyoming	\$5.15

1. Which state required employees to receive the most per hour?
2. Which of these states had the lowest minimum wage?
3. What was the minimum wage in California?
4. How much greater was the minimum wage in Texas than in Wyoming?
5. Why do you think Washington had a higher minimum wage than other states on the list?
6. Why do you think Wyoming had a lower minimum wage than other states on the list?

## American Civics

[www.studiesweekly.com](http://www.studiesweekly.com)

## Haym Salomon, Financial Hero

In 1975, the U.S. Postal Service issued a stamp [right] honoring Haym Salomon as a "Financial Hero of the American Revolution," yet many Americans have never heard of him. Who was Haym Salomon?



Haym Salomon was a Jewish immigrant from Poland who came to New York City in 1772. He became a successful financial broker (someone who arranges business transactions). Salomon sided with the patriots and joined the Sons of Liberty. The British arrested him as a spy. In jail, he became an interpreter for German soldiers but secretly encouraged many to desert (leave the army). He was supposed to be executed, but he escaped. He set up a new business in Philadelphia.

Salomon could see that the Continental Congress was struggling to get money to support the war. American soldiers did not have enough pay, food or supplies. Salomon began raising money. He helped Robert Morris, the Superintendent of Finance, get loans from France and other countries. He often made personal loans to the government and to American leaders like James Madison, Thomas Jefferson and James Monroe. When George Washington needed money for the Battle of Yorktown, he said, "Send for Haym Salomon." Salomon's clear thinking, generosity and dedication helped our country win its independence.

The Treaty of Paris in 1783 ended the war, but the new country still had money problems. Salomon continued to help America raise money. He was also a strong leader in Philadelphia's Congregation Mikveh Israel. He worked to overturn a law that kept non-Christians from holding office.

Now that you have learned Haym Salomon's story, why do you think history has often overlooked him?

## Day 2-

### Inferences Worksheet 2

**Directions:** Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Kyle ran into his house, slamming the door behind him. He threw his book bag on the floor and plopped onto the couch. After six hours of playing *Grand Larceny VII*, he ate some pizza and fell asleep with a slice on his stomach and his feet on his book bag. When Kyle came home from school the next day, he was noticeably distraught. He balled up his report card and placed it inside a soup can in the garbage. He then flipped the soup can upside down in the garbage can and arranged loose pieces of trash over it. As he plopped down on the couch, he let out a sigh and picked up his controller.

1. Why is Kyle distraught? \_\_\_\_\_

How do you know this?

2. Why does Kyle put the report card in a soup can? \_\_\_\_\_

How do you know this?

3. Was Kyle's report card good or bad and why was it like that? \_\_\_\_\_

How do you know this?

Anastasia sat by the fountain in the park with her head in her palms. She was weeping mournfully and her clothing was disheveled. In between gasps and sobs, Anastasia cried out a name: "Oh... John..." And then her cell phone beeped. Her hand ran into her purse and her heart fluttered. The text message was from John. She opened up the message and read the few bare words, "*I need to get my jacket back from you.*" Anastasia threw her head into her arms and continued sobbing.

4. What relationship do John and Anastasia have? \_\_\_\_\_

Why do you feel this way?

5. Why is Anastasia sad? \_\_\_\_\_

How do you know this?

## Day 3-

## Daily

[illegible]

## Digital Social Studies Resources (Day 1 & 2)

Day 1- [Social Studies Weekly Article](#)

Day 2- [Vocabulary Activity](#)

## Printable Resources- Social Studies (Day 1 & 2)

Day 1- See *passage from Language Arts*

Day 2-

**Writing Prompt:**

**Think about a type of business that you will open.**

**Write about a typical day of an employee that works for your business.**

## Digital Science Resources (Day 3 & 4)

**Day 3** Interactive lesson in Science Fusion [Unit 11 Lesson 1- Plant Life Cycles](#)

**Day 4** Interactive lesson in Science Fusion - [Unit 11 Lesson 2- Animal Life Cycles](#)

How to get to Digital Lesson on Think Central for I Learn @ Home

1. Login to Clever
2. Scroll down to Textbooks
3. Click on Think Central and leave open. Use your student ID and password upon prompting.
4. Return to I Learn @Home and click on the link provided for the lesson.
  - Click this link if you need more information: [Help](#)
  -

### Additional Resources

[Animal and Plant Life Cycles](#)

## Printable Resources- Science (Day 3 & 4)

**Day 3-** Draw a life cycle of a plant and label

**Day 4-** Draw a life cycle of an animal and label