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What Should Third Graders Know?

What key literacy and mathematics concepts are covered in the *Let's Learn!* series?

Literacy

- ▶ **Read** and **answer questions** about texts.
- ▶ Determine the **main ideas** of texts.
- ▶ Recount and examine the **central messages** of stories.
- ▶ Describe **characters** in stories.
- ▶ Write **informative**, **opinion**, and **narrative** paragraphs.
- ▶ Practice reading and writing **spelling words**.
- ▶ Determine the **meanings** of **words** and **phrases**.
- ▶ Use correct **punctuation** and **capitalization**.
- ▶ Identify and use **parts of speech** correctly.
- ▶ Form and use **possessives**.
- ▶ Correctly use **verb tenses** and **irregular plural nouns**.
- ▶ Demonstrate understanding of **figurative language**.



¿Qué deberían saber los estudiantes de tercer grado?

¿Qué conceptos importantes de lectoescritura y matemáticas abarca la serie *¡Aprendamos!*?

Lectoescritura

- ▶ **Leer** y **responder preguntas** sobre textos.
- ▶ Determinar las **ideas principales** de los textos.
- ▶ Relatar y analizar los **mensajes centrales** de las historias.
- ▶ Describir los **personajes** de las historias.
- ▶ Escribir párrafos **informativos**, de **opinión** y **narrativos**.
- ▶ Practicar la lectura y la escritura de **palabras difíciles** de **deletrear**.
- ▶ Determinar los **significados** de las **palabras** y las **frases**.
- ▶ Usar correctamente la **puntuación** y las **mayúsculas**.
- ▶ Identificar y usar correctamente las **categorías gramaticales**.
- ▶ Practicar **destrezas fundamentales**.
- ▶ Usar correctamente los **tiempos verbales** y los **sustantivos plurales**.
- ▶ Demostrar comprensión del uso de **lenguaje figurado**.

Mathematics

- ▶ **Multiply, add, subtract**, and **round** within 100.
- ▶ Identify **products** as **equal groups**.
- ▶ Tell **time** to the nearest **minute**.
- ▶ Identify **attributes** of **shapes**.
- ▶ Add and subtract amounts of **money**.
- ▶ Solve two- and three-step **word problems**.
- ▶ Calculate **volume** and **area**.
- ▶ Estimate and compare **mass** and **liquid volumes**.
- ▶ Create and interpret **charts** and **bar graphs**.
- ▶ Understand and represent **simple fractions**.
- ▶ **Estimate** and **measure lengths** of objects.
- ▶ Calculate **perimeters** of objects.



Matemáticas

- ▶ **Multiplicar, sumar, restar** y **redondear** hasta 100.
- ▶ Identificar la **multiplicación** como una operación entre **grupos iguales**.
- ▶ Decir la **hora** al **minuto** más cercano.
- ▶ Identificar los **atributos** de las **figuras**.
- ▶ Sumar y restar montos de **dinero**.
- ▶ Resolver **problemas verbales** de dos y tres pasos.
- ▶ Calcular **volumen** y **área**.
- ▶ Calcular y comparar la **masa** y el **volumen** de un **líquido**.
- ▶ Crear e interpretar **tablas** y **gráficos de barras**.
- ▶ Comprender y representar **fracciones sencillas**.
- ▶ **Calcular** y **medir** las **longitudes** de los objetos.
- ▶ Calcular el **perímetro** de los objetos.



Guiding Questions

Unit 1: Sharks
What can we learn from sharks?

Unit 4: Inventions
How have inventions changed our lives?

Unit 2: Healthy Choices
Why is my health important?

Unit 5: Reduce, Reuse, Recycle
Why should we take care of Earth?

Unit 3: Sun, Moon, and Stars
How do the sun, moon, and stars appear to move and change?

Unit 6: Citizenship
How can we be good citizens?

Preguntas orientadoras

Unidad 1: Tiburones
¿Qué podemos aprender de los tiburones?

Unidad 4: Inventos
¿Cómo han cambiado nuestra vida los inventos?

Unidad 2: Elecciones saludables
¿Por qué es importante mi salud?

Unidad 5: Reducir, reutilizar, reciclar
¿Por qué deberíamos cuidar la Tierra?

Unidad 3: El sol, la luna y las estrellas
¿De qué manera el sol, la luna y las estrellas parecen moverse y cambiar?

Unidad 6: Ciudadanía
¿Cómo podemos ser buenos ciudadanos?

Amazing Animals: Sharks

by Saskia Lacey

When you hear the word *shark*, what comes to mind? Do you imagine lots of scary, sharp teeth? If you do, you are not alone. Many people are scared of sharks. There are more than 400 different species, or types, of sharks. Not all sharks are dangerous. Most sharks do not bother people. When you get to know sharks, one thing is certain—they are all **unique**.

From Teeth to Tail

With so many species of sharks, there is a lot of variety in what they look like. But many sharks share the same **anatomy**. All sharks are fish. This means that they use gills to breathe and fins to swim. Caudal fins, or tail fins, give sharks strength. As sharks move from side to side, their fins push them through the water.

Most sharks have pointed fins and **snouts**. Blue sharks and great white sharks have this shape. It helps them cut through water and swim quickly. Some of these sharks can swim more than 40 miles (64 kilometers) per hour when they chase **prey**.

Other species, such as the whale shark and the angel shark, have flat, round snouts. Sharks use this type of snout to bury themselves in the sand. Then, they hide as they wait for prey to swim by.



Continued



Reading

Amazing Animals: Sharks (cont.)

Sharks are known for their grins. Unlike humans, sharks have rows and rows of teeth. When a shark loses a tooth, a tooth from another row moves forward to replace it.

Some sharks have very sharp teeth that help them tear apart food. Others have flat teeth that help them crush shells to eat what is inside. Sharks have the teeth they need to hunt prey that live in their **habitats**.



Save the Sharks!

Humans hunt sharks for food and sport. This is not good for sea life. Sharks help keep the food chain in balance. People need to work together to keep sharks safe. Keeping the oceans clean can keep sharks safe. Not buying products with shark in them, such as food and clothing made from sharks' meat and skin, can help too.

Sharks come in all shapes and sizes. Some sharks are dangerous, and some are harmless. But each is a unique creature that needs to be protected.



Directions: Read the paragraph. Then, answer the prompts.

Some sharks have very sharp teeth that help them tear apart food. Others have flat teeth that help them crush shells to eat what is inside. Sharks have the teeth they need to hunt prey that live in their habitats.



1 Write one or two words describing what the paragraph is about.

2 Write one sentence describing what the paragraph is about.

3 Draw a picture showing what the paragraph is about.



Directions: Questions are strong ways to introduce topics in a paragraph. Read the paragraph, and choose the best question to begin it. Then, write your own question to begin the second paragraph.

1 Which of the following is the best question to begin the paragraph?

- (A) How big are sharks?
- (B) What color are sharks?
- (C) Where do sharks live?

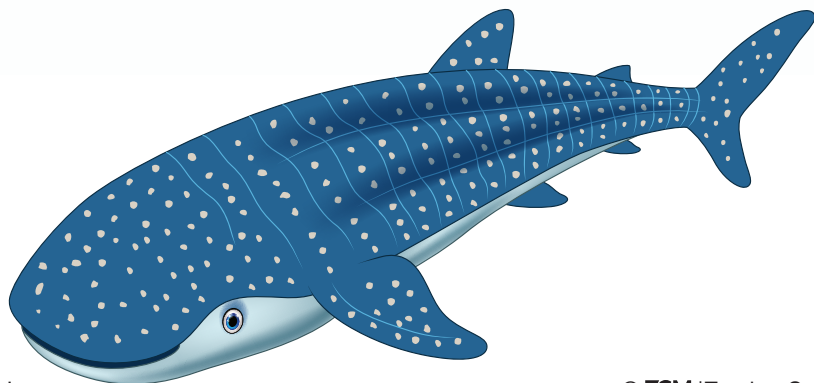
_____?

Many sharks are gray, but the goblin shark is pink. Chain catsharks have patterns on their brown-and-yellow skin that allow them to blend in with sand. Sharks are many different colors.

2 Write a question to introduce this paragraph.

_____?

Some sharks bury themselves in sand and wait for their prey to swim by. Other sharks are very fast swimmers and chase down their prey. Whale sharks swim with their mouths open and trap their prey. Sharks are skilled at hunting prey.



Name _____ Date _____

Directions: Write each word. Then, write each word backward.

1 aunt _____

2 brother _____

3 daughter _____

4 father _____

5 grandfather _____

6 grandmother _____

7 mother _____

8 sister _____

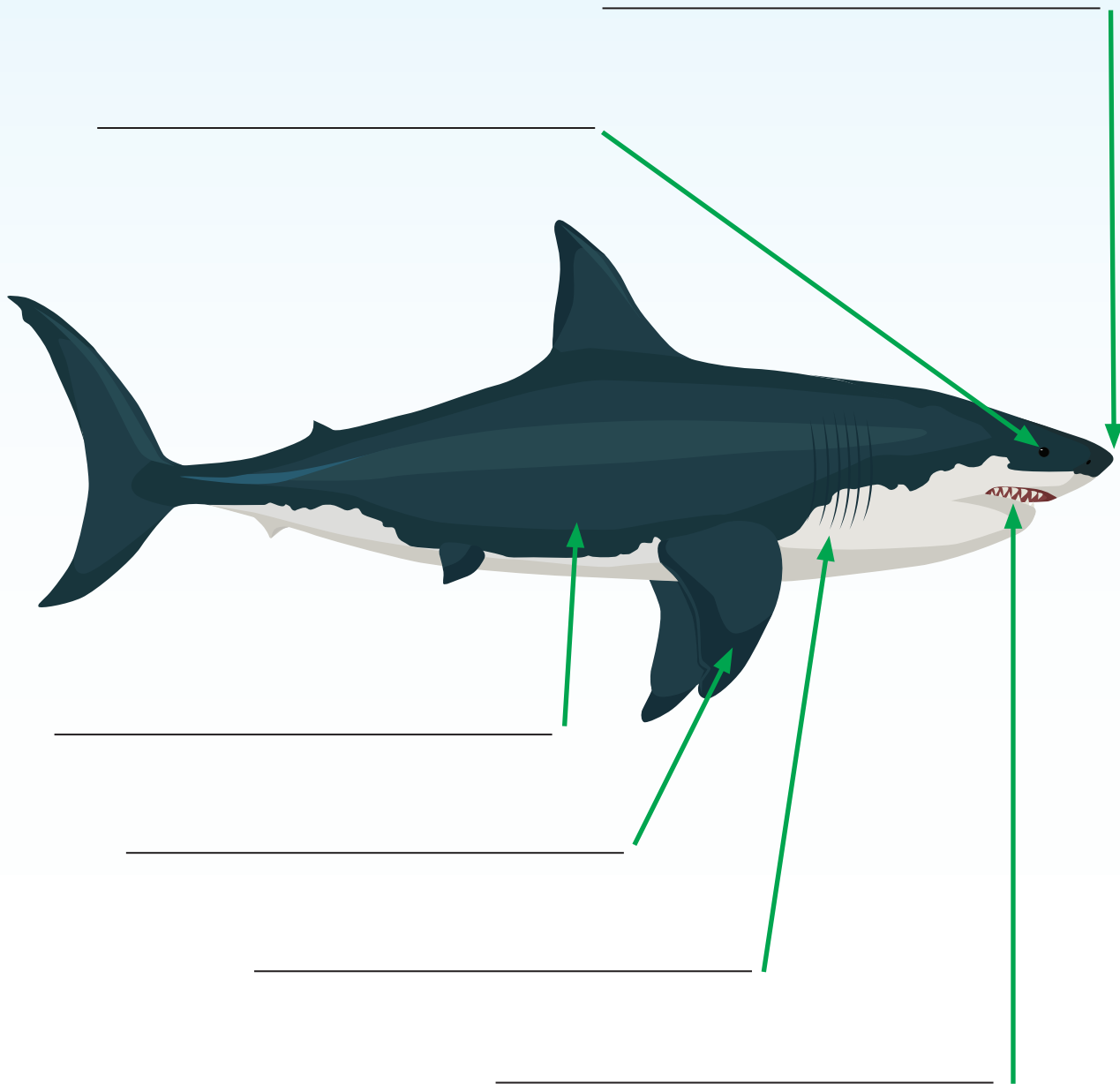
9 son _____

10 uncle _____

Directions: Label the picture of the shark with the phrases from the Fact Bank.

Fact Bank

- skinny gills
- rough skin
- sharp teeth
- beady eye
- small fin
- pointy snout



Directions: Write an informative/explanatory paragraph about sharks. Include facts about what they eat and what they look like. Use your notes and the facts from page 23 to help you.



Multiple horizontal lines for writing a paragraph.

Edit and Revise!

Be sure that you check your writing for:

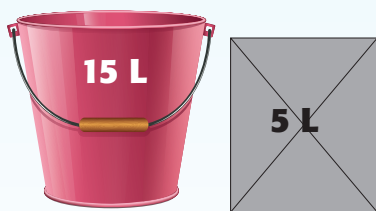
- a topic sentence
- details to support the main idea
- a concluding sentence

Directions: Solve each problem.

- 1 If each bottle holds 2 liters, what is the total capacity of all the bottles?



- 2 How many full pitchers will it take to fill the bucket?



- 3 How many cups are there in a quart?

- 4 What is the total capacity of the mugs below?



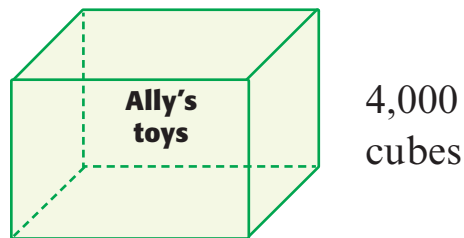
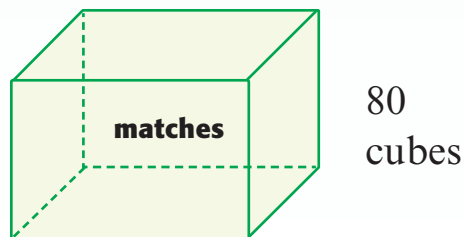
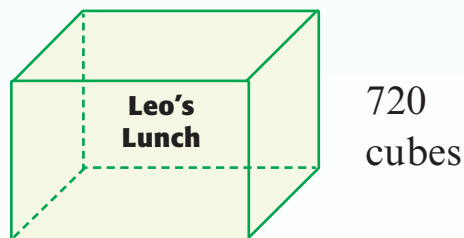
- 5 Rocks were used to measure the mass of each object. Circle the object with the greatest mass.



1 rock 15 rocks 3 rocks

- 6 Is the mass of a nail more or less than 1 kilogram?

- 7 Cubes were used to measure the volume of each box. Circle the container with the greatest volume.



Directions: Read and solve the problem.

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Julie wants to buy a new bike. The bike costs \$225. She gets an allowance of \$10 a week and has been saving for 7 weeks. She also earned \$112 for babysitting. How much more money does Julie need to buy the bike?

- ① Begin by calculating how much money Julie has earned so far. Write equations to show the answer.

- ② Solve the problem. Justify your answer.

Directions: Research another country and the people who live there. Use what you learn to complete the chart. Then, answer the questions.

Country: _____

Weather	Neighboring Countries
Food	Celebrations

1 What did you find most interesting about this country? Why?

2 How is life in this country similar to and different from where you live?



Directions: Follow the steps in this experiment to discover how acidic water is in your local environment. Then, complete the sentence.

What You Need

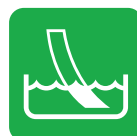
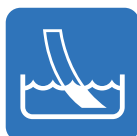
- bucket
- rainwater
- vinegar
- 3 plastic jars
- tap water
- litmus paper

What to Do

- 1 On a stormy day, place the bucket outside in an open area. Let the bucket collect enough water to fill a jar partway. If rain is not likely for a while, collect water from a local lake, river, or ocean to test instead.
- 2 Fill one jar with tap water, one with rainwater, and the other with vinegar. Label each jar with the type of liquid used.
- 3 Place a separate piece of litmus paper in each jar. Use the chart to record what happens to the litmus paper. **Note:** The lower the number, the more acidic the liquid.

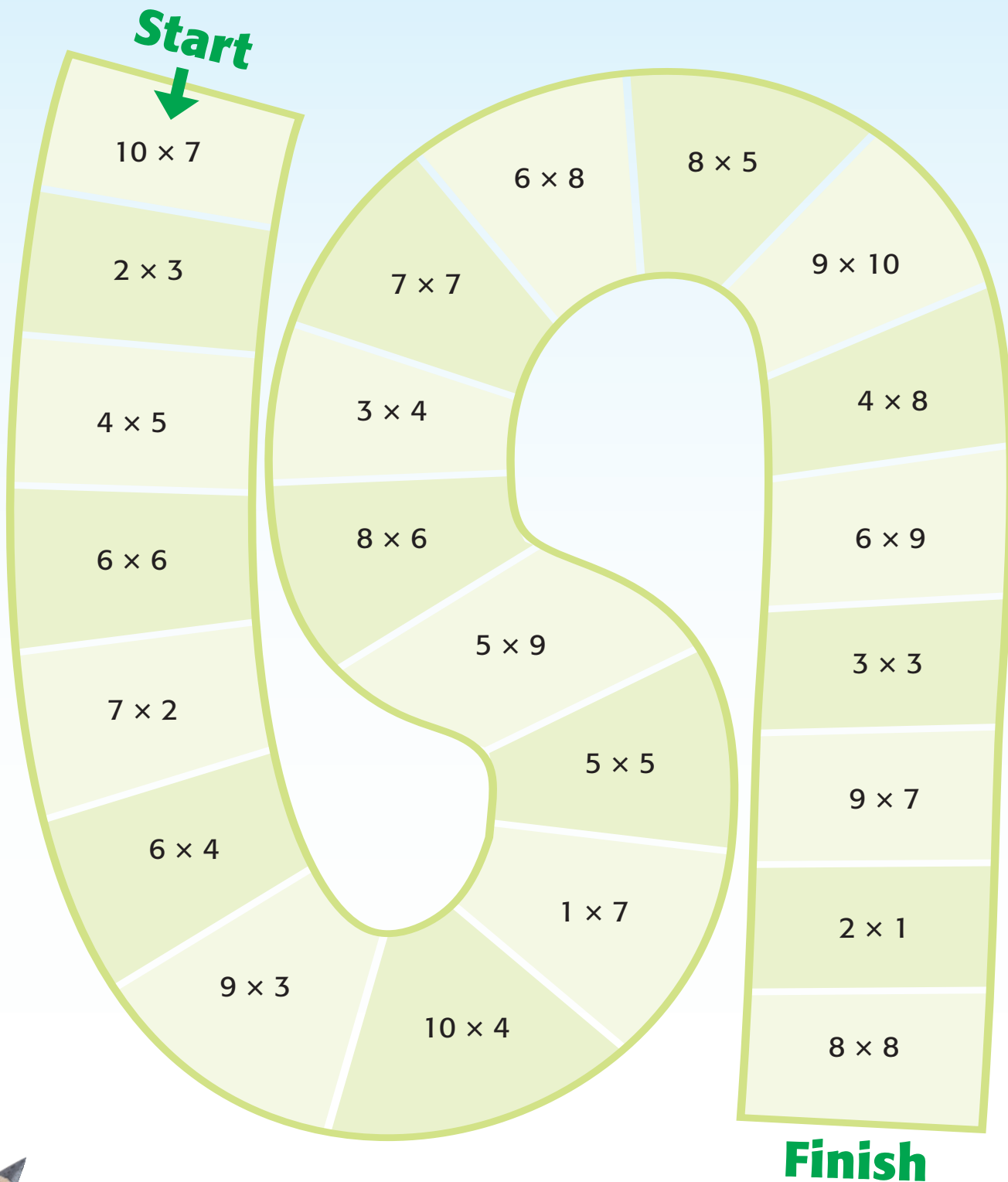
Tap Water	Rainwater	Vinegar

- 4 The most acidic liquid was _____.



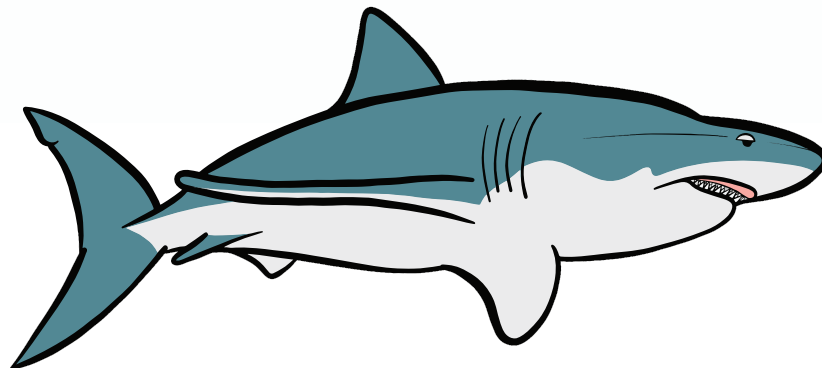


Directions: Work with a partner. Use small objects to mark your spots on the game board. Take turns rolling a number cube. Move the number of spaces that you roll. Multiply the numbers in the space you land on. The first person to reach the finish line wins.



Directions: Some people are afraid of sharks. Some people are fascinated by them. Describe how you feel when you are afraid and when you are fascinated. Tell what you can do when you feel afraid.

Afraid	Fascinated
I feel _____ _____ _____	I feel _____ _____ _____
What can you do when you are afraid? 1 _____ _____ 2 _____ _____ 3 _____ _____	



Directions: Go to the *National Geographic Kids* website to learn about sharks.

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Great White Shark

tcmpub.digital/LLM/3/unit1

- 1 Look at the slideshow. Read the article. Watch the video at the bottom of the webpage.
- 2 Write four facts you learned about sharks.
- 3 Create an online bulletin board about sharks. Use Padlet or a similar online collaborative space.
- 4 Add your facts to your online bulletin board.
- 5 Add pictures and links to information about sharks.
- 6 Invite a friend to collaborate with you. Ask them to look at your information and add to it.



Directions: Focus on your well-being with these hands-on activities. Choose at least two to complete.

Staying Healthy

Sharks may not need to worry about taking care of all their teeth, but humans sure do! Take your time with your dental routine tonight. Carefully floss and brush thoroughly.

Amazing Art

Cut out an outline of a shark's body. Tear or cut up small pieces of gray, blue, and white paper. Glue the scraps to the shark to create a mosaic.

Making Music

From catchy children's songs to famous soundtracks from movies, sharks have a place in music. Listen to a few examples, and describe how the different pieces of music make you feel.

Getting Active

Make a game of feeding sharks! Use or make a beanbag toss game, and decorate it to look like a shark head with a toothy grin. Toss beanbags, small balls, or other objects into the hole to feed the shark.



Create a Wellness Program

Overview

Guiding Question: Why is my health important?

Directions: You are going to create a wellness program for you, your family, and your friends.

- 1 As you work on this project, think about these questions:
 - What is important for physical wellness?
 - What is important for nutritional wellness?
 - What is important for mental wellness?
 - Why are friends and family important to wellness?
 - What should people avoid so they can stay well?
 - Which invention can help make a new snack?
 - How does a wellness plan promote good citizenship?
 - How might exercise routines change as the seasons change?
- 2 Complete the activities on pages 176–180.
- 3 Follow the directions on page 181 to help you create an infomercial to explain your plan.
- 4 Share your plan with your family and friends.
- 5 Follow through with your plan.

