

**School is out, but learning continues!**



**GRADE 3**

**ACADEMIC ENRICHMENT**

**Clayton County Public Schools**



# Clayton County Public Schools

## Chief Academic Office

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**LUVENIA JACKSON**  
Superintendent of School

**FOLASADE OLADELE, Ed.D.**  
Chief Academic Officer

Dear Parents,

The Georgia Milestone Assessment System (GMAS) is a more demanding assessment system. The assessment system measures student performance on more rigorous curriculum based on the Georgia Standards of Excellence. The Division of Teaching and Learning is providing academic enrichment tasks for students to complete during the break in order to support their learning, and to ensure that they continue to reinforce their learning. The assignments focus on writing because constructed response and extended response questions create a more rigorous assessment of student writing ability in all grade levels. This more rigorous application of writing in all content areas is a part of Georgia Milestones.

Assignments will be provided for students in grades 3-8 and high school EOC tested courses in the areas of English language arts, mathematics, science, and social studies. Students are encouraged to read and complete the assignments during the break. Then, students can bring their finished work to school in order for teachers to review and support their areas of need. Parents are encouraged to assist students with the completion of tasks as needed. Parents may consider having a scheduled day and/or time during the break for students to work on the assignments. Additionally, parents can engage students in conversations about their learning. An electronic version of the **enrichment packets** can be found on the Clayton County Public Schools website ([www.clayton.k12.ga.us](http://www.clayton.k12.ga.us)) and through the CCPS mobile app.

Finally, you will find additional resources on the Clayton County Public Schools website, including a **Parent's Guide to the Georgia Milestones**, translated in Vietnamese, Spanish and English. Additionally, the **Georgia Milestone Assessment Study/Resource Guides for Students and Parents** [provided by the Georgia Department of Education] are posted on our website. This resource includes test-taking tips and sample questions for English language arts, mathematics, science, and social studies, which will provide students with additional practice. We **highly** encourage you to use these resources to support your child's readiness.

We encourage you to visit the GADOE website where you can find additional information on Georgia Milestones, including a helpful video that explains the purpose for the testing system.

Thank you for your attention to this matter, and best wishes for the success of our children!

Regards,

Folasade Oladele, ED.D.  
Chief Academic Officer

## 3<sup>rd</sup> Grade--ELA

**ELACC3W1**—Write opinion pieces on topics or texts, supporting a point of view with reasons.

In this section, you will read two different arguments about giving regular allowances.

You will **write an opinion essay about which argument is better supported by facts.**

Before you begin planning and writing, read the two texts:

1. "A Regular Allowance for Doing Chores"
2. "Allowance as a Reward"

As you read the texts, think about what details from each you might use in your opinion essay.

Now write your opinion essay. Be sure to:

- Introduce your topic.
- Clearly state your opinion.
- Organize your paper with ideas that relate to your opinion.
- Support your claim with reasons, examples, and details from both passages.
- Recognize and address alternate or opposing claims.
- Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Establish and maintain a formal style.
- Provide a concluding statement or section related to the information or explanation.
- Check your work for correct usage, grammar, spelling, and capitalization.

### **A Regular Allowance for Doing Chores**

Many experts say it is important to give children a regular allowance (usually a small amount of money) for doing chores. It teaches them how to be responsible, how to manage money, and to value working hard. Earning money for doing chores allows children to practice important decision-making skills.

It is important for young children to practice being responsible for something. A child may not be thankful for something if he or she receives it too easily. On the other hand, a child who must use his or her allowance to buy something is likely to learn the value of hard work. The child will have a chance to experience the reward that comes from hard work, even if the hard work is not fun.

Another good thing about earning a regular allowance is the chance for a child to practice planning to buy something. An important part of planning is being patient. In order to plan well for a purchase, a child must think ahead about the total cost of the item he or she wishes to buy. Then the child must plan for how long he or she must save to buy it.

Some people say that one of the best ways for children to learn how to be responsible for them is to have the chance to make “safe” mistakes. For example, it is better to miss out on going to a movie when you’re young than to run out of money to pay for a home later in life.

Finally, it is important to learn that we must work hard—and wait. It is good for children to understand that they can’t buy everything they want. This helps children make smart choices about their spending. The hope is that a responsible child will grow into a responsible adult!

### **Allowance as a Reward**

Many parents give their children a regular allowance for doing chores. Some experts warn that this is a bad idea. Chores should be expected, not rewarded with money. Children should do chores because it is part of what it means to be part of a family.

According to some studies, teenagers who received a regular allowance were less likely to understand the importance of hard work. Instead, these teens believed that they should be given a certain amount of money no matter what.

There are many parents who believe that an allowance should be given only as a reward for doing something well. For example, a child might receive a special reward for earning good grades, which encourages the child to keep studying. This kind of reward system can also prepare students for college. Students who earn high grades are more likely to receive extra money in the form of scholarships, which help pay for schooling.

Giving children an occasional special allowance can teach them that hard work pays, not that their parents owe them money. In addition, children will learn that being a hard worker and doing something well is a reward in itself. This kind of mindset helps children be successful. They will value working hard—money or no money.

Name \_\_\_\_\_

Math 3<sup>rd</sup> grade

Standards:

MCC.3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

MCC3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

1. Mauricio reads 12 pages in his book each night before he goes to bed. If there are 144 pages in his book, how many days will it take for him to read the entire book?

Draw a graph, diagram, or chart to explain how you determined the number of days.

2. Marty ran 3 miles a day for 5 days. Joe ran 2 miles a day for 5 days. How many more miles did Marty run than Joe?




Draw a graph, diagram, or chart to explain your method for solving this problem. Write your answer as a full sentence.

### 3<sup>rd</sup> Grade Science

#### Standard

#### S3E1. Students will investigate the physical attributes of rocks and soils.

- b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness).

	 Mineral A	 Mineral B	 Mineral C
Mineral A scratches:	--	no	no
Mineral B scratches:	yes	--	yes
Mineral C scratches:	yes	no	--

The table above shows whether or not each mineral can scratch the other minerals. Based on the table, which mineral is the hardest? Fill in only one oval.

- Mineral A
- Mineral B
- Mineral C

Explain your answer.

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## 3rd Grade Social Studies

**SS3E1 The student will describe the four types of productive resources:**

- Natural (land)
- Human (labor)
- Capital (capital goods)
- Entrepreneurship (used to create goods and services)

**Use the image to respond to the writing prompts below. Be sure to:**

- complete ALL parts of the task.**
- use details from the image AND your knowledge of social studies to support your answer.**
- answer with complete sentences, and use correct punctuation and grammar.**



### **Part A**

This is Lin's lemonade stand. List the natural resources Lin had to use in order to produce the lemonade.

### **Part B**

Describe whether Lin is offering a good or a service.

### **Part C**

Why is the pitcher used at the lemonade stand a capital good?

### **Part D**

Why does the lemonade stand need capital goods?