



**3rd Grade, Group A and B, Study Guide 2nd Trimester
Lead Book 2 and Book 3 Lesson 1-4**

Friday, February 23rd, 2024.

Book 2 and Book 3 Lesson 1-3 were already graded with classwork, weekly dictations, quizzes, and homework.

**BOOK 3 LESSON 4
Monday, March 4th**

VOCABULARY: Student should identify the words and their meanings and be able to use them in context and sentences.

WORDS

**wire goose keep hatch clutch occasion electricity curious
balloon fizz operator goslings**

Reference pages: Lead Book 3, Amco- pg 51 and 55.

SPELLING: Student should spell and write the words correctly. Student will be evaluated with weekly dictations and homeschooling activities. Please sign them and review mistakes at home.

Reference pages: Lead Book 3, Amco- pg 51 and 54.

**BOOK 3 LESSON 4
Tuesday, March 5th**

READING AND CLIL: The student will read a story and identify the main ideas in order to answer comprehension activities. Practice Oral Reading (volume, speed, intonation, punctuation, and pronunciation will be graded) with the following reading:

“Thomas Edison”

Reference pages: Lead Book 3 Amco- pg 60 to 62.

Practice Listening Comprehension:

Reference pages: Lead Book 3 Amco-pg 58.

**BOOK 3 LESSON 3 and 4
Wednesday, March 6th**

GRAMMAR: Students should know how to use the tenses and structures, make sentences, identify and apply the following:

“Telling Time” using **past** and **to**

Examples: **1:30 It’s half past one**
9:45 It’s quarter to ten

“Past Progressive”

Examples: Camila **was practicing** the violin. Affirmative form

Camila **wasn’t practicing** the violin. Negative form

Was Camila **practicing** the violin? Interrogative form

What was Camila **practicing**? Wh- Questions Past Progressive

“Comparative and Superlative Adjectives: -er / -est”

Examples: Jonie is taller **than** Lucas.

Carolina is **more interested** in science than history.

Her dad bought **the fastest** car at the dealership.

That is **the most** beautiful work of art I have ever seen.

“Modal Verbs”

Examples: I **can** help you. Affirmative

I **can't** help you. Negative

When I was a baby, I **could** fit in a stroller. Affirmative

I **couldn't** get to class on time. Negative

Reference pages: Lead Book 3, Amco- pg 72 to 92, 99, 100 exercise 7 to 9.

VERBS: Verbs have been graded with their booklets, cards, and notebook. Students should practice, study and learn regular and irregular verbs in infinitive form, base form, simple past and past participle. Students should understand that a verb is **a word used to describe an action, state or occurrence.**

Reference verbs on notebook:

INFINITIVE	BASE	SIMPLE PAST	PAST PARTICIPLE
To make	make	made	made
To arrive	arrive	arrived	arrived
To have	have	had	had
To talk	talk	talked	talked
To catch	catch	caught	caught
To share	share	shared	shared
To look	look	looked	looked
To hide	hide	hid	hidden
To learn	learn	learned	learned
To write	write	wrote	written
To know	know	knew	known
To think	think	thought	thought

Thursday, March 7th

Book 3 Lesson 4

CONVERSATION: Students are in constant evaluation with their speaking production in the English classroom. Songs, monthly ceremonies, poems and different activities are considered during the trimester. The lessons already graded are: The Wool Sweater, Buying Cheese, Earthrise, Shall We?

Reference pages: Lead Book 3, Amco- pg 11, 27, 43, and 59.

PROJECT: “Food for All”. How can we make sure all people, regardless of their economic level, have enough to eat?

Students will work together to research the issue of food inequality. They will research why people do not have access to food, where food inequality occurs the most, and how different places are addressing the issue of hunger. Then, they will make a plan for addressing hunger. They can think of a policy, a community or government initiative, an entrepreneurial business

idea, or any other method they think would work. When they finish, each team will present their ideas on how to end hunger.

They will be able to answer questions at the end of their presentation. Groups can choose to use presentation software, pictures, brochures, handouts, role-plays and other materials to help explain their proposal.

Students will work on their project during English Class.

DRAFT DUE DATE: March 4th

PRESENTATION DATE: March 7th

Bring the following materials: According to their needs- cardboard, pictures, glue, video (usb), brochures, handouts, material for role-plays, etc.

Name: _____ Score: _____

Rubric: Group Presentation

How can we make sure all people, regardless of their economic level, have enough to eat?

POINTS	5	4	3	2	1
Description of the problem: Giving background information	You presented at least 4 facts to explain what the challenge is, where it exists, and why it is a problem.	You presented at least 3 facts to explain what the challenge is, where it exists, and why it is a problem.	You presented at least 2 facts to explain what the challenge is, where it exists, and why it is a problem.	You presented at least 1 fact to explain what the challenge is, where it exists, and why it is a problem.	You did not present any facts about the challenge or give any background information.
Presentation of a solution to the problem	You clearly explained the solution your team came up with and explained why and how your solution will work in great detail. You used a visual aid.	You partially explained the solution your team came up with and explained why and how your solution will work in detail. You used a visual aid.	You vaguely explained the solution your team came up with and explained why and how your solution will work in little detail. You used a visual aid.	You used little detail to explain the solution your team came up with and did not clearly explain why and how your solution will work. You used a visual aid.	You did not present a clear solution, you did not explain how it would work, or you had no visual aid.
Teamwork	Every person in the group participated equally in the presentation and treated each other respectfully.	Every person in the group participated in the presentation and treated each other respectfully.	Most people in the group participated in the presentation and treated each other respectfully.	Only part of the group participated in the presentation and treated each other respectfully.	Only part of the group participated in the presentation and the group did not treat each other respectfully.
Answering Questions	You were able to answer 4 questions from the audience.	You were able to answer 3 questions from the audience.	You were able to answer 2 questions from the audience.	You were able to answer 1 question from the audience.	You were not able to answer any questions from the audience.

NOTE: Lead Book 3 – Lesson 3 content will be covered before the date of the evaluations, please be sure students complete any absent or incomplete activities on their book or notebooks.

Imprimir y recortar talón Study Guide y enviarlo con firma o mandar nota en libreta de tareas para confirmar de enterados “Descargamos y leímos Study Guide Segundo Trimestre”.

Parent's name and signature.

DD/MM/YYYY