UCPS
UNION COUNTY PUBLIC SCHOOLS

3rd Grade
Week 3

March 2020

Hello Parents,

We hope that this letter finds you doing well. In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917 .

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources - March 2020
Week 3 - 3rd Grade

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, science/social studies below. These lessons and activities are intended to provide you with 30-40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. For reading and math, you will find lesson materials as well as "apply it" materials. "Apply it" materials are in the form of games, reader's responses, etc. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

Day 11	Day 12	Day 13	Day 14	Day 15
Lesson: Lesson 7 pgs. 47-51 Practice Assessment • Read *"Following the Stars"* • Underline as many "when and where" words as you can find in the passage • Answer questions 1-4 on pages 49-51	**Lesson:** Lesson 7 pgs. 47-51 continued • Read *"Following the Stars"* • Write a story telling about a time you had an adventure with a friend. Draw a picture to go with your story. • Read independently	**Lesson:** Reading to Learn ReadWorks pg 1-3 *The Human Body: "You've Got Some Nerve"* • Think: What happens when you touch a hot stove? • Read the article • Answer questions 1-8 • Read independently	**Lesson:** Lesson 20 Possessive Nouns • Read the Introduction Complete the Guided Practice and Independent Practice	**Lesson:** Lesson 9 Writing and Research Pgs 54-56 • Read the rough draft *"Baby Bird"* • Answer questions 23-26 • Read independently

Math

Day 11	Day 12	Day 13	Day 14	Day 15
Lesson: Complete Lesson 12, Model Two-Step Problems pgs. 135-136 **Apply It:** Write your own word problem. Show 2 different models you could use to solve your word problem.	**Lesson:** Complete Lesson 12, Model Two-Step Problems pgs. 137-138 **Apply It:** Write your own 2-step word problem. Show 2 different models you could use to solve your 2-step word problem.	**Lesson:** Complete Lesson 12, Model Two-Step Problems pgs. 139-140 **Apply It:** Write a 2-step word problem that has one step that is multiplication and one step that is addition. Draw a model to solve your problem.	**Lesson:** Complete Lesson 12, Model Two-Step Problems pgs. 141-142 **Apply It:** Write a 2-step word problem that has one step that is multiplication and one step that is addition. Write the two equations that would be used to solve your problem.	**Lesson:** Complete Lesson 13, Solve Two-Step Problems pgs. 145-148 **Apply It:** None

Social Studies

Day 11-15
Complete three activities of your choice from the "Economics and Geography" Choice Board. Use the Economics Word List handout to complete the activities on the choice board.

Reading

Read the passage. Then answer the questions that follow.

Following the Stars

by Krista O'Connell

1 "Wait up!" Robert said, hurrying along the forest path.

2 Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him. Thankfully, there was plenty of moonlight. "You're too slow," he called. "Hurry up!"

3 "No, you're too fast," Robert replied with a smile. "Slow down!" This was a regular joke between the two boys. They had been friends for as long as either could remember. And they were as different as they could be.

4 But this evening, Jake wasn't in the mood for joking. They were completing the final test for their summer nature camp. They had to find the North Star and follow it until they came to an open field. The counselors would be waiting for them beside a toasty warm campfire. Each of the boys wore a whistle. If either blew the whistle, it would be a signal they were lost.

5 Robert was calm. He had spent lots of time hiking, even at night. But his friend was in a rush and getting worried. This was Jake's first time out of the city. He wanted to get to the safety of the campfire as quickly as he could. "I'm going to blow my whistle. What were they thinking letting us wander around the woods alone at night?" Jake griped, standing close to Robert.

6 "Take it easy!" Robert patted Jake on the back. "We just have to use what we learned. Let's break it down into steps. We can do this!"

7 Jake took a deep breath. "Okay, okay. I guess we're not in any danger yet. First things first, find the Big Dipper," Jake said. The two boys stood still and looked up. For a moment, they forgot about their task and stood in awe of the sight. Away from the lights of the city, the black sky was bursting with stars.

8 But soon the boys remembered their job and began searching for the stars that formed the Big Dipper. "There!" Robert shouted, pointing his finger at a patch of stars.

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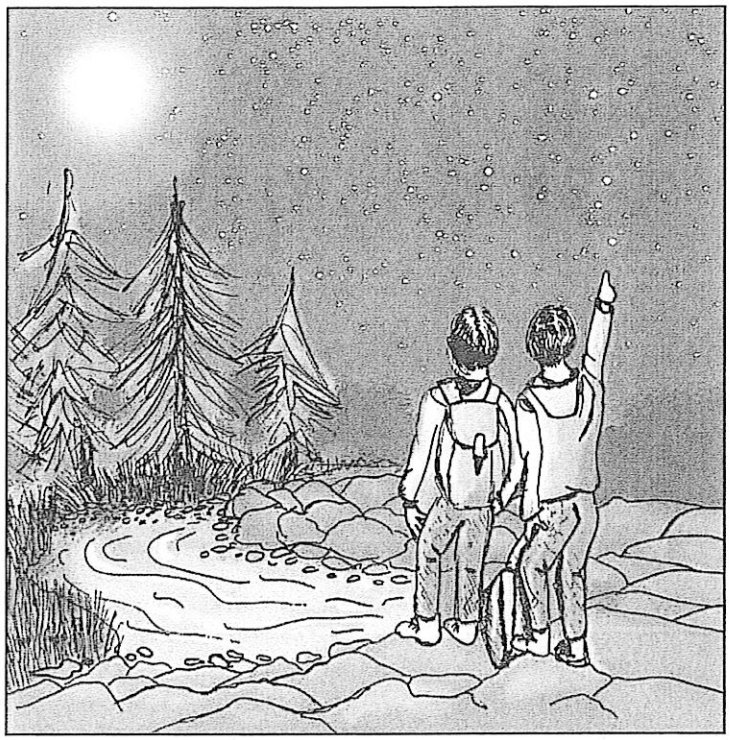
9 Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. "Okay, let's go," Jake said, and started walking quickly away from their spot in the forest.



10 Robert grabbed his shoulder. "Wait, let's take our time. We want to be sure we get it right," Robert said, shaking his head. Jake was always jumping into things too fast. "What's the next step?"

11 Jake sighed. "I guess you're right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle," Robert said.

12 "There they are," Jake said. He pointed to the picture, and then up into the sky.

13 "Now, we just have to imagine a line connecting the stars. The end of the line should point to the North Star," Robert recalled. They soon saw the star that shone brighter than many of the others around it. They began walking toward it, hoping their decision was the right one.

14 They didn't have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. "Told you we wouldn't need the whistle," Robert told Jake with a grin and a friendly whack on the back.

15 "I guess you were right...for once," Jake said, smiling. He was proud that he hadn't given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.

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1 Which sentence from "Following the Stars" tells what Jake and Robert must do for their final test at camp?

A "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."

B "They were completing the final test for their summer nature camp."

C "They had to find the North Star and follow it until they came to an open field."

D "Within minutes, they could see the warm glow of a campfire through the trees."

2 Why does Robert grab Jake's shoulder in paragraph 10 of "Following the Stars"?

A to stop Jake from walking into a clump of poison ivy

B to get Jake to slow down and carefully find the North Star

C to ask Jake to blow the whistle to let everyone know they are lost

D to make Jake leave him alone in the woods

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3 The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from the story.

> Away from the lights of the city, the black sky was bursting with stars.

Which of the following best describes the meaning of the word "bursting" as it is used in this sentence?

A dimly lit

B blowing up

C flying apart

D completely filled

Part B

Which sentence from the story **best** supports the answer to part A?

A "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."

B "He had spent lots of time hiking, even at night."

C "They soon saw the star that shone brighter than many of the others around it."

D "He pointed to the picture, and then up into the sky."

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4 Which sentence **best** begins a retelling of "Following the Stars"?

A Jake and Robert are taking their final test at summer nature camp.

B Jake and Robert find the Big Dipper and the North Star.

C Jake and Robert proudly walk into the clearing following the stars.

D Robert is calm, but Jake is worried about passing the final test.

5 Select the **two** sentences that **best** tell how the picture in "Following the Stars" helps readers better understand the story.

A It shows that Jake is walking much faster than Robert.

B It shows how far the boys had to walk to find the camp.

C It shows what Jake and Robert saw in the sky that night.

D It shows how Jake and Robert feel during the test.

E It shows that Robert is more at ease in the woods than Jake.

F It shows how alone Jake and Robert are out in the dark woods.

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The Human Body: You've Got Some Nerve!

by ReadWorks

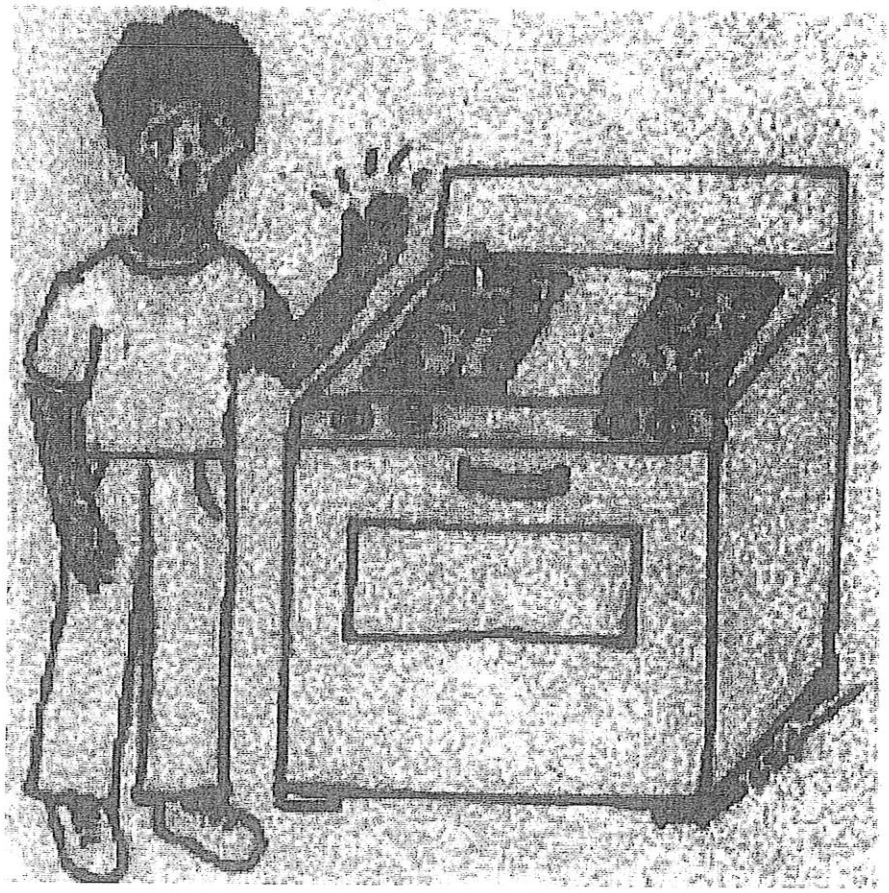

Illustration by Lynn M. Hanousek

How can you tell if something is hot or cold? You touch it. There are things in your fingers that help you to know if something is hot or if something is cold. They're called **nerves**. You have them all over your body. Nerves react to things we touch and send a message through our bodies to our brains, telling us how something feels.

If you touched the edge of a knife, how would that feel? It would hurt. If you didn't have nerves, you would still bleed, but it wouldn't hurt. You wouldn't be able to feel it. So, why are nerves a good thing? We would hurt ourselves a lot more without them.

Imagine that you're making a snack in the kitchen. You lean your hand down on the stove. After a minute or two, you notice some smoke rising in the air. It's your hand! It's burning! If you had no nerves, you wouldn't be able to feel the heat from the stove. Then you would have to go to the hospital.

If we had no nerves, the weather wouldn't affect us, or would it? If it were below 40 degrees, you wouldn't feel how cold it was. But if you went outside without protecting your body from the cold, you could get very sick or die. Nerves help us stay safe and healthy.

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Name: _____ Date: _____

1. Nerves send messages to

A. your brain.

B. your skin.

C. your muscles.

D. your hands.

2. The author would most likely describe nerves as

A. part of your attitude.

B. the most important part of your skin.

C. something in our body that helps us feel things.

D. being able to feel when something is very hot or very cold.

3. If you stepped on a nail without having nerves

A. nothing would happen.

B. you would feel the pain in your foot.

C. you would not feel pain in your foot.

D. Your body would make new nerves.

4. Read the following sentence: "If we had no nerves, the weather wouldn't affect us, or would it?"

The word affect most nearly means

A. a result of something.

B. to cause a change in some way.

C. to send a message to the brain.

D. to react to a hot or cold feeling.

5. This passage is mainly about

A. how not to burn your hand in the kitchen.

B. how the brain works.

C. how nerves keep us safe and healthy.

D. how nerves help us when we go outside.

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6. Why is it important for our nerves to be functioning?

7. What do nerves do besides help protect us from hot and cold?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

If you didn't have nerves, you would not feel pain _____ if you were injured or hurt.

A. so

B. after

C. because

D. even

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Lesson 20

Possessive Nouns

Introduction Some nouns show that a person or animal owns something. A noun that shows ownership is called a **possessive noun**. For example, *the girl's hat* means that the girl owns or has the hat. *The tiger's fur* means that the fur belongs to the tiger.

- To form the possessive of a singular noun, add an **apostrophe (')** and then an *-s*.

  seller + 's The ticket seller's booth is at the front of the zoo.

- To form the possessive of a plural noun, add an apostrophe (') *after* the *-s*.

  lions + ' The lions' area is near the back of the zoo.

Guided Practice

Write the possessive form of the noun in parentheses ( ) to complete each phrase.

HINT How can you tell if the possessive noun should be singular or plural? Look at the ending of the noun in ( ). Also look for clue words, such as *a*, *one*, *several*, and *few*.

1. a _____ key (zookeeper)
2. several _____ ears (bunnies)
3. one _____ flippers (penguin)
4. a few _____ tails (foxes)
5. three _____ brooms (cleaners)
6. a _____ tickets (guest)
7. some _____ nests (cranes)
8. an _____ egg (emu)

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Independent Practice

For numbers 1–5, choose the correct way to write each underlined noun.

1. Several <u>workers</u> pails had food for the animals.
   - **A** worker's'
   - **B** workers
   - **C** worker's
   - **D** workers'

2. The workers put bottles in a few <u>babies</u> mouths.
   - **A** babies'
   - **B** babie's'
   - **C** babies
   - **D** babie's

3. The zookeeper pointed out three <u>ostriches</u> strong legs.
   - **A** ostriche's's
   - **B** ostriches
   - **C** ostriches'
   - **D** ostriche's

4. There was a big spray of water from an <u>elephants</u> trunk.
   - **A** elephants
   - **B** elephant's
   - **C** elephants's
   - **D** elephants'

5. We loved seeing one <u>peacocks</u> colorful feathers.
   - **A** peacocks'
   - **B** peacocks
   - **C** peacock's
   - **D** peacocks's

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Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Baby Bird

One day Alec and Molly were walking through the park. Suddenly, they saw something move in the grass. It was a baby bird! It was small and round. It had fluffy brown feathers. But its mother was nowhere in sight.

Alec said "The baby bird must be lost."

The children walked closer. The baby bird tried to run away. They could see the scared feeling in its eyes.

Alec and Molly didn't know what to do.

"Let's pick it up so a cat won't get it, said Alec.

But Molly said that would scare the baby bird even more. Let's hide it under a box" she suggested.

Alec thought that was a bad idea. The mother bird would never find it under a box.

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24 Which sentence from the story uses commas and quotation marks correctly?

A Alec said "The baby bird must be lost."

B "Let's pick it up so a cat won't get it, said Alec.

C Let's hide it under a box" she suggested.

D "If a cat comes, we will chase it away," they agreed.

25 Read the sentence from the story.

It was the baby birds mother!

Circle the word in the sentence that needs an apostrophe to show possession. Then write the sentence correctly on the line below.

_____

26 To change a word ending in the letter *y* from singular to plural, remove the *y* and add *-ies*. How would you spell the plural of "baby"?

A babys

B babies

C babyies

D baies

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Finally the children decided to just watch and wait. "If a cat comes, we will chase it away," they agreed.

So the children crawled behind a bush and watch quietly.

A long time went by. Nothing happened. No cats appeared, but the mother did not either. Molly and Alec grew more and more worried.

All of a sudden, they heard a bird chirping loudly. The baby bird chirped back. A yellow bird flew down. It was the baby birds mother! She gave her baby a bug that was in her beak. The baby bird ate it right up and chirped for more.

"Hooray!" Molly and Alec shouted. The baby bird wasn't lost after all!

---

23 Read this sentence from the story.

So the children crawled behind a bush and watch quietly.

Which of the following is the correct tense for the verb "watch" in this sentence?

A watched

B watches

C will watch

D correct as is

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Model Two-Step Word Problems

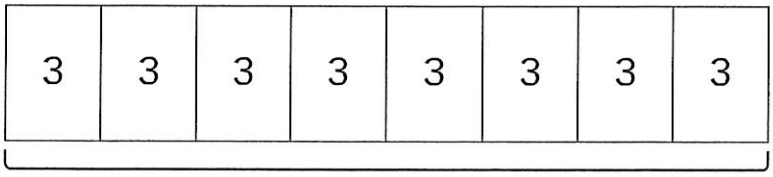
Name: **Day 11** ____

Prerequisite: Model One-Step Word Problems

Study the example showing how to model a one-step word problem. Then solve problems 1–10.

Example

Eight students in art class each made 3 paper flowers. How many paper flowers did the students make altogether?



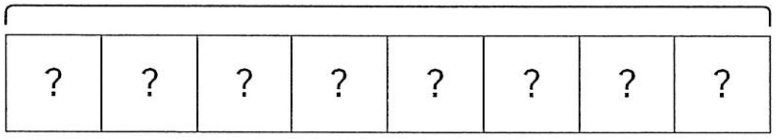
$8 \times 3 = ?$

The students made 24 flowers.

4 students sat at each of 8 lunch tables. How many students were there?

1. Look at the model. Fill in the blank in the number sentence.

_____ $\times 8 = ?$



2. What is 4×8? _____

3. How many students were there? _____

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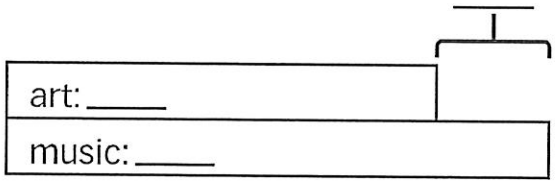
Day 11

Solve.

Art class has 27 students and music class has 34 students. How many more students are in music class than in art class?

4 Fill in the labels on the model for this problem.



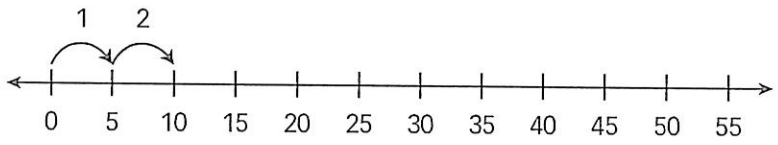
5 Write an equation you could use to solve the problem.

_____

6 How many more students are there in music class than in art class? _____

Students practiced 9 songs for the school concert. They practiced each song for 5 minutes. How many minutes did they practice?

7 Complete the model for this problem on the number line.



8 Write an equation you could use to solve the problem. _____

9 How many minutes did the students practice? _____

10 Draw another model you could use to solve this problem.

_____

_____

_____

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Name: _____ **Day 12**

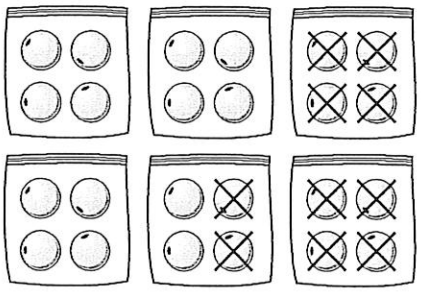
Study the example showing how to model two-step problems when one operation is multiplication and the other is subtraction. Then solve problems 1–8.

Example

Sally bought 6 bags of beads to make bracelets. There are 4 beads in each bag. She used 10 beads to make her first bracelet. How many beads does she have left?

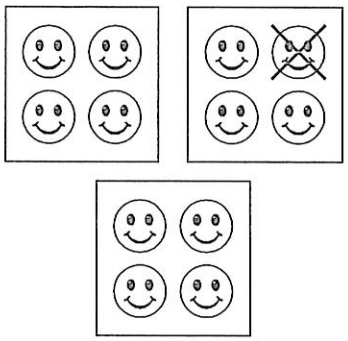
Beads Sally bought:
6 groups of 4
$6 \times 4 = 24$

Beads left:
beads Sally bought − beads used
$24 - 10 = 14$



Sally has 14 beads left.

Jeff bought 3 cards of smile pins with 4 pins on each card. He gave one pin to his sister. How many smile pins did he have left?



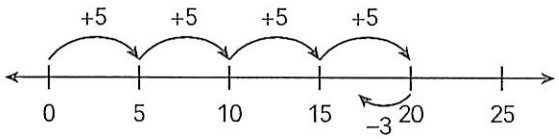
1 Complete the equation for this problem.

$\square \times 4 - 1 = \square$

2 Jeff had _____ smile pins left.

Mary bought 4 boxes of markers. Each box had 5 markers. She gave 3 markers to her sister. How many markers does she have now?

3 How many markers does Mary have? _____



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Solve.

The store had 4 baskets of apples with 8 apples in each basket. They sold 10 apples. How many apples were left?

4 Draw a model for the problem. Label the model.

5 Write an equation for the problem above.

_____

_____

6 How many apples were left? _____

7 Each package has 8 straws. Denise bought 8 packages. She used 61 straws to make a model of a house. How many straws did she have left?

Show your work.

Solution: She had _____ straws left.

8 The art teacher bought 6 boxes of colored pencils. Each box cost $8. She gave the cashier $50. How much change did she get?

Show your work.

Solution: She got _____ in change.

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Name: _____ **Day 13** _____

Model Two-Step Problems Using Multiplication and Addition

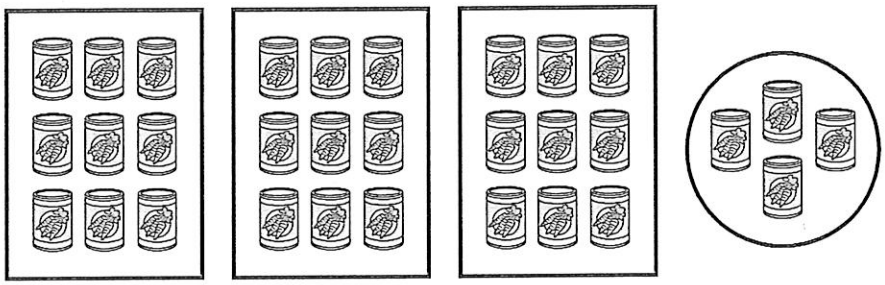
Study the example showing how to model two-step problems when one operation is multiplication and the other is addition. Then solve problems 1–10.

Example

For the food drive, third-grade students collected cans of vegetables. They put the cans in 3 boxes with 9 cans in each box. They also filled a bag with 4 cans. How many cans did they collect in all?

In boxes: $\triangle = 3 \times 9$

$\triangle = 27$



The total is the number of cans in boxes plus the number of cans in the bag.

$? = \triangle + 4$

$? = 27 + 4$

$? = 31$

They collected 31 cans.

The students collected apples. They put 3 red apples and 5 green apples in each bag. They filled 6 bags. How many apples did the students collect?

1. Write an equation that shows how many apples are in each bag. Use $\triangle$ to represent the unknown.

   _____

2. There are _____ apples in each bag.

3. Write an equation that shows the total number of apples the students collected. Use ? to represent the unknown. _____

4. The students collected _____ apples.

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Day 13

Solve.

The students collected 6 boxes with 6 grapefruit in each box. There were two more grapefruit that did not fit into a box. How many grapefruit did the students collect in all?

5 Write an equation to show how many grapefruit the students put into boxes. Use △ for the unknown.

_____

6 Write an equation to show how many grapefruit there were in all. Use ? for the number of grapefruit left.

_____

7 How many grapefruit were there in all? _____

Students collected 3 boxes of white potatoes with 7 white potatoes in each box. They also collected 12 red potatoes.

8 How many potatoes did the students collect in all?

Show your work.

Solution: The students collected _____ potatoes in all.

9 Explain how you can write an equation with two operations and one unknown to solve the problem.

_____

_____

10 Later, the students collect 2 more boxes of white potatoes. How many potatoes do they have in all now?

Show your work.

Solution: They have _____ potatoes in all now.

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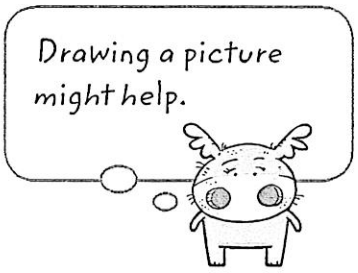
Name: ___ **Day 14** ___

Solve the problems.

1 Susan bought 2 caps for $9 each and an arm band for $5. How much did she spend in all? Choose the answer that shows the correct two steps.



A $3 \times \$4 = \$12$
$\$7 + \$9 = \$16$

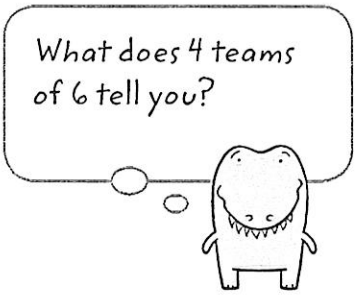
C $\$9 \times 2 = \$18$
$\$18 + \$5 = \$23$

B $\$9 - \$5 = \$4$
$2 \times \$4 = \$8$

D $\$9 - \$2 = \$7$
$7 \times \$5 = \$35$

2 Students were placed in 4 teams of 6. There were 15 students from grade 4 and the rest were from grade 3. How many were from grade 3?

Choose the answer that shows the correct equation.



A $4 \times 6 = 24$
$24 + 15 = 39$

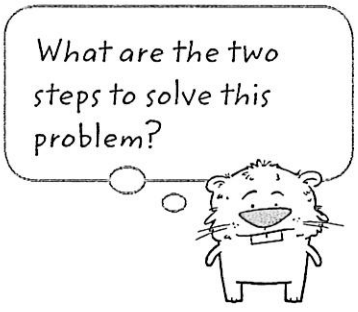
C $4 + 6 = 10$
$10 + 15 = 25$

B $4 \times 6 = 24$
$24 - 15 = 9$

D $15 \times 4 = 60$
$60 - 6 = 54$

3 Ann is on a running team. She ran 2 miles each day for 5 days. Over the weekend, she ran 4 more miles. How many miles did Ann run that week?

Show your work.



Solution: _____

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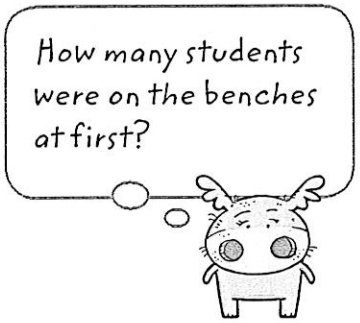
Day 14

Solve.

4 There were 6 students sitting on each of the 4 benches at the race. Then 3 students left to get water. How many students were left on the benches?

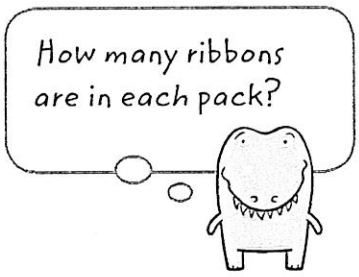
Show your work.



Solution: _____

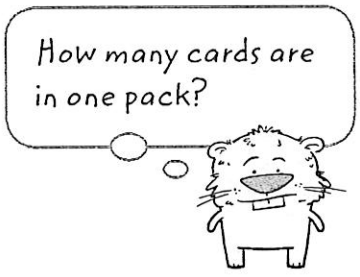
5 The coach bought 9 packs of award ribbons. There are 4 red ribbons and 3 blue ribbons in each pack. How many ribbons did the coach buy?

Show your work.



Solution: _____

6 Ken has 5 packs of sports cards with 7 cards in each pack. He gave 1 pack to his brother. How many cards did Ken have left? Circle the letter of the correct answer.



A 30 **C** 28

B 11 **D** 7

Brett chose **B** as the correct answer. How did he get that answer?

_____

_____

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Solve Two-Step Word Problems

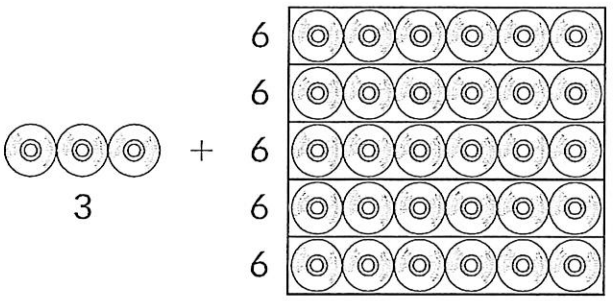
Name: ___ **Day 15** ___

Prerequisite: Model Two-Step Word Problems

Study the example problem showing how to model a two-step word problem. Then solve problems 1–5.

Example

The art shop was almost out of rolls of tape. There were only 3 rolls left. The owner ordered 5 boxes with 6 rolls in each box. How many rolls of tape are there now?



$5 \times 6 = 30$

$30 + 3 = 33$

There are 33 rolls of tape now.

1. Each box of party invitations costs $6. Jenny bought 3 boxes of invitations. She paid with a $20 bill. Complete the number sentences to find how much change Jenny got.

   $3 \times \$\_\_\_\_\_ = \$\_\_\_\_\_$

   $\$20 - \$\_\_\_\_\_ = \$\_\_\_\_\_$

   Jenny got $\$\_\_\_\_\_$ in change.

2. There are 2 baskets, each holding 4 bags of bows. Each bag costs $3. Mr. Holms bought all of the bags. Complete the number sentences to find out how much he spent on bows.

   $2 \times \_\_\_\_\_ = \_\_\_\_\_$

   $\_\_\_\_\_ \times \$3 = \$\_\_\_\_\_$

   He spent $\$\_\_\_\_\_$ on bows.

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Solve.

3 Packages of party napkins are $4 each. Bags of party cups are $6 each. Mrs. Laurey bought 2 packages of party napkins and 1 package of party cups. How much did she spend in all?

Write number sentences, then write the solution.

Number sentences: _____

Solution: She spent $ _____.

4 The gift shop sells red and white paper plates. They have 4 packs of red plates and 5 packs of white plates. Each pack has 8 plates inside. How many plates are there in all?

Show your work.

Solution: There are _____ plates in all.

5 Large tablecloths are $12 each. Small ones are $8 each. How many small tablecloths can you buy for the same price as two large tablecloths?

Show your work.

Solution: You can buy _____ small tablecloths.

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Name: _____ **Day 15** _____

Solve Two-Step Problems

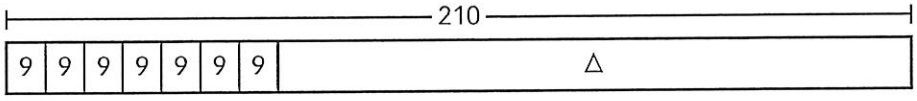
Study the example problem showing how to solve a two-step word problem. Then solve problems 1–5.

Example

Students in the science club raised $210 for lab equipment. They bought 7 packs of batteries for $9 each. How much money did they have left?

△ is how much money was left.

$7 \times 9 + \triangle = 210$
$63 + \triangle = 210$
$210 - 63 = \triangle$
$210 - 63 = 147$

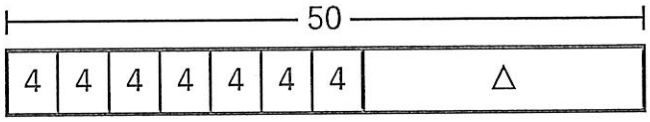


They have $147 left.

1 Mrs. Horn needs 50 rulers for the art room. She has 7 packs with 4 rulers in each pack. How many more rulers does she need? Complete the number sentences to solve the problem.

△ is how many more rulers she needs.

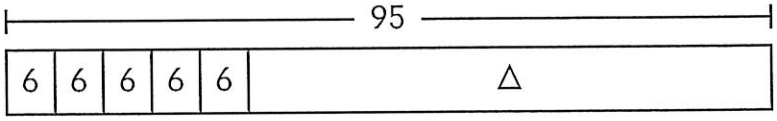
$7 \times \square + \triangle = 50$
$\square + \triangle = 50$
$\square - \square = \triangle$, and $\triangle = \square$



Solution: Mrs. Horn needs _____ more rulers.

2 The principal wants to buy a banner that costs $95. Five parents each donate $6 for the banner. How much more money is needed? Complete the number sentences to solve the problem.

$\square \times \square + \triangle = 95$
$\square + \triangle = 95$
$\triangle = \square$



Solution: They need _____ more.

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Solve.

3 A camp needs 100 students to help with the 4-year old campers. Eight students from 4 different classes have agreed to help. How many more students are needed?

Show your work.

Solution: _____

4 The music teacher had $75. He bought 4 folk song books for $9 each. Does he have enough money to buy a music stand for $49? If not, how much more money does he need?

Show your work.

Solution: _____

5 Mr. Berg bought 5 number puzzles and 3 word puzzles for his students. The puzzles were $7 each. Mr. Berg used a $60 gift card to pay for the puzzles. How much change did he get?

Show your work.

Solution: _____

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Economics Word List

jobs

earn

spend

decide

choices

buy

purchase

needs

wants

survival

goods

services

producer

consumer

income

supply

demand

businesses

cost

economics

market economy

resources

profit

revenue

trade

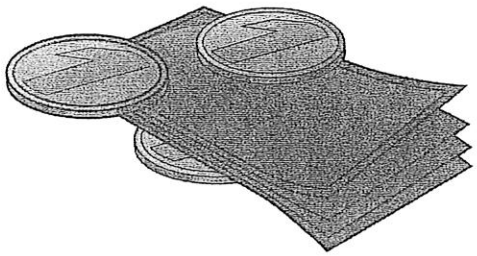
barter

import

export

interdependent

Economics and Geography Choice Board



This year, you have spent time learning about economics and geography in North Carolina. Now, you will demonstrate your knowledge by choosing ***three*** activities from the choice menu below to complete. You will need to use the "Economics Word List" handout to complete the choice board activities below.

Crossword Puzzle Choose six words from the economics word list you were given to complete this choice board. Create a crossword puzzle with those words, and include definitions that describe each word for clues.	**Article Author** Choose eight words from your economics word list. Write an informational article for a magazine that uses the words you selected to explain key ideas related to economics. Make sure that you use each word correctly in your article.	**Symbol Maker** Choose six words from your economics word list. Create a symbol to represent each word. Underneath each symbol, include a caption describing what you created and why you chose it.
Word Battle • Producer vs. Consumer • Import vs. Export • Supply vs. Demand • Want vs. Need Choose two of the bullet points above. For each bullet point, decide which word you think is more important to an economy. Defend each of your answers by writing a paragraph.	**Categorize** Create categories to sort all of the words found on the "Economics Word List". After sorting words into categories, write one paragraph to explain the categories you created and why each group of words belongs there.	**Business Owner** Choose a natural resource found in North Carolina. Design a business that you could start that would sell this natural resource to others. Explain your business plan. What jobs would you create, how you would earn and spend money in your business, and who you would export your natural resource to.