

WEEK 3

Elementary School Daily Lessons



Resources Overview

Our mission is to provide simple yet engaging daily lessons that will help young learners stay engaged within core disciplines—ELA, Social Studies and Science—as well as an extracurricular activity. Every week we will select a new theme per subject.

Please note that resources, which may include Newsela articles, videos from various content providers, or external activities will be hyperlinked in the activities.

Finally, [here](#) is a weekly checklist students can use to track their daily progress.

TABLE OF CONTENTS: WEEK 3

Grades 3-5

- [Day 1](#)
- [Day 2](#)
- [Day 3](#)
- [Day 4](#)
- [Day 5](#)

This Week's Focus

Social Studies

Food and Culture

ELA

Food and Culture

Science

Weather and Climate

Explore

Design and Create

DAY 1

ELA [20-30 minutes]

After reading [Mealworm macaroni? Chefs turn bugs into tasty dishes](#), fill in the [Yuck or Yum? TV Commercial Planning document](#) and then write out a script for a commercial to convince or persuade others to try Mealworm macaroni.

Need help writing a persuasive script? Read the article, [Ethos, logos and pathos for persuasion](#) to learn more about the elements of persuasion!

Social Studies 20-30 minutes]

What are some interesting things you have eaten? Do they include insects? Read about some unusual dishes in the article [Mealworm macaroni? Chefs turn bugs into tasty dishes](#) and then interview a caregiver, friend or sibling about the most unusual things they have eaten. Ask them:

- What are some interesting or unusual things you've eaten?
- What did it taste like?
- Would you eat it again?

Curious about other news on this topic? Explore Newsela's other articles on bugs being used for food!

Science [10-15 minutes]

Watch the BBC video, [Emperor Penguins in Antarctica](#).

Next, read this [Antarctica graphic](#).

Using information you learned from the video and the graphic, answer the following question:

- How does the weather where you live, compare to the weather in Antarctica?

Explore: Design an edible airplane! [20 minutes]

[Jell-O to kids: It's official. Now you can play with your food](#) shows an example of an airplane made out of Jell-O, what else could you use to make an edible airplane? Explore the food in your home and create your own edible airplane.

DAY 2

ELA [10-15 minutes]

Compare and contrast the article about Nutella and the article you chose about a favorite processed snack. If you were unable to find one, use the article, [Classic Oreos get a little twist with a thinner cookie](#). Use the [Venn Diagram](#) to organize the similarities and differences.

After completing the Venn Diagram, write a one paragraph summary.

Social Studies [15-20 minutes]

Learn about the history of Nutella and some interesting facts by reading the article ["How dare they?" Nutella changes recipe, sending its fans to the edge](#). Then, research a favorite processed snack of yours by exploring the history of it:

- What is your favorite processed snack right now?
- When and where was it invented?
- Who invented it?
- Has its recipe changed?

Science [30 minutes]

Read the article [Weather and Climate: What is weather?](#).

After reading, use the [My Favorite Weather](#) worksheet to draw and describe your favorite kind of weather. You can use the following questions to help you decide:

- What would the temperature be?
- What would the sky look like? Clear? Cloudy?
- Is there precipitation like rain or snow?

Explore: Design a food truck strategy [15 minutes]

Ever wonder what it's like to run your own food truck? Try PBS Kids' game [Fizzy's Lab](#), and develop a workflow that will help you earn the most money with the least amount of waste!

DAY 3

ELA [15-20 mins]

After you write a list of recipes you know how to make, select your favorite to create your own “How To” piece. [Click here](#) for extra support on how to create a “How To” piece.

If you are unable to brainstorm the list of recipes you know how to make, work with a parent, sibling or caregiver to learn how to make a recipe for your culture!

Social Studies [15-25 minutes]

Read [Young chefs battle it out in salad contest](#) and make a list of the recipes you know how to make. After you’re done making your list, discuss some of these questions with a caregiver, friend or sibling:

- Why is it important for kids to learn to cook?
- What recipes represent your culture?
- What recipes do you want to learn how to make?

Science [25-30 minutes]

Read the article [Weather and Climate: What is climate?](#), then respond to the following prompt:

- Mike and his friends were headed home after school when it started raining. Mike said, "The climate is terrible! It's raining so hard today, and it's usually so sunny this time of year!" Is Mike correct when he says that the rain is an example of climate? Why or why not?

Explore: Create a Salad [20 minutes]

Time to chop! Work with a caregiver, friend or sibling to research or invent a new salad recipe and make a salad for lunch or dinner this week!

DAY 4

ELA [25-30 mins]

After reading about our food's effect on the environment, plan out a [Public Service Announcement](#) to inform others about what you learned.

Once you have completed the planning document, create a PSA using one of the following:

- [Flipgrid](#)
- Poster
- [Storyboard](#)

Social Studies [10 minutes]

Read the article [Opinion: Consumers should know their food's effect on environment](#) and think about two different ways the food you eat impacts the environment.

Science [15-20 minutes]

Use National Geographic's [MapMaker Interactive](#) to explore climates around the world. Click on the "Legend" tab to see the key for the map. See if you can find:

- Where you live
- What climate zone you're in
- Other places around the world that have the same climate

Explore: Create a Local Food Brochure [20 minutes]

Research the types of foods grown in your state, county or town. Are there local farmer's markets or stores you can buy locally-grown food at? What would be sold there based on the type of food that grows well in your climate? Then, create a digital or paper brochure about the information you have learned.

DAY 5

ELA [20-25 mins]

After reading about how robots are being used in the food industry, develop a fiction story using a robot as one of the main characters. Use the [story elements/plot diagram](#) to plan out your story.

Challenge Alert! Create an illustration of the climax of your story. Be sure to use color!

Social Studies [15 minutes]

Social scientists and historians love studying how technology impacts culture. Read about technological advancements in [Chefbots: Is it just hype or a sign of automation change in food industry?](#) or [Robot! Robot! Intelligent machines helping to revolutionize pizza industry](#) and predict what historians 100 years from now will think about our society from studying these food-related inventions

Science [15-20 minutes]

Use the [Map Image Response](#) worksheet to describe the two maps.

When you're done, explain to an adult the difference between climate and weather.

Explore: Design a Robot [15 minutes]

Think about a cooking or food-related task that occurs often in your home. Draw a design for a new kind of robot that could help complete this task. What would it look like? How would it work?