
3RD GRADE E LEARNING PACKET

PHASE 2 – APRIL 1-3 & APRIL 13-17

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Please refer to the grid in this packet that will have all of your assignments for each subject. Your assignments will also be on canvas. Please stay in touch with your teacher during our learning for any Zoom meetings. If you are having trouble reach out through e mail or phone, you can also use your canvas inbox to send a message to your teacher.

CIVIL RIGHTS

Civil Rights Movement	The Civil Rights Movement was a period where African Americans were fighting for _____ treatment. After World War II, African Americans began fighting to end _____ Crow Laws.
Education	In 1986, the Supreme Court ruled that _____ in schools was constitutional. White schools had newer books, buses, and _____.
Briggs v. Elliot	Parents in Clarendon County purchased a _____ for their African American children because the school board refused to provide them one. The district refused to pay for the _____ and the parents took the school district to court. The Briggs v. Elliot case lost, but then went on to become part of Brown v. Board of Education where _____ in schools was ruled illegal.
Boycotts & Protests	Segregation still continued in many places. Rosa Parks refused to give up her _____ on a bus. This protest led to the Montgomery Bus _____.
Integration	The news began to show protesters being attacked by police _____ and people began to see the unfair treatment and _____ of African Americans in the South. It led South Carolina to peacefully _____ schools.
Orangeburg Massacre	Clemson University was the first place in South Carolina to _____. In 1968, some black students were _____ a segregated bowling alley and were shot and killed.
Civil Rights Act	The Civil Rights _____ of 1964 made segregation illegal in _____ places. The Voting Rights Act of 1965 outlawed _____ tests. The 24 th _____ outlawed poll taxes.

Name _____

Date _____

Title

Give an example of a Tax Error Law

What did every woman do during World War II?

What was an effect of The Great Depression?

How did World War I help South Carolina's economy?

What was the Cold War?

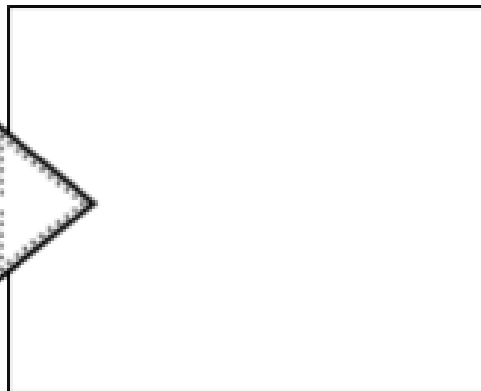
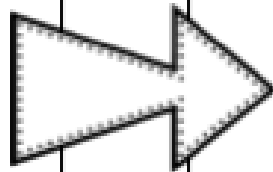
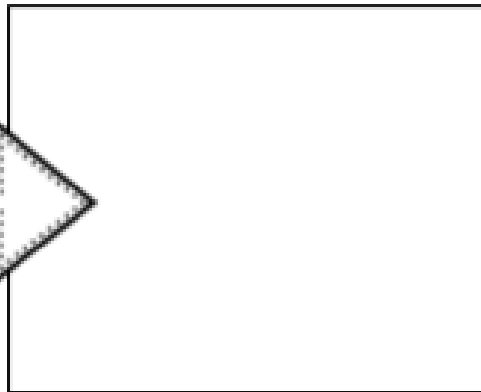
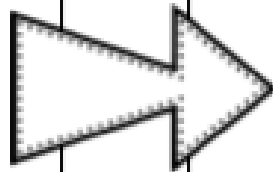
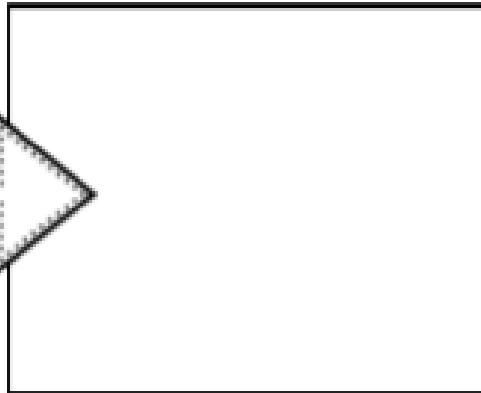
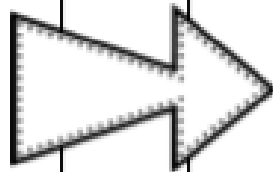
What effect did the Cold War have on South Carolina?

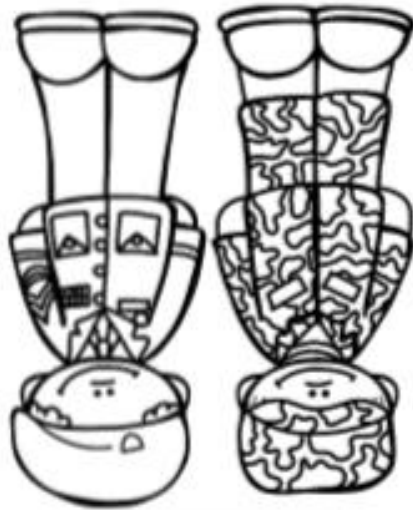
TOURISM *in*

SOUTH CAROLINA

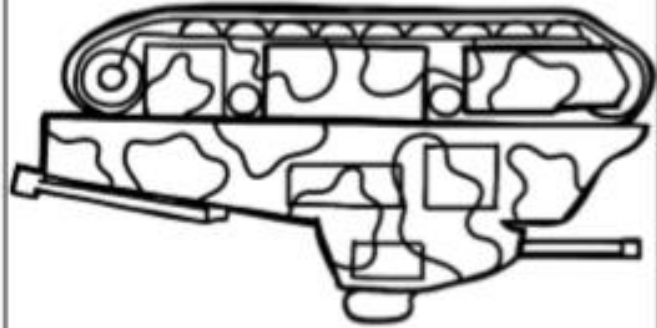
causes

Effects





COLD WAR



WORLD WAR II

GLUE HERE

World War II helped South Carolina's _____ growth. It ended the Great _____. The war created jobs. _____ left home to work in factories while men were away at war. _____ bases were opened all over the state and helped our _____. African Americans continued to experience _____. After the war, South Carolina's economy _____. New businesses were started and Charleston became one of the leading _____ in the United States.

After World War II ended, many Americans were scared of _____ and began to compete with them. This time was known as the _____ war Era. It lasted from 1941-1991. The United States and Russia never actually went to _____ but they treated each other like enemies. As a result of the Cold War, military _____ increased creating many new _____. When the Cold War ended, many bases _____.

3 rd Grade ELearning (8 days)	Writing (Writing Canvas Course)	Reading (Reading Canvas Course)	Math (Math Canvas Course)	Science (Discovery Education through Launchpad & Science Canvas Course)	Social Studies (Packet and Social Studies Canvas Course)
Wednesday, April 1, 2020	* Look at the fairytale checklist on Canvas. Check off what you already have in your story. *What are some goals that you still have for your fairytale? Write 2 goals that you have in your writing journal.	* Pick an animal to research. Use Epic to help find resources. * Use Reading Canvas course to see Power Point – located under Modules **If you need extra help/guidance – click the link	*Get on IXL – Math *For 20 minutes, complete any of the lessons that you have not completed T 1 – 8. *For 10 minutes, go to recommendations for Math.	* Complete study guide for Habitat Quiz on Friday.	*A New Century Quiz on Canvas – Social Studies – Quizzes.
Thursday, April 2, 2020	* Continue writing your fairy tale. Do you have a problem and solution in your story? Include this in your story. * Look at the PowerPoint on Canvas. *Look at the PowerPoint on Canvas.	* Think of 3-5 things to teach about your animal (subtopics) * choose one subtopic and research (find all information you can about) * Use Power Point for help.	*Get on IXL – Math *For 20 minutes, complete any of the lessons that you have not completed T 1 – 8. *For 10 minutes, go to recommendations for Math.	* Study for your Habitat Quiz -	*Canvas – Social Studies – A New Century eLearning - WWII – go through PowerPoint. *Discuss the Timeline questions with someone. *Fill in WWII notes in flipbook. *Watch the BrainPOP video World War II.

Friday, April 3 2020	* Continue writing your fairytale. Add dialogue between two of your characters. Remember, this is a conversation the characters have. *Check the PowerPoint on Canvas for help with dialogue.	* Use Reading Canvas Course to see Power Point on what synthesizing means. * Continue with your research and blending your information (synthesizing)	*Assessment in Mastery Connect on Time. This one is for a grade.	* Habitat Quiz – Mastery Connect ** Go into Launchpad and click on your Mastery Connect App. It is titled <u>Habitat</u>	- Canvas – Social Studies – A New Century eLearning - Cold War – go through PowerPoint. *Watch video in PowerPoint *Fill in notes on Cold War in flipbook *Complete Cubing activity
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Monday, April 13, 2020	*Begin writing your conclusion for your fairytale. How will your story end? Look at the PowerPoint on Canvas for help and examples of conclusions. *Look at fairytales on Epic for examples also.	* Type up your information you have researched on your subtopic into Canvas – Submit through a Word Document.	*Go to Learn Zillion and watch the lesson on “Find Perimeter with Missing Side Lengths” *Go to IXL – FF 1 – 4 *Work on IXL for 15 – 20 minutes.	* Food Chain – 3.15A.2 - Log onto Roadworks and read and answer the questions	- Canvas – Social Studies – A New Century eLearning - Civil Rights Movement – *watch BrainPOP video on Civil Rights. *Go through Civil Rights Posters. *As you go through the posters, stop after each one and write one notice and one wonder you have.
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Tuesday, April 14, 2020	* Finish writing your fairytale in your writing journal. Practice reading it out loud to someone and make any corrections. *Review the checklist on Canvas to make sure you have included everything in your fairytale.	* Choose the next subtopic and begin your research * Continue to use Reading Canvas Course to use the Power Point	*Go to Learn Zillion and watch the lesson on “Find the Perimeter of a Polygon with more than 4 Sides” *Get on IXL and work on FF 1 – 4 for 15 minutes and recommendations for 5-10 minutes.	* Food Chain – 3.L5A.2 - Watch Magic School Bus Make notes on how this video represents food chains.	*Canvas – Social Studies – A New Century eLearning - Civil Rights Movement – go through the Civil Rights PowerPoint. *Watch the video on slide 10.. *Continue through the rest of the PowerPoint. *Fill in the notes in the flip-book. *Have someone in your house ask you the questions for the Quick Test.
Wednesday, April 15, 2020	* Type your fairytale in Canvas called First Draft and submit it. Your teacher will read it and make comments.	* Continue to research your topic. Remember to synthesize your information * Continue to use Reading Canvas Course to use the Power Point	*Go to Learn Zillion and watch the video “Find the Perimeter of a square and rectangle by adding side lengths *Go to IXL and work on FF 1 – 4 for 15 minutes and recommendations for 5 – 10 minutes.	* Food Chain – 3.L5A.2 - Go through Launchpad to get to Discovery Education. In your Tech Book – go to Unit 4 Relationships Among Living Things and click on Competition for Resources (Food Webs) * Complete the Engage section – make sure you click save when possible.	*Get on EPIC and listen to the book “The Other Side” by Jaqueline Woodson. Your teacher has assigned it to you. *After listening to the story get on Canvas – Social Studies - A New Century eLearning – The Other Side Questions – submit your answers to the questions right there.

Thursday, April 16, 2020	* Go back to where you submitted the first draft of your fairytale on Canvas. *Read your teacher's comments and make any corrections. *Check your spelling and review back over the checklist in Canvas.	* Summarizing multi-paragraphs – * Watch the video on how to summarize on the Power Point and then go to Canvas – read through the passage about birds * Try to write a summary about the text.	*Go to Learn Zillion and watch the lesson on “Find the Perimeter of a Polygon in real world problems. *Get on IXL and work on FF – 5 for 15 minutes and recommendations for 5 – 10 minutes.	* Food Chain – 3.L5A.2 - - Go through Launchpad to get to Discovery Education. In your Tech Book – go to Unit 4 Relationships Among Living Things and click on Competition for Resources (Food Webs) * Complete the Explore section – at the end – complete the exploration.	*Get on EPIC again and read the book your teacher assigned to you about an Civil Rights leader. *After reading the book, go to Canvas – Social Studies – A New Century eLearning – Civil Rights Discussion
Friday, April 17, 2020	*Type the final draft of your fairytale into Canvas in the fairy tale module called Final Draft.	* Reread over your research that you have collected. Like the example on the Power Point, create a word bank for you research.	Assessment on Mastery Connect for Perimeter	* Food Chain – 3.L5A.2 - Create a food chain model – have someone at home take a picture – or use the camera on the computer and upload to canvas. * Go to Science Canvas course and click to see how in Module	*Canvas – Social Studies – A New Century eLearning – Tourism in South Carolina *Go though the PowerPoint and stop after reading slide 6. *Fill in the Cause and Effect Chart. We have completed some, you fill in the rest.

Habitats:

Salt Water: Oceans are large bodies of salt water divided by continents. Since ocean water is constantly moving, the characteristics of the water are constantly changing. The amount of sunlight varies by depth, hence temperature also varies by depth. The amount of salt, other minerals and additives also varies based on what lives within the water and sometimes what pollution has been placed in the water.

- Most organisms live in the shallow portion of the ocean because sunlight can penetrate to keep the water warm, and food is abundant. Some examples of organisms that live in the shallow parts of the ocean are drifters (jellyfish or seaweed), swimmers (fish), crawlers (crabs), and those anchored to the sea floor (corals).
- Some organisms live in the open ocean, near the surface of the ocean, or in the deep ocean bottom. Plankton float in the upper regions of the water. Some organisms swim to the surface for food or air (whales, turtles, dolphins) while other organisms stay closer to the bottom of the ocean (octopus).

Estuaries: Estuaries are found where freshwater rivers and salt water meets. Estuaries are saltier than a river, but not as salty as the ocean. The amount of salt (salinity) changes with the tides. Estuaries contain salt marshes with grasses and marsh plants adapted to this changing water. Examples of animals that live in the estuaries/salt marshes include crabs, shrimp, birds (i.e. blue heron and egrets), and muskrats.

Fresh Water:

- Lakes and ponds are bodies of freshwater that are surrounded by land. Ponds are usually shallower than lakes and the temperature of the water usually stays the same from top to bottom. Plants and algae usually grow along the edges where the water is shallow. Examples of animals that live in fresh water include fish, amphibians, ducks, turtles, or beavers.
- Rivers and streams are moving bodies of water that can be found in warm or cold areas.
- The water in rivers and streams can be fast or slow moving.
 - o The speed of the water flow determines the types of plants and animals that live in or use the rivers and streams.
 - o There are many plants (bushes and trees) along the banks as well as plants growing in the water.
 - o Many animals (i.e. fish, crayfish, snakes, worms, and insects) use these plants for food or shelter.
- **Swamps** are located in areas with warm temperatures.
 - o Since swamps have thick plant growth such as ferns and reeds, small bushes and small trees do not thrive due to lack of sunlight.
 - o The surviving trees are very tall, reaching for sunlight. Standing water causes the

trunks of the trees to spread out to provide support.

- o For example the cypress, a tree found in the swamp has “knees,” or roots that come to the surface for oxygen.
- o The animals that live in the swamp are very adapted to a water environment (i.e. alligators, turtles, ducks, and egrets).

Deserts: are dry with extreme temperature ranges.

- o Some deserts are covered with sand. o In some deserts during the day, it is very hot, whereas the nights are very cold.
- o Most of the plants (i.e. cacti) and animals (i.e. lizards, scorpions, and rabbits) have ways to conserve moisture; are able to go long periods without water; or can withstand the extreme temperature changes.
- o Most of the animals are active during the night when temperatures are cooler.

Grasslands: have fertile soil and are covered with tall grasses.

- o They usually get a moderate amount of rain, but less than forests. o Temperatures may also vary depending on where the grassland is located. o Some examples of animals that live in the grasslands are prairie dogs, bison, and grasshoppers.

Forests: Have many trees (with needles or with leaves), shrubs, grasses and ferns, and a variety of animals.

- o They usually get more rain than grasslands.
- o Temperatures in the forests may vary depending on where the forest is located.

Rainforests: Are very humid and warm and have an abundance of rain that leads to lush plant growth (for example, tall trees, vines, ferns, orchids, and other colorful flowering plants).

- o Animals that live in the rainforest are often very colorful, to match the varieties of plants (for camouflage)
- o Many animals are also tree dwellers (i.e. birds and lizards), moving across the canopy rather than traveling on the ground.

Polar Lands: Are usually very cold and the amount of daylight varies throughout the year.

- o Winters are mostly dark with only moonlight and starlight, whereas in the summers, there is up to 24 hours of daylight. There is little variety of plant life (mosses, for example).
- o Animals that live in the polar region (for example, reindeer, seals, polar bears, arctic foxes, and penguins) are adapted to these conditions by having extra fat or thick fur for insulation.

Study Guide for Habitats

Salt Water:

_____ are large bodies of salt water divided by continents.

- Most organisms live in the _____ part of the ocean because _____ reaches through, keeping the water warm. This also helps create food.
- Some examples of organisms that live in the shallow parts of the ocean:
drifters (jellyfish or seaweed), swimmers (fish), crawlers (crabs), and those anchored to the sea floor (corals).
- Some organisms live in the _____ ocean, near the surface of the ocean, or in the deep ocean bottom. Plankton float in the upper regions of the water. Some organisms swim to the surface for food or air like whales, turtles, dolphins. Octopus stay closer to the bottom of the ocean.

Estuaries: Estuaries are found where _____ water rivers and _____ water meets.

This makes them _____ than a river, but not as salty as the ocean. The amount of salty changes with the _____. Estuaries contain salt marshes with grasses and marsh plants adapted to this changing water. Animals that live in estuaries are crabs, shrimp, birds (i.e. blue heron and egrets), and muskrats.

Fresh Water:

- _____ and _____ are bodies of freshwater that are surrounded by land.

Plants and algae usually grow along the edges where the water is _____.

Examples of some animals that live near or in lakes and rivers are fish, amphibians, ducks, turtles, or beavers.

_____ and **streams** are _____ bodies of water that can be found in warm or cold areas.

- The water in rivers and streams can be _____ or slow moving.
 - o There are many plants (bushes and trees) along the banks as well as plants growing in the water.
 - o Many animals (i.e. fish, crayfish, snakes, worms, and insects) use these plants for food or shelter.
- _____ are in areas with _____ temperatures.
- Swamps have thick plant growth such as ferns and reeds, small bushes and small trees do not thrive due to lack of sunlight. The surviving trees are very tall, reaching for sunlight. Standing water causes the _____ of the trees to spread out to provide support. Some examples of animals that live in swamps are alligators, turtles, ducks, and egrets.

Deserts: are _____ with extreme temperature ranges. Some deserts are covered with sand.

- In some deserts during the day, it is very _____, whereas the nights are very _____.
- Most of the plants and animals have ways to _____ moisture. They can go a long time without _____ and can handle extreme temperature changes.
- Most _____ are active at night due to cooler temperatures.

Grasslands: have fertile _____ and are covered with tall _____.

- Some examples of _____ that live in the grasslands are prairie dogs, bison, and grasshoppers.

Forests: Have many _____ (with needles or with leaves), shrubs, grasses and ferns, and a variety of animals.

Rainforests: Are very _____ and warm and have an abundance of rain that leads to _____ plant growth. Some examples, tall trees, vines, ferns, orchids, and other colorful flowering plants).

- Animals that live in the rainforest are often very colorful, to match the varieties of plants for _____.
- Many animals are also tree dwellers (i.e. birds and lizards), moving across the canopy rather than traveling on the ground.

Polar Lands: Are usually very _____ and the amount of daylight varies throughout the year.

- Winters are mostly _____ with only moonlight and starlight. In the summers, there is up to _____ of daylight.
- There are few types of plant life that can survive, like _____.
- Animals that live in the polar region (for example, reindeer, seals, polar bears, arctic foxes, and penguins) are adapted to these conditions by having extra _____ or thick _____ for insulation.

	Temperature	Water	Light	Plant Life (examples)	Animal Life (examples)
Oceans	cold to warm (depending on the location)	extremely salty	lots of light near the surface, less light at depth	plankton	whales, turtles, sharks, jellyfish, crabs
Estuaries/Salt	Cold to warm	Brackish (partially salty)	Abundant light on land surfaces; light is filtered through water	Cordgrass, tress, shrubs	Crabs, shrimp, water, birds, deer, snails
Lakes and Ponds	Cold to warm (depending on location)	Freshwater	Lots of light near the surface, less light at depth	Algae, shallow water grasses	Fish, amphibians, ducks, turtles, beavers
Rivers and Streams	Cold to warm (Depending on location)	Freshwater	Abundant light on land surfaces; light is filtered through water	Bushes, tress on banks, water plants	Fish, crayfish, snakes, insects
Swamps	Warm-hot	Freshwater	Light is filtered through trees to the swamp floor	Cypress trees, ferns, water lilies	Alligators, water, birds, turtles
Deserts	Hot and dry during the day, cold at night	Dry, water in the form of occasional brief rainfall	Abundant light	Cactus	Lizards, scorpions, rabbits
Grasslands	Cool to warm (depending on location)	Medium amount of rain	Abundant light	Grasses	Prairie dogs, bison, grasshoppers
Forest	Cold to warm (Depending on location)	Medium amount of rain	Abundant light on tree canopy, less light is filtered to the forest floor through the trees	Trees with leaves or needles, shrubs, grasses, ferns	Birds, foxes, rabbits, bears, snakes, deer
Tropical Rainforest	Hot and humid	Frequent rain; large amounts	Abundant light on tree canopy, less light is filtered to the forest floor through the trees	Abundant trees, vines, lush growth	Birds, frogs, monkeys, snakes
Polar lands	cold	Dry/frozen	Amount of daylight caries throughout the year	Lichens, mosses	Seals, polar bears, penguins

Food Chains:

- All organisms need energy to survive. Energy gives the organism its ability to do the things it needs to do to survive. In most habitats, the sun provides the initial energy for the plants, which is passed from plants (producers) to animals (consumers) when animals eat the plants.
- Producers get their energy from the sun. Examples of these are plants.
- Consumers get their energy from eating other plants and/or animals. Examples of these are animals.
- A decomposer gets its energy from decomposing, or breaking down, producers. Some examples of these are earthworms and mold.
- When scientists describe the way energy is passed from one organism to another they use a model called a *food chain*.
- A food chain uses arrows to show the direction of energy flow and usually contains no more than six organisms.
- Specific consumers (herbivores, carnivores, omnivores) ● A herbivore is an animal that eats only plants.
- A carnivore is an animal that eats only meat.
- An Omnivore eat both plants and animals. Humans are typically omnivores.
- If one part of the food chain disappeared the whole food chain would slowly disappear.

Food Chain Study Guide

- All organisms need _____ to survive. Energy gives the organism its ability to do the things it needs to do to survive.
- In most habitats, the _____ provides the initial energy for the plants, which is passed from plants (_____) to animals (_____) when animals eat the plants.
- _____ get their energy from the sun. Examples of these are plants.
- Consumers get their energy from eating _____. Examples of these are _____.
- A _____ gets its energy from decomposing, or breaking down, producers. Some examples of these are earthworms and mold.
- When scientists describe the way energy is passed from one organism to another, they use a model called a _____.
- A food chain uses arrows to show the direction of energy _____ and usually contains no more than six organisms.
- Specific _____ (herbivores, carnivores, omnivores)
- A _____ is an animal that eats only plants.
- A carnivore is an animal that eats only _____.
- _____ eat both plants and animals. Humans are typically omnivores.
- If one part of the food chain disappeared the whole food chain would slowly _____.