

3rd Grade Student eLearning Activities Log Day 5

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 5

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia, or Imagine Espanol accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities using Imagine Math via Clever. OR	Read "Columbian Exchange: Spreading Ideas, and Diseases, for Good and Ill" from NEWSELA via Clever and take the quiz. Then summarize the reading in 4-5 sentences.	Complete the Cause and Effect graphic organizer for the following prompt: Explain why you need to wear different clothes when the weather changes.	PE: Exercise along with this video: Captain America Workout https://www.youtube.com/watch?v=QL2C0X3Gx1U&t=26s Practice throwing and catching a ball.
Wonders/ Maravillas Activities				Music: Make a song beat. Drum with spoons, utensils, bowls, and pans.
Read a story and complete a Z-Chart Graphic Organizer	Complete Math handout - Standards Practice CC.3.NF.1 and return them to school.	Read "Columbian Exchange: Spreading Ideas, and Diseases, for Good and Ill" from NEWSELA and take the quiz. Then summarize the reading in 4-5 sentences.	Complete the Cause and Effect graphic organizer for the following prompt: Explain why you need to wear different clothes when the weather changes.	Art: Draw a picture illustrating your family. Use crayons, markers, or pencils.

Parent Signature _____ Date _____

Name _____

The vowels *e, o, u* sometimes stand for short vowel sounds.

Short *e* in *fed*

Short *o* in *top*

Short *u* in *cut*

A. Read each set of words. Circle the word that has the correct vowel sound. The first one has been done for you.

1. short *e* sled top lean

2. short *o* toe clap rock

3. short *u* lock tube pump

4. short *e* mess keep bug

5. short *o* pond rope low

For many base words, adding *-s, -ed, and -ing* does not change the base word's spelling. For most base words that end with a vowel and a consonant, double the final consonant before adding *-ed* and *-ing*.

B. Circle the correct *-s, -ed, and -ing* form of each word. The first one has been done for you.

1. tag + s = tags tages

2. bat + ed = bated batted

3. sip + ed = sipped siped

4. run + ing = runing running

5. skip + s = skipps skips

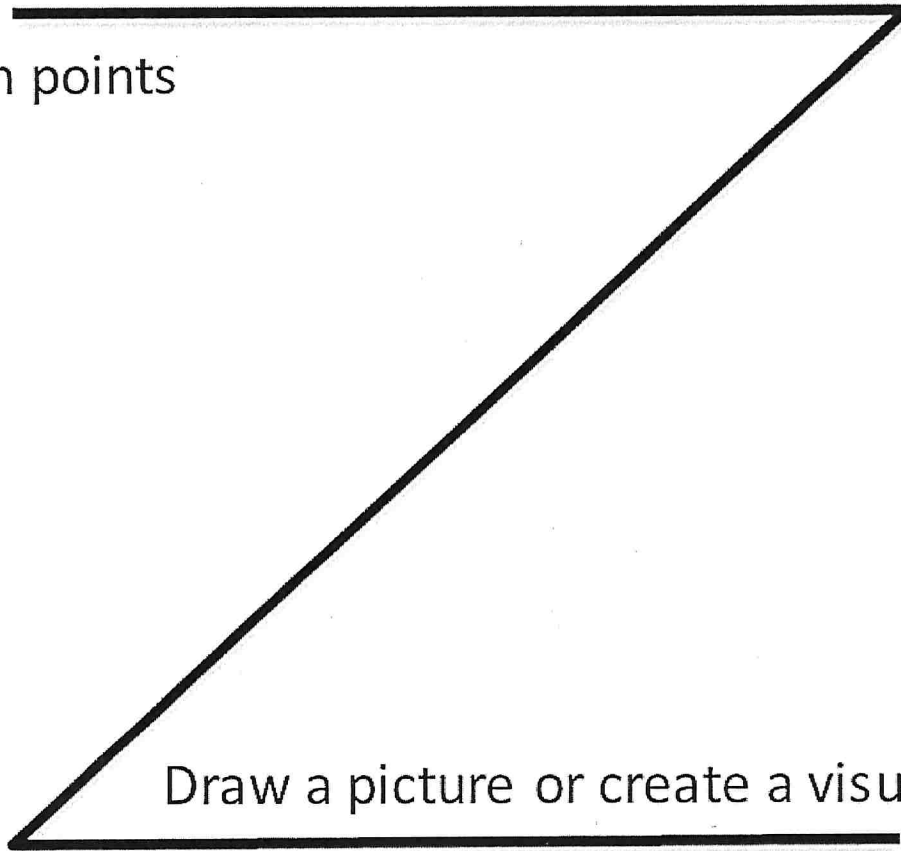
Topic or Title: _____

Main Idea: _____

3 main points

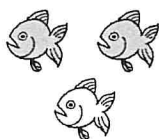
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Draw a picture or create a visual representation



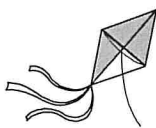
CC.3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

1. Which fraction names the part of the set that is **not** shaded?



- A $\frac{1}{3}$
B $\frac{1}{2}$
C $\frac{2}{3}$
D $\frac{3}{1}$

2. Beverly bought a kite that is made of 4 equal triangles. There are 3 gray triangles and 1 white triangle. What fraction of the kite is gray?

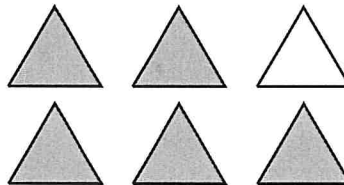


- A $\frac{4}{4}$
B $\frac{3}{4}$
C $\frac{1}{2}$
D $\frac{1}{4}$

3. Which number represents the fraction of the counters that are shaded?

○ ○ ○ ○ ○ ○

4. Five of the triangles in this set are shaded.



Which fraction names the part of the set that is **not** shaded?

- A $\frac{5}{6}$
B $\frac{4}{5}$
C $\frac{1}{5}$
D $\frac{1}{6}$

5. Austin cut a peanut butter sandwich into 4 equal pieces. He ate 1 piece. Which fraction names the part of the sandwich he ate?

- A $\frac{4}{4}$
B $\frac{3}{4}$
C $\frac{1}{3}$
D $\frac{1}{4}$

6. Draw a model that shows 1 part of 4 parts shaded.

Name _____

7. Which fraction shows the shaded part of the group?



- A $\frac{1}{3}$
 B $\frac{2}{3}$
 C $\frac{3}{4}$
 D $\frac{4}{3}$

8. Josh bought 2 muffins. One was a corn muffin and the other was a cranberry muffin. He ate the corn muffin. What fraction names the number of muffins he has left?

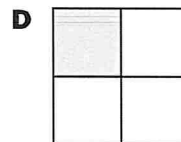
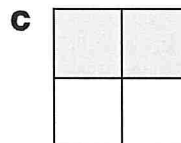
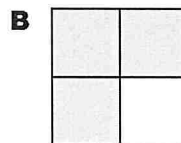
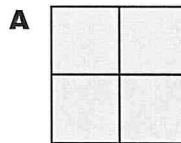
- A $\frac{2}{2}$
 B $\frac{2}{1}$
 C $\frac{1}{2}$
 D $\frac{1}{4}$

9. Dana and her friends bought a pizza divided into 8 slices. She and her friends ate a total of 7 slices. What fraction of the pizza is left?
- _____

10. Mrs. Sousa made a chicken pot pie that serves 6 people. She gave 5 of pie to her family. What fraction of the chicken pot pie is left?

- A $\frac{1}{6}$
 B $\frac{1}{5}$
 C $\frac{5}{6}$
 D $\frac{6}{6}$

11. Elizabeth shaded a model to show $\frac{1}{2}$. Which could be Elizabeth's model?



12. Kevin has 1 brown puppy and 5 white puppies. What fraction of Kevin's puppies are brown?
- _____

Columbian Exchange: Spreading Ideas, and Diseases, for Good and Ill

By David Christian, Big History Project, adapted by Newsela staff on 06.14.16

Word Count 865

Level 660L



Chile peppers originated in the Americas but became an important part of Asian cuisine. Photo: Big History Project

Societies across Afro-Eurasia interacted for centuries. They exchanged goods, ideas, people, and diseases. World travel helped increase these exchanges. It also brought negative consequences to some societies.

Different kinds of travelers

Humans began traveling around the world in large ships in about 1500. It wasn't just humans who were traveling. American historian Alfred Crosby pointed out that plants and animals traveled, too. So did diseases.

For millions of years, animals, plants, and bacteria had stayed in one part of the world. Suddenly, they could travel. Crosby called this the "Columbian Exchange." "Columbian" comes from Christopher Columbus.

Consequences and hypotheticals

The Columbian Exchange had a huge impact on human history. Corn and rice spread. Rats and cockroaches spread, too.

Humans moved many species around the world. Before, this role had been performed by geology and climate. Remember Pangaea?

Earth's continents were joined into a single super-continent 200 million years ago. Geologists call it Pangaea. With one continent, species could easily spread over large areas.

What would human history have been like if Pangaea continued — if we had just one “world zone?” We don't know, of course. But since 1500, we have basically recreated such a world. Humans have unified the world biologically. Corn, rabbits, goats, tomatoes, and even some diseases can now be found everywhere.

Some friendly passengers

Which species traveled with humans? What was their impact on human history?

Many plants began to travel globally as a result of the Columbian Exchange. This includes most of the major domesticated crops.

Most of the crops farmed today originated in the Americas. These include potatoes, corn, squash, avocado, chili peppers, tobacco, and cocoa.

Can you imagine Italian food without tomatoes? Korean food without chili? Ireland without potatoes? A world without chocolate? Coffee, rice, oranges, and sugar traveled in the opposite direction. They were brought to the Americas.

New crops gave local farmers more choices. They could now adapt their crops to the landscapes they farmed. Within 50 years of Columbus's voyages, corn was being grown in parts of China that could not grow rice. A third of all the crops grown in China today came from the Americas. The Columbian Exchange was an agricultural revolution. The Exchange allowed populations to rise in many regions around this time.

Plenty of livestock made the trip as well. Large domesticated animals such as cattle and horses appeared in the Americas. Cattle soon multiplied on the plains of South America. Sheep appeared on the grasslands of Mexico. These new animals transformed local landscapes as they ate their way across continents.

The American Plains Indians developed a horse-riding culture. They had farmed before. Now they learned to tame horses and hunt in new ways.

Dangerous trespassers

Bugs and diseases traveled, too. The results were sometimes terrible.

In Afro-Eurasia, exchanges of goods, people, and diseases went back many centuries. Populations there had developed many immunities to diseases. When humans from Afro-Eurasia arrived in the Americas, they brought their diseases with them.

Populations in Mesoamerica and the Andes may have fallen by as much as 90 percent. For the Americas, this was a catastrophe much worse than the Black Death. Black Death, or the plague,

had devastated Afro-Eurasian societies in the 1300s.

The spread of Afro-Eurasian diseases had world-changing consequences. It led to the conquest of American societies by European invaders, the decline of American empires, and the destruction of local cultures.

Indigenous Americans understood the source of their misfortune. An inhabitant of Mexico's Yucatan peninsula who witnessed the first Spaniards to arrive, wrote:

(Before the Europeans came) there was then no sickness. They had no aching bones. They had no high fever. They had no smallpox. They had no burning chest. They had no abdominal pain. They had no consumption. They had no headache. At that time the course of humanity was orderly. The foreigners made it otherwise when they arrived here.

Thomas Hariot was an English colonist on the Roanoke Island settlement of 1587. He wrote that local people began to die soon after their first contacts with European settlers. Here is a simplified passage from his writing:

A few days after we left each town, people there began to die very quickly. In some towns, 20 died. In others 40 or 60. In one town 120 died. That was very many considering their numbers. The disease was strange to them. They didn't know what it was or how to cure it. The oldest men in the country had never seen it or heard of it before, for as long as anyone could remember.

Local populations suffered in similar ways when European settlers arrived in Australasia and the Pacific. The death of local populations made it much easier for European invaders to build their own societies. Crosby calls these societies "neo-Europes" (New Europes).

With the Columbian Exchange, humans began to transform the world as a whole. Before that, they only had transformed particular regions. The great sea voyages that linked the world zones together at the end of the fifteenth century were one of the great turning points in human history. The rapid pace of globalization today is a continuation of processes that began 500 years ago.

Quiz

- 1 Select the sentence from the section "Consequences and hypotheticals" that BEST explains what the article will be about.
- (A) The Columbian Exchange had a huge impact on human history.
 - (B) Before, this role had been performed by geology and climate.
 - (C) Earth's continents were joined into a single super-continent 200 million years ago.
 - (D) With one continent, species could easily spread over large areas.
- 2 Which sentence from the section "Dangerous trespassers" helps the reader to understand that European diseases helped cause the destruction of indigenous American cultures?
- (A) In Afro-Eurasia, exchanges of goods, people, and diseases went back many centuries.
 - (B) Populations in Mesoamerica and the Andes may have fallen by as much as 90 percent.
 - (C) Local populations suffered in similar ways when European settlers arrived in Australasia and the Pacific.
 - (D) The rapid pace of globalization today is a continuation of processes that began 500 years ago.
- 3 Find the paragraph in the section "Dangerous trespassers" that begins "(Before the Europeans came) there was then no sickness."
- What is the MAIN idea of this paragraph?
- (A) Europeans brought diseases to the Americas that had never been seen before.
 - (B) Life in the Americas before European colonization was perfectly calm and peaceful.
 - (C) Europeans began to get very sick after they arrived in the Americas.
 - (D) Life in the Americas before Europeans arrived was difficult.
- 4 What sentence from the section "Some friendly passengers" BEST summarizes the main idea of that section?
- (A) These include potatoes, corn, squash, avocado, chili peppers, tobacco, and cocoa.
 - (B) Within 50 years of Columbus's voyages, corn was being grown in parts of China that could not grow rice.
 - (C) The Columbian Exchange was an agricultural revolution.
 - (D) Large domesticated animals such as cattle and horses appeared in the Americas.

Name _____

Cause and Effect Organizer

C.022.SS

Cause:

Effect:



Cause:

Effect:



Cause:

Effect:



Cause:

Effect:

