



Mrs. Howard's 3rd Grade Homework

Unit: 4/ Lesson: 3 (Case of the Gasping Garbage)

(No late homework will be accepted)

Directions:

1. Reading

Due: Thursday, March 5, 2015

Complete the attached study guide in your 5 subject ELA notebook in the *Reading and Responding* section. Remember to use the correct heading and answer the questions in complete sentences.

2. Vocabulary

Due: Thursday, March 5, 2015

Write a complete and meaningful sentence for each of the 8 vocabulary word in the Vocabulary section of your 5 subject notebook... **Underline** the vocabulary word. Try to add who, what, where, why, when, and how to your sentences.

3. Spelling

Due: Wednesday, March 4, 2015

- Write the definition for each of the 23 spelling list words in the spelling section of your 5 subject notebook.
- Complete the spellingcity.com activities if you have internet access.

4. Grammar

Due: Friday, March 6, 2015

Complete the attached activity sheet

5. Math

Due: Daily

- Practice exercises will be given daily that the students are to return the next day. Please ask for them daily!
- Complete X-tra math exercises on line

6. Social Studies & Science

Due: As Given

Homework will be assigned as needed

Name: _____ Date: _____

Fourth Grade: Unit 4.3 The Case of the Gaspin Garbage

Vocabulary Words:

1. drizzly: adj. lightly raining
2. techniques: n. a method
3. overwhelm: v. to overpower; to make helpless
4. environment: n. surroundings
5. competitor: n. someone selling goods or services in the same market as another person
6. findings: n. the result of an investigation
7. peered: v. to look closely
8. pursuit: n. the act of chasing after

Spelling Words:

- | | |
|---------------|----------------|
| 1. drizzly | 13. argument |
| 2. crumbly | 14. supplement |
| 3. sensibly | 15. elevator |
| 4. terribly | 16. juror |
| 5. rarity | 17. senator |
| 6. activity | 18. furious |
| 7. mobility | 19. nervous |
| 8. clarity | 20. cautious |
| 9. diversion | 21. curiosity |
| 10. collision | 22. emperor |
| 11. tension | 23. ambitious |
| 12. intrusion | |



The Case of the Gaspin Garbage

Your child will now be reading “The Case of the Gaspin Garbage,” the story of two fifth-grade science detectives, Drake Doyle and Nell Fossey. Their classmate, Gabby, asks them to investigate the burping monster in her garbage can. Drake and Nell study the garbage can, which is filled with bread. They find that there is no monster in it, and that the gasping was caused by the gas formed inside the can.

Yeasts help in making bread from flour. After your child has finished reading “The Case of the Gaspin Garbage,” help him or her write down other types of food made with the help of yeasts or other microbes, and the ingredients needed for each kind. Use the library or the Internet to find out more about these foods. An example has been completed for you.

Comprehension: The Case of the Gasping Garbage

1. What is the genre for this selection? _____

2. What is the setting as the selection begins? _____

3. Drake's notes are not written in complete sentences. Why? _____

4. The author uses _____ sentences to make the story seem serious.

5. Who is Nell Fossey? _____

6. Gabby's dialogue uses hyphens and ends with exclamation marks. What does that tell us about her phone call? _____

7. Why is Gabby so upset? _____

8. Why was James Frisco a bad, mad scientist? _____

9. Like scientists and detectives, Drake and Nell write many things in their notebooks. Why? _____

10. The scientists take the garbage can back to their lab. They must simulate the same environment. Describe the environment. _____

11. What is Drake's mother's job? _____

12. What is Drake's father's job? _____

13. What clues let Nell and Drake know that there was not a monster in the garbage can? _____

14. What is Nell's mother's job? _____

15. What is a hypothesis? _____

16. What is in the garbage can? _____

Explain. _____

17. Why did the garbage can burp? _____

Using Apostrophes in Contractions

Name: _____

An **apostrophe** is used to show that letters have been left out of words that have been combined to make a shorter contraction. The apostrophe is usually placed right above the place where the letters have been left out.

Example: cannot = can't (the apostrophe goes where the second n and the o are missing)

Write the contraction (shortened) form of each phrase.

Use an apostrophe to show where the letters are missing.

1. I am = _____
2. you are = _____
3. we are = _____
4. they are = _____
5. he is = _____
6. she is = _____
7. you will = _____
8. are not = _____
9. will not = _____
10. is not = _____

Write the phrase that each contraction represents.

1. don't = _____
2. I've = _____
3. we'll = _____
4. they've = _____
5. could've = _____
6. where's = _____
7. won't = _____
8. what's = _____
9. here's = _____
10. shouldn't = _____

Write a sentence that uses at least two contractions.
