



Mrs. Howard's 3rd Grade Homework

Unit: 4/ Lesson: 5 (How fast Do You Eat Your Ice Cream?)

(No late homework will be accepted)

Directions:

1. Reading

Due: Thursday, March 3, 2016

Complete the attached study guide. Remember to answer the questions in complete sentences. *Do Not begin a sentence with "and", "but", "so", or "because".*

Please Print

2. Vocabulary

Due: Friday, March 4, 2016

Complete the spellingcity.com vocabulary activities if you have internet access.

(OR)

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: Thursday, March 3, 2016

Complete the spellingcity.com spelling activities if you have internet access.

(OR)

Complete the Spelling Menu (follow the directions)

4. Grammar

Due: Friday, March 4, 2016

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 online (www.xtramath.com)

6. Social Studies & Science

Due: As Given

Homework will be assigned as needed

How Fast Do You Eat Your Ice Cream?

Your child will read "How Fast Do You Eat Your Ice Cream?" This selection is about the experience of a young girl, Maya Kaczorowski, who loves ice cream but gets headaches after eating it. She decides to explore this topic for her science fair project, and conducts a survey that gets published in the British Medical Journal. For the study, she surveys 145 students in her school and asks them a variety of questions. She finds that one-fifth of these students experience ice cream headaches and that those who eat ice cream faster are more likely to get these headaches.

When you conduct a study, you need to ask the right questions to get the right information. After your child has finished reading "How Fast Do You Eat Your Ice Cream?," you may want to help him or her think of survey questions that would help discover the after-school snack most preferred by elementary school students. An example has been completed for you.

Vocabulary Words:

1. pace: n. rate; speed
2. common: adj. happening often; familiar
3. previous: adj. happening earlier
4. major: adj. important
5. randomly: adv. by chance
6. publication: n. something that is printed or published
7. questionnaire" n. a printed list of questions used by researches
8. rejected: to turn down

Spelling Words:

- | | |
|---------------|-------------------|
| 1. everyone | 13. popcorn |
| 2. sideways | 14. birthday |
| 3. laptop | 15. fireplace |
| 4. playground | 16. keyboard |
| 5. bathtub | 17. yearbook |
| 6. swimsuit | 18. rainbow |
| 7. mailbox | 19. wheelchair |
| 8. goldfish | 20. townhouse |
| 9. upstairs | 21. nighttime |
| 10. blueberry | 22. handkerchief: |
| 11. heartbeat | 23. quarterback |
| 12. teaspoon | |



Name: _____

Comprehension: How Fast Do You Eat Your Ice Cream?

1. What is the genre of this selection? _____
2. What are the three elements of this genre? _____

3. What are the author's three hypotheses?
 1. _____
 2. _____
 3. _____
4. Describe Maya's sample population. _____

5. Why did the author choose this topic for her science fair project? _____

6. How many of the sample population get ice cream headaches? _____
7. The author divides her sample population into two groups. Why? _____

8. Why did the author write an article for a medical journal? _____

9. What does the word "pace" mean in this selection? _____



10. List 3 of the questions the students were asked in a questionnaire before they ate the ice cream.

1.

2.

3.


11. How much ice cream did she use in her experiment?

12. Why did Maya choose to explain how she performed her experiment before giving her results? _____

Name: _____

Date: _____ Student Number: _____

Directions: Get 20 Points! Choose as many activities as you need to make 20 points each week. *Make sure your words are spelled correctly!* You will turn in your spelling homework on **Fridays**. Please **label** which choice you are choosing for each activity.

<p>Count Consonants and Vowels 5 points</p> <p>Make a chart and write each spelling word. Then tell how many consonants and vowels each word has.</p> <table border="1" data-bbox="50 569 505 688"> <thead> <tr> <th>Word</th> <th>Consonants</th> <th>Vowels</th> </tr> </thead> <tbody> <tr> <td>teacher</td> <td>4</td> <td>3</td> </tr> <tr> <td>stapler</td> <td>5</td> <td>2</td> </tr> </tbody> </table>	Word	Consonants	Vowels	teacher	4	3	stapler	5	2	<p>Shape Words 5 points</p> <p>d do don donu donut</p> <p>(or make them boat shaped, wagon shaped, smiley face, etc.)</p>	<p>ABC Order 5 points</p> <p>Write your spelling words in ABC order.</p> <hr/> <p>Sentences 10 points</p> <p>Write each spelling word in a sentence. <u>Underline</u> each word.</p>	<p>Using Dictionary 5 points</p> <p>Look up your spelling words in a dictionary. Write the guide words found at the top of each page.</p> 
Word	Consonants	Vowels										
teacher	4	3										
stapler	5	2										
<p>Write a letter 10 points</p> <p>Write a letter to someone. Use your spelling words. <u>Underline</u> each spelling word. Follow the letter format discussed in class.</p> <p>Parts date, greeting, body, closing, signature</p>	<p>Scrabble 10 points</p> <p>Connect spelling words to create a Scrabble board Example:</p> <p>b c a t u b u s u b</p>	<p>Using rhymes 5 points</p> <p>Write your words and then write a rhyming word next to each word</p> <p>Example: light— bright brag— drag</p>	<p>"NEW" words 5 points</p> <p>Form NEW words by changing 1 or 2 letters in your spelling word.</p>									
<p>Use technology 10 points</p> <p>1. Type out your spelling and/or vocabulary words on the computer.</p> <p>or</p> <p>2. Use the website http://www.wordle.net create a word cloud.</p>	<p>Question 10 points</p> <p>Write questions with your spelling words.</p>	<p>Write a Story 10 points</p> <p>Write a story using the spelling words.</p>	<p>Explain the meaning 5 points</p> <p>Read each word and explain to your parents what each word means. (Parents will be responsible for writing a note in the spelling homework if the student chooses this activity)</p>									
<p>"Ransom" Words 10 points</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p>	<p>Sort the words by parts of speech 5 points</p> <table border="1" data-bbox="529 1843 846 2024"> <thead> <tr> <th>word</th> <th>part of speech</th> </tr> </thead> <tbody> <tr> <td>castle</td> <td>noun</td> </tr> <tr> <td>yelled</td> <td>verb</td> </tr> <tr> <td>old</td> <td>adjective</td> </tr> </tbody> </table>	word	part of speech	castle	noun	yelled	verb	old	adjective	<p>Sort the words by a category (you get to create the category) 10 points</p> <p>words related to cooking</p> <p>frying baking mixing</p>	<p>Picture words 5 points</p> <p>Draw any picture and hide your spelling words in the picture.</p>	
word	part of speech											
castle	noun											
yelled	verb											
old	adjective											

Name: _____

Run-On, Fragment, or Sentence?

Tell whether each group of words is a fragment, a run-on, or a complete sentence. Write the fragment, run-on, or sentence on each line.

1. This afternoon after breakfast 1. _____
2. Justin, will you wash the car it really needs it. 2. _____
3. Sure, I'll wash the car after I eat supper. 3. _____
4. Justin searches for the bucket and sponge. 4. _____
5. The wax on the top shelf in the garage 5. _____
6. Justin fills the bucket with water. 6. _____
7. He washes and dries the car it begins to shine. 7. _____
8. Uses a towel to dry the car. 8. _____
9. Adds a coat of wax to the car. 9. _____
10. When Justin's brother saw the car 10. _____
11. The car looked wonderful. 11. _____
12. Justin saw clouds in the sky he hopes it doesn't rain. 12. _____

Challenge: On the back of this paper, correctly rewrite the fragments and run-ons so they make complete sentences.

Name: _____

Run-On Sentences



These sentences are run-on sentences. Separate each run-on into two complete sentences. Be sure each sentence begins with a capital letter and ends with a punctuation mark.

1. I enjoyed playing basketball with you today do you want to play again tomorrow?

2. It will be too hot to play in the gym let's play at the park instead.

3. Can you teach me how to make a three-point shot I have trouble with those.

4. What time do you want to meet at the park can we play early in the morning?
