



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 19, 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 19, 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: Thursday, March 19, 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 20, 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 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 | |



How Fast Do You Eat Your Ice Cream Comprehension Questions

Directions: Answer in complete sentences in your dive subject notebook in the responding section # 4

1. Where do scientists get their ideas?
2. Why is it important for scientist to communicate their ideas?
3. What is the difference between what the scientist hypothesized and what the author thought?
4. Why did the author write this article for a medical journal?
5. According to the last paragraph on page 445, how might the author find out whether eating ice cream quickly or slowly makes a difference?
6. Why did the author turn her project into an article?
7. How many of the 145 students who are tested get ice-cream headaches?
8. According to the author, why does her dad help her edit the paper?
9. Why does the author include information about her publication process?
10. How does the author end up on television?
11. Can you summarize the author's findings?
12. What did Reuter's News Agency think about the brain freeze?
13. What happens as a result of the article being published?

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?

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.