Tucson International Academy

Academia Internacional de Tucson

图森国际学校

Homework Packet for Third Grade

Week 20

Name_____

Week starts on _____ Due on _____

Each week you are to complete your homework packet and turn it on the day the teacher assigns. Part of the homework is reading 30 minutes a day. This can be done in after school care and they can read to a younger sibling or an adult as well. Weekend reading is encouraged, each week students can get credit for reading on Saturday and/or Sunday. Reading each day is very important to help each student get better at this skill.

☺ *Reading is Fun!!* ☺

Weekly Home Reading Record

Day	Reading Material	Amount of Time	How many pages
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			

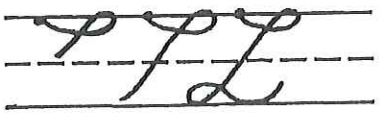
Total Time Reading: Hours_____ Minutes _____

Student Signature_____ Date_____

Parent Signature _____ Date _____

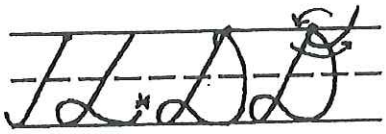
2700 West Broadway Boulevard Tucson, Arizona 85745 (520) 792-3255
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Fat Bellies



L

1. Start at top line. Swoop down slightly and up to make a small underhand loop touching the top line.
2. Continue a left slanted downstroke to the writing line.
3. Make a small underhand loop on the writing line and round a stroke right to place a "fat belly" on the writing line. Stop at 5 o'clock.

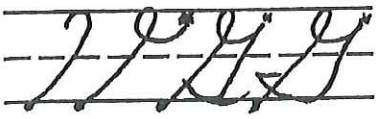


D

1. Start at top line. Make a straight left slanted downstroke to the writing line.
2. Make a small underhand loop on the writing line and round a stroke right to place a "fat belly" on the writing line.
3. Stop at star.
4. Look at the starting point on the top line, and move pencil quickly to it without watching the pencil.
5. Make an overhand left loop at top line and curve up slightly for release.

20

Fat Bellies

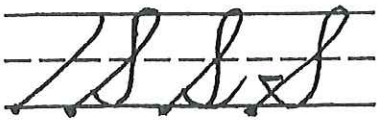


G

1. Start at the writing line. Make upward stroke that curves back left to loop at top line.
2. Swoop right to a point slightly below top line.
3. Stop at the star (*).
4. Continue a downstroke to 5 o'clock and round a "fat belly" on the writing line. Close the shape together at 7 o'clock.

5a. If *G* is connected, retrace bottom of circle and continue for connector stroke; or

5b. If *G* stands alone, continue rounded stroke past the lead-in and make an outside Boat Release.



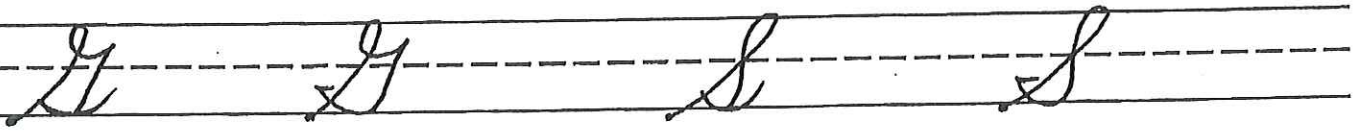
S

1. Start at writing line and make an extremely slanted kite string to top line.
2. Loop left over the top and drop a stroke toward 5 o'clock. Place a "fat belly" on the writing line. Close the shape together at 7 o'clock.

3a. If *S* is connected, retrace bottom of circle and continue for connector stroke; or

3b. If *S* stands alone, continue rounded stroke past the lead-in and make an outside Boat Release.

TIP: The more you slant the kite string, the easier the letter *S* will be.



3rd Grade Writing Homework

Write your spelling words in alphabetical (ABC) order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

a b c d e f g h i j k l m n o p q r s t u v w x y z

Use your spelling words in sentences, using correct grammar, capitalization, and periods. Write neatly, please!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Building Spelling Skills

WEEK 19

Spelling List

This Week's Focus:

- Spell words with the short **u** sound
- Spell words with the schwa sound
- Review words with long vowel sounds

STEP 1 Read and Spell	STEP 2 Copy and Spell	STEP 3 Cover and Spell
1. disagree		
2. again		
3. given		
4. other		
5. money		
6. problem		
7. does		
8. of		
9. some		
10. laid		
11. change		
12. tired		
13. read		
14. nice		
15. lower		
16. _____ bonus word		
17. _____ bonus word		

fold

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Native Americans - Traditional Native American Homes

by ReadWorks

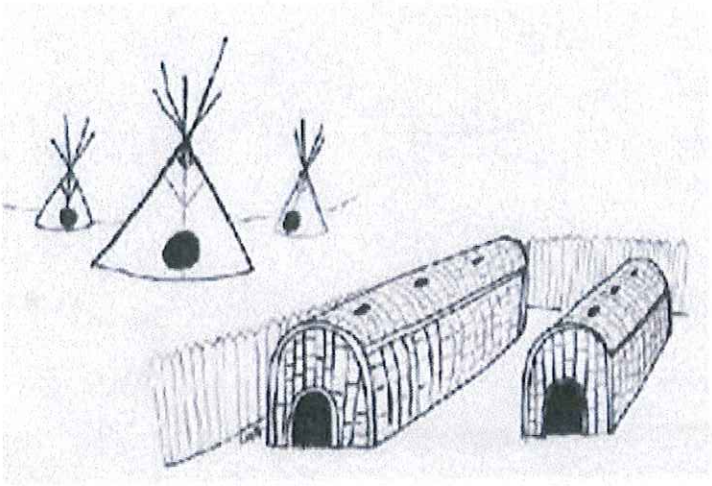


Illustration by Lynn M. Hanousek

Many people have heard of cone-shaped tepees. They are probably the most well-recognized traditional Native American home. However, traditional Native American houses came in many other shapes and sizes.

On the Northwest coast, tribes lived in slant-roofed houses. These houses were built out of cedar planks. The houses were huge - around 40 feet wide and 10 feet high.

The Iroquois built even bigger houses. They were called longhouses. Longhouses were about 100 feet long. There was enough room in them for a large extended family. Parents, children, grandparents, uncles, aunts, and cousins all lived together. No one was left out.

In California, most tribes dwelled in simpler houses. Small shelters were covered in earth or brush. Other California tribes built redwood plank houses.

Farming tribes in the Southwest built pueblos. Pueblos looked a lot like apartment houses. They were made out of stone or adobe. Adobe is a clay mixture. It is usually made into bricks. The bricks are dried in the sun.

In the Midwest, around the Great Lakes, women were in charge of building wigwams. Even the young girls made tiny wigwams for their dolls. Wigwams are tent-like houses. They have frames made of wooden poles. A lot of these tribes moved from place to place. Everyone had to carry their belongings on their backs. When they moved, all they left behind were the frames of their wigwams.

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Name: _____ Date: _____

1. What is the main idea of this passage?

A. Native Americans all lived in the same kind of house.

B. Different tribes built different kinds of houses.

C. In most tribes, women always built the houses.

D. Traditional Native American houses were very small.

2. Which is the largest house mentioned in this passage?

A. wigwam

B. long house

C. redwood plank house

D. slant-roofed house

3. Who probably wouldn't live in a family's long house?

A. a son

B. a cousin

C. a grandmother

D. a stranger

4. The drawing with this passage most likely shows

A. tepees and longhouses

B. wigwams and pueblos

C. pueblos and longhouses

D. wigwams and tepees

5. Based on the passage, tribes in the Midwest most likely built wigwams

A. because they wanted to fit many family members into them

B. because they could be packed up easily when they moved

C. out of adobe and stone

D. out of redwood planks

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6. What was the author's purpose in writing this article?

7. Based on the passage, what did the Iroquois most likely think about family? Why?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Most people think of teepees when they think of traditional Native American homes, _____, different tribes had different types of homes.

A. so
B. after
C. however
D. because

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9. Vocabulary Word: planks: long wide rectangular pieces of wood

Use the vocabulary word in a sentence:

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Five Minute Multiplying Frenzy (C)

Name: _____ Date: _____

Multiply each row number by each column number.
(Range 2 to 12)

×	3	4	9	8	2	6	10	5	7	11
3										
2										
4										
12										
8										
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5										
7										
6										
9										

Time: _____ Score: _____ /100

Fact Families (B)

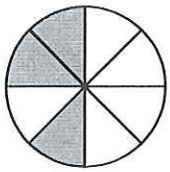
Fill in the blanks to complete each fact family

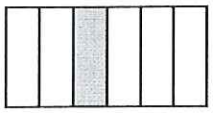
11 × ___ = 110 10 × ___ = 110 ___ ÷ 11 = 10 110 ÷ ___ = 11	5 × ___ = 50 10 × ___ = 50 ___ ÷ 5 = 10 50 ÷ 10 = ___	___ × 12 = 120 ___ × 10 = 120 ___ ÷ 10 = 12 120 ÷ 12 = ___
___ × 6 = 36 ___ × 6 = 36 ___ ÷ 6 = 6 36 ÷ 6 = ___	12 × 10 = ___ 10 × 12 = ___ 120 ÷ 12 = ___ 120 ÷ 10 = ___	___ × 12 = 72 12 × 6 = ___ ___ ÷ 6 = 12 72 ÷ ___ = 6
___ × 8 = 48 ___ × 6 = 48 ___ ÷ 6 = 8 48 ÷ ___ = 6	2 × ___ = 10 5 × 2 = ___ ___ ÷ 2 = 5 10 ÷ ___ = 2	6 × ___ = 48 ___ × 6 = 48 ___ ÷ 6 = 8 ___ ÷ 8 = 6
___ × 10 = 70 10 × ___ = 70 ___ ÷ 7 = 10 ___ ÷ 10 = 7	___ × 12 = 120 12 × 10 = ___ ___ ÷ 10 = 12 ___ ÷ 12 = 10	9 × ___ = 108 12 × ___ = 108 108 ÷ ___ = 12 108 ÷ ___ = 9
7 × ___ = 21 3 × 7 = ___ 21 ÷ ___ = 3 ___ ÷ 3 = 7	4 × 12 = ___ 12 × ___ = 48 48 ÷ ___ = 12 48 ÷ 12 = ___	___ × 5 = 35 5 × 7 = ___ 35 ÷ 7 = ___ ___ ÷ 5 = 7

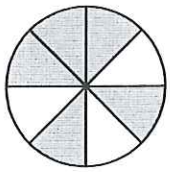
Writing Fractions

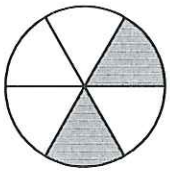
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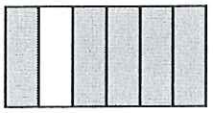
Write the shaded amount as a fraction of the whole amount.

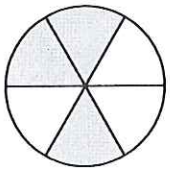
1) 

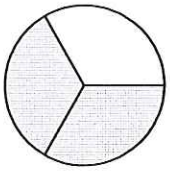
2) 

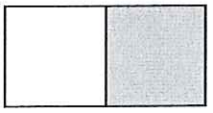
3) 

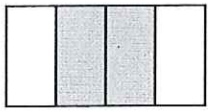
4) 

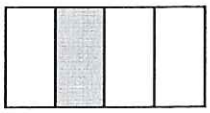
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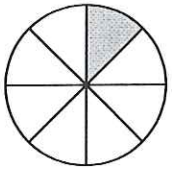
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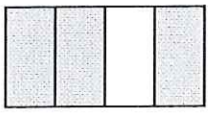
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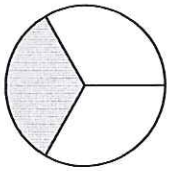
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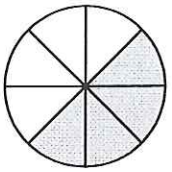
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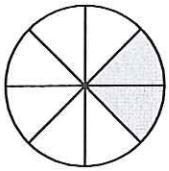
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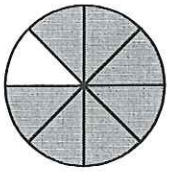
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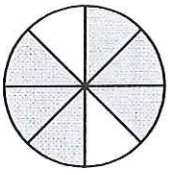
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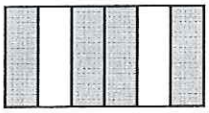
13) 

14) 

15) 

16) 

17) 

18) 

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

1-10	94	89	83	78	72	67	61	56	50	44
11-18	39	33	28	22	17	11	6	0		

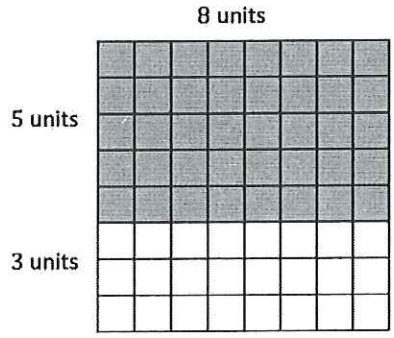
Edulastic

3rd Mod. 4 3.md.7

Collection: **Private**

Created by Tracy Laos

Q1: Find the total area of the large rectangle by adding the areas of the two smaller shaded and unshaded rectangles.



$8 \times 8 = (5 + \square) \times 8$

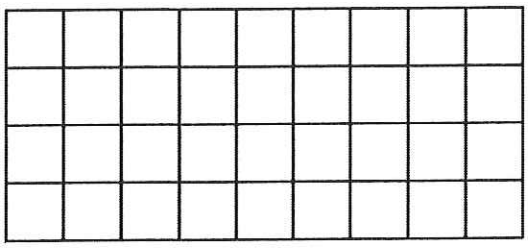
$= (\square \times 8) + (3 \times \square)$

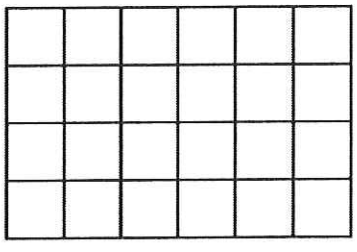
$= 40 + \square$

$= \square$

Area = $\square$ square units

Q2: Ahmed uses square tiles to make the two rectangles shown.



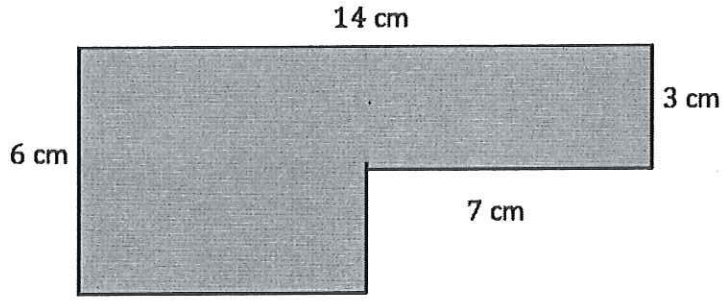


Ahmed pushes the rectangles together to make one longer rectangle. What is the area of Ahmed's new, longer rectangle?

You may use paper to help solve, if needed.

The area of Ahmed's longer rectangle is ____ square units.

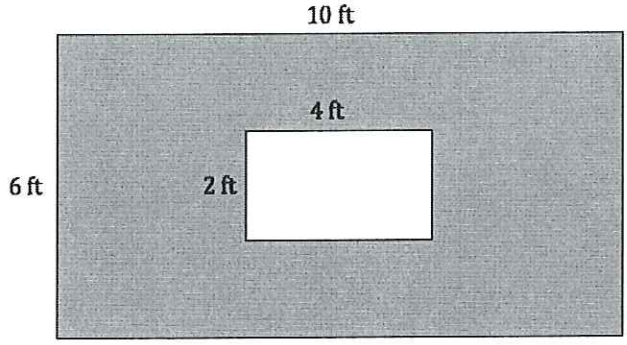
Q3: Natalie and Aaron combine 2 rectangles to create a new shape.
Their new shape is shown below.



What is the area of Natalie and Aaron's new shape? Show your work on paper.

☐ square centimeters

Q4: The figure shows a small rectangle cut out of a bigger rectangle. Find the area of the shaded region.

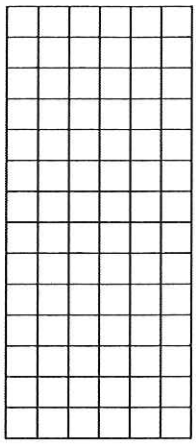


(Figure not drawn to scale.)

Area of the shaded region: ☐ sq ft − ☐ sq ft = ☐ sq ft

Area of the shaded region: ☐ sq ft

Q5: On paper, divide the 14×6 rectangle into 2 smaller rectangles.
Then, find the sum of the areas of the 2 smaller rectangles to find the total area.



The sum of the areas is ☐ square units.