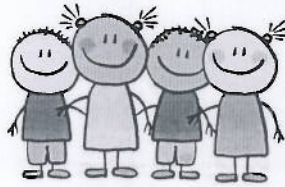


Name: _____



3rd Grade Homework Packet

Quarter 3 / Week 6

The assigned homework is meant to increase student confidence and build foundational skills. This is one of the many ways we hope to keep the home to school connection strong.

Math Practice:

- Twice per week, students will receive an opportunity to practice what we are currently learning in the classroom.
- One night per week will be focused on strengthening your child's basic fact foundational knowledge. This will help support the grade level content we will be learning in the classroom. Although this is assigned once per week, it is encouraged to continually find opportunities to practice briefly throughout the week.

Reading:

Students will read the attached reading material for the week. They may read it over several nights if needed. Then students must answer the comprehension check questions that follow. They can go back in the text to help them answer. This follows what we are doing in the classroom. They may also look up unfamiliar words and discuss the strategies on the sides of the passages.

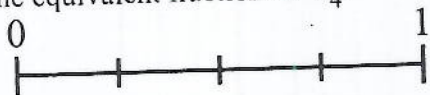
Students are still encouraged to read each night for 20 minutes. However, instead of completing the reading log, students may write to their teacher about what they have read. Students can also use the attached reading material as part of the 20 minutes for one night.

Please return packet at the end of the week.

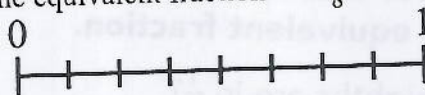


Use the number lines to answer the questions.

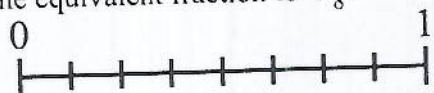
1) Using the number lines shown, what is the equivalent fraction to $\frac{2}{4}$?



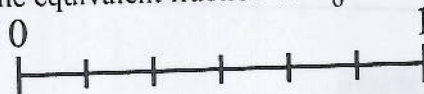
2) Using the number lines shown, what is the equivalent fraction to $\frac{8}{8}$?



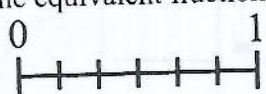
3) Using the number lines shown, what is the equivalent fraction to $\frac{4}{8}$?



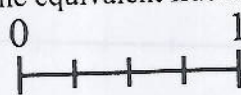
4) Using the number lines shown, what is the equivalent fraction to $\frac{6}{6}$?



5) Using the number lines shown, what is the equivalent fraction to $\frac{6}{6}$?



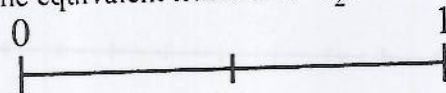
6) Using the number lines shown, what is the equivalent fraction to $\frac{1}{4}$?



7) Using the number lines shown, what is the equivalent fraction to $\frac{3}{4}$?



8) Using the number lines shown, what is the equivalent fraction to $\frac{2}{2}$?



Answers

1. _____

2. _____

3. _____

4. _____

5. _____

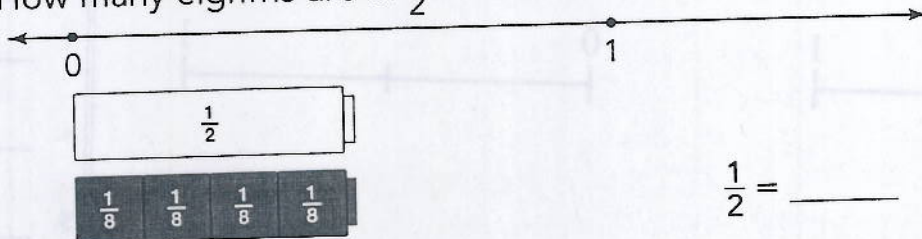
6. _____

7. _____

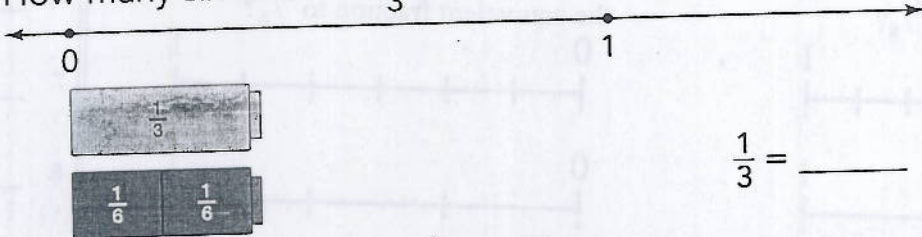
8. _____

Use Fraction Tower Cubes and the Fraction Number Line to build the model. Write the equivalent fraction.

1. How many eighths are in $\frac{1}{2}$?



2. How many sixths are in $\frac{1}{3}$?



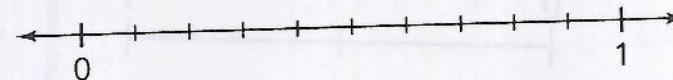
Look at each number line. Color and mark an equivalent fraction. Write the fractions.



$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Guided Instruction

RI.3.3

WORDS TO KNOW

civilization
dominated
expedition
university

Look for language that helps you recognize the sequence of historical events.

CITE EVIDENCE

A Authors use dates and other **time-related words** to let the reader know the **order of events**. Circle the date in paragraph 1. In the same paragraph, underline text describing events that happened before this date.

B Draw a box around other words in both paragraphs that indicate the time of events. Why are these words so important to the reader?



Finding Machu Picchu

(Genre: Science Magazine Article)

- 1 It was the morning of July 24, 1911. Hiram Bingham found himself crossing a bridge on his hands and knees. He crawled over slippery logs joined with vines. The Urubamba River roared below. Bingham went slowly. His guide waited on the other side. Melchor Arteaga had crossed the bridge in bare feet, carefully. It was not the first time Bingham's **expedition** had faced danger. The mountains were steep. The jungle was full of snakes. The river was hard to cross. A week earlier, one member of the expedition had drowned in the rapids.
- 2 Arteaga was a local farmer. He had joined the expedition only days earlier, when the explorers camped near his home. Back at camp, Arteaga learned they were searching for ancient ruins. The farmer told Bingham there were some nearby. He said they were up the mountain, Machu Picchu. Now Arteaga led the way. They crossed the bridge and struggled through dense jungle. It was terribly hot. Arteaga brought them to the bottom of a steep slope. They climbed hard for over an hour.

A Daring Professor

- 3 This was not Bingham's first time in Peru. He taught South American history at Yale **University**, but he had a taste for adventure. He had traveled throughout South America. He had written a book about his journeys. Now he was leading his third expedition on the continent. He had carefully planned every detail. The group aimed to explore Peru from the Urubamba River to the Pacific Ocean. They made detailed maps along the way. They collected insects, plants, and fossils. They explored ruins left behind by the Inca **civilization**.
- 4 The Inca had **dominated** the area centuries earlier. The remains of their buildings were found throughout Peru. In some places, roads they created were still in use. Bingham was fascinated with the Inca culture. He longed to discover a lost Inca city.

Comprehension Check

List the sequence of events in paragraph 2 (involving Melchor Arteaga) that led to the dramatic scene described in paragraph 1.

CITE EVIDENCE

C Authors often include text that helps connect the reader to a person's past. In paragraph 3, draw a box around text that tells about Bingham's life before the 1911 expedition.

D Language showing cause and effect can help the reader understand a sequence of events. Underline the effects of Bingham's third expedition to South America. What caused him to travel all over South America to begin with?

DESCRIBING RELATIONSHIPS BETWEEN IDEAS

Guided Practice

RI.3.3

WORDS TO KNOW

constructed
demonstration
labor
precise

CITE EVIDENCE

A Underline the cause that led to the following effect: "So, a young boy showed Bingham the way instead."

B Circle the words in paragraph 6 that hint at why the houses are "covered with moss." Who built these houses?

Finding Machu Picchu *continued*

A Child Leads the Way

- 5 The explorers reached the end of their long climb. There was a grass hut ahead. Native farmers greeted them. Bingham and his men rested in the shade. They enjoyed the view of the canyon. There were several terraces, flat steps of stone and earth. Bingham saw that the locals used the terraces for farming, just as the Inca had centuries before.
- 6 Local men told Bingham about ruins nearby. Bingham had heard tall tales before. He did not expect to find much. Arteaga did not seem eager to leave the shade of the huts. So, a young boy showed Bingham the way instead. The child led the explorer around a mountain ridge. As they walked, Bingham noticed the quality of stonework was improving. He crossed magnificently **constructed** terraces. He entered a forest. Suddenly, he found himself in a maze of ancient houses. The houses were made of granite, the same kind of rock as the mountain. They were covered with moss and vegetation. Still, Bingham could see the **precise** craftsmanship with which they had been built so long ago.

- 7 Bingham's young guide led him to a cave. The cave was lined with hand-carved stone. Above the cave there was a beautiful, rounded building. Nearby was a stone stairway. Climbing the stairs, Bingham found magnificent ruins. The walls of these ancient buildings were made of perfect, white, ten-foot-tall stone blocks. The site was a remarkable **demonstration** of the Inca's skill, **labor**, and art.

Comprehension Check

1. Who or what contributed most to Bingham's discovery of the ruins?
 - a. Melchor Arteaga
 - b. careful planning
 - c. the young boy
 - d. scientific instruments
2. Based on the text, it is most certain that
 - a. the local farmers lived in stone houses built centuries earlier
 - b. the local farmers knew of the ruins before Bingham did
 - c. the Inca builders used metal tools after trading with explorers
 - d. the Pacific Ocean climate preserved the Aztec stone work
3. The stone terraces were used for farming by both the Inca and the local people in 1911. Did the local people in Bingham's day build their own terraces? Cite evidence.

Independent Practice

RI.3.3

WORDS TO KNOW

excavate
irrigation
theory

CITE EVIDENCE

A In paragraphs 8 and 9, underline the phrases that point to the passage of time.

B Circle information in paragraphs 10 and 11 that helps you figure out how long the Inca lived in Machu Picchu. What helped end the Inca civilization?

Finding Machu Picchu continued

Palace of the Earth Shaker

- 8 Much has been learned about the Inca civilization at Machu Picchu since Bingham's day. People lived there and farmed. An **irrigation** system carried water through the area. About 200 buildings are set on terraces surrounding a central square. The Inca used the buildings as temples, warehouses, or homes. Their walls were designed to stand up to powerful earthquakes.
- 9 There is disagreement about why the Inca built Machu Picchu. Scholars have suggested several **theories**. Hiram Bingham thought that the site was the birthplace of Inca civilization. More recently, others have claimed that Machu Picchu was a religious site. A popular theory from 2008 says that Machu Picchu was a royal summer palace for the great Pachacuti.
- 10 Machu Picchu was built around A.D. 1450. The Inca Empire was near the height of its power. Pachacuti was its ruler. His name, which means "earth shaker," was well deserved. Through warfare, Pachacuti turned his small chiefdom into a mighty empire.
- 11 The Incas deserted the site about 100 years after building it. At the time, they were fighting a losing battle against Spanish soldiers. There is no evidence that the Spaniards ever discovered Machu Picchu. The site was mostly forgotten over the next few centuries. Only the local people knew of it until Bingham's arrival.



Finding Machu Picchu

- 12 After Bingham's discovery, other travelers claimed to have discovered the ruins before him. There is some evidence that Bingham was not the first foreigner to find the site. But he was the first to **excavate** the ruins. He photographed Machu Picchu and wrote about it in detail. It was Bingham who brought these wondrous ruins to the attention of the whole world.

Comprehension Check

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1. According to the text, until Bingham found Machu Picchu
 - a. he had never seen Incan ruins
 - b. he thought it was only a legend
 - c. the site was completely hidden underground
 - d. the site was known to only a few local people
2. What was an effect of Bingham's having found Machu Picchu?
 - a. Archaeologists no longer study Machu Picchu.
 - b. Scholars learned how the Inca Empire died.
 - c. Machu Picchu was brought to the attention of the whole world.
 - d. There is agreement about why Machu Picchu was built.
3. What caused the emperor of the Inca who built Machu Picchu to be known as "earth shaker"? Use text from the article in your answer.
