I am going into THIRD GRADE and I CAN.....

Open and close my lunchbox and containers without help	Operate a microwave to heat up my lunch	Pack and unpack my backpack (snack, water bottle, lunchbox, homework, etc.)	Add and subtract fluently within 30 – use strategies
Skip count by 2s, 3s, 5s, and 10s fluently	Write a sentence using a capital letter and ending punctuation	Read a book independently for at least 20 minutes a day	Can tell time by the minute on an analog clock
Recognize and know value of all coins	Ride a bike without training wheels	*Make my own bed neatly*	Say my full name, address, and a parent phone number

Put a check or a sticker on each box when you accomplish a goal and bring to Orientation to show your new teacher!

Rising to 3rd Grade: Summer Activities

Reading and Writing

Reading: Read both books, ***Giant Squid*** by Candace Fleming (https://www.youtube.com/watch?v=9bHXZUVrJfI) and ***Tentacles! Tales of the Giant Squid*** by Shirley Raye Redmond (https://www.youtube.com/watch?v=NojKVMTXZRE). Pick one activity from below.

Create a project about a squid described in the book, showcasing and depicting 3 new facts you learned about squid/ocean life. Feature and label the facts in your project.

OR

Create a dictionary with 20 new words you learned from reading the book: 1. State the part of speech (noun, verb, adjective, adverb,etc.), 2. write the word and how it sounds, 3. write the meaning in your own words, 4. Use the word in a sentence (from the book).

Here is an example:

noun - camouflage (ka-muh-flahj)
Color, shape, or texture that makes animals, people, or objects blend in with or look like their surroundings
Their camouflage hides the animals from hungry predators.

noun - invertebrate (in-vur-tuh-brate)
A creature without a backbone. Insects, octopuses, earthworms, and snails are examples of invertebrates.
A Squid is an invertebrate and does not have a backbone.

noun - prey (pray)
An animal that is hunted by another animal for food
Squid catch their prey with their two feeding tentacles.

Writing: Take a picture of you and your family and friends exploring the sea/ocean life or other bodies of water. For example: fun in your (inflatable) pool at home, a day at the beach, at the

aquarium, swimming, boat trip, fishing trip, etc. Tell us about it, describing as much as you can remember. Think about adding information about all five senses.

Write an explanatory paragraph

- Give your picture a title.
- Describe your picture: who, when, where, what, why.
- Write in complete sentences.
- Underline 2 important ideas.

OR

Write a Cinquain Poem about you exploring the sea/ocean life. Here is how you do it:
Line 1: One word title, a noun that identifies your topic
Line 2: Two adjectives that describe your topic
Line 3: Three "ing" verbs that describe action
Line 4: A phrase that describes something about your topic
Line 5: A noun that is a synonym or another way to name your topic
Example:
Whale
enormous, giant
jumping, diving, playing
they prey on fish, squid, and other mammals
somersault

OR

Write a story using 1 of the writing prompts from below:

- *For returning AATL students:* TP's adventure at sea.
- The day when fish went on vacation… (Where did they go and what did they do?)
- During low tide you discovered something amazing on the beach! What was it?
- What if a school of fish was actually like a school humans go to? What would it be like?
- Pretend someone gave you a submarine that could take you to the deepest depths of the ocean. Think about what the journey down would be like. What would you see through each of the ocean zones during your descent? What would it be like when you finally reached the bottom?

While scuba diving you discover a cave under the ocean surface and you decide to explore. What happens? What do you see?

3rd Grade Book Suggestions for the 1st Quarter

- A Life in the Ocean: The Story of Oceanographer Sylvia Earle, Claire A. Nivola

- Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist, Jess Keating
- Shark Lady: True Adventures of Eugenie Clark, Ann McGovern
- Swimming with Sharks: The Daring Discoveries of Eugenie Clark, Heather Lang
- Manfish: A Story of Jacques Cousteau, Jennifer Berne
- Mary Cassatt: Extraordinary Impressionist Painter, Barbara Herkert
- The Great Wave: A Children's Book Inspired by Hokusai, Veronique Massenot
- Ocean: A Visual Miscellany, Ricardo Henriques and Andre Letria
- Tentacles!: Tales of the Giant Squid, Shirley Raye Redmond (Summer work)
- National Geographic Readers: Weird Sea Creatures, Laura Marsh
- Surprising Sharks: Read and Wonder, Nicola Davies
- National Geographic Kids First Big Book of the Ocean, Catherine D. Hughes
- Down, Down, Down: A Journey to the Bottom of the Sea, Steve Jenkins
- Sharks, Seymour Simon Seymour Simon's Extreme Oceans, Seymour Simon
- Giant Squid, Candace Fleming (Summer work)
- Narwhal: Unicorn of the Sea, Janet Halfmann

Math

Key skills students should have entering 3rd grade:

- Addition and Subtraction fact fluency within 30
- Hundreds, Tens and Ones place value knowledge
- Reading and writing time to the nearest 5 minutes
- Comparing numbers to 999 using =, <, and >
- Rounding numbers to the nearest 10 and nearest 100
- Use addition and subtraction with regrouping for two-digit numbers
- Measure length using appropriate tools
- Comparing lengths using number sense
- Solve word problems involving money

Workbook suggestions:

-Summer Bridge Activities 2-3

Or any other comparable Summer cross-curricular workbook that you like! ;-)

Math applications for portable electronics:

- Reflex Math for fact fluency (available for a fee)
- Khan Academy (free)
- IXL (20 questions per day free, also available for a fee)
- Sumdog for all math skills (available for a fee)
- Abcya.com (free)
- Math Planet Pro for all math skills (free)
- Bedtime Math for word problems (free)
- Splash Math (available for a fee)

- Math Playground (available for free)

We would like students to first and foremost keep their math facts sharp - both in addition and subtraction - especially fluency within 30. In 3rd grade, we will be focusing on multiplication and division facts fluency – for now as preparation, let's be thinking about repeated addition of equal groups and skip counting when possible.

Please choose ***at least two*** of the activities below:
We would like you to think about using Math in your everyday life. We would like you to be creative in how you would like to demonstrate evidence of the activity selections below - a poster, scrapbook, slide / powerpoint presentation, including pictures of at least two activities and bringing in either completed pages or scratch paper / written work completed, as well as writing a sentence or two about how the activity went (How did Mom and Dad do? How did the game go?) We will present these work artifacts at the beginning of the year.

Lego Math Grab a handful of Lego bricks of various sizes

- the long pieces are the 100's place
- the medium pieces are the 10's place
- the small pieces are the 1's place
- What was your total? Repeat.

Water Balloon Math

Write 2-digit or 3-digit addition and subtraction equations onto water balloons. Fill with water. Write the sum or difference on the sidewalk with chalk. Kids get to bomb the correct answer by smashing the equation balloon that matches!

Hula Hoop Clock

Use a hula hoop and sidewalk chalk to draw the face of a clock. Draw the current time. Add 20 minutes to the time. Add 45 minutes to the time. Add 90 minutes to the time. Hose off the answers and begin again.

Play a Game and Keep score

Play a game that involves score keeping – our rising 3rd grader can keep track of the score!

Garden Math

Buy a packet of seeds at a garden supply store. Read the back label and plant seeds according to the specific measurements. How many inches apart do they need to be planted? How far down into the soil is best for your seeds? What tool did you use to help you make precise measurements?

Skip Counting

Begin with a number between 100-200. Skip count by 4's. What patterns do you notice. Skip count by 6's- write your numbers in rows instead of columns. What do you notice? Skip count by 8's. How high can you count using mental math?

Begin with a number between 300-400. Skip count backwards by 2, 5, or 10. Was this easier or harder than counting forward on the number line?

Counting Collections / Counting equal groups

Open a new bag of Goldfish crackers, jar of nuts, carton of blueberries or box of pasta. How can you count the total? What tools can you use to help you? How will you group them? How can you record your procedure and your total? Think about equal groups and what strategies you can use to count them.

Name _____

Topics **1–15**
Cumulative/
Benchmark Assessment

1. Ella has 58 stickers. James has 9 fewer stickers than Ella. James gives 5 of his stickers to his brother. How many stickers does James have now?

Ⓐ 14 Ⓒ 49

Ⓑ 44 Ⓓ 53

2. Choose all of the problems that you will solve by regrouping if you add using place-value blocks. Draw blocks if needed.

☐ $23 + 79$

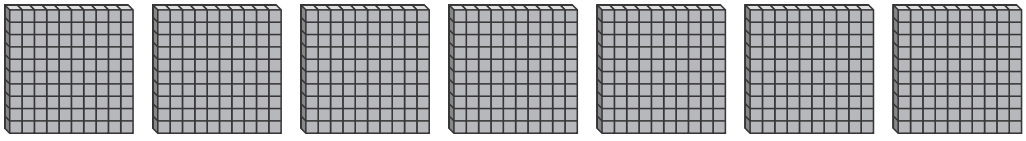
☐ $55 + 35$

☐ $14 + 27$

☐ $46 + 33$

☐ $51 + 23$

3. What number does the model show? Write the number and complete the sentence.



_____ equals _____ hundreds, _____ tens, and _____ ones.

4. Miguel goes to the library at the time shown on the clock.

Choose all of the statements that correctly tell the time Miguel goes to the library.

☐ quarter past 3

☐ 15 minutes after 3

☐ quarter to 4

☐ 45 minutes before 4

☐ quarter past 4

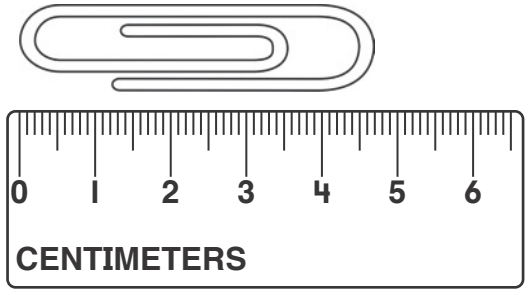
5. James has 65 pennies and 18 dimes. How many coins does James have?

Break apart the numbers to solve.

Show your work.

_____ coins

6. Leon measures a paper clip to the nearest centimeter. What is the length of the paper clip to the nearest centimeter? What would be the combined length of three paper clips?



The length of the paper clip is _____ centimeters.

The length of 3 paper clips is _____ centimeters.

7. Mr. Hom's students collect 438 cans. Ms. Jenson's students collect 343 cans. How many cans do the students collect in all?

Use the open number line to solve. Explain your work.

8. Dean draws a polygon with 3 sides and 3 angles. What shape does he draw?

Ⓐ quadrilateral

Ⓑ pentagon

Ⓒ hexagon

Ⓓ triangle

9. When Kaylie was younger, she was 42 inches tall. Now she is 51 inches tall. How many inches did Kaylie grow?

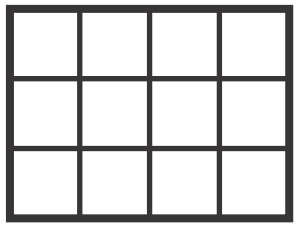
Ⓐ 9 in.

Ⓑ 11 in.

Ⓒ 51 in.

Ⓓ 93 in.

10. Count the number of squares in the rows and columns of the rectangle. Use the numbers on the cards to write the missing numbers in the equations.

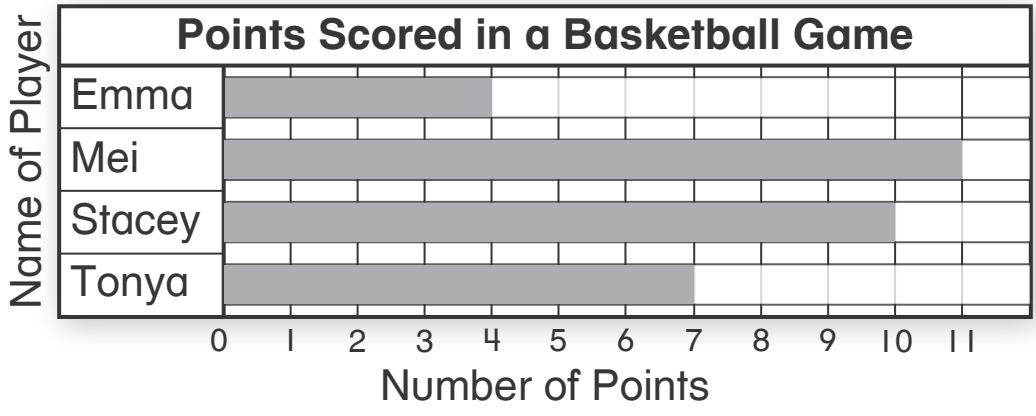


3	4	12

Rows: ____ + ____ + ____ = ____ squares

Columns: ____ + ____ + ____ + ____ = ____ squares

11. How many more points did Stacey score than Emma?



Ⓐ 1

Ⓑ 5

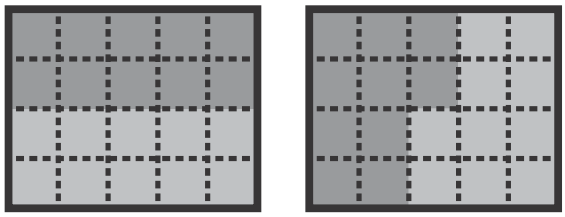
Ⓒ 6

Ⓓ 7

12. David hikes 24 miles on Monday and Tuesday. He hikes 11 miles on Tuesday. Use the number line to find how many miles David hikes on Monday.

Then explain your work.

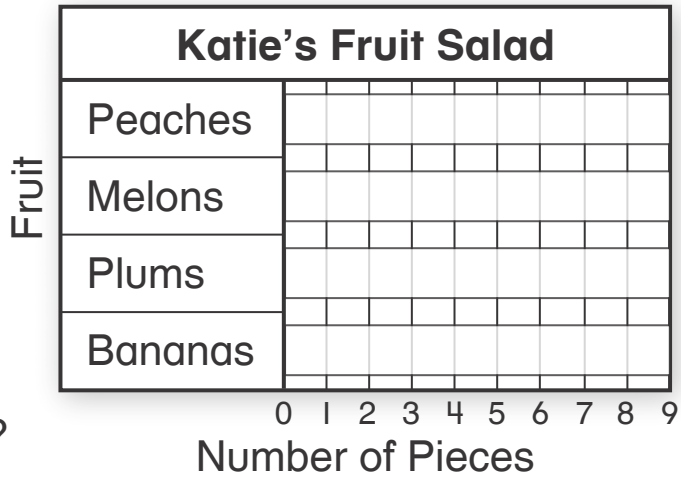
13. Jared says there are only two ways to divide the same rectangle below into 2 equal shares. Do you agree? Use words and pictures to explain.



14. Katie is making fruit salad. She has 5 peaches, 2 melons, 8 plums, and 6 bananas. Show these data in the bar graph. Draw the bars.

How many more plums does Katie use than melons?

_____ more plums



15. Brendan draws a polygon. It has fewer than 6 angles and more sides than a rectangle. Which shape does Brendan draw?

Ⓐ triangle

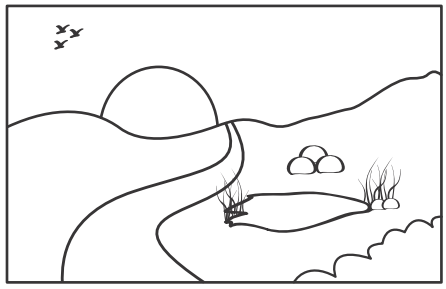
Ⓑ pentagon

Ⓒ hexagon

Ⓓ quadrilateral

16. What is the total distance around the drawing? Use the image below for help.

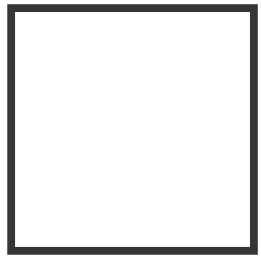
22 in.



14 in.

Distance around: _____ in.

17. Draw lines to show the square with 3 equal shares. Then complete the sentences.



Each share is a _____ of the whole.

The whole is _____ thirds.

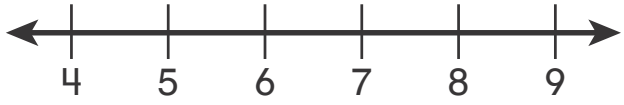
18. Complete the table and the line plot.

A. Use a centimeter ruler. Measure the length of the hairpin to the nearest centimeter. Write the length in the table.

Hairpin Lengths in Centimeters			
6	9	8	5
8	8	5	

B. Use the data in the table to complete the line plot.

Hairpin Lengths



Number of Centimeters

What is the difference in length between the longest and shortest hairpins? _____ cm

19. Lamar is 50 inches tall. Jack is 3 inches taller than Lamar. Keiko is 5 inches shorter than Jack. How tall is Keiko?

42 inches	48 inches	52 inches	58 inches
Ⓐ	Ⓑ	Ⓒ	Ⓓ

20. Use the table to complete the picture graph.

Season	Number of Students
Spring	3
Summer	5
Fall	4
Winter	2

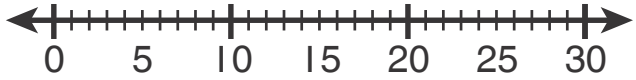
Favorite Season	
Spring	
Summer	
Fall	
Winter	

Each  = 1 student

Which sentence is true about the picture graph? Choose all that apply.

- ☐ 14 students voted in all.
- ☐ 3 fewer students voted for spring than summer.
- ☐ 2 more students voted for fall than winter.
- ☐ 3 more students voted for summer than fall.
- ☐ 15 students voted in all.

21. Avery ran 15 miles last week. He runs 11 miles this week.



Use the number line to find how far Avery runs in all. Then explain your work.

_____ miles

