Welcome to Third Grade!

Dear Parents,

Although summer is an important time for rest and relaxation, it is very important that we keep our brains sharp and challenged! Daily reading and review of Math skills reinforces and builds upon what they know, and research has shown that this practice helps maintain and increase what they have learned over the school year!

Math:

Addition/Subtraction Facts MUST BE memorized and mastered by the time school starts we will be working on speed drills daily to.

How this is accomplished is up to the individual student and his/her parents and their learning style Some learn best by using flash cards, others from a workbook, and others from playing games (I am attaching a couple online math fact games). The important thing to remember is that these facts will be used throughout the Math program. Parent involvement is necessary. Please help to ensure you student is prepared to tackle the challenges of the third grade curriculum.

Suggestions:

- Summer Quest Workbook – can be purchased at teacher stores, such as Lakeshore Learning!
    - o This emphasizes skills in many subject areas to help students in reviewing important skills. Checking work at regular intervals and correcting errors immediately is crucial for this type of summer work.
- Writing postcards and letters to friends and relatives
- Websites for your child:
    - o https://mathusee.com/e-learning/drills/
    - o https://www.factmonster.com/math/flashcards
    - o IXL.com
        - Many more to list, a lot of these websites will give you a free trial, or have a summer special for a low price.

Reading; Book Shares

 It is recommend reading every day for at least 15 minutes, students should remember to do the five finger test to aid in determining which ones are appropriate for their reading level.

This summer I strongly recommend to encourage your child to read chapter books •

Summer reading will be used for first grading period book share. Each student will do three (3) book shares during the first grading period. Book share info sheets (all 3) + first visual aids are due first week of school, the other two visual aids will be due at the time of presentation (dates will be provided 2 weeks in advance).

If a student is absent on the assigned day, makeup presentations will be scheduled with a week of the return date. If a student fails to prepare or forgets presentation materials at home, no makeup date will be possible due to the tight schedule. Instead, an alternate assignment will be given, worth a maximum of 79 points (C). For this reason, it is important to be prepared on the assigned day. Assigned date will be shared with you at least two weeks in advance.

The book share will be graded in two parts;

Part one is the presentation which is worth 100 points, and will be graded using the book share rubric, which is provided on the back of this page for your reference.

    a. Every presentation must include a visual aid. A visual **MUST be something MADE by the student.** A collection of objects, for instance, would not count as a visual. Visual aids must be of appropriate size and design to be easily seen from the back of the classroom.

    b. The minimum size is 14" x 22" (half of a poster board). Most students choose to make a poster as a visual aid; however, there are many other possibilities.

    c. Please also make sure that you have the book available during the presentation in case your teacher or another student would like to see it.

Part two of the grade comes from the book share info sheet (attached), also worth 100 points.

    a. This page must be completed at home and turned in at the beginning of the school year with the rest of the summer packet.

    b. Please note that in addition to correctly completing all of the items on the sheet, a portion of the grade also comes from "GUMS" (grammar, usage, mechanics, and spelling), so it is important that the student check over the paper carefully for spelling, complete sentences, etc.
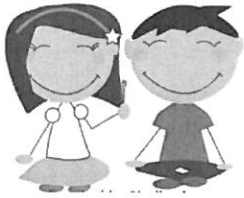
My prayers and thoughts are with you all this summer! I am looking forward to the school year with you all! ☺ Enjoy the sun, the restful days, and the warm weather!

Sincerely

Mrs. Yassa

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Book Share Rubric

Student Name: _____

Presentation Date: _____

Audience involvement/Execution/Creativity/originality	1	2	3	4	5
The student used at least one visual which followed guidelines.	1	2	3	4	5
The student shared the "vital" info about the book. (author, title, main character(s), summary)	1	2	3	4	5
Everything was neat.	1	2	3	4	5
Student seemed to be knowledgeable about the book	1	2	3	4	5
Appropriate, approved book choice	1	2	3	4	5

Presentation/Speaking Skills:

The student spoke loudly enough.	1	2	3	4	5
The student looked at the audience while speaking.	1	2	3	4	5
The book share lasted 3-5 minutes.	1	2	3	4	5
The student closed by asking for questions	1	2	3	4	5

Total Points Earned: _____ /50

Multiply by 2: _____ /100
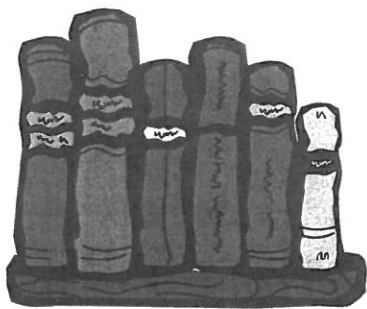
Book Share Info Sheet

Name: _____ Number: _____

Date of presentation: _____

Title (5 points): _____

Author / illustrator (5 points): _____

Publisher (5 points): _____ Publication City (5 points): _____

Publication Date (5 points): _____ Genre (10 points): _____

Summary of the story (do not tell the ending!) (20 points):

_____

_____

_____

_____

_____

_____

(5 points) Copy a quote from one of the characters on the lines below. This quote expresses a...   fact   opinion

_____

_____

(10 points) What does this book remind you of? *Note: You will get zero points if you say "nothing"!*

_____

_____

_____

(10 points) Choose one word from your book that might be tricky to a fourth grade reader. Write the word and the dictionary definition below.

_____

_____

_____

(10 points) I read the whole book.   Yes   No

To be completed by the teacher

Grammar/Usage/Mechanics/Spelling (GUMS) on this page   2   4   6   8   10

Total points for info sheet: _____
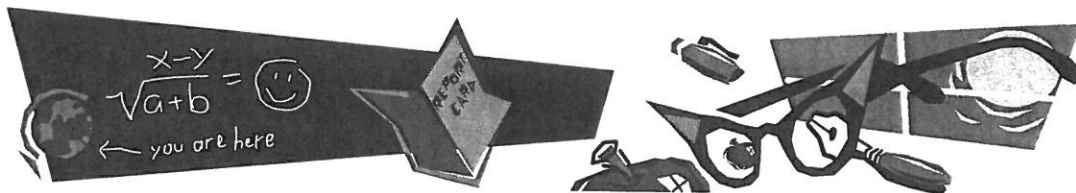
Parent Guidelines for Book Shares

Introduction

It is very important to me that your child learn personal responsibility in fourth grade so that he or she will be ready for the challenges to come in fifth grade and beyond. One of the reasons I do book share projects is to help your child develop the responsibility of planning and completing a long-term project. Another reason is to evaluate what your child can come up with on his or her own to fulfill a given set of requirements. With this in mind, I have created the following guidelines to help you to help your child be responsible for this project. You may choose not to assist your child at all, but if you would like to help, I have given suggestions below for appropriate ways to do so.

Please <u>DO NOT</u> help your child by...

✗ coming up with presentation ideas for him or her.
✗ giving technical assistance with things like newspaper pages, web pages, finding graphics on the internet, or creating titles for posters.
✗ showing or telling your child how to create his or her idea.
✗ doing lettering on signs or posters.
✗ editing your child's writing for spelling and grammar by pointing out specific errors or telling your child how to correct errors.
✗ telling your child how to re-word something so that it "sounds better."

You <u>may choose</u> to help your child by...

✓ helping your child figure out how to make a "game plan" for finishing the book and completing the work:
  • Do NOT set the deadlines for your child--he or she is ready to learn this skill now.
  • Do sit with your child and talk about how to do this, letting your child come up with estimates for how much time to allow for each part.
  • Do give feedback on your child's estimates if they don't seem adequate.
  • Do help your child to write the deadlines he or she has created in the agenda book and on your calendar at home.
  • Do give your child reminders as needed as his or her planned deadlines approach.
✓ giving your child strategies for coming up with his or her own ideas:
  • brainstorming
  • thinking about his/her own interests and talents
  • reviewing the list of ideas from class and from the website
  • searching for ideas on the internet (try searching for "book reports")
✓ giving feedback on your child's ideas, asking questions like...
  • "Are you sure you can do that big of a project?"
  • "Do you have enough time to do all of that before it's due?"
  • "What will you make that out of?"
  • "How will you make that?"
  • "How is that going to work?"
✓ cutting, coloring, gluing (unskilled "grunt" work that anyone could do)--especially if hot glue or dangerous cutting are needed.
✓ helping your child to gather the necessary materials (Have your child make you a list of what is needed and discuss with you what items are essential so that he or she can learn the skill of planning and prioritizing under a budget.).
✓ giving *general* feedback about spelling and grammar, such as:
  • "You need to look at your spelling again for this page."
  • "You have some fragments on this page."

Book Share Ideas

Remember!

- The book must be a novel (chapter book).
- Your presentation must be 3-5 minutes long.
- You must fill out an information sheet and turn it in before you start.
- You must come up with a visual for your presentation, such as a poster, model, or computer slide show, even if the description below does not mention a visual.
- Visuals must be <u>made</u> by the student (not just collected).
- Visuals must be at least 22"x14" (half posterboard) and easily viewed from the back of the room.
- Points will be deducted for visuals that are sloppy, hard to read, or are not colored.
- This is not your parents' homework! See the Parent Guide for appropriate ways that parents can help.

- **Book in a...**
  Choose any container for your book project. You may choose any container that suits your needs or theme of your book (manilla envelope, paper bag, plastic bag, can with a cover, box, or any other container that you can imagine. Be creative!) Decorate the container with details appropriate to the book. We should know something about the book by examining the outside. Be sure your name and the title of the book are labeled. Inside the container, include the following: 6 questions that could be answered by reading the book. 3 of these should be skinny, basic fact questions, and 3 should be fat discussion or thinking questions; 5 vocabulary words from the story, with their definitions and the sentences from the book that the words were used in; 5 items that depict the story in some way. Make sure that the setting and main characters are represented in your project. When you present to the class, you will share all of the items in your container. For the vocabulary, read the sentences containing the words and allow students to guess at their definitions before you reveal the definitions.

- **Picture book author**
  Create a picture book version of the story that would appeal to younger students. Make sure that each page is illustrated and colored. Re-write the text which is on your reading level to a much shorter version on a much lower reading level. This must be completely in your own words. Design a cover and a title page. Make sure that the front cover and title page both give the original author's name and the words "Adapted by:" and your first and last name. If you do a great job, we'll ask to have your book on display in the media center.

- **Flat Whoever!**
  In the book Flat Stanley by Jeff Brown, Stanley wakes up one day and is as flat as a pancake! Make a life-size "flat" version of a character from your book (you might want to have someone trace around your body to get you started). Be as detailed as possible and decorate your character using descriptive information from your book. Then, write a character description in your own words for the character. This should include not only a physical description, but character traits as well (hint: Use your character traits sheet from reading). Give examples from the text to support the character traits you choose. Present your flat character and description to the class!

- **The funny papers**
  Create a comic book which illustrates a key scene from the book. Make sure that all of your drawings are colored and text is easy to read. If you do a great job, we'll include your comic book in our classroom library!

- **Retell the story**
  To prepare for this presentation, you will have to stretch your mind and think from a different POV (point of view) from which the story was written. You will choose a key part of the story and re-write it as if a different character is telling the story. For instance, many of the books you will read are written from a child's perspective. You could re-write the key scene from the mother or teacher's perspective to show how different it would be. Example: The student's POV--"My mom is always nagging me. I don't even know what she's bugging me about." The mom's POV--"I kept telling Johnny to pick up his clothes, but he just ignored me! It made me so mad."

- **Surfing the Net**
  Find five websites that relate to your book in some way. At least one of the websites must apply to the author and one to the setting (time and/or place). Be prepared to share the website addresses with the students (in a handout or on the board). Then,

prepare a short presentation telling how you found the websites and what information they include. Tell students why they may want to visit the websites. You may want to show the websites to the class on our TV. If so, you must let Mrs. C. know in advance so she can set this up for you. Be prepared to give your teacher a printout of the front page of each of the sites when you're done with your presentation.

- **Dear Mr. Henshaw,**
  In the classic book Dear Mr. Henshaw by Beverly Cleary, the main character begins a correspondence with his favorite author. Write a letter to the author of your book. Give your opinions about the book and your reasons for your feelings. Ask the author several questions. Then, do research about your author to find out how he or she might answer your letter. You may want to use our media center, your public library, or the internet to help you. Write a reply from the author using the research you found.

- **Interview with a character**
  Compose six to eight questions to ask a main character in the book. Then, write the character's response to each question. The questions and answers should provide information that shows you read the book without giving away the most significant details. Then, pick a friend to play the interviewer and perform your interview for the class. Challenge: Dress up as your character. Choosing a secondary character will also make this one more of a challenge.

- **Interview #2**
  This one is a little more challenging. Dress up as a character from the book. Tell the class about the book, and then allow them to ask you any questions they choose while you stay in character. Answer the questions as if you are the character from the book.

- **Skit or play**
  The student, alone or with friends, acts out a key scene from the book, then explains the scene to the class. Make sure that the student(s) participating with you have had a chance to rehearse.

- **The Daily News!**
  Create a front page for a newspaper from the town or city where your book is set. Besides news stories, you may also want to include appropriate advertisements, editorial column, gossip column, weather, or other features. Tie every part of your newspaper page in with your book. Make a copy for each person in the class (including Mrs. C.), and tell the class about your newspaper page and how each part relates to the book.

- **Dear Diary**
  Think carefully about your character and create a diary or journal that he or she would keep. Would your character have a beautiful journal with a cloth cover? A messy one with a torn cover? One with drawings in it, or just words? Create a diary or journal book and fill it with at least 3 entries which give the character's POV (point of view) of an important part of the book. Make sure that your entry gives the character's feelings about the events. You may have to infer this from other clues in the story, such as how the character acts, what he or she says, or how he or she is described after the event occurs (Is he scowling? Is she yelling at everyone? Is he shaking? Is she laughing hysterically?) Challenge: Choose a secondary character instead of a main character.

- **Found Poem**
  Create a found poem. Choose several words or phrases from the book that sound good, that you like, or that are important to the book. Put them together to form a poem. You should choose 8 or more words or phrases. Create an illustration to go with the poem. Share how you created the poem, how it relates to the story, and what the illustration represents.

- **Game Show**
  Create a game show that goes with your book. Plan out a format, rules, and make any necessary props. Employ friends to help you play out the game show for the class. You may choose a real game show to model your show after, or make up a brand new game show of your own creation! Please do not repeat the same type of game show that another classmate has already done.

- **Game**
  Create a game that goes with your story. The game must share the main characters and basic plot of your story. The whole class must be able to play your game, or you must create a 3-5 minute presentation about your game. If you'd like, the game can be put into our game basket for indoor recess days.

- **Oral Report**
  Write a regular, written book report. Stand up and read it to the class. You must practice first so that you are able to look at your audience as you read. The presentation must be 3-5 minutes long.

- **Timeline**
  Create and present a timeline of the events of the book. You may illustrate the timeline if you like. Please write a paragraph for each event on the timeline. Include 4 or more events, but don't give away the ending!

- **Puppet Show**
  Make your own puppets and write a script for a puppet show that you can present in 3-5 minutes to the class.

- **Read-Aloud**
  Choose an interesting or exciting part of the book to read aloud. Try to choose a part that will make students very curious to read the book themselves! Rehearse reading it, using different voices for the characters. Read aloud to the class, then tell why you chose that part and why you think other students should read that book.

- **Party Time!**
  When appropriate to the story, you may plan a celebration for a character in your story. Create decorations for the party, either party favors or a snack which goes with the book, and a party hat for yourself. The hat should be decorated to show the book's

setting. The party favors or snack MUST be appropriate to the story...do not just bring cupcakes! While the class enjoys what you've brought, you tell about the book. Example: In my book James won the school spelling bee. I am planning a party to celebrate James's win. I will bring the class bee pins to wear as a favor, or maybe pretzels attached together with gum drops to form letters of the alphabet as a snack. For decorations I will make banners that say, "Congratulations James!" and "School Spelling Bee."

- **Bookbag or Suitcase**
  Pack a bookbag or suitcase for one of the characters. Include at least 10 important objects. Show each object to the class and explain why you chose that object. Then tell about the plot and characters of the story.

- **Book Song**
  Write a song that tells about your book. You can make up your own tune, or put your words to a familiar tune. Alone or with friends, perform your song for the class. Use the rest of your presentation time to tell about the story and characters.

- **Reading Rainbow**
  Do a Reading Rainbow style book review. You know how the kids go on that show and they tell about a book they enjoyed? Yours should be like that, only longer. You may read part of the book or tell about the author to use the rest of your presentation time.

- **Giant Venn Diagram**
  Make a poster showing a venn diagram. On the venn diagram, compare the main character with yourself, another character from the book, or another character from a different book. List at least 5 items in complete sentences in each part of the venn diagram. Challenge: Create a venn diagram with 3 or 4 circles, comparing even more characters at once!

- **Ebert & Roper book review**
  Have you ever seen those old movie reviewers, Ebert and Roper? They're the ones who give "Thumbs Up" or "Thumbs Down" to rate the movies. Like these famous movie reviewers, you'll write a short review of your book. The review should not only give your opinion of the book, but WHY you feel the way you do. Try to base your reasons on what you know about good writing, like use of descriptive language, realistic dialogue, an interesting setting, an exciting climax, etc. To conclude your review, give a rating of Thumbs Up or Thumbs Down.

- **You're the teacher**
  Pretend that you are a fourth grade teacher. Create a lesson that goes along with your book. It might include a short quiz over the facts of the story, a word search using challenging words from the book, or some information presented on the board or overhead projector. Be creative and have fun with it!

- **Your own great idea!**
  Come up with a neat presentation of your own that will include a visual and last 3-5 minutes. Be creative and have fun with it! Be sure to check with me to see if your idea is acceptable!
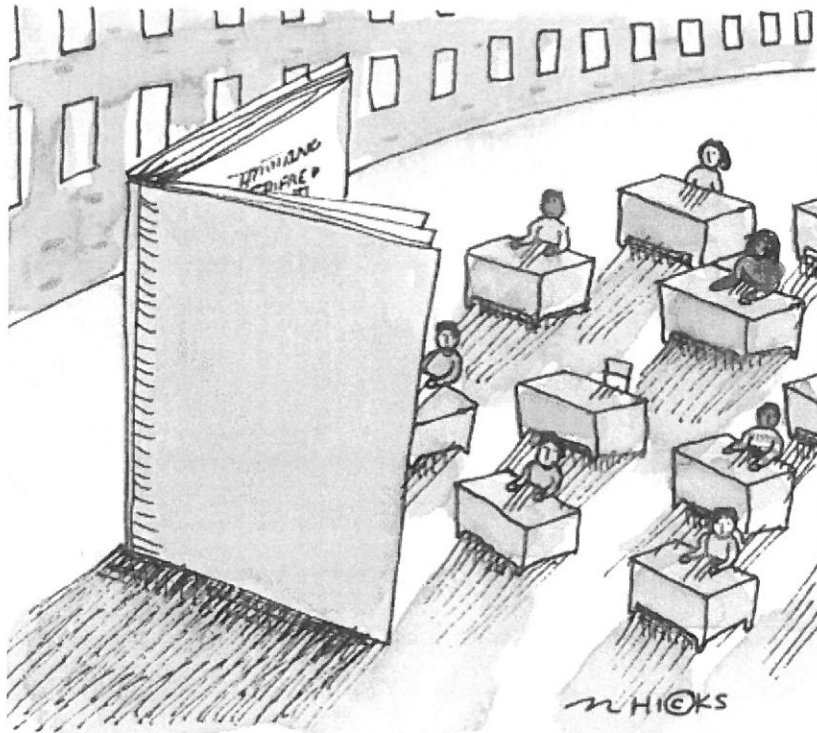
Create a Summer Journal

Use the ideas listed or create some of your own. Try writing some of your journal entries in cursive. Complete at least one a week and then come see me during the first week of school. I will have a special prize for you. I hope you enjoy journaling.

Task for Today
Week One
You have just finished third grade. Write ten questions that you could ask a grandparent about his/her third grade experience. (ex. What was your favorite lunch food?)
What was your favorite thing you studied in third grade? Write a paragraph about it.
Draw a beverage can invention that can be used to catch mosquitoes. Write four sentences to describe it.
Draw a time line from the year 2000 to the year 3000 with one hundred-year intervals. Write one sentence at each interval (2100, 2200, 2300, etc.) to predict future happenings.
Make a word list of ten things to do in the summer. Now use these words to make a word search. Have a friend or family member solve the puzzle.
Write the words "summer vacation" at the top of your journal page. Now write fifteen words from the letters in "summer vacation." (ex. master, Sam, action)
Draw three animals you have seen in the wild this summer. Write a descriptive paragraph about one of them.

Week 2
Write six questions you would need to ask if you were planning to make a reservation for a trip on an airplane. (ex. What kind of food will be served on this flight?)
Plan a picnic menu using ten special foods you eat during the summer. Now make a shopping list of what you would need to buy at the grocery store if you were going to serve these foods at your picnic. (ex. hot dogs = buns, hot dogs, catsup, mustard, relish)
You have decided to sell your bike. Write a newspaper ad about it. Be sure to include all the things a perspective buyer might need to know about your bike.
Write five questions you would ask someone your age who lives in China, and five questions you think they might ask you.

When you were younger, what was your favorite bedtime story? Explain why you liked it so much.

In the poem "If I Were King" by A. A. Milne, Christopher Robin says,

"I often wish I were a King,
And then I could do anything."

Write five sentences telling things you could do if you were king or queen of your own country. Write five sentences telling things you could not do if you were king or queen of your own country. Include the word because in your sentences. (ex. If I was a queen, I could not drive my own car, *because* it would be a limousine and way too complicated for me.)

Tell in eight to ten steps how to do something (wash a car, make a bed, cut the lawn, week a flower bed, etc.).

Week 3

Happy 4th of July!! Write a paragraph about why you love living in the USA.

Write four safety rules for using fireworks. Now watch the people you know who use fireworks on Independence Day. Did they follow your rules or break them?

Create a birthday invitation for your next birthday. Then list the people you would want to invite.

Design and draw the floor plan for the perfect tree house. Write five sentences that tell about it.

Make a list of ten things you can do without spending a cent. Put a star in front of the one you do most often. Put a smiley face in front of the one you want to do tomorrow. Put a check mark in front of the one you want to do with your best friend.

May I...? Write ten questions starting with "May I..." that you could ask a friend or family member. (ex. May I get a pet boa constrictor for the empty aquarium in my bedroom?)

Write about an imaginary July vacation. Where would you go and who would go with you? What sights would you see? How much money would you need/spend? How would you travel to your destination? Add other ideas of your own by answering other questions about this topic.

Week 4

Design a bumper sticker for your perfect July vacation spot. Be sure to include the location and a slogan.

Are you the oldest, youngest, in-between, or only child in your family? Write four things that you like and four things you dislike about your position in your family.

Draw a picture of yourself playing your favorite sport or game. Now write about how to play it.

Think about the message on your answering machine. Write a new one that is catchy and fun!

It is twelve years in the future. Draw yourself and your Surroundings. Now write about it.

A child your age ran up to you and asked for help. The child couldn't remember who he/she was or where he lived. Complete the story.

The circus is giving away pet elephants. Write a letter to your parents to convince them to let you have an elephant. Be sure to include why you want it and promises about how you will care for it.

Week 5

Dear Abby,
    I have a problem (real or imaginary)... Write a letter to Abby asking for advice.

Now make believe you are Abby. Write back to yourself and give yourself the advice that solves your problem.

In your own words, rewrite a paragraph from a book.

Make a grocery list your parents can use when they go grocery shopping this week.

If you could change three things in the world, what would they be? Be sure to include the word *because* in each sentence.

Now choose one of the things you would change, and brainstorm five ideas that make this change possible.

Draw a floor plan of your bedroom. Write a paragraph to tell about it. Now write a second paragraph telling what changes you would like to make.

Week 6

Draw your favorite animal. Write five questions you would ask, and the answers your favorite animal might give.

Write one word that describes you next to each letter in your first, middle, and last name. (ex. C-confident
                              O-original blond
                              N-noisy, at times
                              N-nifty golf clubs
                              I-interesting
                              E-exciting)

You own a store! Name your store, tell its location, describe the building, describe the inside, and tell about what you sell.

You are trapped in the attic. Make a list of four ways you will

get the help you need in order to get out of the attic.
Write a TV commercial for a new item (food, toy, game, etc.) (ex. Vilbas Golf Balls are just what you need to improve your golf score! These golf balls only land in the fairway, never the sand, rough, or water. They will extend your hit by twenty yards, and they will always go in the hole, never past it. They come in a variety of colors and patterns, even striped. They are only fifteen dollars for a box of twenty. Stop at any pro shop to get the perfect golf ball for you…Connie Golf Balls.)
Choose another country. Write ten things you know about it. (ex. 1. Mexico is south of the United States. 2. In Mexico, the people speak Spanish. 3. The Gulf of Mexico is east of Mexico and the Pacific Ocean is west of Mexico.)
Use the melody from "Twinkle, Twinkle, Little Star" and write new words. (ex. Teaching is a good career, Children make you laugh and cheer, Schoolwork keeps you busy at night, Bulletin boards can be a fright, Teaching is a good career, Children make you laugh and cheer.)

Student Name:

_____

_____

Instructions: Read each question carefully and select the correct answer. Show all your work for full credit.

1. Myra and her dog lost 3 balls at the park last month.   They also lost 4 balls at the park this month.   How would you figure out how many balls Myra and her dog lost at the park altogether?

    A.   4 - 3 = 1 ball
    B.   7 - 4 = 3 balls
    C.   3 + 4 = 7 balls
    D.   4 + 1 = 5 balls

2. Paul read 23 books last month.   This month he read 24 books.   How would you figure out how many books he read in all?

    A.   24 - 23 = 1 book
    B.   23 + 24 = 47 books
    C.   47 - 23 = 24 books
    D.   47 - 24 = 23 books

3. Jack spent 3 hours working in the yard yesterday.   He worked in the yard for 6 hours today.   How would you figure out how many hours he spent working in the yard altogether?

    A.   6 - 3 = 3 hours
    B.   3 + 6 = 9 hours
    C.   3 + 16 = 19 hours
    D.   16 - 3 = 13 hours

4. Pedro bought his mom 24 daisies.   His mom gave 10 of them to his sister.   How would you figure out how many daisies his mom kept?

    A.   34 - 10 = 24 daisies
    B.   10 + 34 = 44 daisies
    C.   24 + 10 = 34 daisies
    D.   24 - 10 = 14 daisies

5. Which plane will most likely be the 2nd to fly past the flag?
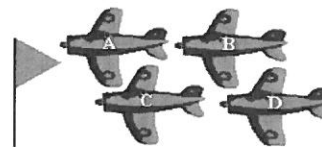
    A.

    B.

    C.

    D.

6. Which trophy shows fourth place?

    A.

    B.

    C.

    D.

7.
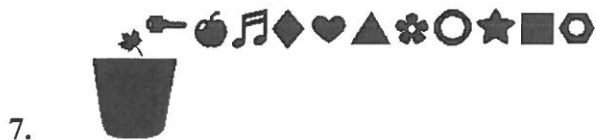
Which item will be the tenth to fall into the bucket?

A. ■

B. ○

C. ★

D. ⬡

8. What place did Cruz win in the bubble blowing contest?

A. second
B. first
C. eighth
D. seventh

9. How much perfume is in the jar?

A. 5 ounces
B. 8 ounces
C. 1 ounce
D. 4 ounces

10. How many cups of sugar are in the measuring cup?
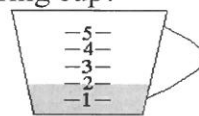
A. 2 cups
B. 1 cup
C. 3 cups
D. 4 cups

11. What is the greatest amount this paint can is able to hold?

A. 4 gallons
B. 3 gallons
C. 2 gallons
D. 1 gallon

12. How many gallons of gas are in the barrel?
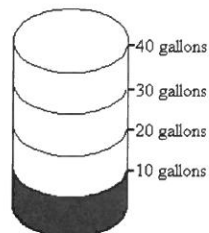
A. 20 gallons
B. 40 gallons
C. 10 gallons
D. 30 gallons

13. Kevin started painting the doghouse at 8:00A.M. If it took him 2 hours 30 minutes to paint the doghouse, at what time did he finish painting?

   A.   10:00A.M.
   B.   9:00A.M.
   C.   10:30A.M.
   D.   9:30A.M.

14. On Monday, Kenta went to school at 8:00 AM. He left school at 11:00 AM because he was sick. How long was Kenta at school?

   A.   3 hours
   B.   17 hours
   C.   5 hours
   D.   8 hours

15. Open House is from 6:00P.M. until 7:30P.M. How long is Open House?

   A.   2 hours
   B.   2 hours 30 minutes
   C.   1 hour
   D.   1 hour 30 minutes

16. Megan went to a play that started at 7:00P.M. The play lasted 1 hour 30 minutes. At what time did the play end?

   A.   7:30P.M.
   B.   6:30P.M.
   C.   9:30P.M.
   D.   8:30P.M.

17. Put the objects in order from shortest to tallest.

   A.
   B.
   C.
   D.
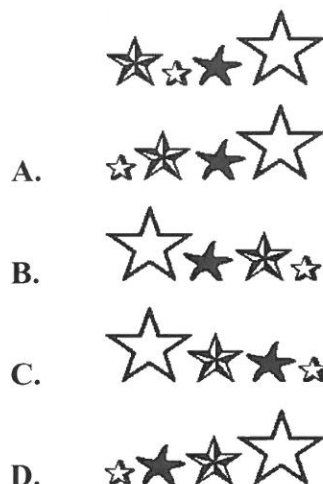
18. Put the objects in order from shortest to longest.

   A.
   B.
   C.
   D.
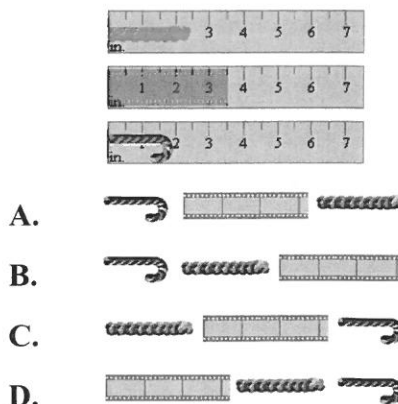
19. Put the objects in order from shortest to longest.
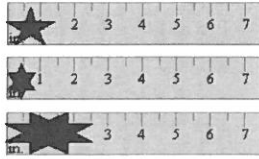
A.

B.

C.

D.

20. Put the objects in order from shortest to longest.
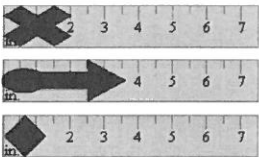
A.

B.

C.

D.

21. Most people eat supper _____ .

A. in the evening
B. before breakfast
C. in the afternoon
D. in the morning

22. The school day starts _____ .

A. at night
B. after lunch
C. in the morning
D. after dinner

23. If today is March 3, what day was yesterday?

A. March 4
B. March 2
C. March 1
D. March 5

24. Jordan picked up her mail at the mailbox today. When will she most likely get mail again?

A. today
B. tomorrow
C. Wednesday
D. in half an hour

25.
```
   19
 + 36
```

A. 55
B. 48
C. 59
D. 45

26. Add.
```
   83
 + 59
```

A. 142
B. 36
C. 132
D. 1,312

27.
```
   79
 + 61
```

    A.   1310
    B.   130
    C.   140
    D.   139

28.
```
   63
 + 18
```

    A.   72
    B.   68
    C.   60
    D.   81

29. The monkey ate 7 bananas for lunch. He ate 10 bananas for dinner.

How many bananas did the monkey eat?

    A.   15 bananas
    B.   10 bananas
    C.   17 bananas
    D.   19 bananas

30. Nathan is preparing for a marathon. The first week he ran 12 miles. The second week he ran 26 miles. Which mathematical operation would you use to figure out how many total miles Nathan ran during those two weeks?

    A.   division
    B.   addition
    C.   multiplication
    D.   subtraction

31. Sally has 16 goldfish in her pond. Gary has 21 goldfish in his pond. How many goldfish do they have altogether?

    A.   5 goldfish
    B.   37 goldfish
    C.   27 goldfish
    D.   35 goldfish

32. Greg ate 21 sandwiches. Omar ate 15 sandwiches.

What is the total number of sandwiches the boys ate?

    A.   27 sandwiches
    B.   72 sandwiches
    C.   21 sandwiches
    D.   36 sandwiches

33.
```
   36
 -  7
```

    A.   39
    B.   33
    C.   43
    D.   29

34.
```
   44
 - 25
```

    A.   69
    B.   19
    C.   29
    D.   9

35.
```
   52
 - 26
```

    A.   36
    B.   26
    C.   46
    D.   78

36.
```
   25
 -  8
```

    A.   33
    B.   17
    C.   29
    D.   15

37. 59 oranges were in a basket.
25 were sold.

How many oranges were left in the basket?

A. 84 oranges
B. 26 oranges
C. 34 oranges
D. 79 oranges

38. A shark that loved to eat sugar had 27 teeth. A brave dentist found cavities in 19 of the teeth and had to pull them out.

How many teeth does the shark that loved to eat sugar have left?

A. 8 teeth
B. 36 teeth
C. 7 teeth
D. 9 teeth

39. A bear cub slept 15 hours a day.
It was awake 9 hours a day.

How many more hours was the bear cub asleep than awake?

A. 24 hours
B. 7 hours
C. 6 hours
D. 16 hours

40. Mother baked 24 chocolate chip cookies. Father came home and ate 16 of the cookies before dinner.

How many cookies were left for the children?

A. 7 cookies
B. 18 cookies
C. 30 cookies
D. 8 cookies

41. Fill in the missing symbol.

12 _____ 31

A. $>$
B. $<$
C. $=$

42. Which one is correct?

A. $11 < 101$
B. $99 > 125$
C. $87 < 68$
D. $45 > 54$

43. Which one is correct?

A. $113 > 99$
B. $86 < 78$
C. $24 > 127$
D. $65 < 52$

44. Fill in the missing symbol.

83 _____ 38

A. $>$
B. $<$
C. $=$

45. What is the total of 25¢ and one quarter?

A. 26¢
B. 50¢
C. 30¢
D. 45¢

46. The birthday present costs 87¢ .

Which coins will make the exact amount?

A.   2 quarters, 3 nickels, and 7 pennies
B.   3 quarters, 1 nickel, and 3 pennies
C.   2 quarters, 3 dimes, and 1 penny
D.   3 quarters, 1 dime, and 2 pennies

47. How many nickels does it take to make 50¢ ?

A.   5
B.   10
C.   15
D.   20

48. What is the total amount of 6 dimes and 1 nickel?

A.   70¢
B.   61¢
C.   65¢
D.   55¢

49. About how long is the golf tee?
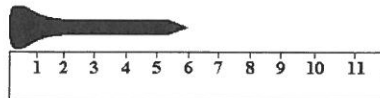
A.   6 units
B.   7 units
C.   5 units
D.   8 units

50. Look at the picture and then answer the question.
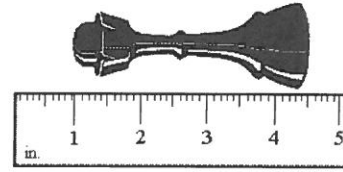
About how long is this chess piece?

A.   4 inches
B.   5 inches
C.   3.5 inches
D.   4.5 inches

51. Look at the picture and then answer the question.
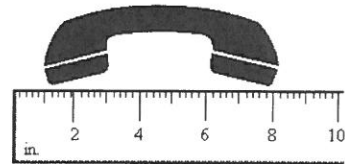
About how long is this telephone?

A.   3.5 inches
B.   7 inches
C.   7.5 inches
D.   8 inches

52. About how long is this light bulb?
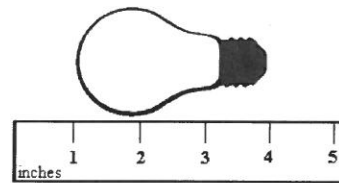
A.   4 inches
B.   3 inches
C.   5 inches
D.   1 inch

53. What temperature is the thermometer showing?
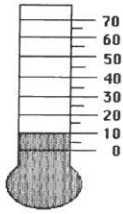
A. 10°
B. 5°
C. 15°
D. 0°

54. What is the temperature?
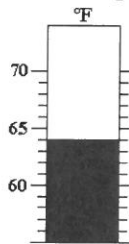
A. 64° F
B. 70° F
C. 60° F
D. 62° F

55. What temperature does the thermometer show?
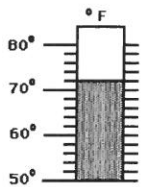
A. 72° F
B. 71° F
C. 70° F
D. 89° F

56. What temperature does this thermometer show?
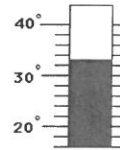
A. 35°
B. 33°
C. 31°
D. 41°

57. What time is it?

A. 6:00
B. 12:30
C. 6:30
D. 12:00

58. What time is shown?
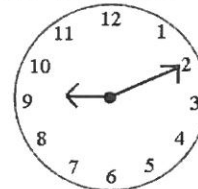
A. 2:45
B. 9:20
C. 2:09
D. 9:10

59. What time does this clock read?

A. 8:05
B. 7:05
C. 7:55
D. 8:35

60. What would the time on this clock look like on a digital clock?

- **A.** 2:20
- **B.** 5:10
- **C.** 3:25
- **D.** 2:25

61.
```
  6.39
+ 6.85
```
- **A.** 12.54
- **B.** 13.24
- **C.** 6.42
- **D.** 6.29

62. $79.3 + 12.7 =$

- **A.** 91.10
- **B.** 92.10
- **C.** 9.1
- **D.** 92

63.
```
  78.9
+ 12.4
```
- **A.** 66.5
- **B.** 90.13
- **C.** 91.3
- **D.** 80.3

64.
```
  10.68
+  5.74
```
- **A.** 15.14
- **B.** 16.42
- **C.** 5.44
- **D.** 15.134

65.
```
  7.3
- 2.7
```
- **A.** 4.6
- **B.** 10.0
- **C.** 9.4
- **D.** 5.0

66. Subtract.
```
   8.31
 - 5.94
```
- **A.** 3.47
- **B.** 2.37
- **C.** 2.47
- **D.** 13.25

67.
```
  894.0
-  33.3
```
- **A.** 861.3
- **B.** 8607
- **C.** 860.7
- **D.** 8613

68.
```
  15.1
 -11.9
```
- **A.** 3.2
- **B.** 4.10
- **C.** 0.32
- **D.** 4.2

69. What are the next three numbers?

34, 35, 36, ___, ___, ___

- **A.** 31, 32, 33
- **B.** 37, 38, 39
- **C.** 34, 35, 36
- **D.** 32, 33, 34

70. What are the next three numbers?

721, 722, 723, ___, ___, ___

A. 723, 724, 725
B. 721, 722, 723
C. 724, 725, 726
D. 725, 726, 727

71. What are the next three numbers?

97, 98, 99, ___, ___, ___

A. 97, 98, 99
B. 94, 95, 96
C. 100, 101, 102
D. 101, 102, 103

72. What are the next three numbers?

27, 28, 29, ___, ___, ___

A. 31, 32, 33
B. 26, 27, 28
C. 20, 21, 22
D. 30, 31, 32

73. Choose the word name for 54.

A. forty-five
B. five-four
C. five tens forty
D. fifty-four

74. Which number below matches this word name?

FIFTY-ONE

A. 151
B. 501
C. 51
D. 15

75. Choose the word name for 78.

A. seventy-eight
B. eighty-seven
C. seven-tens-eight
D. seventeen-eighty

76. Choose the word name for 123.

A. one hundred twenty-three
B. one-two-three
C. one twenty three tens
D. one twenty hundred three

77. How many stars?

A. 2 sets of 3
B. 2 sets of 1
C. 3 sets of 2
D. 3 sets of 3

78. Which picture shows 1 x 1?
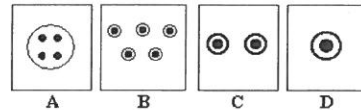
A. A
B. B
C. C
D. D

79. How many apples are on these trees?
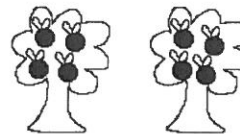
A. 2 sets of 2
B. 2 sets of 4
C. 4 sets of 2
D. 3 sets of 2

Which picture shows 2 X 2?
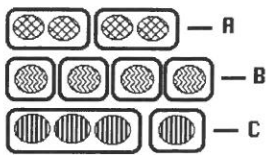
80.

A. A
B. B
C. C
D. None of the above

81. Which is GREATER?

48 or 52

A. 48
B. 52
C. They are equal.

82. Which number is LESS THAN the other?

10 or 17

A. 10
B. 17
C. They are equal.

83. Which number is LESS THAN the other?

23 or 51

A. 23
B. 51
C. They are equal.

84. Which has the GREATEST value?

23 or 31 or 19

A. 23
B. 31
C. 19
D. They are equal.

85. Find the expanded form: 513.

A. 5 + 1 + 3
B. 50 + 10 + 30
C. 500 + 10 + 3
D. 50 + 10 + 6 + 3

86. Find the expanded form for seven hundred thirty-two.

A. 700 + 3 + 2
B. 7,000 + 300 + 20
C. 7 + 3 + 2
D. 700 + 30 + 2

87. Find the expanded form: 301.

A. 300 + 1
B. 300 + 10
C. 30 + 10
D. 300 + 10 + 0

88. Find the expanded form for three hundred sixty-three.

A. 300 + 63
B. 300 + 60 + 6
C. 300 + 60 + 3
D. 3 + 6 + 3

89. Round to the nearest ten.

56

A. 60
B. 50
C. 55
D. 57

90. Round the number to the nearest ten.

18

A. 15
B. 20
C. 25
D. 10

91. Round the number 68 to the nearest ten.

A. 65
B. 69
C. 60
D. 70

92. Round the number 33 to the nearest ten.

A. 25
B. 30
C. 43
D. 35

93. Count by 4's.
Complete the pattern.

4, 8, 12, 16, 20, __, __, __,36

A. 24, 28, 32
B. 22, 26, 29
C. 28, 30, 34
D. 26, 28, 32

94. Count by 5's. Complete the pattern.
5, 10, __, __, __, 30, 35

A. 15, 20, 30
B. 15, 20, 25
C. 20, 25, 30
D. 20, 30, 40

95. Which choice shows the correct way to count by 10's?

A. 5, 10, 15, 20, 25
B. 10, 15, 20, 25, 30
C. 10, 15, 20, 30, 40
D. 10, 20, 30, 40, 50

96. Count by 5's.
Complete the pattern.

5, 10, 15, 20, __, __, __, 40

A. 30, 35, 40
B. 25, 30, 35
C. 30, 40, 50
D. 25, 26, 30

97. Use the chart to answer the question.

Test Grades

	Science Grade	Math Grade
Jen	80	90
Ling	95	85
Sonny	82	99
Rob	65	76

Who got the highest score on the math test?

A. Sonny
B. Jen
C. Ling
D. Rob

98. Who has the most pets?

Name	Number of Pets
Detrick	3
Lea	1
Fernando	4
Melissa	3

A. Fernando
B. Lea
C. Detrick
D. Melissa

99. Look at the chart and then answer the question.

Flavor	Students
raspberry	ⅢⅢ ⅢⅢ
lime	ⅢⅢ ‖
lemon	‖‖
orange	ⅢⅢ ‖

Which two flavors did the same number of students pick as their favorite?

A. Raspberry and Lemon
B. Lime and Orange
C. Lemon and Lime
D. Raspberry and Orange

100. Lucie marked her calendar with an "X" every day she had an art project to finish for school.

April

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

What was the last day in April that Lucie had an art project?

A. the 30th
B. the 29th
C. the 21st
D. the 27th

101. What is the missing DIGIT?

$$\begin{array}{r} 3\square2 \\ +430 \\ \hline 732 \end{array}$$

A. 0
B. 1
C. 2
D. 3

102. Find the missing number.

$$14 - \underline{\hspace{1cm}} = 8$$

A. 7
B. 5
C. 6
D. 8

103. What is the missing SYMBOL?

$$\begin{array}{r} 9 \\ \square\ 9 \\ \hline 81 \end{array}$$

A. $+$
B. $-$
C. $\times$
D. $=$

104. What is the missing DIGIT?

$$\begin{array}{r} 987 \\ -602 \\ \hline 3\square5 \end{array}$$

A. 0
B. 8
C. 9
D. 1

105. Are these numbers odd or even?

12, 14, 16, 18, 20

A. odd
B. even

106. Are these numbers odd or even?

28, 30, 32, 34, 36

A. odd
B. even

107. Complete the pattern.

7, 9, 11, ___, ___, ___

A.   11, 12, 13
B.   13, 14, 15
C.   12, 13, 14
D.   13, 15, 17

108. Are these numbers odd or even?

3, 5, 7, 9, 11

A.   odd
B.   even

What is the missing number?
7 + 4 = 4 + ☐

109.

A.   11
B.   7
C.   6
D.   5

110. Find the missing number.
3 + _____ = 8

A.   4
B.   5
C.   2
D.   6

What is the missing number?
8 + 1 = ☐ + 8

111.

A.   1
B.   8
C.   9
D.   2

What is the missing number?
5 + 6 = ☐ + 5

112.

A.   11
B.   1
C.   6
D.   10

113. Replace the ? with a plus (+) or a minus (-) sign.

9 ? 1 = 10

A.   +
B.   -

114. Find the missing symbol.
4 _____ 3 = 7

A.   -
B.   +
C.   x
D.   =

115. Replace the ? with a plus (+) or a minus (-) sign.

5 ? 3 = 8

A.   +
B.   -

116. Replace the ? with a plus (+) or a minus (-) sign.

10 ? 5 = 5

A.   +
B.   -

117. Which number comes right BEFORE this number?

    27

    A.   28
    B.   29
    C.   26
    D.   25

118. Which number comes BETWEEN 15 and 17?

    A.   18
    B.   14
    C.   16
    D.   19

119. Which number comes right AFTER this number?

    43

    A.   40
    B.   44
    C.   50
    D.   41

120. Which number comes right BEFORE this number?

    104

    A.   105
    B.   103
    C.   104
    D.   100

121. What shape is this soda pop can?

    A.   cone
    B.   sphere
    C.   cube
    D.   cylinder

122. What shape is this oatmeal container?
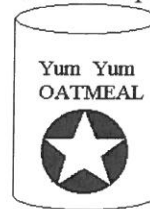
    A.   cone
    B.   sphere
    C.   pyramid
    D.   cylinder

123. What is the name of this figure?

    A.   cone
    B.   cube
    C.   cylinder
    D.   pyramid

124. What shape is this house?

    A.   cone
    B.   cube
    C.   cylinder
    D.   sphere

125. Which shape comes next?

A. ▲

B. ⬟

C. ◼

D. ●

126. Which shape comes next in the pattern?

A. ◇

B. ○

C. ▱

D. ⬡

127. Which shape comes next in the pattern?

A. (grid square)

B. (hatched square)

C. (white square)

D. (filled square)

128. Which shape comes next?

A. ⬟

B. ⬡

C. ◣

D. ⬭

129. 120 minutes = _____ hours

A. 6
B. 10
C. 3
D. 2

130. How many minutes are in 2 hours?

A. 60 minutes
B. 30 minutes
C. 90 minutes
D. 120 minutes

131. 12 months = _____ year(s)

A. 1
B. 2
C. 3
D. 4

132. 1 day = _____ hours

A. 12
B. 24
C. 10
D. 20

133. ▮ is a _____.

    A.   square
    B.   rectangle
    C.   diamond
    D.   kite

134. Which one is a triangle?

    A.

    B.

    C.

    D.

135. is a _____.

    A.   square
    B.   rectangle
    C.   diamond
    D.   triangle

136. ● is _____.

    A.   an oval
    B.   a triangle
    C.   a rectangle
    D.   a circle

137. Which two figures are exactly the same shape and size?
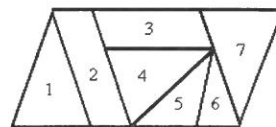
    A.   5 and 6
    B.   3 and 2
    C.   4 and 5
    D.   1 and 7

138. Which two figures are the same shape and size?
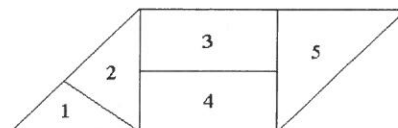
    A.   3 and 4
    B.   1 and 2
    C.   1 and 5
    D.   2 and 5

139. Which two figures are exactly the same size and shape?
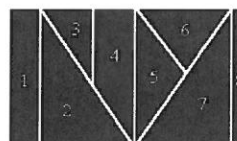
    A.   2 and 7
    B.   1 and 8
    C.   3 and 6
    D.   2 and 5

140. Which shape is exactly the same size and shape as the one below?

A.

B.

C.

D.
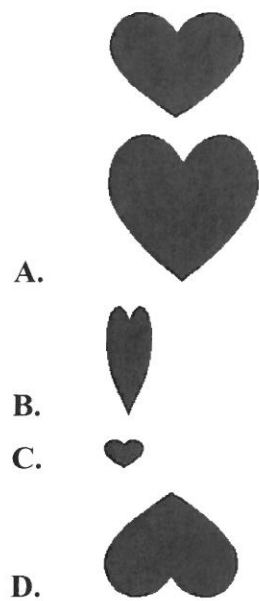
142. The figure below could be made by putting together which two shapes?

A.

B.

C.

D.
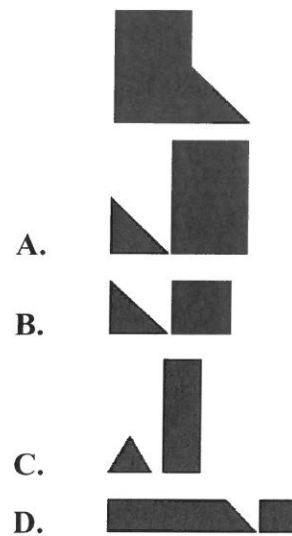
141. The shapes below could be put together to make which of the following figures?

A.

B.

C.

D.
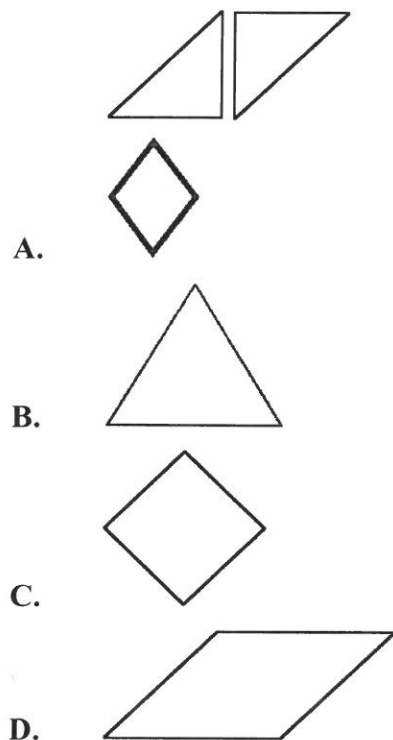
143. Which shapes could be put together to make the following figure?

A.

B.

C.

D.
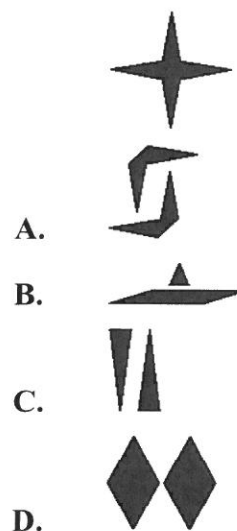
144. Which two shapes could be put together to make the following figure?

A.

B.

C.

D.
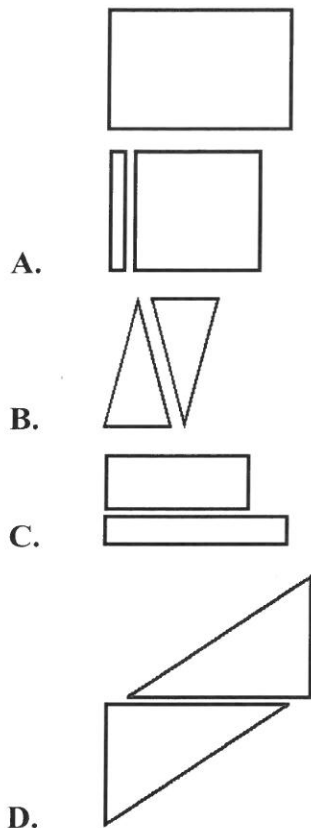
145. The door is _____ the windows.

A.   above
B.   in
C.   between
D.   on

146. Pick the picture where the star is inside the circle.

A.

B.

C.

D.
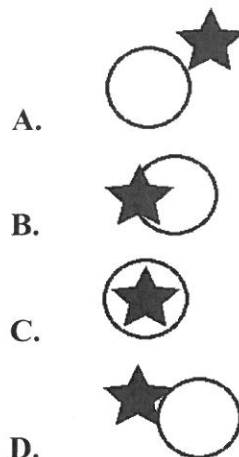
147. Pick the picture where the teepee is to the right of the tree.

A.

B.

C.

D.
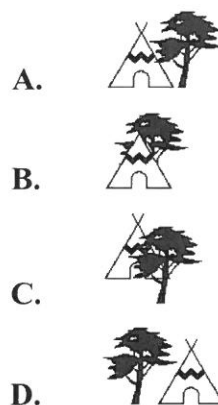
148. The fish are _____ the tank.
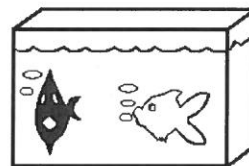
A.   on
B.   in
C.   over
D.   outside

149. Who has the <u>most</u> money?

A.
Joan

B.
Levi

C.
Kyle

D.
Rachel

150. Who has <u>less</u> money?

A.
Marla

B.
Yani

151. Who has <u>more</u> money?

A.
Carlos

B.
Kelly
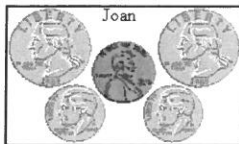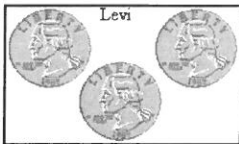
152. Who has the <u>least</u> money?

A.
Emily

B.
Jorge

C.
Ryan

D.
Kate
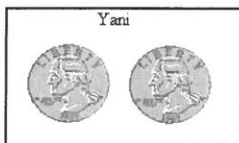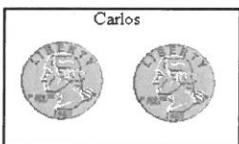
153. Which shape in the box does NOT belong?
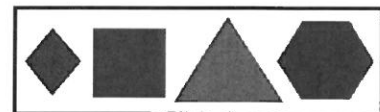
A.

B.

C.

D.

154. Which item belongs in the box?

A.

B.

C.

D.

155. Which shape belongs in the box?

A.

B.

C.

D.

156. Which item in the box does NOT belong?
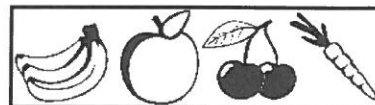
A.

B.

C.

D.

157. Pick the picture that shows almost one whole is shaded black.

A.

B.

C.

D.

158. Pick the picture that shows more than half of the pie is left.

A.

B.

C.

D.
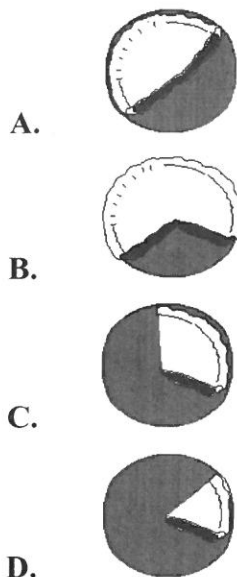
159. Pick the picture that shows less than half of the parts are shaded gray.

A.

B.

C.

D.
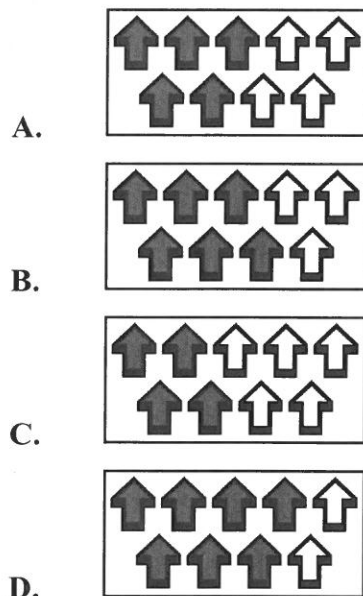
160. How much pizza is left?
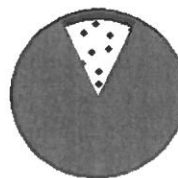
A.   more than half
B.   less than half

161. Which picture shows 4 equal parts?

A.

B.

C.

D.
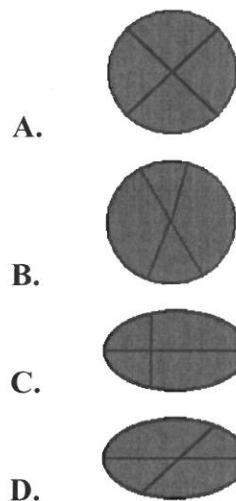
162. Which picture shows 8 equal parts?

A.

B.

C.

D.
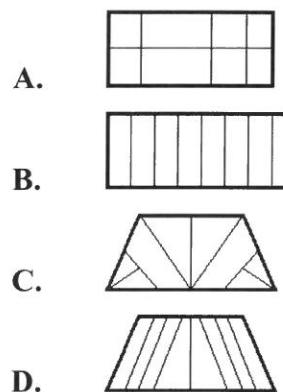
163. Which picture shows 3 equal parts?

A.

B.

C.

D.
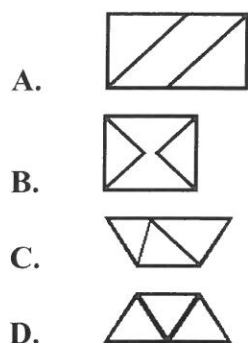
164. Which picture shows 3 equal parts?

A.

B.

C.

D.
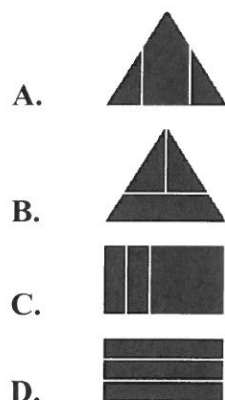
165. Pick the picture that shows 2 out of 4 parts are shaded.

A.

B.

C.

D.
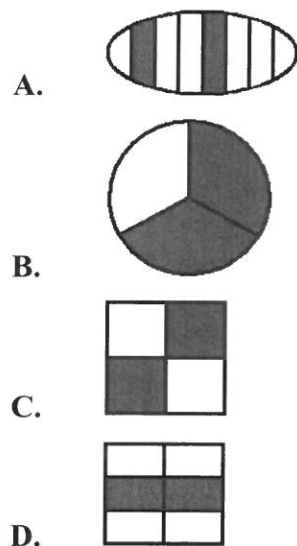
166. Pick the picture that shows 1 out of 2 parts are shaded.

A.

B.

C.

D.
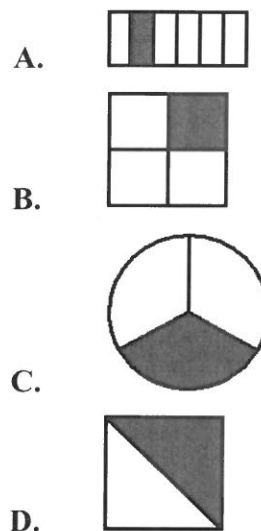
167. Pick the picture that shows 3 out of 6 parts are shaded.

A.

B.

C.

D.
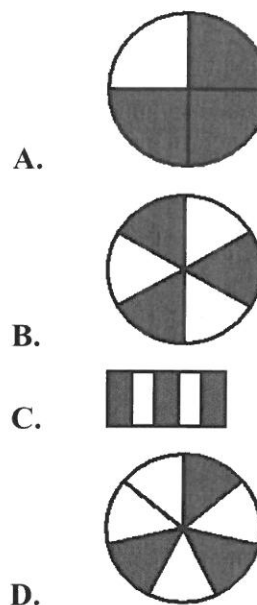
168. Pick the picture that shows 2 out of 6 parts are shaded.

A.

B.

C.

D.
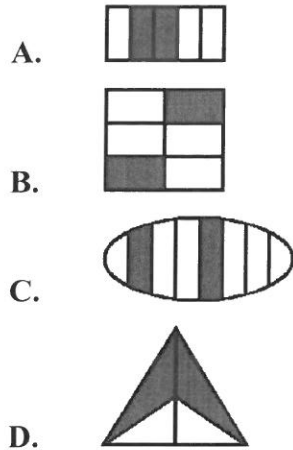
169. These flowers are in a garden. If Fola runs through the garden and steps on a flower without looking, which would be true?

A. , , and are equally likely to be stepped on.

B. is least likely to be stepped on.

C. is least likely to be stepped on.

D. is most likely to be stepped on.
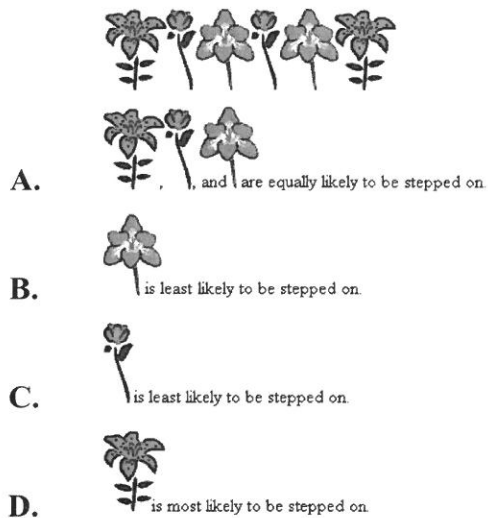
170. James wants to put a topping on his ice cream. If he picks from the toppings below without looking, which would be true?

A. Cherries are most likely to be picked.

B. Sprinkles are most likely to be picked.

C. Nuts are most likely to be picked.

D. Cherries , Sprinkles , and Nuts are equally likely to be picked.
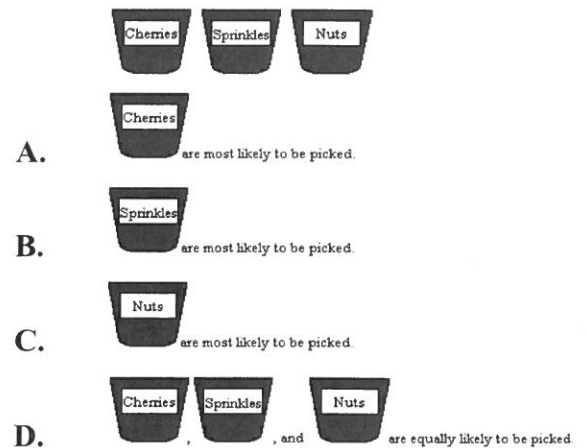
171. Annie is naming her dog. If she picks one of the names below out of a hat without looking, which would be true?

A. Snowy is least likely to be picked.

B. Princess is more likely to be picked than Flower .

C. Princess , Snowy , and Flower are equally likely to be picked.

D. Flower is most likely to be picked.
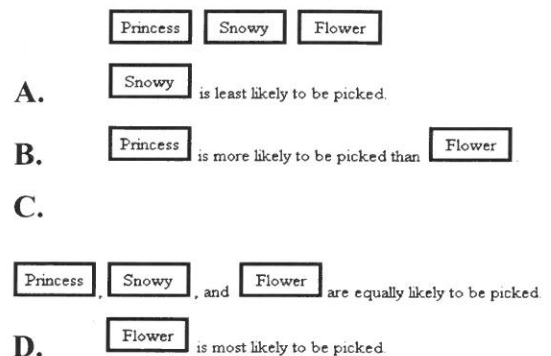
172. Maya has these shirts hanging in her closet. If she picks one without looking, which would be true?

A. is most likely to be picked.

B. is least likely to be picked.

C. is more likely to be picked than .

D.

, , and are equally likely to be picked.

173. Which number sentence belongs in the fact family for 6, 8, and 14?

- **A.** $8 + 14 = 22$
- **B.** $8 + 6 = 14$
- **C.** $8 - 6 = 2$
- **D.** $20 - 6 = 14$

174. Choose the correct number sentence for a fact family of 2, 4, and 6.

- **A.** $6 + 2 = 8$
- **B.** $6 - 4 = 2$
- **C.** $4 - 2 = 2$
- **D.** $8 - 6 = 2$

175. Which number sentence belongs in the fact family for 8, 15, and 23?

- **A.** $15 - 8 = 7$
- **B.** $12 - 8 = 4$
- **C.** $8 + 23 = 31$
- **D.** $8 + 15 = 23$

176. Which number sentence belongs in the fact family for 3, 1, and 2?
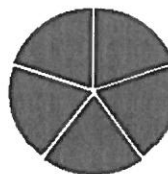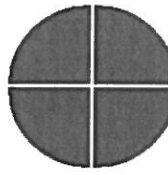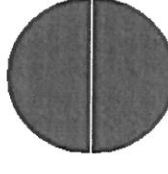
- **A.** $2 + 1 = 3$
- **B.** $3 + 1 = 4$
- **C.** $2 - 1 = 1$
- **D.** $4 - 3 = 1$

177. The hat is cut in _____ .
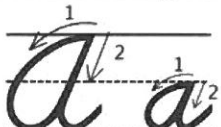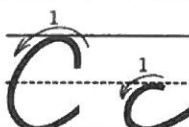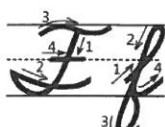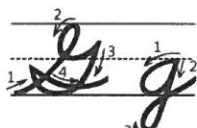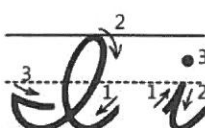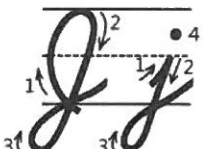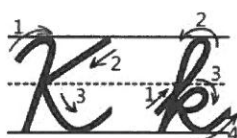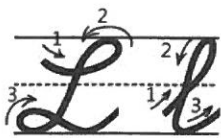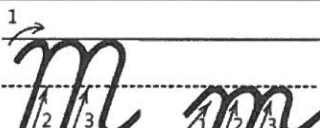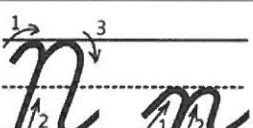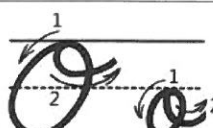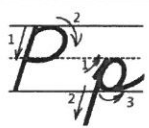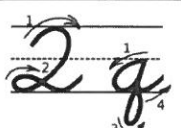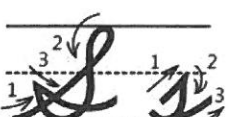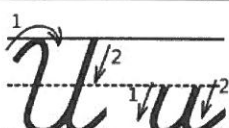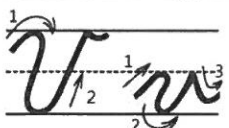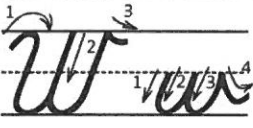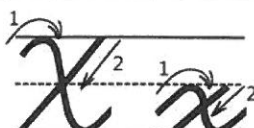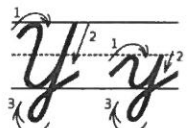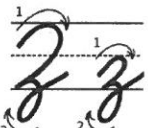
- **A.** fourths
- **B.** thirds
- **C.** half
- **D.** fifths

178. Pick the circle that is cut in fifths.

A.

B.

C.

D.

Cursive Writing Guide – Letters

Cursive writing practice chart showing uppercase and lowercase letters A through Z with numbered stroke order arrows.

Third grade is when cursive handwriting is introduced.
Please practice upper and lowercase letters. ☺

Name:

Cursive Alphabet
Lower-case Letters

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

Name: _____

Cursive Alphabet
Capital Letters

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
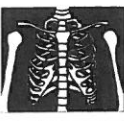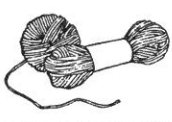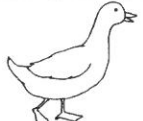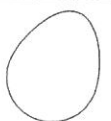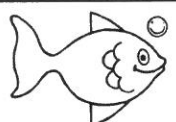
N n		n	n	n	n	n	n
O o		O	O	O	o	o	o
P p		P	P	P	p	p	p
2 q		2	2	2	q	q	q
R r		R	R	R	r	r	r
S s		S	S	S	s	s	s
T t		T	T	T	t	t	t
U u		U	U	U	u	u	u
V v		V	V	V	v	v	v
W w		W	W	W	w	w	w
X x		X	X	X	x	x	x
Y y		Y	Y	Y	y	y	y
Z z		Z	Z	Z	z	z	z

Name: _____

a a	🍎	a a a a a a
B b	🍌	B B B b b b
C c	🐓	C C C c c c
D d	🦆	D D D d d d
E e	🥚	E E E e e e
F f	🐟	F F F f f f
G g	🐐	G G G g g g
H h	♡	H H H h h h
I i	🍦	I I I i i i
J j	🫙	J J J j j j
K k	🪁	K K K k k k
L l	🍁	L L L l l l
M m	🐭	m m m m m m

Name.. Date..

On Thin Ice

Read the story about polar bears. Then answer the questions.
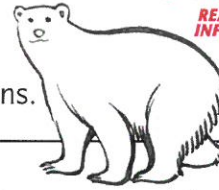
Feeling the Heat

Polar bears live on sea ice above the Arctic Circle. Nature has prepared them for harsh conditions. But nothing could prepare them for a new danger that they face.

The polar bears' world is melting. Studies show that polar ice is shrinking. Scientists blame climate change. They say that certain kinds of air pollution are quickly making the world too warm.

A Big Bear Problem

On May 14, 2008, the U.S. government decided to list the polar bear as a threatened species.

Polar bears depend on sea ice for their survival. The ice is where they hunt seals, their main source of food.

Some melting and refreezing of polar ice is natural. But in a warmer world, this process speeds up. The bears have less time to hunt for food. Many have been found in poor health. The number of bears is falling.

The government has a plan and strict rules to protect the bears. "Polar bears are nature's ultimate survivors," says Dirk Kempthorne. He is a lawmaker who helped decide to list polar bears as a threatened species. With help from humans, these special creatures can bounce back.

TIME FOR KIDS, January 12, 2007, adapted and updated

1. This story is mostly about
  (a) where polar bears live.
  (b) what people can do to stop climate change.
  (c) how climate change affects polar bears.
  (d) threatened species.

2. Why is sea ice so important to polar bears? _____

_____

3. How does climate change affect polar bears? _____

_____

4. What can humans do to help polar bears? _____

_____

Name _____ **Date** _____

OLYMPICS, THEN AND NOW

Read the chart to learn how the Olympic Games have changed over time. Then answer the questions below.

Ancient Games	Today's Games
• The Games were held in Olympia, Greece.	• The Games are held in different cities around the world.
• The Games were held in the summer every four years.	• The Winter Games or the Summer Games are held every two years.
• Only the best male athletes in Greece competed.	• This winter, more than 2,000 male and female athletes from about 80 countries will compete.
• Only first-place winners received an award. It was a crown made from olive branches.	• Winners receive gold, silver or bronze medals for first, second or third place.
• There were no team sports. The few events included javelin (spear) throwing and horse racing.	• There are 15 winter sports. Team sports include ice hockey and bobsledding. Other winter sports include ski jumping and ice skating.

1. In which country were the first Olympic Games held? _____

2. About how many athletes will compete in this year's Winter Games?_____

3. True or false: Athletes who competed in the ancient Games received medals.

_____

4. What is one way that today's Olympic Games are different from the ancient Games? Write your answer on the back of this page.

5. What is one way that today's Olympic Games are the same as the ancient Games? Write your answer on the back of this page.

Table Talk What is your favorite Olympic sport and why? Write your answer on the back of this page. Then ask a family member the same question. Write his or her answer on the back of this page.

TFK
NEWS SCOOP
READING A NEWS STORY

SCIENCE NEWS

Find out what kind of information a writer puts into a news story. Read the story. Then follow the directions below.

The **title** gives information about the story.

The writer shows **when** the event took place.

The writer tells the reader **what** this story is about.

The writer gives **facts** about the discovery.

The writer uses a **quote** from a scientist who made the discovery.

A Distant Discovery

On March 15, 2004, astronomers said they had discovered a frozen object about 8 billion miles from Earth. The scientists named the object Sedna. It is the most distant object known to orbit, or travel around, the Sun. It is also the largest one that scientists have found in our solar system since 1930.

Scientists are not calling Sedna a planet because it is smaller than Pluto. Mike Brown, who led the team that discovered Sedna, thinks "there will be many more of these objects found."

FROM TFK, APRIL 2, 2004

1. What is this story about? Circle the person, place or thing in the story.

2. Underline two facts about Sedna in the story.

3. Why do you think the writer quoted a scientist in the story?

_____

_____

_____

SWEET TREATS

Sugar is added to many foods and drinks to make them taste better. But these foods and drinks can be bad for our teeth. They also do not have a lot of the vitamins and minerals we need to stay healthy.

Read the chart below to find out how much sugar is added to some foods and drinks. Then use the chart to answer the questions.

Sugar Added to Food and Drinks

Food or Drink	Added Sugars (in teaspoons)
Bread, 1 slice	
Cookies, 2	✐
Cake, 1 slice with frosting	✐ ✐ ✐ ✐ ✐ ✐
Chocolate bar	✐ ✐ ✐
Milk, 1 cup	
Chocolate milk, 1 cup	✐ ✐ ✐
Cola, 1 can	✐ ✐ ✐ ✐ ✐ ✐ ✐ ✐ ✐

Key
✐ = 1 teaspoon

SOURCE: UNITED STATES DEPARTMENT OF AGRICULTURE

1. What does each spoon on the graph stand for?

   _____

2. List the foods and drinks on the graph that do not have any sugars added to them. How can you tell that they don't have added sugars?

   _____

   _____

3. How much more sugar does a can of cola have than a cup of chocolate milk? Show your work in the space below and circle your answer.

4. For a snack, Mark had one chocolate bar and drank one can of cola. How much total added sugars are in the chocolate bar and cola? Show your work in the space below and circle your answer.

A Time to Rhyme

A Goal:

To help your child hear and make up a rhyme

B What You Will Need:

- Pencil

C Let's Go!

1. Point to each word and say it out loud.
2. Say a word that rhymes.
3. Write the rhyming word on the line.
4. Read the rhyming pair out loud.

rat _____

ball _____

fish _____

dog _____

cake _____

D Let's Go On!

Continue the activity, finding more rhymes for each word, as long as your child enjoys it.

MCF-ELA 7:1--HA / IL

Quick Tip for Literacy:

Read books, poems or tongue-twisters that have "alliteration" (repeated consonant sounds, like "Peter Piper picked a peck of pickled peppers." This is a great way to emphasize initial sounds in words.

Choose books with "assonance" (repeated vowel sounds, like "The proud cow howled out loud") to emphasize the middle sounds in words.

Your teacher may have provided you a book list with this packet, or you can ask your local library staff.

Phonological Awareness — 2   8

Homophones

A Goal:

To help your child learn about words that sound the same but are spelled differently

B What You Will Need:

- Pencil
- Time with your child

C Let's Go!

1. Some words sound the same but are spelled differently. These words are called **homophones.**

2. Have your child read the homophones below.

eye — I	**hear — here**	**no — know**
new — knew	**one — won**	**right — write**

3. Then ask your child to read the sentence and write in the correct homophone.

   - My friend and _____ like to play ball.
   - Do you _____ the answer to the question?
   - Our team _____ the game last night.
   - Did you _____ what he said?
   - I got a _____ bike for my birthday.
   - I got the _____ answer to that question.
   - The batter must keep his _____ on the ball.
   - Put the box over _____ on the table.

Quick Tip for Literacy:

Challenge your child to find as many homophones as s/he can during the summer.

Write them in a writer's notebook or journal. At the end of the summer, count them up and see if s/he can use them in a sentence.

For each pair of homophones s/he finds, offer a small reward: a quarter, a jelly bean; or 5 minutes of time alone with someone special.

Choose the Adjective

Name:_____

Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

For each sentence, choose the adjective that makes the most sense to complete the sentence, and write it on the line.

1. The elephant's ears are _____. (tasty/floppy)   _____

2. My mom's lasagna is_____. (delicious/sharp)   _____

3. The party is _____. (ugly/fun)   _____

4. The _____ man has no place to sleep. (poor/fluffy)   _____

5. My slippers are _____. (soft/angry)   _____

6. Grandma's perfume is_____. (frilly/smelly)   _____

7. Janet's music is _____. (generous/energizing)   _____

8. The movie is _____. (dramatic/furry)   _____

9. Our home is _____. (challenging/comfortable)   _____

10. The school is _____. (happy/large)   _____

11. The party was _____. (old/noisy)   _____

12. Harrison's car is _____ (crunchy/fast)   _____

13. Our friends have a _____dog. (friendly/bumpy)   _____

14. The weather is _____. (chilly/frozen)   _____

15. My new shoes are _____. (long/fashionable)   _____

16. The genius is _____. (intelligent/rectangular)   _____

17. The city library is _____. (useful/chewy)   _____

18. We have a _____ horse. (brown/scaly)   _____

Identifying Adjectives

Name:_____

Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

Read the sentence. Circle the adjective. On the line after the sentence, write the noun that is being described.

1. The musician played an (expensive) guitar.   guitar

2. My boss invited me to a fancy dinner.   _____

3. The furry dog made the girl sneeze.   _____

4. The hungry man lived on the streets.   _____

5. He was afraid to talk to the beautiful woman.   _____

6. The perfume in the glass container is fragrant.   _____

7. The shiny car caught his attention in the parking lot.   _____

8. The homework in science was very difficult.   _____

9. I didn't want to sit on the wet ground.   _____

10. My uncle who lives in Detroit is elderly.   _____

11. The professor taught a fascinating class.   _____

12. Explorers came to America from foreign lands.   _____

13. Her mother is an amazing cook!   _____

14. The textbook for the class was heavy.   _____

15. The elephant purchased by the zoo is enormous.   _____

16. The adorable toddler smiled at her grandmother.   _____

17. The valuable sculpture was donated to the museum.   _____

18. The brown banana was used to make bread.   _____

Identifying Adjectives 2

Name:_____

Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

Read the sentence. Circle the adjective. On the line after the sentence, write the noun that is being described.

1. The girl smelled the (fresh) flowers. _____flowers_____

2. Elena rode her bicycle on a hot day. _____

3. He took a refreshing drink of water. _____

4. The dark clouds gathered in the sky. _____

5. The tree in the forest had a thick trunk. _____

6. He had an important appointment that morning. _____

7. The boat got stuck in the icy waters. _____

8. The frost made a pretty pattern on the glass. _____

9. Our pet, an elephant, is rather unusual. _____

10. We roasted delicious marshmallows in the fire. _____

11. They dove into the gigantic waves. _____

12. Plants with green leaves perform photosynthesis. _____

13. The archaeologist discovered a reptilian fossil. _____

14. His petite assistant couldn't reach the top shelf. _____

15. Their parents are usually very strict. _____

16. The soda she bought at the store was fizzy. _____

17. Visitors to the museum were excited by the exhibit. _____

18. Applesauce can be a tasty dessert. _____

Singular Nouns & Plural Nouns

Name:_____

Nouns are *singular* when they refer to just one person, place, thing, or idea.

book   girl   pencil

Nouns are *plural* when they refer to two or more people, places, things, or ideas.

books   girls   pencils

The regular plural form of nouns is made by simply adding an "s" to the end of the word.

If the noun is singular, write the plural form. If the noun is plural, write the singular form.

1. car   _____   2. hair   _____

2. plants   _____   4. table   _____

3. chair   _____   6. lakes   _____

4. animals   _____   8. baseball _____

5. house   _____   10. desks   _____

6. video   _____   12. students _____

Pick the Pronoun

Name:_____

Think about whether the missing pronoun in each sentence is being used as a subject or an object. Write the correct pronoun form on the line to complete the sentence.

1. Samuel is in my class. _____(He/Him) is my friend.

2. My mother and I bought some things at the store. The store will deliver them to _____(we/us).

3. I baked a cake for Grandma Shirley. I couldn't wait until Sunday to give it to _____ (she/her).

4. Uncle Joe is coming to visit in December. _____(He/Him) will stay in our guest room.

5. Our family is taking a trip to the Grand Canyon. Our neighbor is going to watch our house for _____(we/us).

6. Andrew and his sister will arrive on the next plane. I am going to pick _____ (they/them) up.

7. Next summer, Eric is taking the train to Oregon. _____(He/Him) already bought the train tickets.

8. Studying for school is important to Vanessa. _____(She/Her) wants to get good grades this year.

9. The television and the stereo were not working correctly. My dad asked the man to repair _____ (they/them).

10. We're planning to go to the movies on Saturday night. Would you like to come with _____(we/us?)

11. Alice and Jennifer like to bake cookies. _____ (They/Them) are going to bake some this afternoon.

12. You and I have been friends for a very long time. _____(We/Us) will probably be friends forever!

Why Do We Need Pronouns?

Pronouns take the place of nouns when we are writing or talking about Something. It would be very tiresome if we had to repeat the same noun over and over again. Just look at how long it takes to express ideas without using pronouns:

A Day at the Park

Sammy went to the park with Sammy's mother and Sammy's father. Sammy and Sammy's mother and Sammy's father ran on the lawn. Then Sammy's father pushed Sammy on the swings while Sammy's mother smiled and watched. Then Sammy's mother spread out a blanket on the lawn and read a book while Sammy and Sammy's father played catch with a ball. Sammy threw the ball too hard, and Sammy's father had to chase after the ball. Sammy did some somersaults, rolling forward on Sammy's head and kicking Sammy's feet up over Sammy's head. Sammy giggled and lay on the grass until Sammy's dad came back. Sammy, Sammy's mother, and Sammy's father ate sandwiches together before Sammy, Sammy's mother, and Sammy's father went back home.

Choose the appropriate pronouns from the Word Bank to fill in the blanks and make the story easier to read.

> **Word Bank:**
> his   it   his   them   his   they   his   his   his
> they   it   his   she   him   his   his   he   his

Sammy went to the park with _____ mother and _____ father.

_____ ran on the lawn. Then _____ father pushed _____

on the swings while _____ mother smiled and watched. Then _____

spread out a blanket on the lawn and read a book while Sammy and _____ father

played catch with a ball. Sammy threw _____ too hard, and _____ father had to

chase after _____. Sammy did some somersaults, rolling forward on _____

head and kicking _____ feet up over _____ head. _____

giggled and lay on the grass until _____ dad came back. All three of _____

ate sandwiches together before _____ went back home.

Alphabet Collection: Adjectives

Write an adjective for each letter of the alphabet below.

1. **a** _____

2. **b** _____

3. **c** _____

4. **d** _____

5. **e** _____

6. **f** _____

7. **g** _____

8. **h** _____

9. **i** _____

10. **j** _____

11. **k** _____

12. **l** _____

13. **m** _____

14. **n** _____

15. **o** _____

16. **p** _____

17. **q** _____

18. **r** _____

19. **s** _____

20. **t** _____

21. **u** _____

22. **v** _____

23. **w** _____

24. **x** _____

25. **y** _____

26. **z** _____

K12 Reader