



**Marion P Thomas**  
CHARTER SCHOOL



**Rising 3rd Grade  
Summer  
Learning  
Packet**



# Reading Book List

SUMMER READING IS A WONDERFUL OPPORTUNITY FOR STUDENTS TO CONTINUE THEIR LEARNING JOURNEY OUTSIDE THE CLASSROOM. IT HELPS MAINTAIN AND IMPROVE LITERACY SKILLS, FOSTERS A LOVE FOR BOOKS, AND OPENS UP NEW WORLDS OF IMAGINATION AND KNOWLEDGE. BY EXPLORING VARIOUS GENRES AND TOPICS, STUDENTS CAN BROADEN THEIR HORIZONS AND KEEP THEIR MINDS ACTIVE, ENSURING THEY RETURN TO SCHOOL READY TO SUCCEED.



Rising Kindergarten	Jabari Jumps by Gala Cornwall
Rising First Grade	Just Ask!: Be Different, Be Brave, Be You by Sonia Sotomayor
Rising Second Grade	Surf's Up by Kwame Alexander The Water Princess by Susan Verde
Rising Third Grade	Barack by Jonah Winter Ada Twist and the Perilous Pants by Andrea Beaty
Rising Fourth Grade	Ellray Jakes is not a Chicken by Sally Warner J.D. and the Great Barber Battle by J. Dillard
Rising Fifth Grade	ReStart by Gordan Korman The Last Kids on Earth by Max Brallier
Rising Sixth Grade	The Dreamer by Paul Munoz Ryan Becoming Muhammad Ali by James Paterson
Rising Seventh Grade	Long Walk to Water by Linda Sue Park Esperanza Rising by Pam Munoz Ryan
Rising Eighth Grade	One Crazy Summer by Rita Williams Garcia We Beat the Street by Sampson Davis, George Jenks, Rameck Hunt, Sharon Draper



Dear Families,

We are excited to share a simple and effective way for you to support your child's reading development at home. As part of our focus on building strong foundational reading skills, we have prepared a set of sight words for your child to practice. Below, you will find instructions on how to review these sight words with your child and use the provided record sheet to track their progress.

**Steps to Review Sight Words:**

1. Create a Routine: Set aside a consistent time each day to practice sight words with your child. Aim for about 10-15 minutes of practice.
2. Review the Words
  - Flashcards: Use the flashcards provided or make your own by writing each sight word on an index card.
  - Read Aloud: Show each flashcard to your child and have them read the word aloud. If they struggle, say the word together and then have them repeat it.
  - Use in Sentences: Help your child use the sight words in simple sentences to reinforce understanding and context.
3. Engaging Activities
  - Memory Game: Create two sets of sight word flashcards and play a matching game.
  - Word Hunt: Ask your child to find sight words in books, magazines, or around the house.
  - Writing Practice: Encourage your child to write each sight word and use it in a sentence.

**How to Use the Record Sheet:**

1. Date: Write the date of each practice session.
2. Progress Check: If your child can read the word correctly on the first try, place a check mark (✓) in the "Mastered" column.

Regularly reviewing sight words at home will greatly enhance your child's reading fluency and confidence. We appreciate your support and partnership in your child's education. If you have any questions or need additional resources, please feel free to reach out.

Thank you for your continued support.

Sincerely,

Ms. Wilson  
Director of K-8 Humanities



Queridas familias,

Nos complace compartir una forma sencilla y eficaz para apoyar el desarrollo de lectura de su hijo en casa. Como parte principal de crear y desarrollar habilidades sólidas y fundamentales de lectura, hemos preparado un conjunto de palabras que son reconocibles para leer para que su hijo(a) practique en casa.

A continuación, encontrará las instrucciones sobre cómo repasar estas palabras reconocibles para leer con su hijo(a) y cómo utilizar la hoja de registro para el seguimiento de su progreso.

### **Pasos para revisar las palabras reconocibles para leer:**

1. Crear una rutina: reservar un tiempo constante cada día para practicar las palabras reconocibles para leer con su hijo(a). Practique las palabras entre 10 y 15 minutos diarios.
2. **Practicar las palabras**
  - Fichas: utilice las fichas proporcionadas o cree las suyas escribiendo cada palabra reconocible para leer en una ficha.
  - **Lea en voz alta:** muestre cada ficha a su hijo(a) y pídale que lea la palabra en voz alta. Si tiene dificultad en leer la palabra, leer la palabra juntos y luego repitan la palabra otra vez.
  - **Usar en oraciones:** Ayude a su hijo(a) a usar las palabras reconocibles para leer en oraciones simples para reforzar la comprensión y el contexto de la lectura.

### **3. Crear Actividades Interesantes**

- Juego de memoria: crea dos conjuntos con fichas de palabras reconocibles para leer y juega un juego de combinaciones usando las palabras.
- Búsqueda de palabras: Pídale a su hijo(a) que busque las palabras reconocibles para leer en libros, revistas o alrededor de la casa.
- Práctica la escritura: Hágale escribir a su hijo(a) cada palabra reconocible para leer y usarla en una oración completa.

### **Cómo utilizar la hoja de registro:**

Fecha: Escribe la fecha de cada sesión que practique las palabras reconocibles para leer.

Verificación de progreso: si su hijo puede leer la palabra correctamente en el primer intento, coloque una marca de verificación (✓) en la columna "Dominado".

Practicar periódicamente las palabras reconocibles para leer en casa mejorará enormemente la fluidez y la confianza en la lectura de su hijo(a). Apreciamos su apoyo y colaboración en la educación de su hijo(a). Si tiene alguna pregunta o necesita recursos adicionales, no dude en comunicarse.

Gracias por su continuo apoyo.

Atentamente,

Sra. Wilson

Director de Humanidades K-8

Dolch Third Grade Word List

**about**

**better**

**bring**

**carry**

**clean**

**cut**

**done**

**draw**

**drink**

**eight**

**fall**

**far**

**full**

**got**

**grow**

**hold**

**hot**

**hurt**

**if**

**keep**

**kind**

**laugh**

**light**

**long**

**much**

**myself**

**never**

**nine**

**only**

**own**

**pick**

**seven**

**shall**

**show**

**six**

**small**

**start**

**ten**

**today**

**together**

**try**

**warm**

Dolch Third Grade Word List Record Sheet

<b>about</b>					<b>laugh</b>				
<b>better</b>					<b>light</b>				
<b>bring</b>					<b>long</b>				
<b>carry</b>					<b>much</b>				
<b>clean</b>					<b>myself</b>				
<b>cut</b>					<b>never</b>				
<b>done</b>					<b>nine</b>				
<b>draw</b>					<b>only</b>				
<b>drink</b>					<b>own</b>				
<b>eight</b>					<b>pick</b>				
<b>fall</b>					<b>seven</b>				
<b>far</b>					<b>shall</b>				
<b>full</b>					<b>show</b>				
<b>got</b>					<b>six</b>				
<b>grow</b>					<b>small</b>				
<b>hold</b>					<b>start</b>				
<b>hot</b>					<b>ten</b>				
<b>hurt</b>					<b>today</b>				
<b>if</b>					<b>together</b>				
<b>keep</b>					<b>try</b>				
<b>kind</b>					<b>warm</b>				

# Afternoon on a Hill

by Edna St. Vincent Millay

I will be the gladdest thing

Under the sun!

I will touch a hundred flowers

And not pick one.

I will look at cliffs and clouds

5

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

And when lights begin to show

Up from the town,

10

I will mark which must be mine,

And then start down!

---

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** What does the speaker look at in this poem?

- A. the sun and moon
- B. cliffs and clouds
- C. bugs in the grass

**2.** Which of these phrases from the poem describes part of the setting?

- A. "which must be mine"
- B. "with quiet eyes"
- C. "a hundred flowers"

**3.** The speaker of the poem wants to enjoy nature without hurting it in any way.

Which evidence from the poem best supports this conclusion?

- A. I will touch a hundred flowers / And not pick one.
- B. I will mark which must be mine, / And then start down!
- C. I will be the gladdest thing / Under the sun!

**4.** Where is the speaker of the poem spending an afternoon?

- A. on a hill
- B. in a forest
- C. in a town

**5.** What is this poem mostly about?

- A. enjoying nature without leaving a mark on it
  - B. the effects of wind on grass, cliffs, and clouds
  - C. travelling from a hill down to a town
-



6. Read these lines from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Why might the poet have described the speaker's eyes as "quiet" in the second line of the stanza?

- A. to hint that the speaker cannot hear or speak at all
- B. to show that the speaker was not making any noise
- C. to suggest that the speaker's mouth was not staying quiet

7. Read this stanza from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Which of these lines means the same thing as the last line in this stanza?

- A. And the grass rises quietly.
  - B. And the grass might rise.
  - C. And watch the grass rise.
-

**8.** What are three things the speaker will see during the afternoon on the hill?

---

---

---

**9.** What are two things the speaker will do while spending time on the hill?

---

---

---

**10.** Based on this poem, how does the speaker feel about spending time in nature? Use evidence from the poem to support your answer.

---

---

---

# A Lion in the Bedroom

by ReadWorks



When James woke up, he found a lion sleeping on the floor next to his bed. Because he was five years old, he thought this was awesome.

"Hello, lion!" he yelled.

The lion, a female with a patchy coat, opened one eye and stared at him lazily. Then she turned over and fell back asleep.

James considered petting the lion or scratching its belly - Trixie, his old cat, loved belly scratches - but he was proud enough of his new pet that he wanted to tell his parents first. So, he jumped out of bed and walked into the kitchen. His father was eating breakfast.

"Do you want me to strip the bathroom moldings this weekend?" his father asked his mother. "Or can it wait a week?"

"It can wait," she said, frowning. "But you should really *want* to strip the moldings."

"I got a lion!" yelled James.

"That's nice, dear," said his mother.

"Well played, son," said his father. "Most five-year-olds go with something showier, like an ocelot or a puma. But you've gone the classic route."

"I'm naming it Trixie II: Return of Trixie," said James. "I want to ride her to school."

"Sure," his father said, "everyone wants to ride their lion to school. But where will you park it?"

"Bill," his mother said. "We've talked about your sarcasm."

---

"It's not sarcasm," his father. "I'm being fu-"

James's father didn't get to finish his sentence. It was interrupted by an ear-splitting roar, coming from James's bedroom.

For a few seconds, neither one of his parents said anything.

"Maybe I'll name her Tiger," said James. "To confuse people."

"James," said his father quietly. "What was that?"

"That was Trixie II."

"Oh dear me," said his mother, crossing herself.

James's father craned his head to peer down the hall towards James's bedroom. After a moment, he knelt down in front of his son and put his hands on his shoulders.

"James," he said. "I need you to be completely, 100% honest with me. No make-believe, no story-time? Can you do that?"

James nodded. "Sure I can." He noticed a droplet of sweat dripping down his father's forehead.

"OK, great," said his father, in a strange, small voice. "James. Is there a lion...a real lion...in your bedroom?"

"Dad," said James, patiently. "We've been over this."

His father stared at him.

James sighed. "Of course there is, dad."

"Aaaaaaaaaaaaaaaaaah!" his mother screamed. "Ahhhhhhhhhhhhhh!"

"Helen, stop it!" snapped his father. His father stood up. "This is ridiculous. I don't know what that noise was, but there is not a lion in your bedroom."

James's father walked angrily to the broom closet. He opened the door, pulled out a mop with a long wooden handle and began marching towards the hallway.

"For gosh sake, Bill," his mother said, grabbing him by the shoulder. "Let's just get out of here and call the police. Or animal control. Or someone. *Please*."

"And tell them what?" His father wheeled around to face her. "What? That we have a *lion* in the house? Oh, I'm sure they'll send a car right out."

"Tell them her name is Trixie II," said James. "Someone might have met her before."

"Bill..."

---

"I'm not calling *anyone*," his father said. With that, he turned and stomped down the hallway. James and his mother looked down after him.

"Do you think dad and Trixie II will get along?" James asked his mother. "Dad is so moody these days and Trixie II is just kind of...mellow."

"Quiet," his mother hissed.

They watched his father approach the door. He reached for the handle and, holding the mop high in his other hand, gently swung the door open and poked his head around the corner.

James barely had time to be curious about his father's reaction before his father turned on his heels, slammed the door shut and went sprinting down the hallway towards James and his mother.

"*Get out of the house right now!*" his father hollered as he ran. "*Go! Run! Now! Move! Move! Move!*"

His father practically shoved James and his mother through the living room and out the front door. When they were outside, his father doubled over, panting for breath.

"Where in the world did you get a *lion*?" he yelled at James.

"You mean it's *real*?" his mother screamed, her eyes bugging. "Ahhhhhhhhhh!"

"They come from Africa, right?" said James.

By this time, neighbors had heard the commotion and begun gathering. Their next-door neighbors were the Horowitzes. Mr. Horowitz walked up to James's father.

"Bill, is something the matter?"

James's father turned and stared at Mr. Horowitz. "There's a lion in my son's bedroom."

Mr. Horowitz threw a quick, worried glance at his wife, who was standing on their front lawn. His wife shrugged.

"O.K.," said Mr. Horowitz, slowly. "Do you want us to call somebody?"

"Her name is Trixie II," explained James. "Or maybe Ms. Botticelli. I like how that name sounds."

"Call somebody!" his father yelled. "Call anybody! There's a lion in my son's bedroom."

"Helen," said Mr. Horowitz quietly. "Should we call somebody?"

"I don't even know," said James's mother, breaking down in sobs. "I never know."

By this time a dozen neighbors had gathered in front of James's house. All of them were yelling at each other, trying to figure out what had happened, when suddenly everyone froze. There, at the front door of James house, was a massive African lion. Everyone stared at it, completely silent.

---

For a few moments, the lion stared back. Finally, she let out a long sigh.

"Guys," the lion said, "I know I'm a guest and I don't mean to be a pain, but I had a really late night last night and I have a client meeting at 10, so I was really hoping to sleep in. Do you think you guys could keep it down just a little bit? Thanks."

And with that, the lion turned and walked back in the house.

"What about Rambo?" said James. "That's a cool name. *Rambo*. Yeah, I like that."

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does James find in his bedroom?

- A. a tiger
- B. a lion
- C. Trixie, his old cat

2. How do James's parents change in the story?

- A. At first they don't believe there is a lion in their house. Then they become scared that there might be a lion in their house.
- B. At first they are scared that there might be a lion in their house. Then they don't believe there is a lion in their house.
- C. At first they don't want James to have a lion, and then they change their minds.

3. When James tells his parents that he has a lion, they do not believe him. Which details from the passage support this conclusion?

- A. James's father grabs a mop and goes to look in James's room.
- B. James's mother wants to call the police or animal control.
- C. James's mother says, "That's nice," and his father makes jokes.

4. Read the following sentences:

"James," he said. "I need you to be completely, 100% honest with me. No make-believe, no story-time? Can you do that?"

"James nodded. 'Sure I can.' He noticed a droplet of sweat dripping down his father's forehead.

"OK, great," said his father, in a strange, small voice. "James. Is there a lion...a real lion...in your bedroom?"

How does James's father feel at this point in the story?

- A. annoyed
  - B. frightened
  - C. happy
-

5. What is this passage mostly about?

- A. James finds a lion in his bedroom and tells his parents.
- B. James misses his cat Trixie, so his parents buy him a lion named Trixie II.
- C. James is scared of the lion in his bedroom, and his father hits it with a broom.

6. Read the following sentences: "'It's not sarcasm,' his father said. 'I'm being funn-'  
James's father didn't get to finish his sentence. It was **interrupted** by an ear-splitting  
roar, coming from James's bedroom."

In this sentence, what does "**interrupted**" most nearly mean?

- A. became louder
- B. kept going
- C. stopped

7. Choose the answer that best completes the sentence below.

James tells his parents that there is a lion in his bedroom, \_\_\_\_\_ they do not believe him.

- A. but
- B. so
- C. because

8. How does James feel about the lion in his bedroom?

---

---

---

---



**9.** What does the lion do at the end of the passage?

---

---

---

**10.** What makes this story unrealistic, or unlike real life?

---

---

---

**Writing Prompt:** Using the narrative writing rubric on a separate sheet of paper, write a story about a lion in your bedroom. Describe how you and your family react to the lion's presence and what happens next. Make sure to include details about the lion's behavior and how your family handles the situation.

**Narrative Story Rubric: "A Lion in Your Bedroom"**

Criteria	3 - Exceeds Expectations	2 - Meets Expectations	1 - Below Expectations
<b>Story Elements</b>	The story includes a clear and engaging introduction, a well-developed plot with rising action and a resolution, and a conclusion that ties the story together effectively.	The story includes an introduction, a plot with some development, and a conclusion, but one or more elements may be underdeveloped.	The story is missing one or more key story elements (introduction, plot, or conclusion), or the elements are not clearly developed.
<b>Descriptive Details</b>	The story uses vivid and descriptive language to paint a clear picture of the lion's behavior, the character's reactions, and the events that take place. Details engage the reader and enhance the narrative.	The story includes some descriptive details about the lion, the characters, and the events, but more detail or clarity is needed in some areas.	The story lacks sufficient descriptive details about the lion, the characters, and the events, making it difficult for the reader to visualize the scene.
<b>Organization and Transitions</b>	The story is well-organized with smooth transitions between ideas and events, guiding the reader through the narrative.	The story is generally organized, but transitions between ideas or events may be abrupt or unclear in some places.	The story lacks clear organization and/or sufficient transitions, making it difficult for the reader to follow the narrative.

# Playgrounds for Everyone

## Linda Ruggieri



Playgrounds are places built for kids to have fun in. The best playgrounds are set up so that children can play safely while getting exercise. Lots of playgrounds include swings, slides, climbers, and other things.

Playgrounds were not always fun for all kids, however. Children in wheelchairs and kids with vision or hearing problems found it difficult to get around a playground. Some could not walk up or down steps. Others could not sit on the swings. The playgrounds were not safe places for them.

A few years ago, some people wanted to fix that problem. They found a solution. They raised money to build playgrounds where all kids can play together.

New playgrounds were built with low steps or ramps. Those changes have made it easier for some children. The new equipment also has handrails for kids to grab and pull themselves up.

Other changes have made playgrounds more fun for all children. Some playgrounds now have drums, chimes, and other instruments to play. Kids can turn a rain wheel and listen to the sound of rain.

These new playgrounds help everyone get in on the fun!

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1.** What are places built for kids to have fun in?

- A** playgrounds
- B** steps
- C** ramps

**2.** Playgrounds were not safe for some children. What was the solution to this problem?

- A** People raised money to build playgrounds where all kids can play.
- B** Children in wheelchairs found it difficult to get around a playground.
- C** Lots of playgrounds include swings, slides, and climbers.

**3.** Playgrounds were not always fun for all kids. What evidence from the text supports this conclusion?

- A** "Some playgrounds now have drums, chimes, and other instruments to play. Kids can turn a rain wheel and listen to the sound of rain."
- B** "Children in wheelchairs and kids with vision or hearing problems found it difficult to get around a playground."
- C** "Lots of playgrounds include swings, slides, climbers, and other things."

**4.** Read this paragraph from the article.

"New playgrounds were built with low steps or ramps. Those changes have made it easier for some children. The new equipment also has handrails for kids to grab and pull themselves up."

Based on this paragraph, what have changes to playgrounds made it easier for children to do?

- A** The changes have made it easier for children to see and hear at playgrounds.
- B** The changes have made it easier for children to play on swings at playgrounds.
- C** The changes have made it easier for children to get around playgrounds.

**5.** What is the main idea of this article?

- A** New playgrounds have been built with low steps, ramps, and handrails.
- B** New playgrounds have been built that allow all children to have fun.
- C** Kids can have fun and get exercise by playing on climbers and swings.

**6.** Read these paragraphs from the article.

"Other changes have made playgrounds more fun for all children. Some playgrounds now have drums, chimes, and other instruments to play. Kids can turn a rain wheel and listen to the sound of rain.

"These new playgrounds help everyone get in on the fun!"

What does the phrase "get in on" mean here?

- A** stand next to
- B** go away from
- C** join in

**7.** Choose the answer that best completes the sentence.

Some kids found it difficult to get around a playground \_\_\_\_\_ they could not walk up or down steps.

- A** so
- B** because
- C** but

**8.** What children were playgrounds not safe places for?

---

---

---

---

**9.** Name three changes made to new playgrounds.

---

---

---

---

**10.** Choose one change made to playgrounds, and explain how it has made playgrounds safer. Support your answer with evidence from the article.

---

---

---

---

# Building a Better Bicycle

## By Linda Ruggieri



Bicycles have a long, interesting history. The first bicycle was developed more than two hundred years ago. Early bicycles, however, did not look like today's bikes.

One of the first bicycles was called the hobby horse. It was made of wood! People rode by pushing their feet along on the ground.

Later, a bicycle that had pedals and metal tires was invented. It was not comfortable. It was called the boneshaker. Inventors kept working to make bicycles more comfortable.

Next, the high wheeler was developed. It had a very big wheel in the front. This bicycle was not easy to ride, because the rider sat high up on the bike. The rider could be badly hurt in a fall.

Then bicycles began to have two wheels that were the same size. Those bikes looked more like bicycles today.

More than one hundred years ago, bicycles began to have rubber tires filled with air. That was a solution to the problem of a bumpy ride. The new tires made riding smoother.

Today, children's bicycles and racing bikes are popular. People ride bikes to get exercise. Bicycling is safer, too. Now people wear helmets, and bikes have reflectors on them.

---

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** What was developed more than two hundred years ago?

- A) the first bike with pedals
- B) the first bicycle
- C) the first high wheeler

**2.** One problem with early bicycles was that they were bumpy to ride. What was used as the solution to this problem?

- A) wooden bikes without pedals
- B) bikes with metal tires and pedals
- C) bikes with rubber tires filled with air

**3.** Early bicycles were very different from today's bicycles.

What evidence from the text supports this conclusion?

- A) The first bicycle was developed more than two hundred years ago.
- B) The hobby horse was made of wood, and people rode it by pushing their feet on the ground.
- C) People today ride bicycles to get exercise, and wear helmets as they ride.

**4.** The bicycle with pedals and metal tires was called the boneshaker. What can you infer about the bicycle based on this name?

- A) It was smooth to ride, but the seat made people's bones hurt.
- B) People liked riding this bicycle more than earlier bicycles.
- C) It was bumpy, shaky, and not comfortable to ride.

**5.** What is the main idea of this article?

- A) Bicycles have changed and gotten better in many ways since they were first developed.
  - B) The first bicycle was developed more than two hundred years ago.
  - C) Rubber tires are very important to bicycles today because they make riding smoother.
-



**6.** Read these sentences from the text.

"Bicycles have a long, interesting history. The first bicycle was developed more than two hundred years ago. Early bicycles, however, did not look like today's bikes."

What does the word "developed" most nearly mean here?

- A) created
- B) found
- C) broken apart

**7.** Choose the answer that best completes this sentence.

The high wheeler was developed \_\_\_\_\_ a bicycle that had pedals and metal tires was invented.

- A) then
- B) after
- C) before

**8.** What was one problem with the bicycle called the boneshaker?

---

---

---

---

**9.** Why isn't the high wheeler bicycle used by many people today? Use evidence from the text to support your answer.

---

---

---

---

**10.** This article is called "Building a Better Bicycle." How have today's bicycles solved the problems of earlier bicycles? Use evidence from the text to support your answer.

---

---

---

---

**Writing Prompt:** Using the informational writing rubric on a separate sheet of paper, Imagine you are an inventor tasked with creating a new type of bicycle. Using details from the text "Building a Better Bicycle," describe the features your bicycle would have and explain why these features would make your bicycle better than those from the past.

Building a Better Bicycle Essay Rubric

Criteria	3 - Exceeds Expectations	2 - Meets Expectations	1 - Below Expectations
<b>Story Elements</b>	The story includes a clear and engaging introduction, a well-developed plot with rising action and a resolution, and a conclusion that ties the story together effectively.	The story includes an introduction, a plot with some development, and a conclusion, but one or more elements may be underdeveloped.	The story is missing one or more key story elements (introduction, plot, or conclusion), or the elements are not clearly developed.
<b>Descriptive Details</b>	The story uses vivid and descriptive language to paint a clear picture of the lion's behavior, the character's reactions, and the events that take place. Details engage the reader and enhance the narrative.	The story includes some descriptive details about the lion, the characters, and the events, but more detail or clarity is needed in some areas.	The story lacks sufficient descriptive details about the lion, the characters, and the events, making it difficult for the reader to visualize the scene.
<b>Organization and Transitions</b>	The story is well-organized with smooth transitions between ideas and events, guiding the reader through the narrative.	The story is generally organized, but transitions between ideas or events may be abrupt or unclear in some places.	The story lacks clear organization and/or sufficient transitions, making it difficult for the reader to follow the narrative.

# Math Facts Challenge

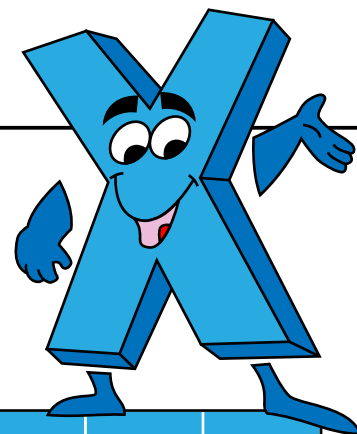
FOR THE SUMMER, ALL INCOMING K-8 STUDENTS MUST PRACTICE THEIR BASIC MATH FACTS LISTED BELOW AND COMPLETE THE MATH ACTIVITIES FOR THEIR GRADE LEVEL. THE GOAL IS TO BE 100% FLUENT IN THEIR FACTS WHEN THEY RETURN TO SCHOOL.



Rising Kindergarten	<ul style="list-style-type: none"> <li>Orally Count to 50</li> <li>Count Objects up to 20</li> </ul>
Rising First Grade	<ul style="list-style-type: none"> <li>Count by 1s, 2s, 5s, &amp; 10s to 100</li> <li>Addition &amp; Subtraction within 20</li> </ul> <p>Ex: <math>6+2=8</math>   <math>9-4=5</math>   <math>11+5=16</math>   <math>15-3=12</math>   <math>20-7=13</math></p>
Rising Second Grade	<ul style="list-style-type: none"> <li>Count to 120, starting at any number</li> <li>Addition &amp; Subtraction within 50</li> </ul> <p>Ex: <math>25+10=35</math>   <math>50-10=40</math>   <math>40+5=45</math>   <math>30-20=10</math></p>
Rising Third Grade	<ul style="list-style-type: none"> <li>Addition &amp; Subtraction within 100</li> </ul> <p>Ex: <math>60+30=90</math>   <math>100-40=60</math></p> <ul style="list-style-type: none"> <li>Multiplication Facts - 0 to 10</li> <li>Fractions and Equivalent Fractions</li> </ul>
Rising Fourth Grade	<ul style="list-style-type: none"> <li>Addition &amp; Subtraction within 1000</li> </ul> <p>Ex: <math>250+300=550</math>   <math>900-100=800</math></p> <ul style="list-style-type: none"> <li>Multiplication and Division Facts - 0 to 12</li> <li>Fractions and Equivalent Fraction</li> </ul>
Rising Fifth Grade	<ul style="list-style-type: none"> <li>Addition &amp; Subtraction of any multidigit number</li> </ul> <p>Ex: <math>20000+3000=23000</math>   <math>19500-1400=18100</math></p> <ul style="list-style-type: none"> <li>Multiplication and Division Facts - 0 to 12</li> <li>Fractions and Equivalent Fraction</li> </ul>
Rising Sixth Grade	<ul style="list-style-type: none"> <li>Multiplication and Division Facts - 0 to 12</li> <li>Fractions and Decimal Fluency</li> </ul>
Rising Seventh Grade	<p>Multiplication and Division Facts - 0 to 12</p> <p>Fractions, Decimal, and Percent Fluency</p> <p>Solve Simple Expressions and Equations</p>

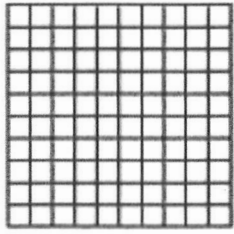
Name: \_\_\_\_\_

## Multiplication Table

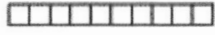


×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

Hundreds



Tens

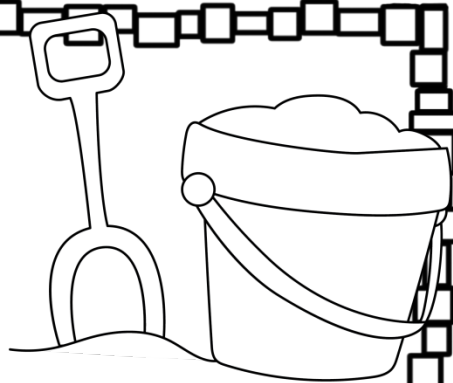


Ones



Name: \_\_\_\_\_

## Add 2-Digit Numbers



$$\begin{array}{r} 24 \\ +36 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ +95 \\ \hline \end{array}$$

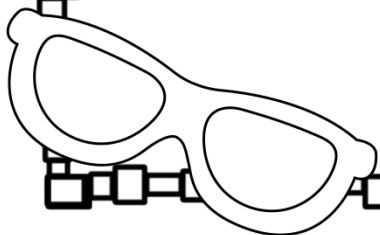
$$\begin{array}{r} 98 \\ +62 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ +43 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ +93 \\ \hline \end{array}$$

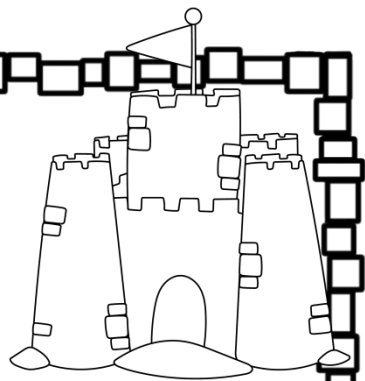
$$\begin{array}{r} 19 \\ +89 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ +49 \\ \hline \end{array}$$



Name: \_\_\_\_\_

# Subtract 2-Digit Numbers



$$\begin{array}{r} 44 \\ -36 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ -19 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ -68 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ -16 \\ \hline \end{array}$$

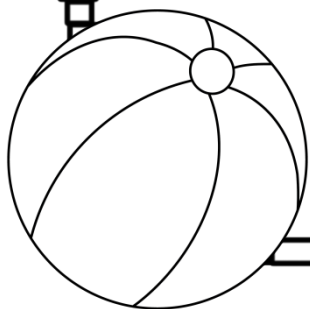
$$\begin{array}{r} 98 \\ -49 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ -34 \\ \hline \end{array}$$

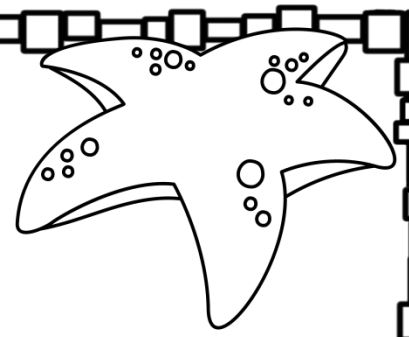
$$\begin{array}{r} 80 \\ -59 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ -29 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ -46 \\ \hline \end{array}$$



Name: \_\_\_\_\_



## Missing Factors

$$3 \times \underline{\quad} = 9$$

$$9 \times \underline{\quad} = 36$$

$$\underline{\quad} \times 5 = 20$$

$$5 \times \underline{\quad} = 10$$

$$\underline{\quad} \times 2 = 8$$

$$10 \times \underline{\quad} = 100$$

$$7 \times \underline{\quad} = 42$$

$$\underline{\quad} \times 8 = 64$$

$$\underline{\quad} \times 4 = 36$$

$$4 \times \underline{\quad} = 28$$

$$6 \times \underline{\quad} = 48$$

$$\underline{\quad} \times 1 = 8$$

$$\underline{\quad} \times 7 = 56$$

$$\underline{\quad} \times 3 = 24$$



Name: \_\_\_\_\_

# Multiplication & Division

Solving word problems.

Each package of water bottles has four rows. There are six bottles in each row. How many water bottles are in a package? Write a number sentence and draw a picture to show your thinking.

If there are eight packages of water bottles in a crate, what is the total of all the water bottles.

Name: \_\_\_\_\_

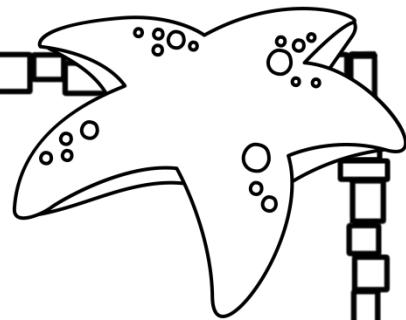
# Multiplication & Division

Solving word problems.

Marcus has six apples. He cut each into 7 slices. How many slices does he have? Write a number sentence and draw a picture to show your thinking.

If Marcus had six more apples, but cut them into 8 slices each, how many total slices would he have then?

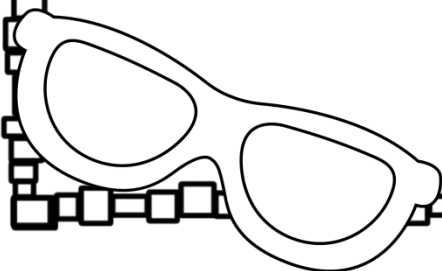
Name: \_\_\_\_\_



## 2 Step Word Problems

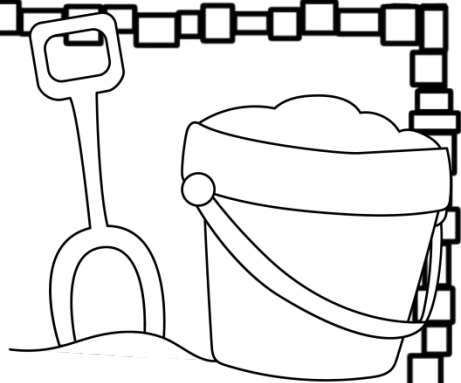
Amar bought a new hat for \$19 and a game for \$16.  
How much did the items cost? Amar had two \$20  
bills. How much change did he receive?

My mom bought 5 pizzas. They cost \$9 each. She  
had \$50. How much change did she receive?



Name: \_\_\_\_\_

## Addition & Subtraction within 1000



$$\begin{array}{r} 254 \\ +326 \\ \hline \end{array}$$

$$\begin{array}{r} 683 \\ -495 \\ \hline \end{array}$$

$$\begin{array}{r} 424 \\ +509 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ -187 \\ \hline \end{array}$$

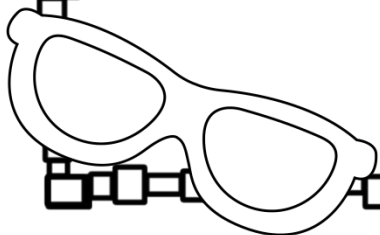
$$\begin{array}{r} 104 \\ +758 \\ \hline \end{array}$$

$$\begin{array}{r} 930 \\ -876 \\ \hline \end{array}$$

$$\begin{array}{r} 565 \\ +275 \\ \hline \end{array}$$

$$\begin{array}{r} 808 \\ -692 \\ \hline \end{array}$$

$$\begin{array}{r} 337 \\ +486 \\ \hline \end{array}$$

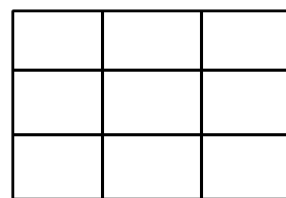
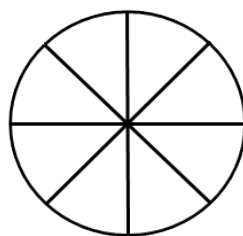
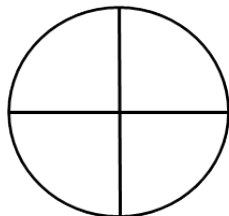
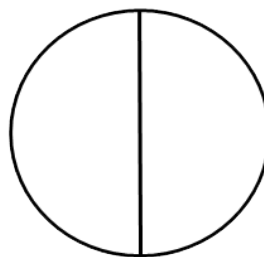
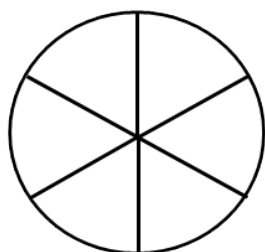
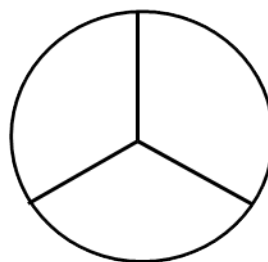
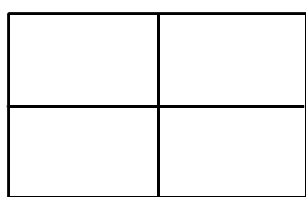


Name: \_\_\_\_\_

BEACH

## Dividing Shapes into Equal Parts

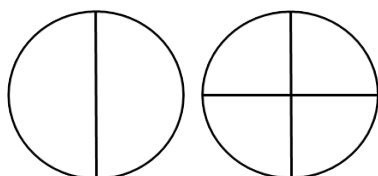
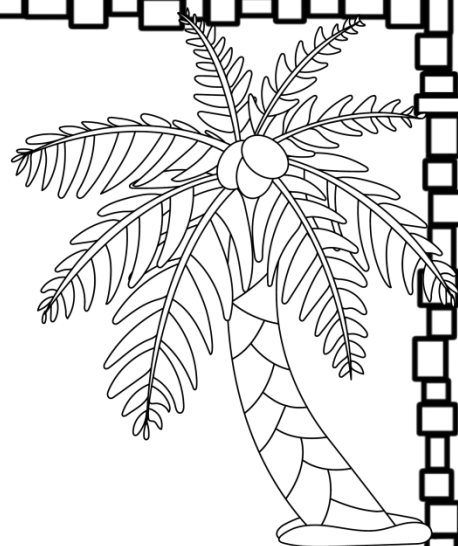
Directions: Name how the equal parts are divided. (halves, thirds, fourths, fifths, sixths, eighths, ninths)



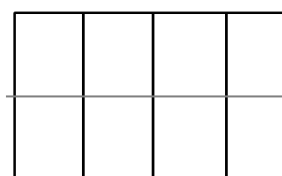
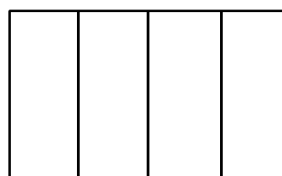
Name: \_\_\_\_\_

# Equivalent Fractions

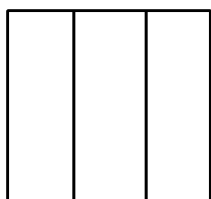
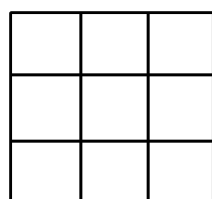
Directions: Color the shapes to show the equivalent fractions.



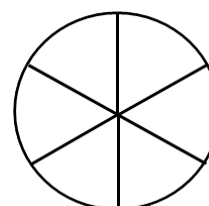
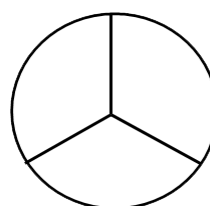
$$\frac{1}{2} = \frac{2}{4}$$



$$\frac{3}{4} = \frac{6}{8}$$



$$\frac{6}{9} = \frac{2}{3}$$



$$\frac{1}{3} = \frac{2}{6}$$

Divide the shapes to show that  $\frac{1}{4} = \frac{2}{8}$













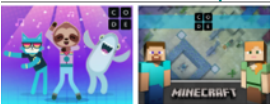

# Science & STEM

THIS SUMMER, GET READY FOR STEM BY COMPLETING AS MANY BOXES ON THE CHOICE BOARD AS YOU CAN! BELOW IS AN OVERVIEW OF THE SCIENCE CONCEPTS YOU WILL LEARN ABOUT NEXT YEAR! IN RES AND TOPICS, STUDENTS CAN BROADEN THEIR HORIZONS AND KEEP THEIR MINDS ACTIVE, ENSURING THEY RETURN TO SCHOOL READY TO SUCCEED.



Rising Kindergarten	Living Things Weather & the Sun	Our Changing World Make Things Move
Rising First Grade	All About Plants Light & Shadows	Animals & How They Communicate Sky Patterns
Rising Second Grade	Land & Water Earth's Changing Landscape	Properties of Materials Living Things & Habitats
Rising Third Grade	Forces Around Us Different Environments	Life Cycles & Traits Observing Weather
Rising Fourth Grade	Information Processing & Living Things Using Energy	Forces & Energy Our Dynamic Earth
Rising Fifth Grade	Investigate Matter Earth's Interactive Systems	Ecosystems Earth & Space Patterns
Rising Sixth Grade	Cells & Life Energy & Matter	Body Systems Reproduction of Organisms The Water Cycle
Rising Seventh Grade	Classification & States of Matter Dynamic Earth Natural Hazards Distribution of Earth's Resources	Properties & Changes Materials Science
Rising Eighth Grade	Geologic Time Forces & Motion Mechanical Energy Introduction to Waves	Natural Selection & Adaptations Evidence of Evolution Electromagnetic Forces Light Information Technologies

# STEM Enrichment Activity Chart Grades 3-5

Create Monday	Science Tuesday	Coding/Active Wednesday	Engineering Thursday	Fun Friday
<p>Can you make a homemade frisbee? Try different materials and see which ones fly the best!</p> 	<p>Have an ice melting battle with your family! Give everyone a piece of ice and see who can get theirs to melt the fastest! Compare strategies and try it a 2nd time.</p> 	<p>Check out the projects at <a href="https://scratch.mit.edu">scratch.mit.edu</a> then create your own game!</p> 	<p>Create a Paper Bridge! Test how strong your bridge is by adding coins onto the bridge until it collapses.</p> <p><a href="https://shorturl.at/LNQCd">https://shorturl.at/LNQCd</a></p> 	<p>Have a paper airplane flying contest with your family! Visit this website for ideas about different shapes and designs. Chart your results!</p> <p><a href="https://shorturl.at/vJRXs">https://shorturl.at/vJRXs</a></p>
<p>Create a maze and have a friend or family member try to solve it!</p> <p>Watch a video on how to create a maze.</p> <p><a href="https://shorturl.at/lKdJt">shorturl.at/lKdJt</a></p> 	<p>Check-in on the animals at the Bronx Zoo's Live Cams <a href="https://bronx.zoo.com/virtual/live-cams">https://bronx.zoo.com/virtual/live-cams</a></p> <p>Choose one animal and create a poster (can be digital) with fun facts about your animal. Here's an example made on Canva.</p> <p><a href="https://shorturl.at/nRrQ2">https://shorturl.at/nRrQ2</a></p> 	<p>Try the Botlogic Game here! <a href="https://botlogic.us/play">https://botlogic.us/play</a></p> 	<p>Watch the video on Biomimicry on YouTube. <a href="https://shorturl.at/wLi6K">https://shorturl.at/wLi6K</a></p> <p>Then create an animal inspired invention that could help you at home.</p> 	<p>Explore the NASA website: <a href="https://nasa.gov/kidsclub/">nasa.gov/kidsclub/</a></p> <p>Find out about the Mission to the Moon. <a href="https://shorturl.at/WXMPU">https://shorturl.at/WXMPU</a></p> <p>Find out more about Space <a href="https://shorturl.at/xhBr0">https://shorturl.at/xhBr0</a></p>
<p>Work with your parents to create a kindness calendar for the week. Do one thing each day that shows kindness to someone in your family</p> 	<p>Watch: <a href="https://www.youtube.com/watch?v=bbvEmlrQcJY">https://www.youtube.com/watch?v=bbvEmlrQcJY</a></p> <p>Try this experiment using vinegar, baking soda and a ziplock baggie.</p> <p>Do this in a large tray!</p> <p>Step 1: Draw a pic on the bag Step 2: Add vinegar to the bag Step 3: Put a little bit of baking soda in toilet paper, wrap it up and put it in the baggie Step 4: Quickly seal the bag What happened?</p> 	<p>Play a coding game at the Hour of Code</p> <p><a href="https://hourofcode.com/us/learn">https://hourofcode.com/us/learn</a></p> 	<p>Create a zip line for a small action figure to travel down from at least your shoulder height.</p> <p>Watch a video for step by step instructions.</p> <p><a href="https://shorturl.at/ycfeg">https://shorturl.at/ycfeg</a></p> 	<p>Create a song with Song Maker!</p> <p><a href="https://musiclab.chromeexperiments.com/Song-Maker/">https://musiclab.chromeexperiments.com/Song-Maker/</a></p> 