Incoming Third Grade Summer Packet

Please complete the following packet. It is due the first Friday after school starts for a minor test grade in ELA and math for the first quarter. It is important that the students practice reading independently and work on responding to texts in addition to practicing problem solving in math.

In addition, a major concept in 3rd grade is multiplication. Please purchase or make multiplication flash cards for 0s, 1s, 2s, and 10s. These multiplication facts should be memorized by the beginning of the school year. During the first week of school, your child will be given a fluency assessment on these facts that will count as a minor test grade for the first quarter.

As French is a major component of Ruppel's educational program, you will find French enrichment included in the packet as well.

Please review the handbook policy for submitting late test grade assignments.

KidsPost

Kids were onboard the Titanic, too

By — Marylou Tousignant
April 13, 2012

"We've had a little accident.
They're going to fix it, and then we'll be on our way."

Steward on the RMS Titanic, April 14, 1912

It wasn't the loud scraping noise that woke 12-year-old Ruth Becker and her mother that freezing April night. It was the sudden silence. Like others aboard the grand new ocean liner RMS Titanic that moonless night 100 years ago, Ruth wondered why the ship's powerful engines had fallen silent in the middle of the icy North Atlantic.

Their steward, whose job it was to take care of them, calmed their jitters with soothing words about the "little accident." Whatever was going on couldn't be that bad. Down below, the ship had 15 watertight walls that made it almost unsinkable. The delay would be short, he promised.

There had already been lots of excitement on the Titanic (pronounced tie-TAN-ick) in its five days at sea. The biggest and finest ship of its day, it was on its first voyage — a week-long crossing from England to New York.

Onboard were 2,200 passengers and crew members, and 3,500 sacks of mail ("RMS" in the ship's title stood for "Royal Mail Ship"). Some of the richest people in the world had booked the fanciest staterooms. Their servants traveled with them. But more than half the passengers were in third class, the cheapest ticket. Most were immigrants wanting a new life in America.

There were more than 100 children on board, including:

•William Carter, 11, whose two dogs were in the ship's kennel.

•Marjorie Collyer, 8, who accidentally left her favorite doll on the ship.

•Johan Svensson, 14, who was joining his father and older sister in South Dakota. The rest of the family, still in Sweden, was to follow. Johan's mother had sewn his money into his jacket.

For kids such as Johan, in third class, much of the ship was off-limits, including the library, pool, steam baths and gym. So kids made their own fun. Frankie Goldsmith, 9, swung from cranes in the baggage area.

The ship was as long as three football fields and had nine decks. There were lots of places for children in first and second class to explore and play games.

Disaster in the dark

For four days, the trip went smoothly. Other ships warned of a large ice field ahead, but the Titanic's officers weren't worried about their "unsinkable" floating palace. They plowed ahead until disaster struck near midnight on April 14.

The Titanic, then about 375 miles south of Newfoundland, Canada, hit an iceberg. Up on deck there was no damage, but down below, water began pouring into some of the ship's compartments. It was thought that water wouldn't be able to flow from one compartment to the next. But that's just what happened, and it soon became clear that so much water had flooded the ship that it would sink. The captain, told that the ship would go down within two hours, ordered lifeboats to be prepared so that passengers could get off the ship.

There weren't enough boats for everyone, however. "Women and children first!" was the rule. But in the chaos, most of the boats set off with empty

seats. And some men made it in, while some women and about half of the children —mostly from third class — did not.

As the last boat left around 2 a.m., more than 1,000 people were still on the Titanic, whose nose had slid into the ink-dark ocean. Suddenly the ship's rear lifted straight up, and with a terrible groan, the Titanic split in two. Moments later, the entire ship had disappeared!

"It seemed as if . . . the whole world was standing still," recalled Eva Hart, who was 7 when she watched with her mother from a lifeboat as the Titanic sank. "There was nothing, just this deathly, terrible silence in the dark night with the stars overhead."

A place in history

The 700 survivors were rescued hours later by another ship, which raced 58 miles through the ice field after receiving the Titanic's SOS call. The trip of their dreams had changed their lives forever.

It wasn't until 1985, nearly 73 years after the tragedy, that ocean explorers finally found the Titanic. The ship rests on the ocean bottom, 2½ miles underwater, in two large pieces. Instead of the one big gash thought to have caused the ship to sink, there are six thin slits in the ship's bottom, each no wider than a man's hand, where steel plates were joined. The force of the crash seems to have torn the plates apart, letting water rush in.

Since the 1985 discovery, thousands of items, including dishes, playing cards and pieces of jewelry, have been pulled from the wreckage and put on display. Some people think the Titanic should be left in peace, to honor those who died on its first — and last — voyage.

— Marylou Tousignant

Comments

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Practice Cold-Read Task

Read "Kids were onboard the Titanic, too" from The Washington Post *by Marylou Tousignant. Then answer the questions.*

1. Part A

Why were some of the passengers **at first** not concerned when the Titanic's engines stopped?

a. They knew that the whole ship was brand new.
b. They didn't hear the ship hit the iceberg.
c. Their attention was on having fun on the best ship of the day.
d. The steward told them anything wrong would be fixed soon.

Part B

What evidence from the article **best** supports the answer to Part A?

a. "It wasn't the loud scraping noise that woke 12-year-old Ruth Becker and her mother." (paragraph 1)
b. "Whatever was going on couldn't be that bad." (paragraph 2)
c. "There had already been lots of excitement on the Titanic." (paragraph 3)
d. "The biggest and finest ship of the day, it was on its first voyage." (paragraph 3)

2. Part A

Read this sentence from paragraph 9:

It was thought that water wouldn't be able to flow from one compartment to the next.

What is the meaning of the word *compartment* as it is used in the sentence?

a. dry place
b. large space
c. separate area
d. safe spot

Part B

Which of the following usually has compartments?

a. a bed
b. a backpack
c. a swimming pool
d. a back yard

3. **Part A:** Read this sentence from paragraph 15:

   Since the 1985 discovery, thousands of items ... have been pulled from the wreckage and put on display.

   What is the meaning of the word *wreckage* as it is used in this sentence?

   a. reason for the Titanic's sinking
   b. place where the Titanic was found
   c. parts of the Titanic left behind
   d. area where the Titanic was smashed

   Part B

   Which phrase from paragraph 14 **best** helps in understanding the meaning of the word *wreckage*?

   a. "bottom of the ocean"
   b. "ship's bottom"
   c. "in two large pieces"
   d. "torn the plates apart"

4. **Part A**

   Which sentence **best** states a main idea of the article?

   a. The sinking of the Titanic was a life-changing experience for the children onboard and for the adults.
   b. There were thousands of sacks of mail on the Titanic being shipped to the United States.
   c. One child reported that she remembered only a "terrible silence" after the Titanic sank.
   d. About 700 people got to safety by being picked up by a ship that answered the Titanic's call for help.

   Part B

   What evidence from the article **best** supports the answer to Part A?

   a. the information about things carried on the Titanic
   b. the things individual people remembered about the trip
   c. the description of what happened after the Titanic sank
   d. the title of the article and the facts about the young passengers

5. Use the information in the article to complete the chart of these events in the order they happened.

   a. Women and children were loaded into lifeboats.
   b. The Titanic runs into an iceberg.
   c. The Titanic splits into two parts.
   d. The Titanic goes down in the icy waters.
   e. Water begins flooding into the lower areas of the ship.

First	
Then	
Then	
Then	
Last	

6. **Part A**

   What new information did the 1985 discovery of the Titanic on the ocean floor give scientists?

   a. People traveling on the Titanic lost a lot of jewelry.
   b. Some of the children lost their possesions on the Titanic.
   c. The Titanic sank because of a large hole made by a crash.
   d. Hitting an iceberg made small openings in the bottom of the Titanic.

   Part B

   What evidence from the article **best** supports the answer to Part A?

   a. "Margorie Collyer ... left her favorite doll on the ship." (paragraph 5)
   b. "It soon became clear that so much water had flooded the ship that it would sink." (paragraph 9)
   c. "The force of the crash seems to have torn the plates apart." (paragraph 14)
   d. "Thousands of items ... have been pulled ...." (paragraph 15)

7. Write a paragraph that explains your opinion about whether things brought up from the Titanic should be put on display or left where they are. Use information from the article to support your explanation. Be sure to use correct grammar, punctuation, capitalization and spelling as your write your paragraph.

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Lesson 3 Sprint 3•1

A

Number Correct: _____

Add Equal Groups

1.	2 + 2 =	
2.	2 twos =	
3.	5 + 5 =	
4.	2 fives =	
5.	2 + 2 + 2 =	
6.	3 twos =	
7.	2 + 2 + 2 + 2 =	
8.	4 twos =	
9.	5 + 5 + 5 =	
10.	3 fives =	
11.	5 + 5 + 5 + 5 =	
12.	4 fives =	
13.	2 fours =	
14.	4 + 4 =	
15.	2 threes =	
16.	3 + 3 =	
17.	2 sixes =	
18.	6 + 6 =	
19.	5 twos =	
20.	2 + 2 + 2 + 2 + 2 =	
21.	5 fives =	
22.	5 + 5 + 5 + 5 + 5 =	

23.	7 + 7 =	
24.	2 sevens =	
25.	9 + 9 =	
26.	2 nines =	
27.	8 + 8 =	
28.	2 eights =	
29.	3 + 3 + 3 =	
30.	3 threes =	
31.	4 + 4 + 4 =	
32.	3 fours =	
33.	3 + 3 + 3 + 3 =	
34.	4 threes =	
35.	4 fives =	
36.	5 + 5 + 5 + 5 =	
37.	3 sixes =	
38.	6 + 6 + 6 =	
39.	3 eights =	
40.	8 + 8 + 8 =	
41.	3 sevens =	
42.	7 + 7 + 7 =	
43.	3 nines =	
44.	9 + 9 + 9 =	

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B

Number Correct: _____

Improvement: _____

Add Equal Groups

1.	5 + 5 =	
2.	2 fives =	
3.	2 + 2 =	
4.	2 twos =	
5.	5 + 5 + 5 =	
6.	3 fives =	
7.	5 + 5 + 5 + 5 =	
8.	4 fives =	
9.	2 + 2 + 2 =	
10.	3 twos =	
11.	2 + 2 + 2 + 2 =	
12.	4 twos =	
13.	2 threes =	
14.	3 + 3 =	
15.	2 sixes =	
16.	6 + 6 =	
17.	2 fours =	
18.	4 + 4 =	
19.	5 fives =	
20.	5 + 5 + 5 + 5 + 5 =	
21.	5 twos =	
22.	2 + 2 + 2 + 2 + 2 =	

23.	8 + 8 =	
24.	2 eights =	
25.	7 + 7 =	
26.	2 sevens =	
27.	9 + 9 =	
28.	2 nines =	
29.	3 + 3 + 3 + 3 =	
30.	4 threes =	
31.	4 + 4 + 4 =	
32.	3 fours =	
33.	3 + 3 + 3 =	
34.	3 threes =	
35.	4 fives =	
36.	5 + 5 + 5 + 5 =	
37.	3 sevens =	
38.	7 + 7 + 7 =	
39.	3 nines =	
40.	9 + 9 + 9 =	
41.	3 sixes =	
42.	6 + 6 + 6 =	
43.	3 eights =	
44.	8 + 8 + 8 =	

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13 July

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Cold-Read Task

Read "The Gold Rush" by Amy Headley and Victoria Smith. Then answer the questions.

The Gold Rush

In 1848, just a few months before the Treaty of Guadalupe-Hidalgo ended the Mexican War, something happened that would change the history of the United States forever. In California, John Sutter was having a sawmill built on his property. He hired a carpenter named James Marshall to be in charge of the construction. Mr. Marshall and his crew were building the sawmill on the American River, near present-day Sacramento. It was there, in the muddy waters of the American River, that James Marshall found gold nuggets.

John Sutter tried to keep James Marshall's discovery quiet. He did not want people entering his property to search for gold. Within a few months, the secret was out. Most of Sutter's workers left him in search of their own fortunes. Sutter was unable to keep hundreds of prospectors from trampling his land, destroying his crops, and killing his cattle. People all around him were "striking it rich," but John Sutter lost everything and died a poor man.

The Forty Niners

Within a year of James Marshall's discovery, thousands of people from the United States and other countries traveled to California to claim a piece of gold for themselves and hopefully become rich.

Gold-seekers from Australia, New Zealand, Hawaii, and China traveled across the ocean by boat. Prospectors from the United States and Mexico arrived on horseback and in covered wagons. Nearly 100,000 people traveled to California during that first year. Because the year was 1849, they became known as the "Forty Niners."

Mining for Gold

In the beginning of the Gold Rush, miners "panned" for gold by scooping pans with screen bottoms into the muddy waters of California's rivers and streams. The holes in the screens were big enough to let sand fall through, but small enough to stop any flakes of gold large enough to have value.

Later, the miners used a method known as cradle rocking to search for gold. They scooped up the mud, sand, and water from the bottom of the river and dumped it into a box with a screen bottom. The miners rocked the box back and forth to separate the gold from the mud and sand.

After the gold in and around the streams had been removed, miners turned their attention to the land around the rivers. To remove the gold, hard-rock miners used picks and axes to dig shafts and tunnels that were up to 40 feet deep. Ox-drawn wagons carried supplies into the mines and gold out of the mines.

Gold Rush Towns

In 1848, before James Marshall's gold discovery, there were a few hundred people living in San Francisco. After gold was discovered, San Francisco became the starting place for most miners hoping to strike it rich during California's Gold Rush.

Thousands of wagon trains packed the Oregon and California trails. Ships sailed across the Pacific Ocean. All were loaded with supplies and eager miners who started their golden journeys in San Francisco. By 1850, San Francisco's population had grown to 25,000.

From San Francisco, miners traveled to the towns of Sacramento or Stockton. These towns became the center of activity for prospectors heading to the northern and southern mines. After a long week panning for gold, miners returned to one of these towns for a hot meal, a warm bed, entertainment, and new supplies for the next week. Everything could be purchased with gold nuggets or bags of gold dust.

The Gold Rush © 2009 splashpublications.com

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1. Read this sentence from the passage.

> **"Sutter was unable to keep hundreds of prospectors from trampling his land, destroying his crops, and killing his cattle."**

Part A

What is the meaning of the word prospector?

a. Someone who give others wealth or a title.
b. Someone who tries to uncover hidden information.
c. Someone who explores an area in search of oil, gold, or other mineral deposits.
d. Someone who travels to distant or unfamiliar places to find out more about them.

Part B

Which detail from the passage **best** supports the meaning of prospector?

a. "John Sutter tried to keep James Marshall's discovery quiet."
b. "He did not want people entering his property to search for gold."
c. "Within a few months, the secret was out."
d. "People all around him were 'striking it rich.'"

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2. **Part A**

Which statement **best** describes John Sutter's feelings toward prospectors finding gold on his property?

a. John Sutter was excited to strike it rich with the prospectors.
b. John Sutter was happy that he could help all his workers find treasure.
c. John Sutter was worried that too many prospectors would come and ruin his land.
d. John Sutter was angry that the prospectors were not sharing any of the gold they found.

Part B

Which detail from the passage **best** supports the answer to Part A?

a. "Within a few months, the secret was out."
b. "Most of Sutter's workers left him in search of their own fortunes."
c. "Sutter was unable to keep hundreds of prospectors from trampling his land, destroying his crops, and killing his cattle."
d. "People all around him were 'striking it rich,' but John Sutter lost everything and died a poor man."

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3. Read this sentence from the passage.

They became known as the "Forty Niners."

Part A

Why are the prospectors who moved to California in search of gold referred to as forty niners?

a. In 1849 a large rush of people moved to California in search for gold.
b. The majority of the people who moved in search of gold were 49 years old.
c. Most people who came to search for gold only lasted around 50 days before leaving.
d. Prospectors moving to find gold had to establish a camp no closer than 49 yards to the nearest camp.

Part B

Which detail from the passage **best** supports the meaning of forty niners?

a. Thousands of people from the United States and other countries traveled to California.
b. Because the year was 1849, they became known as the "Forty Niners."
c. Unfortunately, not everyone found gold in California's mines.
d. Sometimes it took months or even years to actually find and remove the gold.

4. Reread the section of the passage titled "Mining for Gold."

   Identify one tool used in each gold mining method and place the letter into the chart. Then, identify and place the letter by the **two** details from "Mining for Gold" that describe each method below.

Method	Tool	Detail 1	Detail 2
Cradle Rocking			
Hard Rock			
Panning			

TOOLS

a. scooping pan
b. sawmill
c. pick
d. box

DETAILS

e. "scooped up the mud, sand, and water from the bottom of the river and dumped it into a box with a screen bottom."
f. "The holes in the screens were big enough to let sand fall through, but small enough to stop any flakes of gold."
g. "scooping pans with screen bottoms into the muddy waters of California's rivers and streams."
h. "To remove the gold, hard-rock miners used picks and axes to dig shafts and tunnels."
i. "The miners rocked the box back and forth to separate the gold from the mud and sand."
j. "Ox-drawn wagons carried supplies into the mines and gold out of the mines."

5. Which sentence **best** summarizes "The Gold Rush"?

a. James Marshall discovered gold while building a sawmill on a farm in California.
b. One way that prospectors searched for treasure was by "panning" for gold using scooping pans.
c. In 1849, thousands of prospectors moved to California in hopes of striking it rich in search of gold.
d. John Sutter's property was destroyed when prospectors tore up his land looking for gold during the Gold Rush of 1849.

6. Identify **three** details that support the main idea that people were hoping to find gold in California.

   a. Prospectors searched for gold in rivers and streams, and by making shafts in rocks.
   b. James Marshall was a carpenter that worked in California.
   c. Gold rush towns sprung up throughout California, such as San Francisco.
   d. John Sutter died a poor man.
   e. Prospectors came from all over the world: Australia, New Zealand, China, and Mexico.

7. Identify the details from the passage that show the causes and effects between events of "The Gold Rush." Place the correct letter is the box. Not all choices will be used.

Cause	Effect
	James Marshall finds gold nuggets in the American River.
Prospectors come in search of gold on John Sutter's land.	
Word gets out about the discovery.	
	Miners begin mining for gold on land using picks and axes.
	San Francisco's population grows to 25,000.

   a. John Sutter's crops were destroyed and cattle killed.
   b. Hundreds of prospectors came.
   c. All the gold had been removed from streams and rivers.
   d. Sutter lost everything and died a poor man.
   e. San Francisco became the starting place for most miners hoping to strike it rich.
   f. Shafts and tunnels 40 feet deep were built.
   g. John Sutter hires James Marshall to build a sawmill.

8. Read the following sentence from the passage.

> **"All were loaded with supplies and eager miners who started their golden journeys in San Francisco."**

Part A

What is the meaning of *eager* in this sentence?

a. excited
b. poor
c. rich
d. scared

Part B

Which detail from the passage **best** supports the meaning of eager?

a. "In 1848, before James Marshall's gold discovery, there were a few hundred people living in San Francisco."
b. "After gold was discovered, San Francisco became the starting place for most miners hoping to strike it rich during California's Gold Rush."
c. "After a long week panning for gold, miners returned to one of these towns for a hot meal, a warm bed, entertainment, and new supplies for the next week."
d. "Everything could be purchased with gold nuggets or bags of gold dust."

9. Read the following sentence from the passage.

> **"All were loaded with supplies and eager miners who started their golden journeys in San Francisco."**

Write a multi-paragraph response that explains why the miners' trip to California is described as a "golden journey" and how this description supports the information about the Gold Rush. Use details from the passage to support your response. Be sure to observe the conventions of standard English.

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A

Number Correct: _____

Repeated Addition as Multiplication

1.	5 + 5 + 5 =	
2.	3 × 5 =	
3.	5 × 3 =	
4.	2 + 2 + 2 =	
5.	3 × 2 =	
6.	2 × 3 =	
7.	5 + 5 =	
8.	2 × 5 =	
9.	5 × 2 =	
10.	2 + 2 + 2 + 2 =	
11.	4 × 2 =	
12.	2 × 4 =	
13.	2 + 2 + 2 + 2 + 2 =	
14.	5 × 2 =	
15.	2 × 5 =	
16.	3 + 3 =	
17.	2 × 3 =	
18.	3 × 2 =	
19.	5 + 5 + 5 + 5 =	
20.	4 × 5 =	
21.	5 × 4 =	
22.	2 × 2 =	

23.	3 + 3 + 3 + 3 =	
24.	4 × 3 =	
25.	3 × 4 =	
26.	3 + 3 + 3 =	
27.	3 × 3 =	
28.	3 + 3 + 3 + 3 + 3 =	
29.	5 × 3 =	
30.	3 × 5 =	
31.	7 + 7 =	
32.	2 × 7 =	
33.	7 × 2 =	
34.	9 + 9 =	
35.	2 × 9 =	
36.	9 × 2 =	
37.	6 + 6 =	
38.	6 × 2 =	
39.	2 × 6 =	
40.	8 + 8 =	
41.	2 × 8 =	
42.	8 × 2 =	
43.	7 + 7 + 7 + 7 =	
44.	4 × 7 =	

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B

Number Correct: _____

Improvement: _____

Repeated Addition as Multiplication

1.	2 + 2 + 2 =	
2.	3 × 2 =	
3.	2 × 3 =	
4.	5 + 5 + 5 =	
5.	3 × 5 =	
6.	5 × 3 =	
7.	2 + 2 + 2 + 2 =	
8.	4 × 2 =	
9.	2 × 4 =	
10.	5 + 5 =	
11.	2 × 5 =	
12.	5 × 2 =	
13.	3 + 3 =	
14.	2 × 3 =	
15.	3 × 2 =	
16.	2 + 2 + 2 + 2 + 2 =	
17.	5 × 2 =	
18.	2 × 5 =	
19.	5 + 5 + 5 + 5 =	
20.	4 × 5 =	
21.	5 × 4 =	
22.	2 × 2 =	
23.	4 + 4 + 4 =	
24.	3 × 4 =	
25.	4 × 3 =	
26.	4 + 4 + 4 + 4 =	
27.	4 × 4 =	
28.	4 + 4 + 4 + 4 + 4 =	
29.	4 × 5 =	
30.	5 × 4 =	
31.	6 + 6 =	
32.	6 × 2 =	
33.	2 × 6 =	
34.	8 + 8 =	
35.	2 × 8 =	
36.	8 × 2 =	
37.	7 + 7 =	
38.	2 × 7 =	
39.	7 × 2 =	
40.	9 + 9 =	
41.	2 × 9 =	
42.	9 × 2 =	
43.	6 + 6 + 6 + 6 =	
44.	4 × 6 =	

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