

Dear Incoming 3rd grade Families,

Enclosed in this packet is your child's summer reading assignment. The purpose of summer reading is to encourage students to read and to avoid the summer setback, when students regress one or more reading levels over the summer. We can say without hesitation that the best way to become a better reader is to spend time reading.

As you can see from the data below, spending just 20 minutes of reading time each day will make a dramatic difference in your child's success in the upcoming school year.

For this year's summer reading assignment, your child must read one of the following books:

- **Frindle by Andrew Clements (830L) or The Homework Machine by Dan Gutman (680L).**

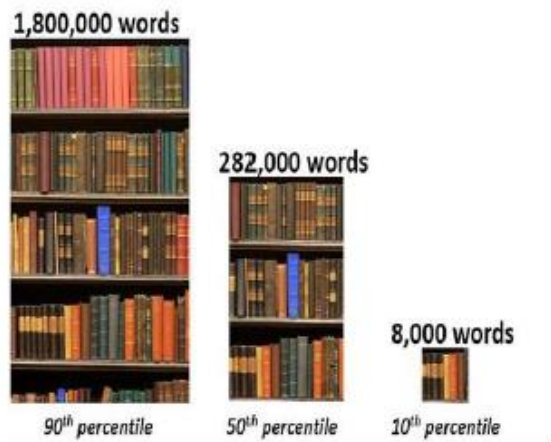
- **Your child must also read one biography of their choice.**

A total of two books should be read for summer reading. Your child will complete their choice of an activity for the two books. The list of activities can be found on the next page. The activities will be collected and evaluated according to the rubric the first week of school.

Thank you for joining us in encouraging your child to discover the value and enjoyment in reading. We wish you and your family a very relaxing, safe, and fun-filled summer!

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"	Student "B"	Student "C"
reads 20 minutes each day	reads 5 minutes each day	reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year



By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?
(Nagy & Herman, 1987)

Sincerely,
The Third Grade Team

Activity Choices

Choose two of the activities below. Complete one for either Frindle or The Homework Machine, and one for the biography of your choice. Your activities will be due the first week of school.

1. Make an online timeline from www.readwritethink.org (or any other site) of the important events that are happening in your book. Include important dates and events that took place in the characters' lives. Include at least two sketches of the main events and dates.
2. Write or type a letter to the author of your book. Make sure to include any questions you have about the story, and talk about what your favorite part was.
3. If you are reading a biography, create an illustration of what your famous person is known for doing. Example, Rosa Parks is known for not getting off the bus. So you would draw an illustration of Rosa Parks taking a stand on the bus. Then explain in two or more sentences about the picture you drew.
4. Create a comic strip of the main events that happened in your book. Be sure to draw balloons to accompany each picture with dialog from the characters.
5. Choose your favorite character and draw them in the middle of your paper. Then, draw lines coming out of the character, and list all of the character's traits. Example: enthusiastic, hilarious, generous.
6. Create a "most wanted" poster of the meanest character in your book. Remember to include an illustration and description of what he or she looks like and why they are wanted.
7. If you are reading a biography, create a portrait of the famous person you are reading about. Under their picture include a brief description of that person and what they are most known for. The description may be typed.
8. Draw a [Venn diagram](#). On the left side, write down the name of the character that was the "hero" of the story. On the right side write down the name of the character that was the "Villain" of the story. In the middle, write down two or three things they had in common. On each side include two or three things specific to that character.
9. Divide your paper in half. On the left side write "fact" and on the right side write "fiction" (remember fiction means it is not true). Then write down five facts from your book, and five things that are fiction. This may be typed on the computer.
10. Video yourself pretending to be on television talking about the book you are currently reading. Include three reasons someone should read your book. (Flash drive or email)

Summer Reading Activity Rubric

Name _____ Activity Chosen: _____ Total points: _____ / 10

Expectation	2 points each	1.5 points each	1 point each	1/2 point each
Demonstrate knowledge of the book, characters, story line, setting, climax.	Clearly demonstrated understanding of the book, characters, story line, setting, climax.	Included some information about the characters, story line, setting and/or climax.	Missing many points about the book, characters, story line, setting and/or climax.	It is not clear that you read the book. Information is largely missing or incorrect.
Included title and author of book	Included title and author.	Included title or author	Included title or author but misspelled or incomplete	Neither title nor author included.
Followed directions for chosen project.	All directions were followed and you went above and beyond what I expected. (Creativity...)	Most directions were followed but it was missing something. Some creativity was shown.	Most directions were followed but little or no creativity was included.	Presentation was missing many elements of the chosen project.
Grammatically correct written presentation and spelling was correct.	Grammar and spelling errors may have been present but they did not take away from the project.	Grammar and spelling errors were a problem; many took away from the project.	Grammar and spelling took away from the project and left the reader feeling as if they were reading a rough draft.	Too many grammar and spelling errors to make reading easy, clearly this needed to be edited.
Your project is attractive and organized, includes appropriate art, graphics, graphs, etc.	Your project is attractive and well organized. It includes appropriate art, graphs, etc.	Your project is attractive or well put together but it is missing something like art or graphs.	Your project is plain and may have organization issues; it has no art or graphs to help tell the story.	Your project is poorly put together and/or messy. It is missing art or graphs.

Break Apart 3-Digit Addends

COMMON CORE STANDARD CC.2.NBT.7
Use place value understanding and properties of operations to add and subtract.

Break apart the addends to find the sum.

1.
$$\begin{array}{r} 518 \\ + 221 \\ \hline \end{array} \longrightarrow \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

$$\begin{array}{r} 518 \\ + 221 \\ \hline \end{array} \longrightarrow \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

$$\begin{array}{r} 518 \\ + 221 \\ \hline \end{array} \longrightarrow \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

2.
$$\begin{array}{r} 438 \\ + 142 \\ \hline \end{array} \longrightarrow \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

$$\begin{array}{r} 438 \\ + 142 \\ \hline \end{array} \longrightarrow \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

$$\begin{array}{r} 438 \\ + 142 \\ \hline \end{array} \longrightarrow \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

3.
$$\begin{array}{r} 324 \\ + 239 \\ \hline \end{array} \longrightarrow \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

$$\begin{array}{r} 324 \\ + 239 \\ \hline \end{array} \longrightarrow \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

$$\begin{array}{r} 324 \\ + 239 \\ \hline \end{array} \longrightarrow \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

PROBLEM SOLVING  **REAL WORLD**

Solve. Write or draw to explain.

4. There are 126 crayons in a bucket. A teacher puts 144 more crayons in the bucket. How many crayons are in the bucket now?

_____ crayons

Lesson Check (CC.2.NBT.7)

1. What is the sum?

$$\begin{array}{r} 218 \\ + 145 \\ \hline \end{array}$$

- 263
- 363
- 463
- 541

2. What is the sum?

$$\begin{array}{r} 664 \\ + 223 \\ \hline \end{array}$$

- 441
- 881
- 887
- 888

Spiral Review (CC.2.OA.2, CC.2.NBT.5, CC.2.NBT.6, CC.2.NBT.9)

3. What is the sum? (Lesson 4.2)

$$19 + 21 = ?$$

- 41
- 40
- 39
- 38

4. Which is a related subtraction fact for $9 + 6 = 15$? (Lesson 3.5)

- $15 - 9 = 6$
- $9 - 6 = 3$
- $6 + 9 = 15$
- $9 - 3 = 6$

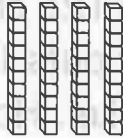

5. There are 25 goldfish and 33 betta fish. How many fish are there in all? (Lesson 4.7)

- 8
- 48
- 58
- 68

6. Subtract 16 from 41. What is the difference?

(Lesson 5.3)

- 57
- 35
- 25
- 16

Tens	Ones
	

Name _____

PROBLEM SOLVING

Lesson 6.6

Problem Solving • 3-Digit Subtraction

COMMON CORE STANDARD CC.2.NBT.7

Use place value understanding and properties of operations to add and subtract.

Make a model to solve. Then draw a quick picture of your model.

1. On Saturday, 770 people went to the snack shop. On Sunday, 628 people went. How many more people went to the snack shop on Saturday than on Sunday?

_____ more people

2. There were 395 lemon ice cups at the snack shop. People bought 177 lemon ice cups. How many lemon ice cups are still at the snack shop?

_____ cups

3. There were 576 bottles of water at the snack shop. People bought 469 bottles of water. How many bottles of water are at the snack shop now?

_____ bottles

4. There were 279 bags of apple chips at the snack shop. Then 134 bags of apple chips were bought. How many bags of apple chips are at the snack shop now?

_____ bags

Lesson Check (CC.2.NBT.7)

1. There are 278 math and science books. 128 of them are math books. How many science books are there?

- 50
- 140
- 150
- 406

2. A book has 176 pages. Mr. Roberts has read 119 pages. How many pages does he have left to read?

- 55
- 57
- 67
- 295

Spiral Review (CC.2.OA.2, CC.2.NBT.5, CC.2.NBT.6, CC.2.NBT.7)

3. What is the sum? (Lesson 3.4)

$$1 + 6 + 2 = \underline{\quad}$$

- 9
- 8
- 7
- 4

4. What is the difference? (Lesson 5.1)

$$54 - 8 = \underline{\quad}$$

- 62
- 46
- 44
- 34

5. What is the sum? (Lesson 6.5)

$$\begin{array}{r} 356 \\ + 174 \\ \hline \end{array}$$

- 182
- 220
- 451
- 530

6. What is the sum? (Lesson 4.3)

$$\begin{array}{r} 22 \\ + 16 \\ \hline \end{array}$$

- 47
- 38
- 18
- 6

Name _____

Chapter 6 Extra Practice

Lesson 6.2 (pp. 285–288)

Break apart the addends to find the sum.

1. $121 \rightarrow \underline{\quad} + \underline{\quad} + \underline{\quad}$
 $+ 269 \rightarrow \underline{\quad} + \underline{\quad} + \underline{\quad}$
 $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Lesson 6.3 (pp. 289–292)

Write the sum.

1.

	Hundreds	Tens	Ones
		<input type="text"/>	
	6	5	8
+	2	1	6
<hr/>			

2.

	Hundreds	Tens	Ones
		<input type="text"/>	
	4	0	3
+	3	2	9
<hr/>			

Lessons 6.4 – 6.5 (pp. 293–299)

Write the sum.

1.

	2	9	3
+	5	8	5
<hr/>			

2.

	3	6	8
+	4	6	4
<hr/>			

3.

	1	7	6
+	3	4	8
<hr/>			

Lesson 6.6 (pp. 301–304)

Make a model to solve. Then draw a quick picture of your model.

1. There are 485 books on the shelves and 114 books on the tables. How many more books are on the shelves than on the tables? _____ more books

Lesson 6.7 (pp. 305–308)

Solve. Write the difference.

1.

Hundreds	Tens	Ones
6	<input type="text"/>	<input type="text"/>
3	8	1
—	1	2
<hr/>		

2.

Hundreds	Tens	Ones
7	<input type="text"/>	<input type="text"/>
5	3	4
—	2	6
<hr/>		

Lesson 6.8 (pp. 309–312)

Solve. Write the difference.

1.

6	1	3
—	8	3
<hr/>		

2.

8	7	5
—	8	3
<hr/>		