



Reading Packet Directions:

Stone Fox – Read the story over the summer. Complete the questions about a hero story. Use your best cursive writing and complete sentences where indicated. (Parents, you may borrow a copy of this book when you pick up your child's report card. If the book gets lost or damaged over the summer, you are responsible for paying to replace it. Please have your child bring the book to school on the first day back.)

Jumanji – Read the story. Complete the book review using your best cursive writing. No CS.

Sylvester and the Magic Pebble – Read the story. Complete the cause and effect statements. You may print on this paper, as the lines are smaller. Use CS.

Notes:

- Parents, you can request a copy of any of these books by going to www.ccpa.net/lis. Click on "search the catalog" and put in the title. You will need your library card number and your pin number to request a book, and you will receive an e-mail notification when it arrives.
- All work in third grade is to be completed in cursive starting on the first day of school. All of the writing in this packet is to be completed in cursive writing unless otherwise indicated.
- Use CS = Use complete sentences. No CS = No complete sentences.
- The Reading Logs are optional, but students will earn a prize for each month that they meet the goal of reading 200 minutes. Even if your child only reads on weekdays, it is only about 10 minutes of reading a day.
- Students, remember that you have more than 8 weeks to complete everything. Do a little bit each day, and you won't have lots of work to do at the end of the summer.



Stone Fox

In a hero story, there is usually a pattern that unfolds as the story happens. In this pattern, the hero is called to adventure by a problem which requires him or her to leave home. The hero is tested by many trials and enemies, and meets friends and helpers along the way. The hero will reach a low point and nearly give up, but will finally triumph and return home a changed person. Identify each of these areas from Stone Fox and write about them in the correct boxes.

Who is the hero of this story? _____

Describe the hero's problem. Use CS.

Explain some of his trials and tell about his enemies. No CS.

Trials:

Enemies:

Friends/Helpers: No CS.

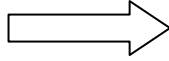
Describe the low point in the hero's journey. Use CS.

Explain how the hero triumphs by the end of the story. Use CS.

Sylvester and the Magic Pebble

Cause

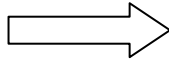
Sylvester held the shiny red pebble in his hoof and said, "I wish it would stop raining."



Effect

Cause

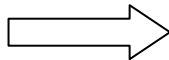
As he was crossing Strawberry Hill, Sylvester was frightened by a mean, hungry lion.



Effect

Cause

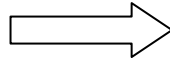
Mr. and Mrs. Duncan asked all their neighbors and the police if they could help find Sylvester.



Effect

Cause

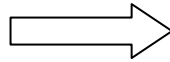
When Mrs. Duncan got to Strawberry Hill, she sat down on the rock.



Effect

Cause

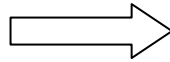
As Mrs. Duncan set out the food, Mr. Duncan saw the red pebble and exclaimed, "What a fantastic pebble!"



Effect

Cause

Sylvester thought, "I wish I were myself again, I wish I were my real self again!"



Effect



Book Review by _____



Book Title –

Main Character(s) –

Other Characters –

Things I liked or disliked about the main character . . .

This story takes place . . .

This story is about . . .

This is how the story ended . . .

My favorite part of the book was . . .

This story taught me . . .

I give this book    stars  

Grade 3 Summer Math Packet

Name: _____

Students will complete the Math packet for the Summer. Each page is designed to review concepts and computations learned in 2nd grade and prepare students for 3rd grade. The students have seven weeks to complete this Math packet.

Students can go to various websites to practice their facts and Math concepts. Have your child go onto these sites for a variety of activities:

www.FirstInMath.com (until July)
www.coolmath.com

www.sheppardsoftware.com
www.internet4classrooms.com

Identify if the number is even or odd. Write E for even and O for odd.

_____ 6 _____ 9 _____ 0 _____ 2
_____ 27 _____ 12 _____ 33 _____ 24

Rounding to the nearest 10. (Rule: if the number in the ones column is 5 or above you round up; if the number in the ones column is 4 or lower, you round down.)

_____ 15 _____ 43 _____ 75 _____ 10

Add the following problems:

$$\begin{array}{r} 45 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 299 \\ + 170 \\ \hline \end{array}$$

$$\begin{array}{r} 241 \\ +351 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 496 \\ +14 \\ \hline \end{array}$$

Students will write the following numbers in standard form (example: 23):
expanded form (example: $20 + 3$) or written form (example: twenty-three).

Write the following numbers in standard form:

Two Hundred Nineteen: _____ $900 + 30 + 3$: _____

$4,000 + 30 + 7$: _____ Five Hundred Forty-five: _____

Subtract the following problems: (Remember regrouping)

$$\begin{array}{r} 27 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 145 \\ -119 \\ \hline \end{array}$$

$$\begin{array}{r} 183 \\ -14 \\ \hline \end{array}$$

$$\begin{array}{r} 460 \\ -29 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ -64 \\ \hline \end{array}$$

$$\begin{array}{r} 387 \\ -219 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ -57 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ -15 \\ \hline \end{array}$$

Students will add three addends together.

4	6	12	18
5	7	8	20
<u>+3</u>	<u>+8</u>	<u>+ 9</u>	<u>+36</u>

Students will compare numbers using the symbols < , > , =

343 _____ 434

661 _____ 656

88 _____ 98

989 _____ 898

37 _____ 34

2,224 _____ 2,325

Students will write the numbers in order from least to greatest:

433

356

487

1,458

1,358

1,385

Matching Ordinal numbers with the word name. Student will put letter on the line:

- | | | |
|-------|--------------|---------------------|
| _____ | First | a. 10 th |
| _____ | Ninth | b. 8 th |
| _____ | Sixteenth | c. 23 rd |
| _____ | Twenty-first | d. 3 rd |
| _____ | Third | e. 18 th |
| _____ | Eighth | f. 9 th |
| _____ | Twenty-third | g. 16 th |
| _____ | Tenth | h. 21 st |
| _____ | Eighteenth | i. 1 st |

Answer the following questions:

What are the next four numbers in the pattern below?

14, 24, 34, 44, _____, _____, _____, _____

Helen sold 4 tickets for the soccer tournament on Monday, 5 tickets on Tuesday, 7 tickets on Wednesday and 10 tickets on Thursday. If the pattern continues, how many tickets will Helen likely sell on Saturday and Sunday?

Saturday: _____ tickets

Sunday: _____ tickets

Identify the value of the underlined digit. (Example: 237 - the value of the 3 is equal to 30)

1,277 _____ 48 _____

891 _____ 8,203 _____

Answer the following questions about money:

If you want to buy a toy which costs \$2.43 and you have 1 dollar, 5 quarters and 3 nickels. Do you have enough money to purchase the toy?

YES

NO

How much money do you have? _____

Counting Coins and Bills:

Write each value. Use a dollar sign and a decimal point:

6 one-dollar bills, 3 pennies: _____

1 five-dollar bill, 2 one-dollar bills, and 3 quarters: _____

Subtract:

$$\begin{array}{r} \$5.00 \\ -\$3.67 \\ \hline \end{array}$$

$$\begin{array}{r} \$20.00 \\ -\$18.97 \\ \hline \end{array}$$

$$\begin{array}{r} \$10.00 \\ -\$ 3.50 \\ \hline \end{array}$$



How much money do you see? _____

This will be a combination of various Problem Solving Questions:

Use the digits 8, 3, 7, 2. Make the smallest number you can make with these digits. Also make the largest number you can make with these digits.

Largest: _____

Smallest: _____

Five students line up from shortest to tallest. Adam is taller than Jamie but shorter than Tom. Kim is taller than Tom but shorter than Sally. In what order do the students line up.
