

LINCOLN SCHOOL

P R O V I D E N C E



SUMMER WORK 2021

Entering Grade 3

Name: _____

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June 1, 2021

Dear Rising Third Grade Student and Parents,

Enclosed you will find your child's Summer Work book. We designed this practice to reinforce important skills learned this past year and to keep academic skills fresh.

The Summer Work book includes:

- A planning calendar
- The summer reading list
- A reading log
 - **Rising third graders have one required book: Absolutely Alfie and the Furry Purry Secret by Sally Warner**
- A writing activity – template and sample
- Math assignments: A mix of math games, math facts and IXL
- Keyboarding practice assignment and password information

The teachers use the Summer Work as an assessment point at the beginning of the year; they review it for completeness and for understanding, and then use what they learn to plan instruction. **We therefore ask that everyone complete the entire Summer Work book and bring it back to school on the first day of school in the fall.**

I also want to emphasize the importance of reading and applying math skills over the summer. Those of us who love to read cannot imagine a day without books, magazines, and other texts. To build that love of reading, developing reading as a habit and a pastime is essential. Reading can take many forms: read alouds, audio books, and independent reading. Each has its advantages, but they are not interchangeable, in terms of skill development.

- Children can comprehend texts that are read aloud at a higher level than they can read independently.
- Reading aloud is of course wonderful shared time, in which you can share old favorites, discover new texts together, and engage in conversations about and enjoyment in books.
- Audio books provide that same access to higher level texts and compelling stories that reading aloud does, and can pass the time during car trips, mundane chores, or even lying in the grass!

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Being read to, however, is not the same as reading a text independently, in which one needs to apply decoding skills, vocabulary knowledge, and interact with the text to understand it. Daily, sustained independent reading is important.

As reading expert Richard Allington wrote, “Independent reading leads to an increased volume of reading. The more one reads, the better one reads. The more one reads, the more knowledge of words and language one acquires. The more one reads, the more fluent one becomes as a reader. The more one reads, the easier it becomes to sustain the mental effort necessary to comprehend complex texts. The more one reads, the more one learns about the people and happenings in our world. This increased volume of reading is essential.”
(Allington, 2014)

Some ways to encourage independent reading are:

- Let your children select their own texts. Think of the array of texts you read: newspapers, magazines, fiction (award-winning and airplane reading!), non-fiction, even recipes. We read what gives us joy.
- Have a lot of books around, fiction and non-fiction, as well as different types of texts.
- Let children read a variety of levels. It is fine if children read some texts that are easier than they are capable of (this builds fluency), rereads an old favorite, reads some harder than their independent reading level (if one is interested, one will plug through it), and reads a lot of “just right” texts.
- Let children see you read. Our actions do speak louder than our words.
- Share your thinking about your reading with your child. When we read, we interact with the text. What were you thinking about? What questions ran through your mind, and what reactions do you have? What character do you like? Was your prediction correct?
- Children also think adults read perfectly, yet that isn’t true. We are all faced with texts that we have to reread to understand the meaning. Share your problem-solving skills as a reader. “I knew I needed to reread that part because...”.

By modeling these skills, you are reinforcing that “Reading is thinking.”

Another important aspect of learning to read is building background knowledge. The greater the stores of facts and information in our brains, the easier it is to recognize a

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word in a text; the more one knows about a topic, the more one can “take in” when reading on that topic. So, mixing non-fiction with fiction, watching nature videos or visiting museums and historical sites – pursuing any activities that build content knowledge benefits learning to read and refining one’s reading skills.

For mathematics, in addition to the work in the Summer Work packet, find the natural opportunities to reinforce skills.

- Are you taking a trip (even to Newport)? Pull out a map instead of using the GPS and calculate the mileage.
- Are you cooking? Have your child do the measuring and figure out how many cups are in a pint.
- Are you at the grocery store? Let your child estimate the weight, weigh the item, and check herself with the scale
- Consider using cash to pay for small items, so your child can practice with coins.
- Are you doing some home improvement projects? Let your child measure.
- Are you estimating silently at the store? Model the process by talking aloud to your child.
- Are you adding up some figures? Ask your child to check your math.

Show how you use mathematics daily, without making the opportunity a skill and drill; these small acts build big number sense.

Summer is, of course, also a time for relaxation and play, and we wish you a summer filled with leisure as well!

Take good care, and looking forward to seeing you in the fall,

Maureen

Maureen Devlin
Director of the Lower School

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Completing the Summer Work

Note to Students

What is your role in Summer Work?

- To review the Summer Work with your parents and to make a plan to complete the work
- To give the Summer Work your full effort and to do your best work
- To do the Summer Work with a positive attitude

Note to Parents

We appreciate your role in facilitating the practice work by providing:

- A review of this Summer Work book with your child and making a plan to complete it
- Ample time
- A distraction-free space
- Encouragement
- Minor reminders
- Help if your child has difficulty reading or interpreting directions, or some review as needed, as rustiness on a child's part is natural

Keyboarding Practice

In the upper elementary grades, the use of Google Docs increases and thus keyboarding does as well, and thus practicing keyboarding skills is important.

The program we use is Typing.com; please see your child's password page to sign in.

A Note on Flashcards

We are sending home the flashcards that your child has had in school so that they can be used for facts practice. Please plan to send them back to school in September.

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The supply lists that are a part of “Getting Started” for next year specify which flashcards your child will need. If, for example, the children need addition, subtraction, and multiplication flashcards, and they already have addition and subtraction, you will just need to purchase the multiplication cards for next year; there is no need to repurchase addition and subtraction cards.

If you have any questions, please ask!

Summer 2021 Practice Calendar

June

S	M	T	W	T	F	S
		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			

Aim to read at least a book per week. Practice your math facts at least 2 times per week.

July

S	M	T	W	T	F	S
				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	31

Read, read, read!
Update your reading log.
Continue to practice your math facts.

August

S	M	T	W	T	F	S
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	31				

Keep reading and practicing your facts.
Your summer letter to your teacher should be mailed by August 16.

Bring your Summer Packet on September 1, the first day of school.

Lower School Librarian's Suggested Summer Reading 2021 Grade 3

FICTION BOOKS

Amber Brown	<i>Danzinger</i>	Katie Woo (series)	<i>Manushkin</i>
Adele & Simon	<i>McClintock</i>	Keena Ford (series)	<i>Thompson</i>
Amulet (series)	<i>Kibuishi</i>	King & Kayla (series)	<i>Butler</i>
Big Nate (series)	<i>Peirce</i>	Lola Levine (series)	<i>Brown</i>
Bink & Gollie	<i>DiCamillo</i>	Lulu (series)	<i>McKay</i>
Bradford Street Buddies	<i>Nolen</i>	Mia Mayhem (series)	<i>West</i>
The Dancing Pancake	<i>Spinelli</i>	My Furry Foster Family (series)	<i>Florence</i>
Dear Whiskers	<i>Nagda</i>	Nina Soni, Former Best Friend	<i>Sheth</i>
El Deafo	<i>Bell</i>	Phoebe and Her Unicorn (series)	<i>Simpson</i>
Ellray Jake (series)	<i>Warner</i>	Rickshaw Girl	<i>Perkins</i>
The Great Pet Escape	<i>Jamieson</i>	Ruby Lu, Brave and True	<i>Look</i>
How Tia Lola Came to Stay	<i>Alvarez</i>	Secret Coders	<i>Yang</i>
The Infamous Ratsos	<i>LaReau</i>	The Stories Julian Tells	<i>Cameron</i>
Jada Jones (series)	<i>Lyons</i>	The Wild Robot	<i>Brown</i>
Jasmine Toguchi (series)	<i>Florence</i>	The Year of the Book	<i>Chang</i>
Juana & Lucas	<i>Medina</i>	Zoe and Sassafras (series)	<i>Citro</i>

Non Fiction

Birds of a Feather	<i>Roth</i>
Frannie in the Kitchen	<i>Hopkinson</i>
Hi Koo	<i>Muth</i>
The Journey that Saved Curious George	<i>Borden</i>
Locks, Crocks and Skeeters: The Story of the Panama Canal	<i>Parker</i>
The Man Who Walked Between the Towers	<i>Gerstein</i>
Mary Walker Wears the Pants: The True Story of the Doctor, Reformer, and Civil War Hero	<i>Whitman</i>
Me...Jane	<i>McDonnell</i>
Miss Alaineus: A Vocabulary Disaster	<i>Frasier</i>
Nocturne: Creatures of the Night	<i>Scott</i>
On a Beam of Light	<i>Radunsky</i>
The Power of Her Pen	<i>Cline-Ransome</i>
The Right Word	<i>Bryant</i>
Some Writer!	<i>Sweet</i>
Vote!	<i>Christelow</i>
Wet Cement: A Mix of Concrete Poems	<i>Raczka</i>
The World is Not a Rectangle	<i>Winter</i>
The Wolves Are Back	<i>George</i>

Picture Books

Are We There Yet? *Santat*
 Crown: Ode to the Fresh Cut *Barnes*
 Drawn Together *Le*
 Each Kindness *Woodson*
 The EARTH book *Parr*
 Honeybee *Fleming*
 Just Ask! *Sotomayor*
 Last Stop on Market Street *de la Pena*
 Little Libraries, Big Heroes *Paul*
 Lon Po Po *Young*
 Mango, Abuela and Me *Medina*
 Martina the Beautiful Cockroach *Deedy*
 Max's Dragon *Banks*
 Our Class is a Family *Olsen*
 Red: A Crayon's Story *Hall*
 Six Dots *Bryant*
 Sometimes People March *Allen*
 Speak Up *Paul*
 Thank You, Mr. Falker *Polacco*
 Unspoken *Cole*
 Zen Shorts and Zen Ties *Muth*

Required Reading

Absolutely Allie by Sally Warner



SUMMER READING LOG

Summertime is a perfect time to keep building your love of reading and your reading stamina (how long you read in one sitting). Be sure to read a mix of fiction (and a mix of genres) and non-fiction. Below, write at least 10 favorite books you read this summer (not that were read to you).

[illegible]

Summer Writing Activity

Write a friendly letter to Mrs. Ford.

- Write at least 4-5 sentences. There is a sample for you to look at.
- Please write neatly, using your best handwriting, and place your words correctly on the lines.
- Proofread your letter carefully.

August 20, 2021

(Date)

Dear Mrs. Ford

(Greeting)

I hope you are enjoying your summer vacation. I have been spending a lot of time outside with my family.

Last week, we went for a bike ride to the beach. We got Del's Lemonade, and it was delicious! I feel so lucky to live in Rhode Island because there are so many beautiful beaches.

I look forward to seeing all my friends in September. Lincoln School rocks!

Fondly,

(Closing)

Mrs. Raia

(Signature)

Body

(Date)

(Greeting)

Body

(Closing)

(Signature)



SUMMER LEARNING LOG

DIRECTIONS:

You will complete 6 math activities each week this summer.

1. Choose a picture (e.g., bucket and pail)
2. Complete the activity
3. Color in the picture in your summer math packet

Math Games to play (included in the packet):

- Circles and Stars
- Roll 'em and Write 'em
- Race to 300/ Race to Zero
- Fraction Capture
- Make that Number
- Array Capture

Practice your math facts by:

- Using your flashcards
- Working on an app
- Playing a math game

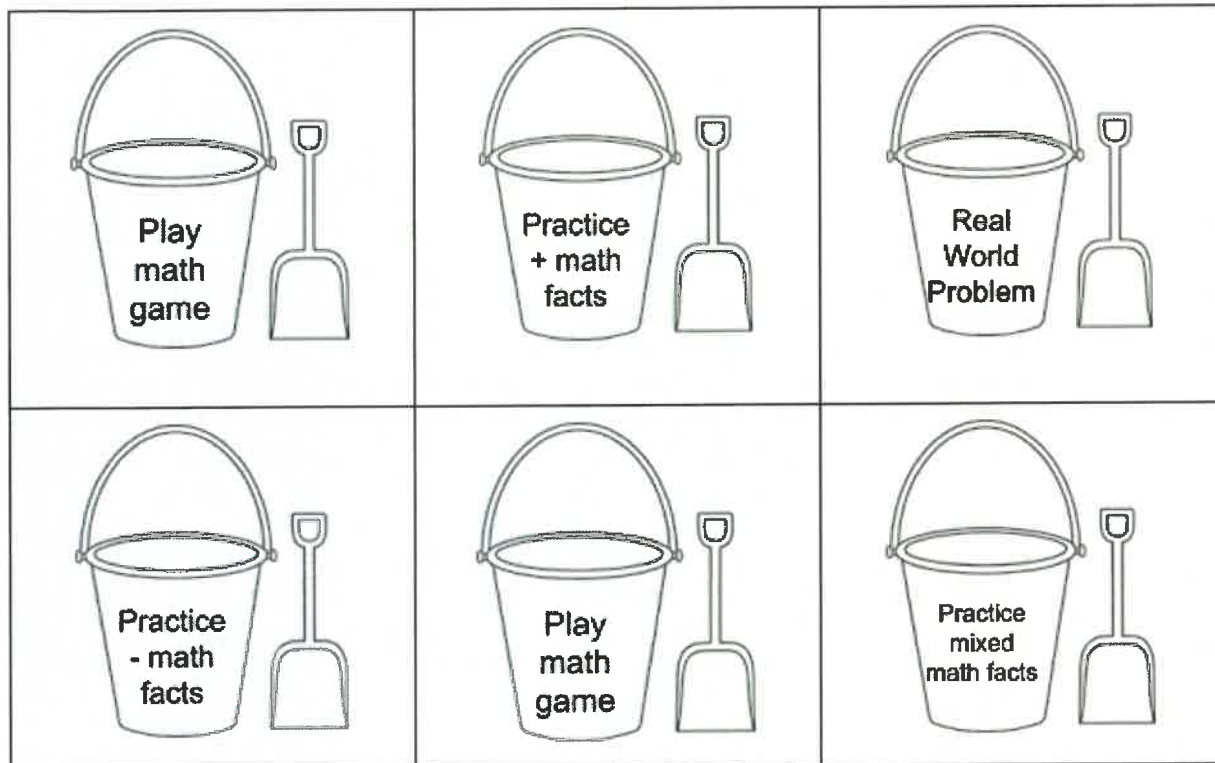
In August, you will use IXL to practice.

You can:

- Go directly to IXL, **log in**, and find the assigned activity (ex. L.1)
- OR**
- Use this link: <https://tinyurl.com/LSMath3Summer> and click on the picture (e.g., bucket and pail) to go directly to the assigned section. **Don't forget to sign in!**

Work on each section for 15 minutes or until you reach 100!

Week of June 21, 2021



Real World Problem:

How many times can you hop on your left foot in a minute? _____

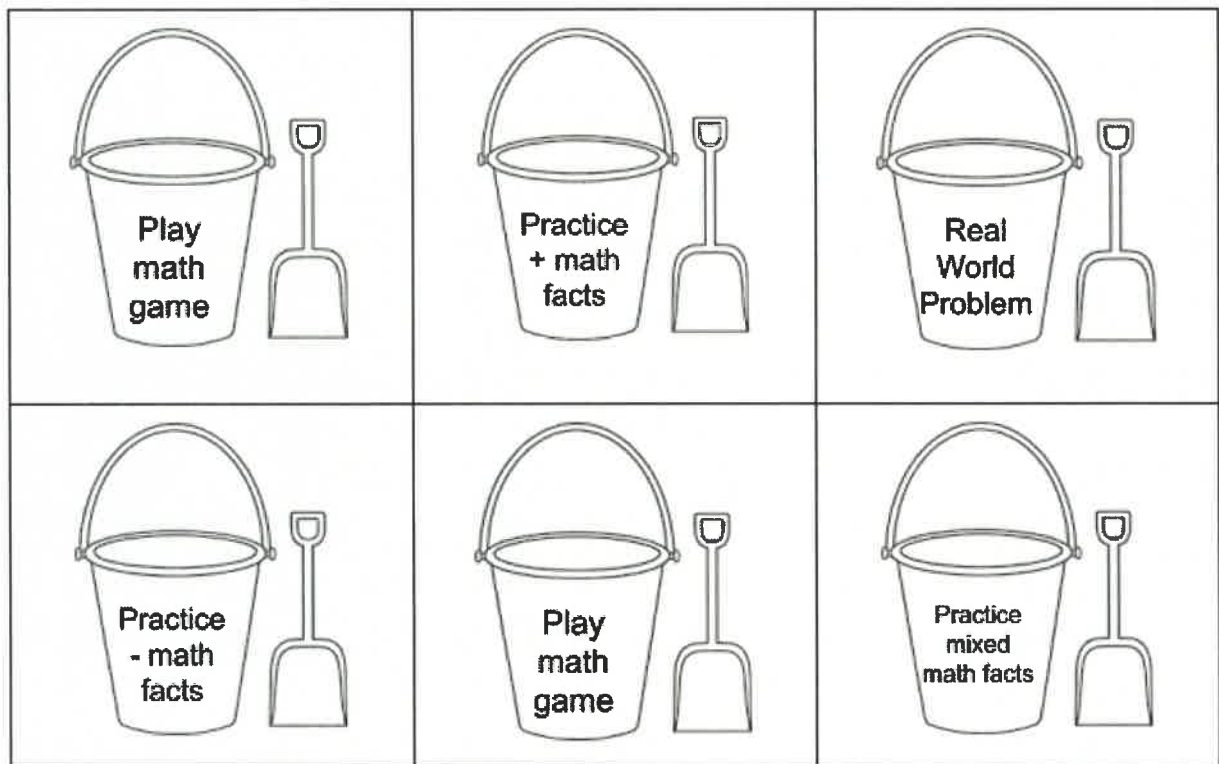
Your right foot? _____

Compare the number of hops using the symbols $<$, $>$, or $=$.

_____ _____

What's the difference?

Week of June 28, 2021



Real World Problem:

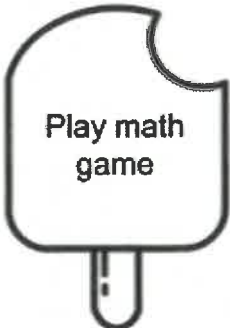
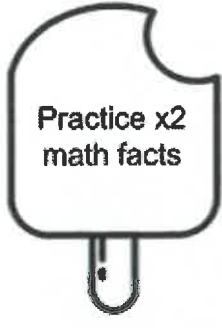
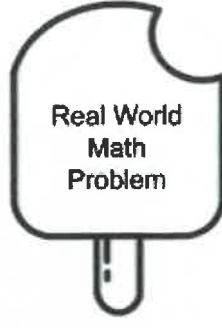
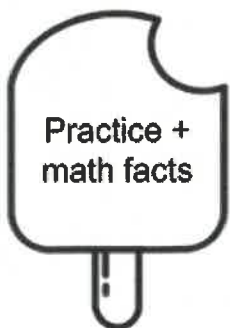
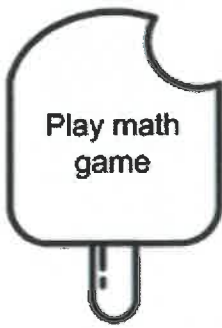
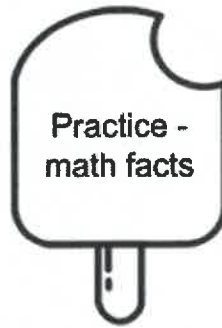
How many different ways can you cut a sandwich into fourths?

Try it with real or paper sandwiches.

Remember you need EQUAL parts.

Draw your ways below.

Week of July 5, 2021

 <p>Play math game</p>	 <p>Practice x2 math facts</p>	 <p>Real World Math Problem</p>
 <p>Practice + math facts</p>	 <p>Play math game</p>	 <p>Practice - math facts</p>

Real World Problem:

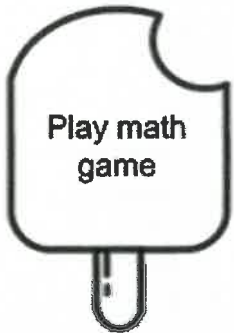
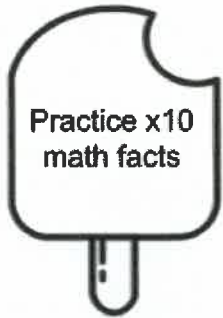
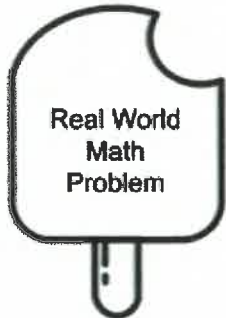
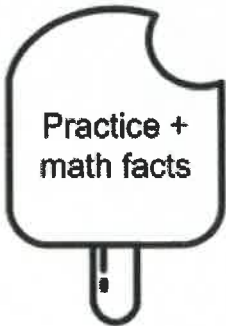
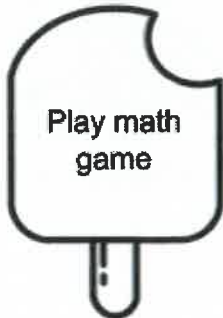
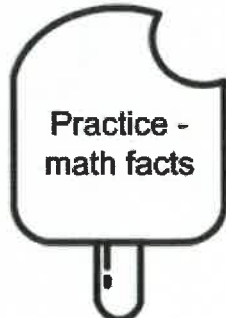
Measure your height with a tape measure (or a paperclip chain).

How tall are you? _____

How tall is an adult? _____

Compare the difference.

Week of July 12, 2021

 <p>Play math game</p>	 <p>Practice x10 math facts</p>	 <p>Real World Math Problem</p>
 <p>Practice + math facts</p>	 <p>Play math game</p>	 <p>Practice - math facts</p>

Real World Problem:

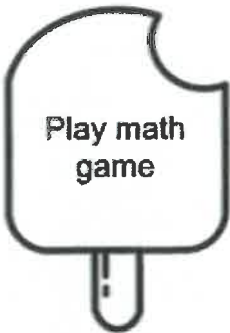
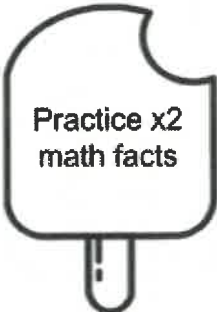
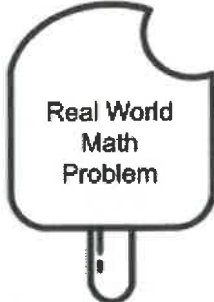
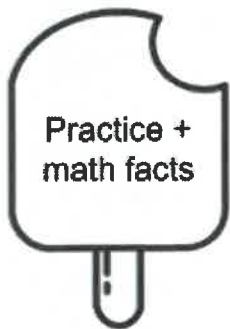
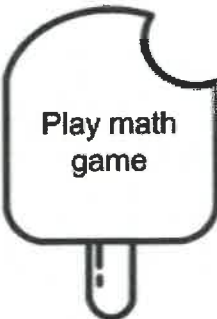
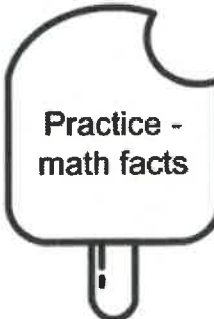
Estimate how many pieces of cereal are in $\frac{1}{4}$ cup. _____

Count the pieces. _____

Now estimate how many $\frac{1}{4}$ cups fit in your cereal bowl. _____

Now, find out how many $\frac{1}{4}$ cups fit in your bowl. _____

Week of July 19, 2021

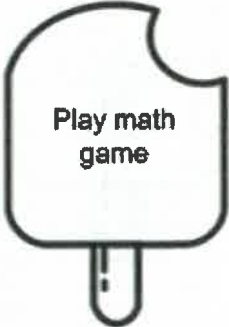
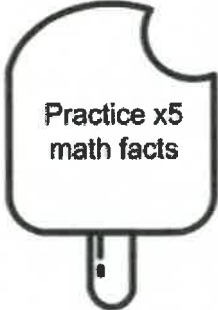
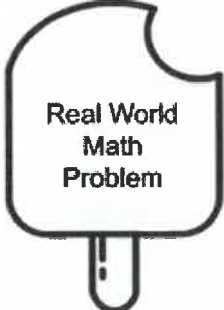
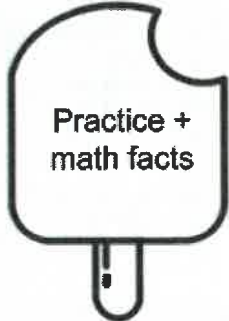
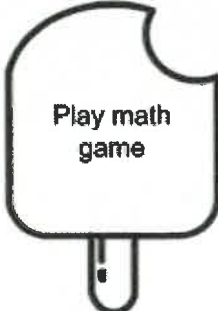
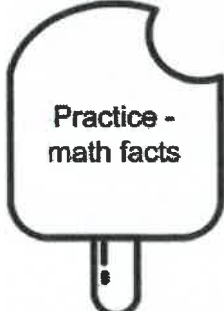
 <p>Play math game</p>	 <p>Practice x2 math facts</p>	 <p>Real World Math Problem</p>
 <p>Practice + math facts</p>	 <p>Play math game</p>	 <p>Practice - math facts</p>

Real World Problem:

Name five ways to make 30 cents.

Draw the coins to show your thinking and write the number sentences.

Week of July 26, 2021

 <p>Play math game</p>	 <p>Practice x5 math facts</p>	 <p>Real World Math Problem</p>
 <p>Practice + math facts</p>	 <p>Play math game</p>	 <p>Practice - math facts</p>




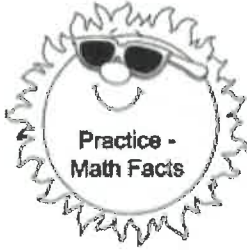


Real World Problem:

How much do I have if I have 3 quarters, 2 dimes, 1 nickel and 2 pennies?

I have _____.

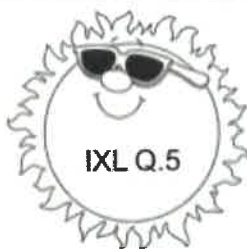
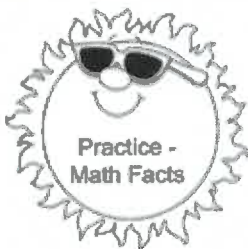

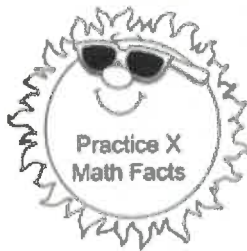
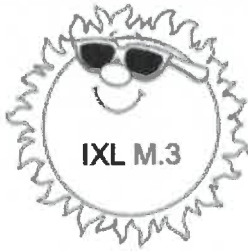

Can you show that value with fewer coins?

Week of August 2, 2021

 IXL L.1	 Practice + Math Facts	 IXL G.1
 Practice - Math Facts	 IXL F.6	 Practice x Math Facts


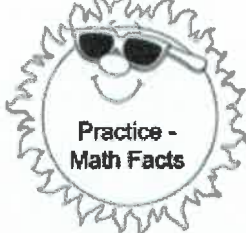

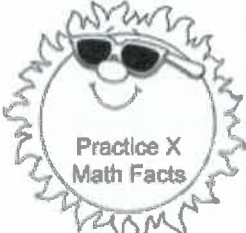

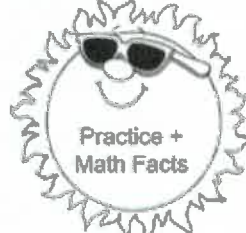
Up for a challenge? Try IXL [F.9](#) and [L.14](#)

Week of August 9, 2021

 IXL Q.5	 Practice - Math Facts	 IXL J.1
 Practice X Math Facts	 IXL M.3	 Practice + Math Facts


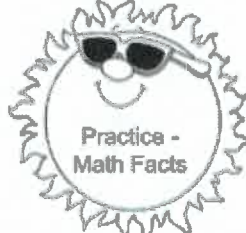

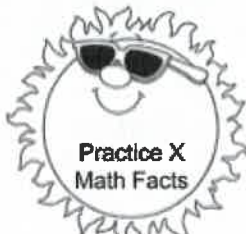

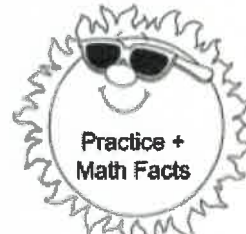
Up for a challenge? Try [M.11](#) and [Q.1](#)

Week of August 16, 2021

 IXL Y.5	 Practice - Math Facts	 IXL P.5
 Practice X Math Facts	 IXL Z.1	 Practice + Math Facts

Up for a challenge? Try IXL [P.7](#) and [B.6](#)

Week of August 23, 2021

 IXL A.5	 Practice - Math Facts	 IXL W.11
 Practice X Math Facts	 IXL M.7	 Practice + Math Facts

Up for a challenge? Try IXL [Q.9](#) and [L.6](#)

CIRCLES AND STARS

DIRECTIONS: Roll a die. Draw that number of circles in one of the boxes. Roll the die again, and draw that number of stars inside each circle. Write a multiplication sentence and find the total number of stars. Repeat until you have completed all 8 boxes. When you are done, add up all your totals. The person with the highest overall total wins.

1	2	3	4
5	6	1	8
<div> <div>1st Roll</div> <div>2nd Roll</div> <div>Total</div> </div> <div> <div>x</div> <div>=</div> </div>	<div> <div>1st Roll</div> <div>2nd Roll</div> <div>Total</div> </div> <div> <div>x</div> <div>=</div> </div>	<div> <div>1st Roll</div> <div>2nd Roll</div> <div>Total</div> </div> <div> <div>x</div> <div>=</div> </div>	<div> <div>1st Roll</div> <div>2nd Roll</div> <div>Total</div> </div> <div> <div>x</div> <div>=</div> </div>
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FINAL TOTAL: _____

CIRCLES AND STARS

DIRECTIONS: Roll a die. Draw that number of circles in one of the boxes. Roll the die again, and draw that number of stars inside each circle. Write a multiplication sentence and find the total number of stars. Repeat until you have completed all 8 boxes. When you are done, add up all your totals. The person with the highest overall total wins.

1	2	3	4
5	6	7	8
1st Roll 2nd Roll Total _____ x _____ = _____ _____ x _____ = _____ _____ x _____ = _____	1st Roll 2nd Roll Total _____ x _____ = _____ _____ x _____ = _____ _____ x _____ = _____	1st Roll 2nd Roll Total _____ x _____ = _____ _____ x _____ = _____ _____ x _____ = _____	1st Roll 2nd Roll Total _____ x _____ = _____ _____ x _____ = _____ _____ x _____ = _____

FINAL TOTAL: _____

CIRCLES AND STARS

DIRECTIONS: Roll a die. Draw that number of circles in one of the boxes. Roll the die again, and draw that number of stars inside each circle. Write a multiplication sentence and find the total number of stars. Repeat until you have completed all 8 boxes. When you are done, add up all your totals. The person with the highest overall total wins.

1	2	3	4
5	6	7	8
$\text{1st Roll} \times \text{2nd Roll} = \text{Total}$	$\text{1st Roll} \times \text{2nd Roll} = \text{Total}$	$\text{1st Roll} \times \text{2nd Roll} = \text{Total}$	$\text{1st Roll} \times \text{2nd Roll} = \text{Total}$

FINAL TOTAL: _____

Roll 'em Write 'em

Directions

Use a 6-sided or 10-sided dice.

Player 1 rolls the dice and places their number in either the ones place, the tens place, the hundred place, or the trash.

Player 2 rolls the dice and places their number in either the ones place, the tens place, the hundred place, or the trash.

*Once you place a number, you can't move it.

After 4 rolls, compare your numbers.

The player with the greatest number wins.

Alternative way to play: The winner with the lower number wins.

Roll 'em Write 'em

Player with the Greatest number wins!

Player 1

Player 2

Who Won?

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Roll 'em Write 'em

Player with the Greatest number wins!

Player 1

Player 2

Who Won?

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Trash

Trash

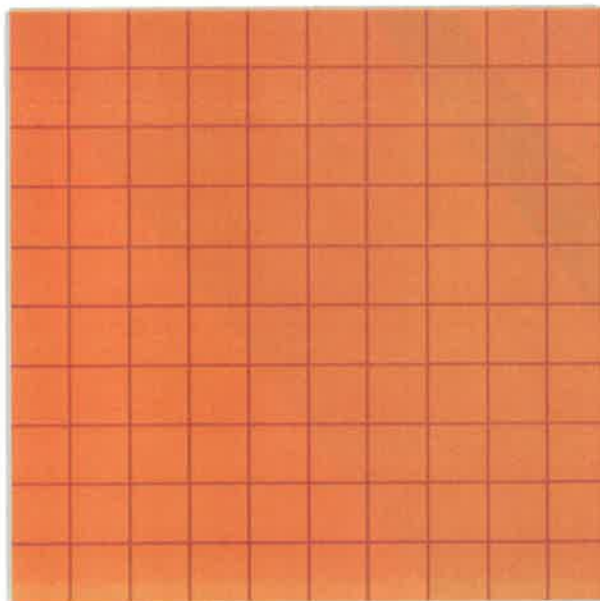
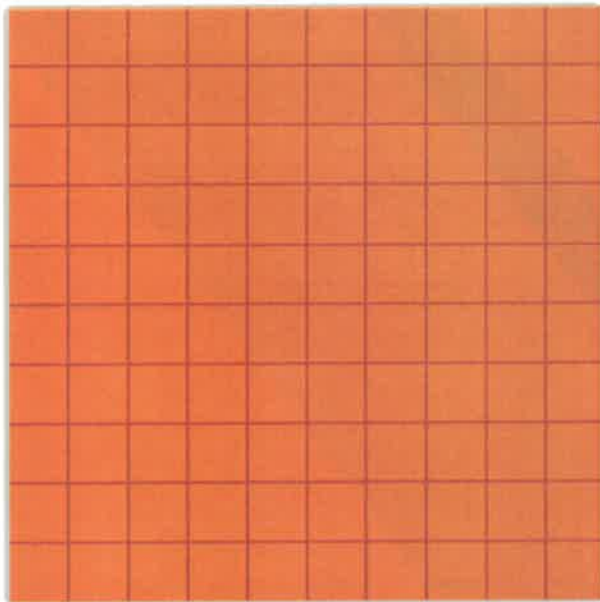
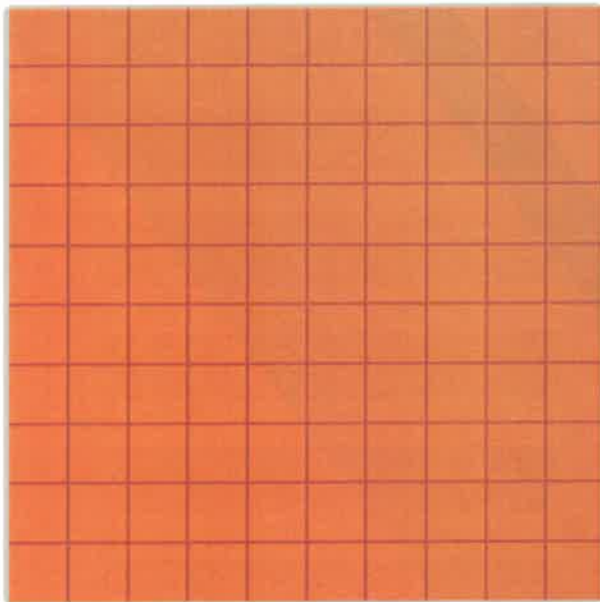
Trash

Roll 'em Write 'em

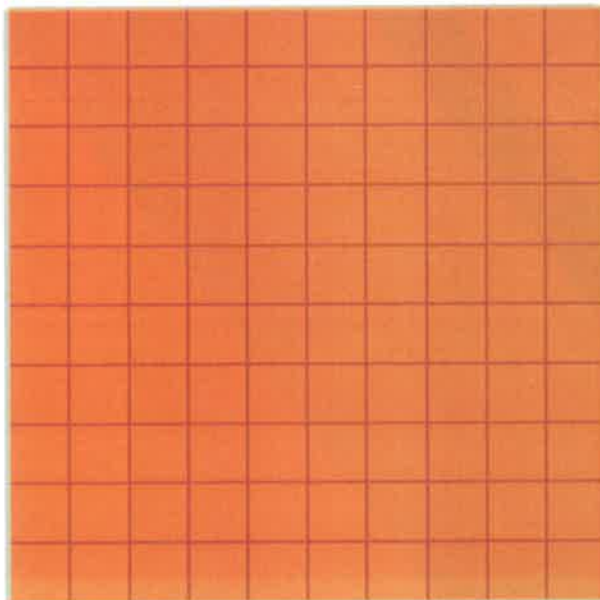
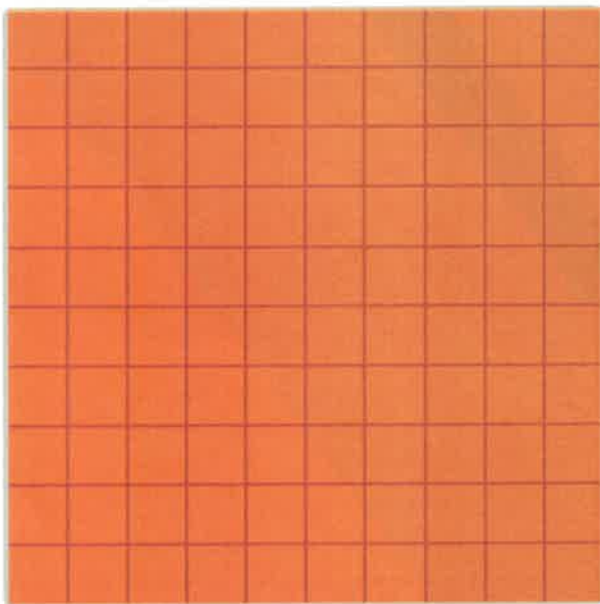
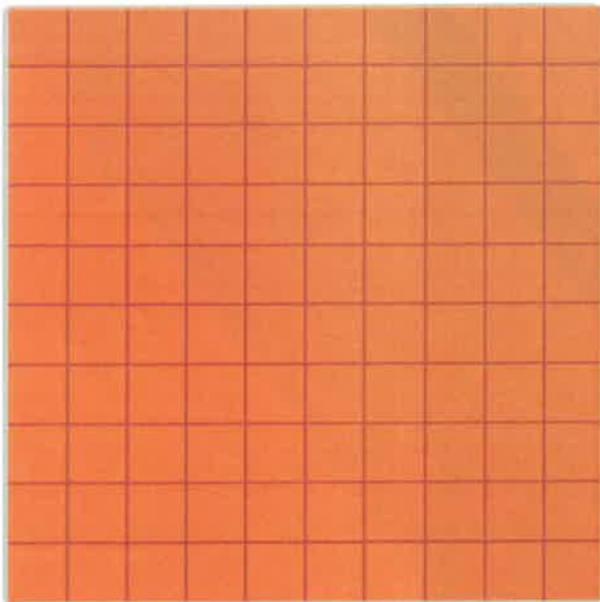
Player with the Greatest number wins!

[illegible]

Cut these out to play Race to 300!



Cut these out to play Race to 500!



Race to 300

- Roll dice.
- Add the ones.
- Regroup when needed.
- Keep adding until you get to 300.

Race to Zero

- Place 300 on the mat.
- Roll the dice and subtract.
- Regroup when needed.
- Keep subtracting until you get to 0.

Hundreds	Tens	Ones

Fraction Capture

Each player picks a color crayon.

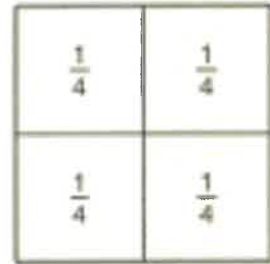
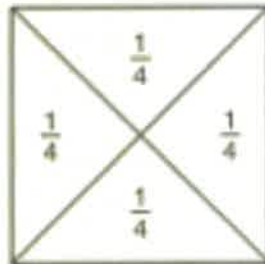
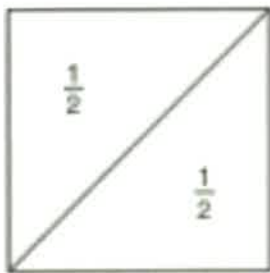
Player 1 rolls a 6-sided dice.

Shade in the unit fraction. For example, if you roll a 5, shade in $\frac{1}{5}$.

Player 2 rolls and shades in the unit fraction.

If a player shades in the final piece of the whole, they capture it.

The player with the most wholes wins.



Who won? _____

Fraction Capture

Each player picks a color crayon.

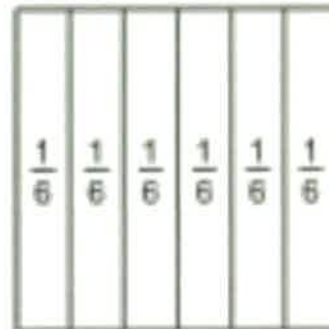
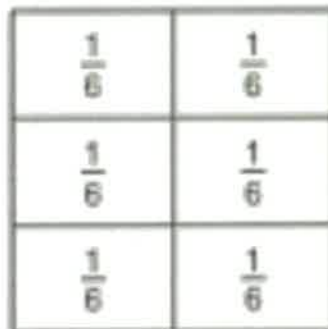
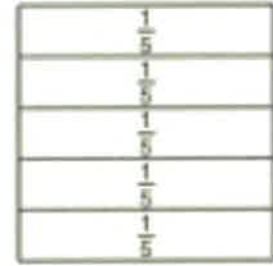
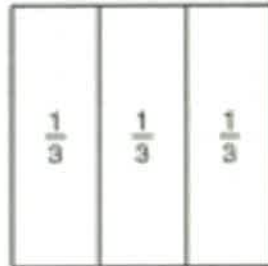
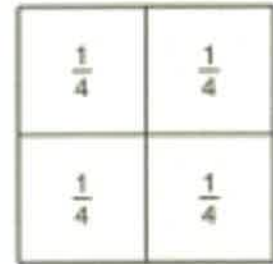
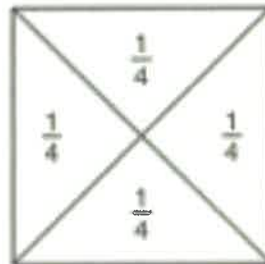
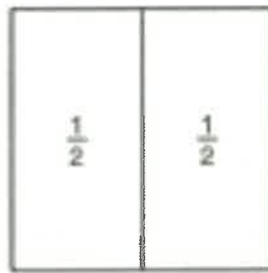
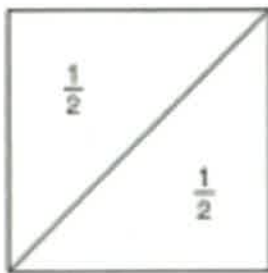
Player 1 rolls a 6-sided dice.

Shade in the unit fraction. For example, if you roll a 5, shade in $\frac{1}{5}$.

Player 2 rolls and shades in the unit fraction.

If a player shades in the final piece of the whole, they capture it.

The player with the most wholes wins.



Who won? _____

Fraction Capture

Each player picks a color crayon.

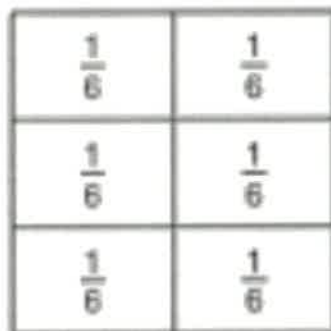
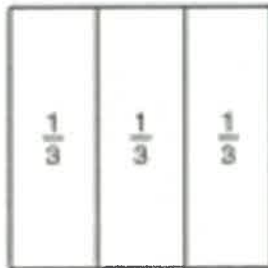
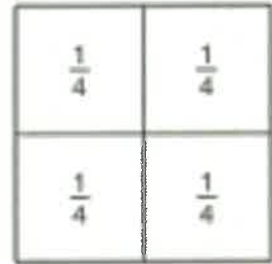
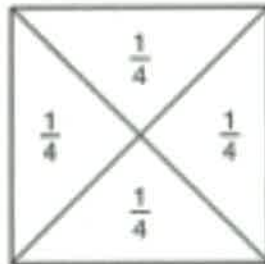
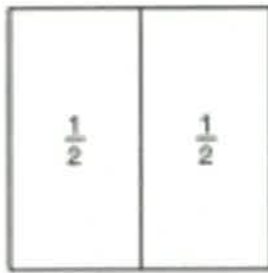
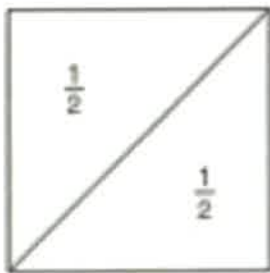
Player 1 rolls a 6-sided dice.

Shade in the unit fraction. For example, if you roll a 5, shade in $\frac{1}{5}$.

Player 2 rolls and shades in the unit fraction.

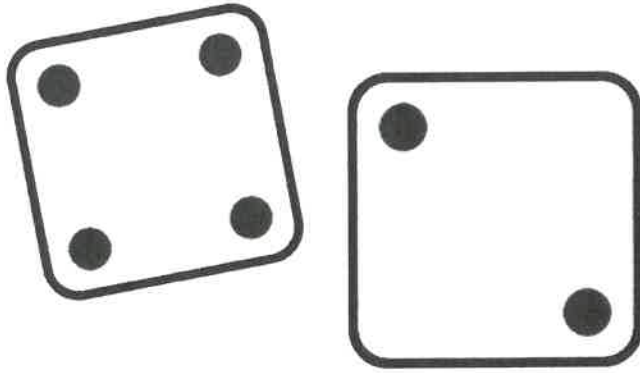
If a player shades in the final piece of the whole, they capture it.

The player with the most wholes wins.

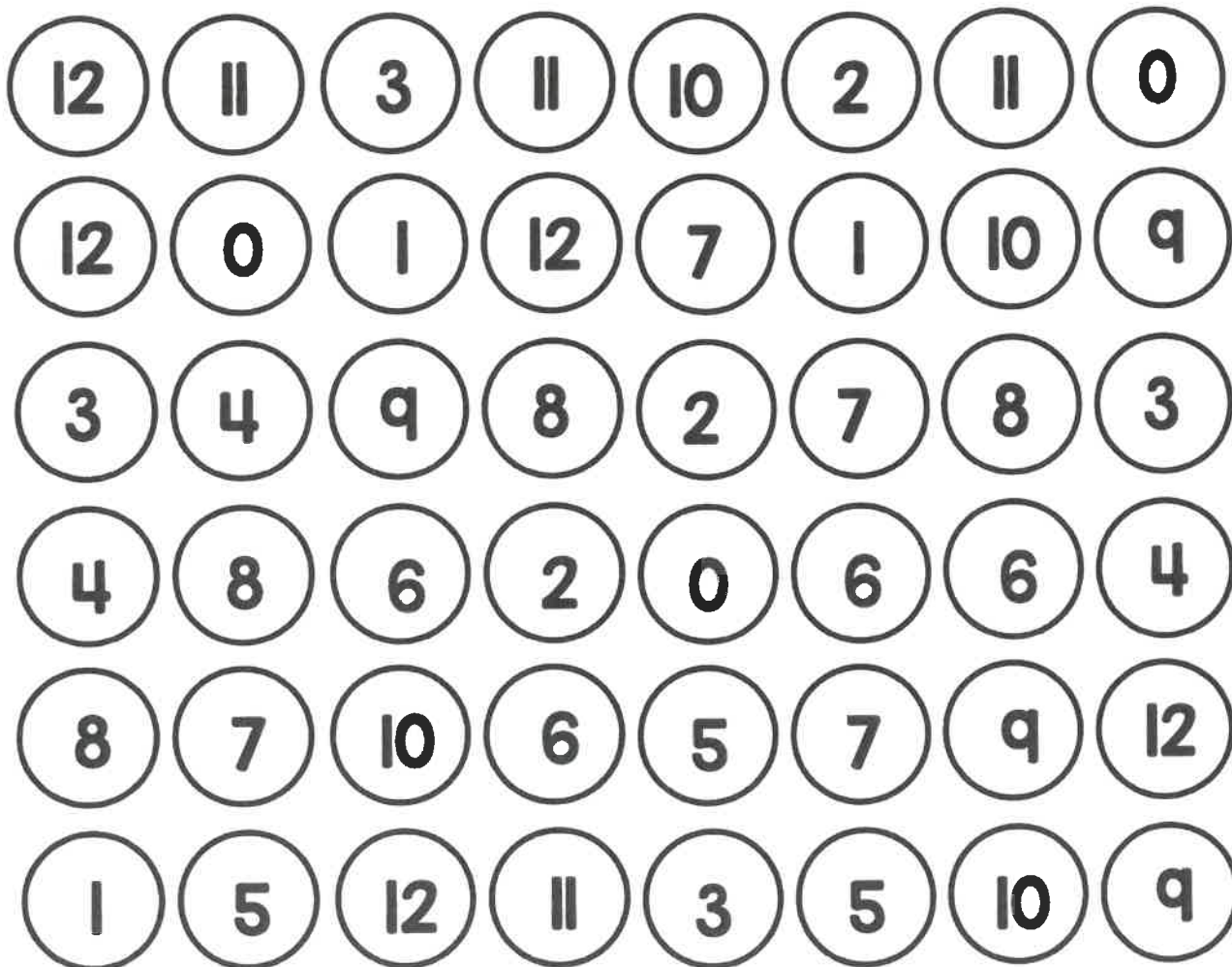


Who won? _____

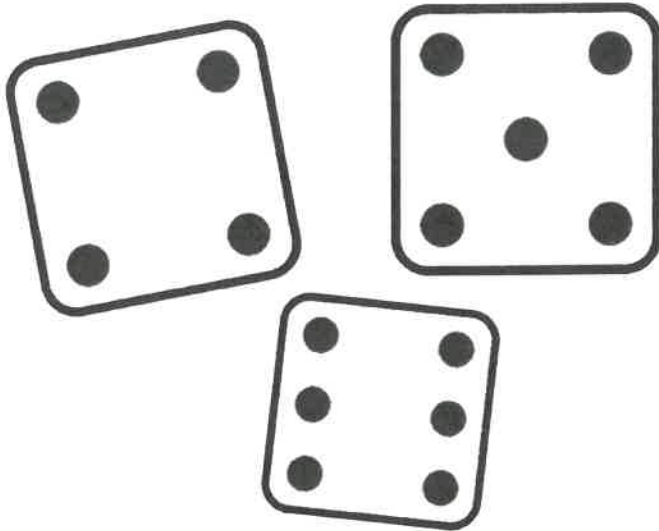
Make that number



Roll two dice. Start with the larger number and add or subtract the other one. Can you make a number below? Cover it. Try to get four in a row!



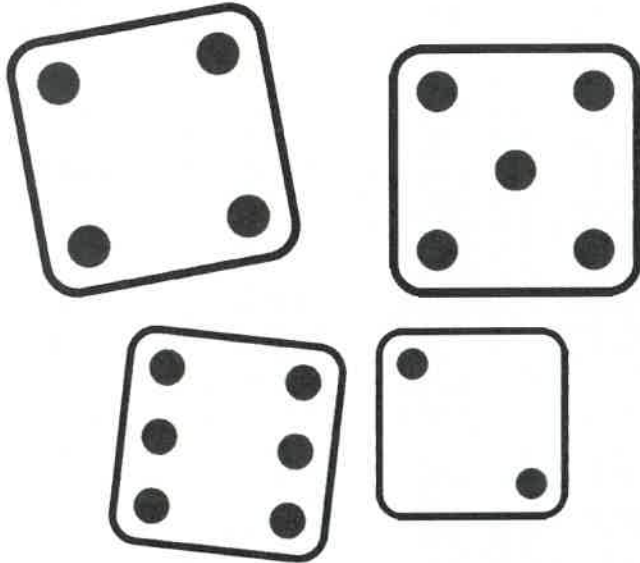
Make that number



Roll three dice. Start with one and add or subtract each of the other dice. Can you make a number below? Cover it. Try to get four in a row!

15	11	3	11	4	8	3	9
0	16	12	6	5	2	4	18
1	15	2	7	10	6	10	12
10	14	17	4	17	8	7	8
13	5	1	7	9	16	13	10
18	14	12	0	6	8	9	3

Make that number



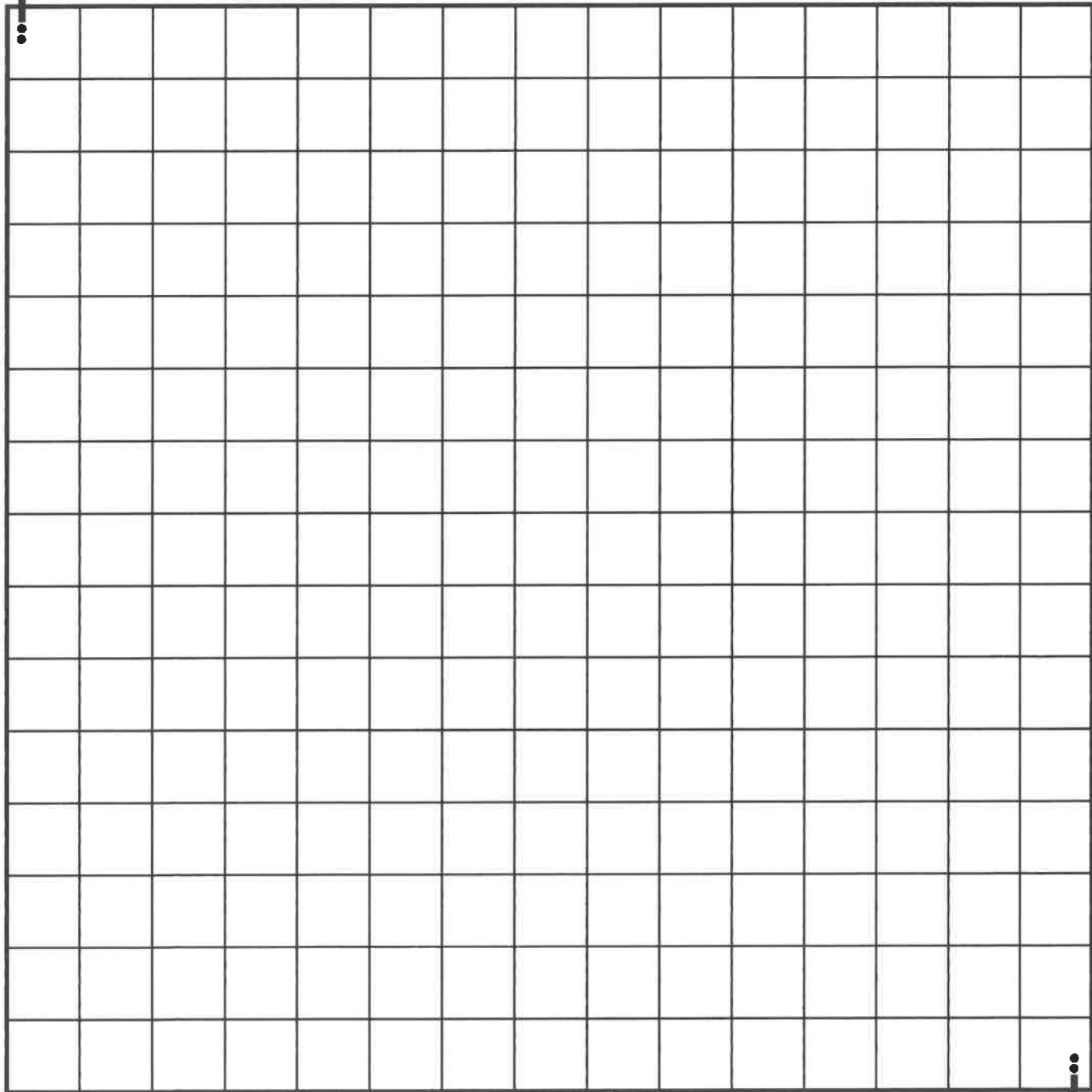
Roll four dice. Start with one and add or subtract each of the other dice. Can you make a number below? Cover it. Try to get four in a row!

23	17	19	18	2	12	6	24
11	15	10	8	1	3	18	8
7	5	3	6	5	16	10	4
8	13	9	16	7	2	1	15
0	5	4	17	19	11	14	9
21	14	3	11	0	6	7	22

ARRAY CAPTURE

1. The first player rolls two dice. Those numbers are the dimensions of their array. (For example, if a player rolls a 4 and a 5, they will build an array measuring 4 by 5.)
2. The first player colors in their array with their color (player 2 will have a different color). Then, they write their multiplication sentence in the middle of their shaded array (For example, $4 \times 5 = 20$). On the first roll, players must place their array in the starting square. However, all future arrays only need to be touching an existing array on one side.
3. Player two rolls next and continues in the same fashion, but from their corner.
4. If a player cannot create an array because there is no space left, they lose a turn. The player to capture the most squares wins!

PLAYER 1

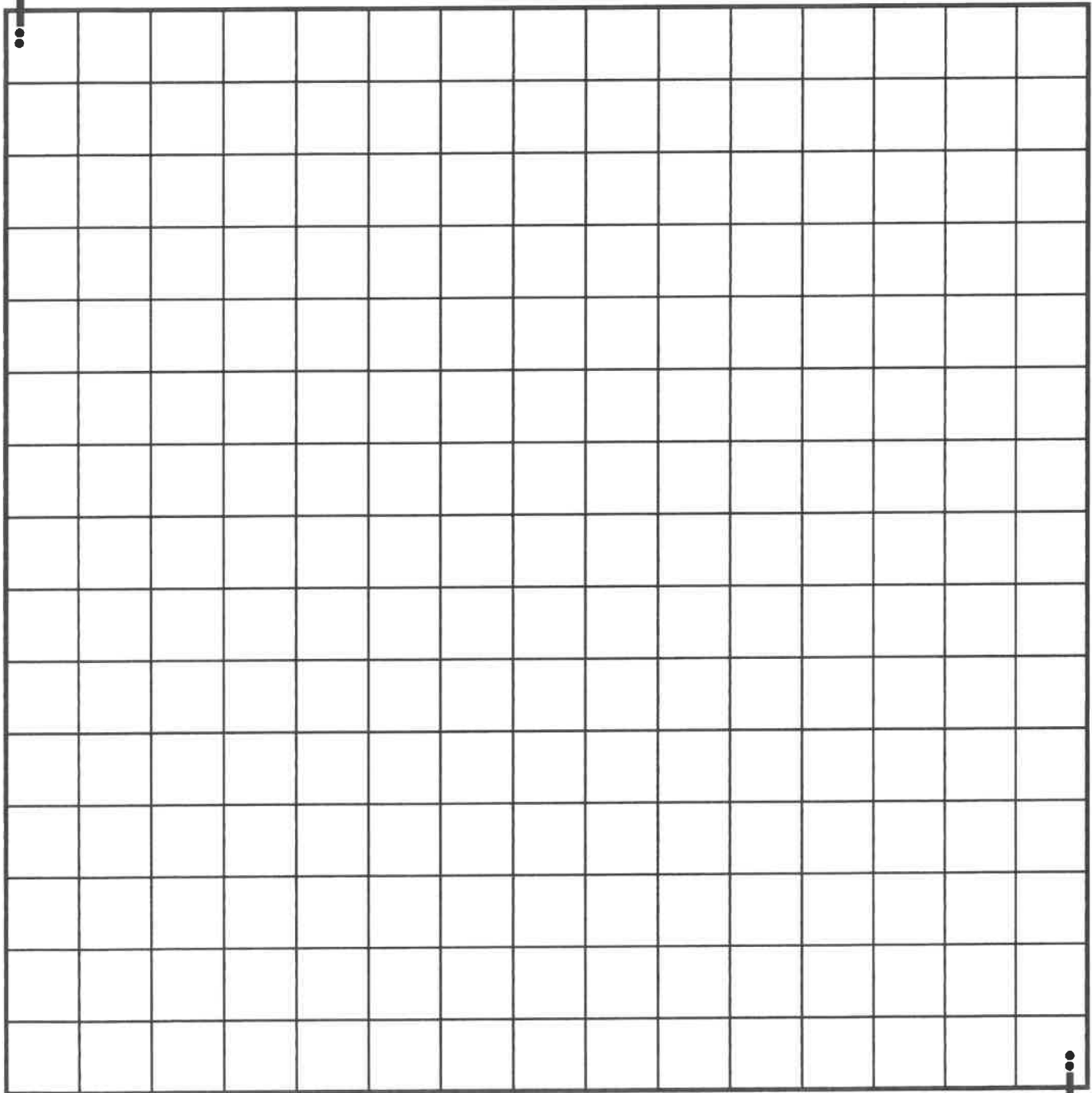


PLAYER 2

ARRAY CAPTURE

1. The first player rolls two dice. Those numbers are the dimensions of their array. (For example, if a player rolls a 4 and a 5, they will build an array measuring 4 by 5.)
2. The first player colors in their array with their color (player 2 will have a different color). Then, they write their multiplication sentence in the middle of their shaded array (For example, $4 \times 5 = 20$). On the first roll, players must place their array in the starting square. However, all future arrays only need to be touching an existing array on one side.
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→ player 1

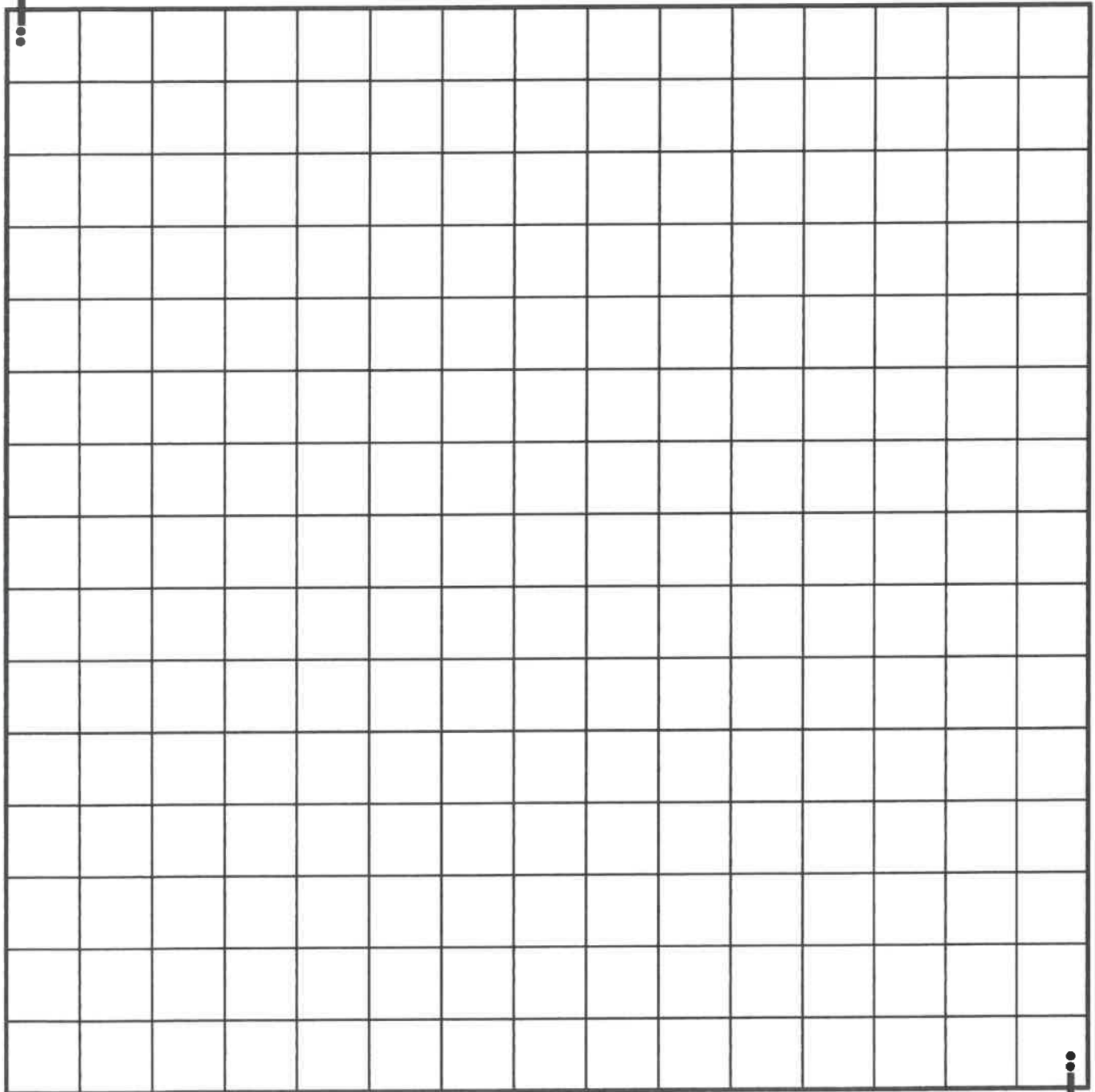


player 2 ←

ARRAY CAPTURE

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→ player 1



player 2 ←