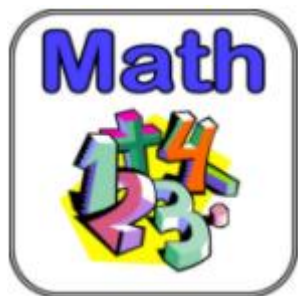


## 3<sup>rd</sup> Grade

# Summer Learning Loss Statistics

- It can take up to 2 months from the first day of school for a student's brain development to get back on track.
- Six weeks in the fall are spent re-learning OLD material to make up for summer learning loss!

**Nearly 3 months of math skills are lost  
over the summer months.**



**PREVENT SUMMER LOSS! Work your brain:**

- EducationGalaxy.com
- GregTangMath.com
- Reflex Math (fact practice)
- BedTimeMath.org
- [www.whatdowedoallday.com/diy-summer-math-camp/](http://www.whatdowedoallday.com/diy-summer-math-camp/)
- Calendar Math (see attached)
- EnVision Textbook

**2 months of reading skills are lost  
over the summer months.**


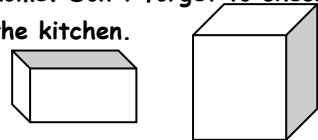

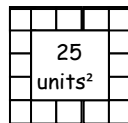

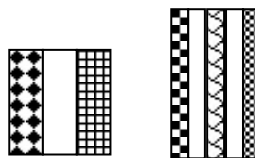
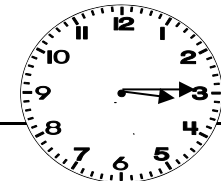


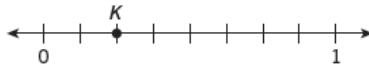





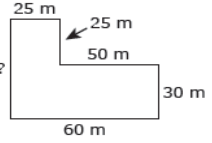

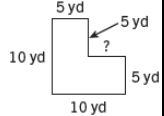







**PREVENT SUMMER LOSS! WORK your brain:**



- TumbleBook Library
- BrainPop
- Noredink.com
- Read Theory
- RAZ Kids
- Learning.com
- Fort Bend County Library
- Reading Journal (see attached)



**2-3 hours per week during summer vacation is needed to prevent learning loss. Spend 30 minutes WORKING YOUR BRAIN each morning before any other activities. This is when a child's brain is used to learning.**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY								
<p>1 Measure your height in inches and weigh yourself in pounds. Record the results in notebook.</p> 	<p>2 Write a 2-step story problem, using addition/division or multiplication/subtraction, that results in the answer 130.</p>	<p>3 A female tiger weighs 383 pounds. The male tiger is 96 pounds heavier. What is the combined weight of two tigers? Try using mental math and Make sure to record your thinking.</p>	<p>4 When driving through your neighborhood, check to see how the house numbers are organized. What do you notice? What do you wonder?</p>	<p>5 How can you use multiplication to solve these division facts? <math>32 \div 4 = \underline{\hspace{1cm}}</math> <math>56 \div 8 = \underline{\hspace{1cm}}</math> <math>49 \div 7 = \underline{\hspace{1cm}}</math></p>								
<p>8 School starts on August 12. How many days until school starts? Don't forget to count weekends! Create a strip diagram and write a number sentence to answer this question.</p>	<p>9 Use mental math. Think each answer. Then write the answer in your notebook.</p> <div><math>10 \times 5</math> minus <math>2 \times 5 = \underline{\hspace{1cm}}</math> <math>4 \times 4</math> plus <math>4 \times 5 = \underline{\hspace{1cm}}</math> <math>6 \times 5</math> minus <math>6 \times 5 = \underline{\hspace{1cm}}</math></div>	<p>10 Find and count all the rectangular prisms in your home. Don't forget to check the kitchen.</p> 	<p>11 Survey friends and family to find out what kind of pets they have. Graph the results. Write 3 word problems to go with your graph.</p> 	<p>12 Explain why 800-238 has the same difference as 799-237. Use number lines and models to justify your thinking.</p>								
<p>15 Do these time problems: 1) Science class starts at 8:55 AM and lasts 45 minutes. What time is Science class over? 2) Lunch is at 12:10. It lasts 55 minutes. What time is lunch over?</p>	<p>16 Explain the relationship between the values of the digit 4 in these numbers: 4,326 and 327,465</p>	<p>17 Use a number line to round the following numbers to the nearest ten and to the nearest hundred: 567 294 816</p>	<p>18 What is the perimeter of this square?</p> 	<p>19 There are 12 months in a year. How many months have you lived? Write a number sentence to show your calculation.</p> 								
<p>22 Write the fraction for the white section of each figure.</p> 	<p>23 Write these amounts in dollars and cents:</p> <div>1) four dollars and nine pennies 2) five dollars, one dime, and seven pennies 3) one dollar, 3 nickels, 12 pennies</div>	<p>24 How much does each half equal?</p> <p><math>\frac{1}{2}</math> of a dozen apples (pieces) <math>\frac{1}{2}</math> of an hour (minutes) <math>\frac{1}{2}</math> of a day (hours) <math>\frac{1}{2}</math> of a quart of milk (ounces)</p>	<p>25 Make a Time Log.</p> <table><tr><th colspan="2">Activity</th></tr><tr><td>Start Time</td><td></td></tr><tr><td>End Time</td><td></td></tr><tr><td>Total Time</td><td></td></tr></table>	Activity		Start Time		End Time		Total Time		<p>25 What time does the clock show? Where will the clock hands be in 20 minutes?</p> 
Activity												
Start Time												
End Time												
Total Time												
<p>29 Draw two equal circles or rectangles in your notebook. Partition and shade the circles or rectangles to show that <math>\frac{3}{4} = \frac{6}{8}</math></p>	<p>30 Garth, Ann, Sam, and Lin played a video game. Ann scored 88 fewer points than Garth. Garth scored 275 points. Lin scored 29 more points than Garth to win the game. The total points scored by the four children was 932.</p>	<p>List the names of the players and the number of points scored by each in order from greatest to least.</p>										

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY														
		<p>1 Look at this number line. Name the point that K represents on the number line. Explain how you know.</p> 	<p>2 Create a model that looks like this  in your notebook. Color the model so that 1/2 is blue, 1/4 is red, and 1/4 is yellow.</p>	<p>3 Use an area model and expanded equation to multiply <math>3 \times 28 = \underline{\hspace{2cm}}</math>. Now draw a strip diagram that models that same problem.</p>														
<p>6 Find each sum or difference. Watch the signs!</p> <table border="1" data-bbox="302 485 575 571"><tr><td>388</td><td>455</td><td>864</td><td>986</td></tr><tr><td>+174</td><td>-178</td><td>-347</td><td>+285</td></tr></table>	388	455	864	986	+174	-178	-347	+285	<p>7 Is 813 an odd or an even number? Justify your thinking using divisibility rules.</p>	<p>8 What time is it on this clock? What time will it be in 25 minutes?</p> 	<p>9 These two triangles are congruent. Are the shaded areas equal? Explain your thinking.</p> 	<p>10 These two trapezoids are congruent. Are the shaded areas equal? Explain your thinking.</p> 						
388	455	864	986															
+174	-178	-347	+285															
<p>13 How many ways can you make 58¢ using pennies, nickels, and dimes and quarters?</p> 	<p>14 There are 8 motorcycles, 7 cars, and 14 tricycles. Use multiplication and addition to figure out how many wheels there are altogether.</p>	<p>15 Use this code: a=1, b=2, c=3, d=4, e=5, f=6, g=7, h=8, i=9, j=10 . . . Z=26. How much is your name worth? Find a word worth 100.</p>	<p>16 What is the perimeter?</p> 	<p>17 Make a graph or chart showing how many 1-legged, 2-legged, 3-legged, and 4-legged things are in your house. Remember to count your pets and furniture!</p>														
<p>20 Write a multi-step word problem that has an answer of 59.</p>	<p>21 Using pictures of base ten blocks, draw two different ways that shows one hundred seventy eight.</p> 	<p>22 What is the length of ? What is the perimeter? What is the area?</p> 	<p>23 List at least 10 math vocab words you learned this year. Give an example and illustration of each.</p> <table border="1" data-bbox="1205 915 1480 1002"><tr><td>multiplication</td><td><math>4 \times 2</math></td><td></td></tr><tr><td>hexagon</td><td></td><td></td></tr></table>	multiplication	$4 \times 2$		hexagon			<p>24 Find the difference. Check your answer with addition.</p> <table border="1" data-bbox="1499 915 1780 980"><tr><td>394</td><td>853</td><td>602</td><td>504</td></tr><tr><td>-217</td><td>-89</td><td>-463</td><td>-261</td></tr></table>	394	853	602	504	-217	-89	-463	-261
multiplication	$4 \times 2$																	
hexagon																		
394	853	602	504															
-217	-89	-463	-261															
<p>27 Write a question that can be answered using the data in the table.</p> <table border="1" data-bbox="338 1115 539 1268"><tr><th>x</th><th>y</th></tr><tr><td>1</td><td>12</td></tr><tr><td>2</td><td>24</td></tr><tr><td>3</td><td>36</td></tr><tr><td>4</td><td>48</td></tr></table>	x	y	1	12	2	24	3	36	4	48	<p>Measure your kitchen table. What is the perimeter and area?</p> 	<p>29 Solve:</p> <p><math>\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =</math></p> <p><math>\frac{1}{3} + \frac{1}{3} =</math></p> <p><math>\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} =</math></p> <p><math>\frac{1}{8} + \frac{1}{8} + \frac{1}{8} =</math></p>	<p>30 If you have 2 gallons of chocolate ice cream and 2 pints of vanilla ice cream, which ice cream do you have more of to eat?</p>	<p>31 Write the standard and expanded form of these numbers:</p> <p>1) five thousand, eight hundred six</p> <p>2) seventy-three thousand, six hundred fifty-four</p>				
x	y																	
1	12																	
2	24																	
3	36																	
4	48																	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>3 Divide your paper into 4 equal parts. Draw a clock face in each part. Show these times: 1) the time you get up, 2) the time you go to bed, 3) 45 minutes before you go to bed, 4) 30 minutes after you get up.</p>	<p>4 Using a number line, round these numbers to the nearest ten and hundred.</p> <p>1) 472      2) 65      3) 207      4) 109</p>	<p>5 Write the number that has a 4 in the tens place, a 6 in the thousands place, a 3 in the ones place, a 7 in the hundreds place, and an 8 in the ten thousands place.</p>	<p>6 How many ways can you make 112?      70</p> <p><math>+ 42 = 112</math>      <math>113 -</math></p> <p><math>1 = 12</math>      <math>5 \times 20 +</math></p> <p><math>12 = 112</math>      Write at least 10 different ways and use multiple operations.</p>	<p>7 Decompose the following numbers using expanded notation:</p> <p>1) 529,649      2) 619,087      3) 670,825      4) 307,915</p>
<p>10 Measure your height. Record. Weigh yourself. Record. Look at your notebook page for June 1. How much have you grown?</p>	<p>Put your first and last name on the front of your notebook. Put 4th Grade on the front of your notebook. Take the notebook to your teacher tomorrow!</p>	<p>12 First day of school!</p> 	<p>13</p>  <p><b>Congratulations!</b> Your brain continued to grow this summer! you are ready for 4th grade!</p>	
17	18	19	20	21
24				

# Summer Reading Loss

## Do children really suffer from a summer Reading loss?

Research has proven that the impact of summer reading loss can be significant.

## Who is affected?

- If your child is among the top 25 percent of readers for their age they will probably continue to make some progress during the summer.
- If your child is an average reader for their age, they will likely remain steady or fall slightly during the summer.
- If your child is among the students who have made slower reading achievement during the school year, they are at risk of suffering from a significant reading loss over the summer.

To sum it up, students who are having more difficulty learning to read are the students who suffer the most from summer reading loss.

## What can I do about this?

Research has shown that the best predictor of reading achievement is the amount of time spent reading-The more time a child spends reading, the better reader they become. So the best thing you can do for your child is reading to them, reading with them and giving them opportunities for more reading.

# Ideas for Summer Reading

- Don't view reading as a chore-create a positive environment for reading so that children look forward to it. You don't have to read, you get to read!
- Reading doesn't have to only be books-Get a magazine about your child's favorite hobby, turn on the captions and turn down the volume on the television, look for information on the web.
- Your day to day routines can provide reading experiences-cooking, using the phone book, reading instructions for a new game, and reading maps or brochures for your vacation spots are all authentic reading experiences
- Read during transition times-Get some more reading time in during the drive to Grandma's house or while waiting for the dentist.
- Keep reading those old Favorites-Reading books that are a little easy or are even memorized build confidence and fluency.
- Read to your child-You get quality time with your child, you are a great reading model and you have the opportunity to talk to your child.
- Talk about books-Ask your child open-ended questions such as "What do you think about that story?" "What would you have done if you were that character?"
- Visit the library-not only can the librarian help you find good, interesting books for your child, but they probably have a summer reading program your child can participate in.
- Support your child's writing-There is no better letter/sound practice than writing. Provide supplies and opportunities for your child to write-letters, lists, messages, vacation journal or scrapbook, etc. Don't worry about spelling-just praise your child's efforts.

# Summer Journal for 3<sup>rd</sup> and 4<sup>th</sup> Graders

Nearly all children experience *Summer Learning Loss*. To prevent your child from falling behind academically over the summer, your child is asked to complete a summer journal.

Directions for Students:

**The Journal:** Please purchase a composition book to be used as a summer journal.

To the right is an example of the required journal.



**Writing Entries:** All writing entries should begin at the front of the journal. Date the top of each entry. You may write more than one entry on the same page.

**Reading Log:** Each night you should read a minimum of twenty minutes. Please visit your local library branch for books and fun incentives to read. You may write more than one entry on the same page. All journal entries must be at least FIVE sentences long. This will prepare your child as they enter the next grade level when they will be writing paragraph essays.

**Create your own reading log in your journal including date, book title and/or chapter.**

**What am I handing in to my child's teacher?**

- 1) Completed Writing Journal.
- 2) Completed Reading Journal.

**Encourage your child to go on the following websites to read informational texts of high interest:**

- [www.wonderopolis.com](http://www.wonderopolis.com)
- [www.newsella.com](http://www.newsella.com)



# Fiction Responses

1. Which character do you like the most in your book? Why?
2. What do you predict will happen next in this story? What information in the text helped you make that prediction?
3. What is the main problem of the story? If you know, how was the problem solved?
4. Would you like to be a character in this story? Why or why not?
5. How do you feel about this story? Would you recommend it to someone else? Why or why not?
6. Summarize what you read today. What were the most important events? Did you learn anything new about the characters?
7. Is what you read believable? Why or why not?
8. Pretend you are interviewing the main character of the story. What two questions would you ask them?
9. If you could trade places with one of the characters who would it be? Why?
10. Is there anything you would change about this story? What would it be? Why would you change it?

# Non Fiction Responses

1. What is the selection you read mainly about?
2. What did you learn while reading?
3. Why did the author probably write this selection? How do you know?
4. What was the main idea of what you read? What were the supporting details that told you more about the main idea?
5. How and where could you find out more information about the topic read about today?
6. What else would you like to know about the topic you read about?
7. Were there any text features that helped you better understand your reading? What were they and how did they help you?
8. What did you find interesting as you were reading today?
9. What do you remember most about what you read?
10. Did you find an interesting word while you were reading? What was it? Use a dictionary to find out its meaning and write a sentence of your own using the interesting word that you



Questions/conversation stems to use to spark meaningful conversations with your child about their reading😊 Please know and understand these are just suggestions...you are not limited to just these😊

### IF you are reading Poetry:

What is the main message in the poem?

Lines\_\_\_\_\_through\_\_\_\_\_are included in the poem because they\_\_\_\_\_....

What kind of feeling does the poet send to its reader in the poem? OR What type of mood does the poem create?

Why do you think the poet gave this poem the title, "\_\_\_\_\_"

What is the speaker doing in the poem?

### IF you are reading expository/informational text:

Why does the author include heading in bold print? What is the purpose of the headings?

The author includes the pictures to help you with.....? What do the captions tell you as a reader??

What are some other text features (bold print words, tables, graphs, charts, etc...) that are included in the text to help you? How have they helped you better understand the text?

What are the most important points (VIPS) the author wants you to understand in the text?

After reading a paragraph or a particular section, you can ask them what the main idea was and what is the evidence (supporting details) that supports the main idea?

### If you are reading fictional texts:

You can tell the character\_\_\_\_\_feels\_\_\_\_\_because \_\_\_\_\_

What is the story/chapter MOSTLY about?

Also if they are reading a chapter book and the chapters are NOT titled, then you can have them name the chapter in 4 words or less 😊 They love doing this...it also reinforces main idea 😊 Just make sure the title they choose supports what happened in the chapter 😊

What message is the author trying to send to the reader in the story?

Does the setting play an important role in the story? Why or why not?

How do you think the character \_\_\_\_\_ felt after \_\_\_\_\_ ???

What was the main problem in the story? How was the problem solved?

### Additional Critical/Creative Thinking Stems:

Do you know another instance where....?

Could this have happened if....?

What questions would you ask if of.....?

In your life, how would you have reacted if....?

If \_\_\_\_\_ would have happened instead...do you think the ending would have been the same?

How was this text similar to....?

What was the underlying theme of....?

Can you distinguish between....?

What qualities/characteristics .....?

What are the advantages/disadvantages in/of.....?

How does/did.....effect .....?

What conclusions can you draw from...?

What would happen if.....?

If you could change ....what would you change?

What ideas might you add to...?

What more can you say about....?

How could you improve...?

Is there a better solution to....?

Do you think....is a good thing or a bad thing?

How would you have handled....?

How would you feel if....?

How could you explain....?

What are some different explanations for....?

What did you notice about...?

What is more important....or.....? Why?

How would you rank...?

What were you thinking when....?

Has your thinking changed on....?