



GERMANSHIRE ELEMENTARY SUMMER LEARNING PACKET

3RD GRADE



Name _____

IReady Username: _____

IReady Password: _____

*Students may continue to complete lessons in both IReady reading and math.

NOTE TO PARENT/GUARDIAN

May 22, 2020

Dear Parent or Guardian,

The Summer Learning Packet is an attempt to increase your child's retention of content knowledge over the summer break. This voluntary learning packet will assist our students in maintaining their skills over the summer and increasing their preparedness for the upcoming school year.

We ask that you encourage your child to complete the activities independently and utilize the resources within this packet throughout the summer. We also encourage you to review your child's work to ensure they are on the correct path in completing the activities with accuracy.

Please continue to utilize the school website at www.mygermanshire.net for access to the summer learning packet and learning resources. Also visit www.scsk12.org for district reminders, updates, and to register your child for the upcoming school year.

In closing, thank you in advance for your support with your child's academic achievement.

Sincerely,

3rd Grade Team Members

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Name _____

RI.3.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.

Directions: Read the text below. Determine the main idea of the text and find the details that support the main idea.

LEMONADE FOR GOOD

What is better than a cold glass of lemonade on a hot summer day? A glass of lemonade that can help others, of course. A little girl named Alex did just that when she set up a lemonade stand with her brother. She was four years old when she set the goal to sell lemonade and donate the profits to help cure cancer. Alex, herself, was diagnosed with cancer, and she was determined to help doctors find a cure. Her first lemonade stand raised \$2,000 in just one day. She continued to set up stands every year. Soon, people learned about Alex's mission, and they set up lemonade stands of their own so that they could donate the proceeds to the cause. Sadly, Alex passed away at the age of eight. However, her legacy lives on. Today, Alex's Lemonade Stand is a foundation that is committed to helping everyone impacted by childhood cancer. Alex proved that lemonade can be good in many, many ways.

SUPPORTING DETAIL

SUPPORTING DETAIL

SUPPORTING DETAIL



MAIN IDEA

Name _____

RI.3.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.

3rd Grade ELA

Directions: For questions 1-2 read each paragraph and circle the main idea.

1. There are many different ways to get to school. Some children walk to school. Some children take the bus or the subway. Some children are driven to school by their parents. Some children ride their bikes to school.

The main idea of this paragraph is:

- a. Some children take the bus or subway.
- b. Some children are driven to school by their parents.
- c. Some children ride their bikes to school.
- d. There are many different ways to get to school.

2. My friend has a cat named Leroy. My cousin has a dog named Jake. My neighbor has a parrot named Michigan. My grandmother has a cat named Dottie and a dog named Skunk. Many people I know have pets.

The main idea of this paragraph is:

- a. My friend has a cat named Leroy.
- b. My grandmother has a cat named Dottie and a dog named Skunk.
- c. A lot of people I know have pets.
- d. My cousin has a dog named Jake.

3. Which sentence would be a good key detail to support the main idea from question #2?

- a. My brother has a car.
- b. My sister has a pet turtle named Frank.
- c. My aunt Gina has a red bicycle.
- d. Someone I do not know probably has a tiger.

4. The main idea of a story is

- a. the end of the story
- b. what the story is mostly about
- c. the beginning of the story
- d. the pictures in a story

5. How should you find the main idea of a story?

- a. ask your friend
- b. look at the illustrations and find key details in the story
- c. look at the details that are not important in the story
- d. make a guess

Name _____

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Directions: Read the text *"The Lion and the Mouse"* and answer the questions using the text.



Once when a Lion was asleep a little Mouse began running up and down on him. This soon wakened the Lion, who placed his huge paw upon the Mouse, and opened his big jaws to swallow him.

"I'm sorry for waking you up, Lion," cried the little Mouse: "forgive me this time, I shall never forget it. Maybe I will be able to help you with something one of these days?"

The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.

One day soon after, the Lion was caught in a trap. The hunters who caught him wanted to carry him alive to the King. So they tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by. He saw the sad situation the Lion was in, went up to him and soon chewed away the ropes that held him tight.

"Thank you, Mouse!" Lion said. "Now I see that you were right. Little friends can be good friends."

1.

Why does Mouse free Lion from the trap?



- (A) They are good friends.
- (B) Mouse likes to help everyone.
- (C) Lion had done something nice for Mouse in the past.
- (D) Mouse hates hunters.

2.

What is the moral of this fable?



- (A) Mice can always help lions
- (B) Mice can help lions, even if they are small.
- (C) It's bad to hunt lions.
- (D) Animals should never help each other in the wild.

3.

Which word best describes Mouse?



- (A) strong
- (B) funny
- (C) fair
- (D) unkind

4.

Which sentence first suggests that Lion is not as strong as we might think?



- (A) "Once when a Lion was asleep a little Mouse began running up and down on him. This soon wakened the Lion, who placed his huge paw upon the Mouse, and opened his big jaws to swallow him."
- (B) "I'm sorry for waking you up, Lion," cried the little Mouse: "forgive me this time, I shall never forget it. Maybe I will be able to help you with something one of these days?"
- (C) The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.
- (D) One day soon after, the Lion was caught in a trap. The hunters who caught him wanted to carry him alive to the King. So they tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by. He saw the sad situation the Lion was in, went up to him and soon chewed away the ropes that held him tight.

5.

Which paragraph shows how Mouse helped Lion?



- (A) Once when a Lion was asleep a little Mouse began running up and down on him. This soon wakened the Lion, who placed his huge paw upon the Mouse, and opened his big jaws to swallow him.
- (B) "I'm sorry for waking you up, Lion," cried the little Mouse: "forgive me this time, I shall never forget it. Maybe I will be able to help you with something one of these days?"
- (C) The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.
- (D) One day soon after, the Lion was caught in a trap. The hunters who caught him wanted to carry him alive to the King. So they tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by. He saw the sad situation the Lion was in, went up to him and soon chewed away the ropes that held him tight.

Name _____

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Directions: Read the text "*Messy Brother*" and answer the questions using the text.

MESSY BROTHER

My brother Tim and I each have our own room. My brother has always been very messy, and I've always been very neat. When I would change into my pajamas, I'd hang my clothes over my chair. Tim would throw his on the floor. By Saturday of each week, the floor of Tim's room would be covered with a huge pile of dirty clothes mixed with most of the pieces of a chess set, open books, and crumpled pieces of homework. That's when my mother would come in. She would take one look at his room and say, "Tim, you're not going anywhere until this room is fit for human habitation—no one would want to live here."

On Saturday afternoons, Tim and I like to play baseball with our friends. Tim always asked me to help him clean so he could get to the park in time for the game, and I'd usually end up helping him. Tim is the best pitcher on our team. If he didn't play, the other team might win. Tim would say thank you, but I'd get a little angry with him. I'd rather be outside on Saturday morning than indoors cleaning his room.

Two weeks ago my friend Gretchen invited me over to her house on Saturday morning to see her new puppy. I warned Tim to start cleaning early that week, but it didn't help. On Saturday morning, his room was messier than ever. He had been looking for a game at the bottom of his old toy box, and his games and toys were all over the floor. I called Gretchen and said I couldn't come. Gretchen invited me again for the next Saturday.

On Monday, I made up my mind that I would not let my brother's disorderly habits interfere with my plans. I went to the supermarket after school and asked for three big cardboard boxes. The grocery manager gave me three boxes that paper towels had come in. I took the boxes and a black magic marker to my brother's room. On the first box, I wrote the word "clothes" in huge letters. On the second box I wrote the words "books and games." On the third box I wrote "trash." Then I set them against the wall.

The boxes took up a lot of space, but not as much space as the mess did. For a couple of days, I looked in on my brother after school. I'd point to any clothes or games on the floor, and say "Throw it in the right box!" He then started to remember to do it on his own.

When Saturday came, we emptied the clothes from the first box into the laundry hamper. Then we put the books on the bookshelf and the games in the toy box. Finally, we emptied the trash box into the garbage can. Then Tim and I played with Gretchen's puppy until time for the baseball game.

1.

Tim is a very messy and disorganized person.

Which details support this conclusion? Select all of the details below that support the conclusion above.



Tim is the best pitcher on our team.

Tim would throw his [pajamas] on the floor.

Tim's games and toys were all over the floor.

Tim has his own room.

Tim's room was covered with a huge pile of dirty clothes mixed with most of the pieces of a chess set, open books, and crumpled pieces of homework.

2.

What can you infer about the narrator's feelings about Tim's messy room?



(A) The narrator is sad about Tim's messy room.

(B) The narrator is confused about Tim's messy room.

(C) The narrator is frustrated by Tim's messy room.

(D) The narrator is indifferent about Tim's messy room.

3.

When do the boys like to play baseball?



(A) Saturday mornings

(B) Sunday mornings

(C) Friday afternoons

(D) Saturday afternoons

(E) Sunday evenings

4.

What did the narrator of this story write on the second box?



(A) Clean your room!

(B) Books

(C) Clothes

(D) Books and Games

Name _____

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Directions: Read the text *"The Man, the Boy, and the Donkey"* and answer the questions using the text.

The Man, the Boy, and the Donkey



An old man and his young son were once going to the market with their donkey. They walked side by side down the long road, leading the donkey. It was a beautiful day, and both father and son were happy. They talked as they walked along, deciding what they would buy and sell when they reached town.

After a while, they came to a small village along the road. As they passed the village, a woman sitting outside her house yelled at them, "You fools! Why waste your breath walking? You have a perfectly healthy donkey to ride upon!" And she laughed loudly.

The man and the boy stopped. "The woman's right," the man said, looking embarrassed. "We look like absolute fools. Let's do as she says so we don't have any more people laughing at us." So the man put his son on the donkey. "That's better," he said, and they went on their way.

But soon they passed a group of men, one of whom said loudly: "See that lazy youngster? He lets his old father walk while he rides. That's just terrible." Once again, the man stopped and thought about what he had heard. "They're right," he said. "This is shameful."

He ordered his Boy to get off the donkey, and got on himself. "Now," the old man said, satisfied, "everyone will be happy with our way of travel." But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along while he rides like a king."

Hearing this, the man stopped again in frustration. He thought for a while, and finally put his son up on the donkey with him. "This is the way to do it. Now they can't say anything," he told the boy confidently.

By this time, they had reached the town, and the passers-by began to jeer and point at them. The man stopped and asked what they were laughing at. They replied: "Aren't you ashamed of yourself for overloading that poor donkey of yours?" The old man shook his head in disbelief. Finally, he and his son got off the donkey, and walked alongside it, just as they had in the beginning of their journey.

1. Underline the sentence below that BEST shows why the old man listens to the people he meets?

After a while, they came to a small village along the road. As they passed the village, a woman sitting outside her house yelled at them, "You fools! Why waste your breath walking? You have a perfectly healthy donkey to ride upon!" And she laughed loudly.

The man and the boy stopped. "The woman's right," the man said, looking embarrassed. "We look like absolute fools. Let's do as she says so we don't have any more people laughing at us". So the man put his son on the donkey. "That's better," he said, and they went on their way.

But soon they passed a group of men, one of whom said loudly: "See that lazy youngster? He lets his old father walk while he rides. That's just terrible." Once again, the man stopped and thought about what he had heard. "They're right," he said. "This is shameful."

2. In what order do the below events happen? Number the events 1-4.

___ The old woman laughs at the man and the boy for walking.

___ Some men call the boy lazy.

___ The man gets on the donkey.

___ The man and the boy ride the donkey together.

3. Circle the two words that can help you figure out the meaning of the word "lout" as it is used in this story?

But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along while he rides like a king

4.

Why does the old man shake his head in the last paragraph of the story?



- (A) He is saying "No" to the passers-by.
- (B) He is ashamed of himself.
- (C) He is surprised by the words of the passers-by.
- (D) He can't believe that his donkey is able to carry two people.

Name: _____

Identifying Nouns

A noun can be a person, place, thing, or idea. Read the story below.
Circle all the nouns. Write them on the lines below the story.
Write C next to common nouns, and P next to proper nouns.



Jillian and her mother went to an auction in the city. They were hoping to find paintings and other artwork to decorate their home. They looked around at all the things on display. There were vases, furniture, and sculptures. Everywhere they looked there were more beautiful and exotic items to see.

Eager to find the paintings, Jillian walked quickly to far side of the building. She could hardly believe her eyes when she saw an original painting by *Monet*. Tiny colored dots combined to make a magnificent picture. She didn't even want to guess how much it would cost. She knew that she would never have enough money to buy it. She did see several other paintings that she liked. She showed them to her mother, who agreed that they were beautiful.

The auction lasted for hours! Finally, one of the paintings that they liked was on the platform. Jillian's mother had the winning bid! By the end of the auction, they had three lovely paintings to take home with them. Jillian also had some great memories of the time she had spent with her mother. She would think of that day, and the painting by *Monet* that she had seen up close, every time she saw the new paintings hanging in their home. It had been a wonderful day.

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.	32.	33.
34.	35.	36.
37.	38.	39.
40.	41.	42.
43.	44.	45.

Why Do We Need Pronouns?

Name: _____

Pronouns take the place of nouns when we are writing or talking about something. It would be very tiresome if we had to repeat the same noun over and over again. Just look at how long it takes to express ideas without using pronouns:



A Day at the Park

Sammy went to the park with Sammy's mother and Sammy's father. Sammy and Sammy's mother and Sammy's father ran on the lawn. Then Sammy's father pushed Sammy on the swings while Sammy's mother smiled and watched. Then Sammy's mother spread out a blanket on the lawn and read a book while Sammy and Sammy's father played catch with a ball. Sammy threw the ball too hard, and Sammy's father had to chase after the ball. Sammy did some somersaults, rolling forward on Sammy's head and kicking Sammy's feet up over Sammy's head. Sammy giggled and lay on the grass until Sammy's dad came back. Sammy, Sammy's mother, and Sammy's father ate sandwiches together before Sammy, Sammy's mother, and Sammy's father went back home.

Choose the appropriate pronouns from the Word Bank to fill in the blanks and make the story easier to read.

Word Bank:

his it his them his they his his his
they it his she him his his he his

Sammy went to the park with _____ mother and _____ father.
_____ ran on the lawn. Then _____ father pushed _____
on the swings while _____ mother smiled and watched. Then _____
spread out a blanket on the lawn and read a book while Sammy and _____ father
played catch with a ball. Sammy threw _____ too hard, and _____ father had to
chase after _____. Sammy did some somersaults, rolling forward on _____
head and kicking _____ feet up over _____ head. _____
giggled and lay on the grass until _____ dad came back. All three of _____
ate sandwiches together before _____ went back home.

The Verb To Be

Name: _____

The verb **to be** is a very important verb in the English language because it helps us explain the condition or characteristics of people and things. In the study of grammar, we say that this verb shows **state of being**. This verb is usually seen as a linking verb, linking the subject of a sentence to an adjective or a noun. It is also used with gerunds to show action happening right now. This verb is very irregular. It is important to know its correct forms in the past, present, and future tenses. Let's take a look.



We **are** happy.
We **are** students.
We **were** studying.
We **are** dancing.

Person	Past	Present	Future
I	was	am	will be
You	were	are	will be
He/She/It	was	is	will be
We	were	are	will be
You (all)	were	are	will be
They	were	are	will be

Complete each sentence by writing the correct form of the verb *to be*.

1. Our teacher, Mrs. Walker, _____ absent last Friday.
2. Uncle Bob _____ not feeling well today.
3. Scott and Matt _____ playing soccer tomorrow.
4. I _____ happy today.
5. You _____ my best friend!
6. Last year, you _____ in the hospital for an operation.
7. The weather _____ rainy today.
8. We _____ eating dinner last night when the doorbell rang.
9. Aunt Virginia _____ my favorite aunt.
10. They _____ visiting their grandma next month.

Name _____

WRITING ACTIVITY

Funny Critters

Read the information in the box. Then do the writing activity.

Your class is writing a book called Funny Critters. Funny critters are animals that do silly things. Tell about an animal you have seen or read about that does silly things. What is it like? What silly things does it do? Where does it live? Why would other people think it is funny? Your writing will be included in your classroom's book about funny critters.

Pre-Writing Activity

- Describe the animal you have chosen.
- Tell what the animal is like.
- Describe what silly things this animal does.
- Describe where the animal lives.
- Tell why people think this animal is funny.
- Be sure your story has a beginning, a middle, and an end.
- Use the web on the next page to help you plan your writing.
- If you need more paper to plan your writing, ask your teacher.

Name _____

Plan your writing.

What the funny animal does

Blank writing area with five horizontal lines.

Where the funny animal lives

Blank writing area with five horizontal lines.

What my funny animal is like

Blank writing area in an oval shape with three horizontal lines.

Blank writing area with five horizontal lines.

Why people think this animal is funny

Go On



Name _____

Directions: Read the text “*Leaving Morning*” and respond to the writing prompt.

The Leaving Morning

by Angela Johnson

THE LEAVING happened on a soupy, misty morning,
when you could hear the street sweeper.
Sssshhshsh...

We pressed our faces against the hall window
And left cold lips on the pane.

It was the leaving morning.
Boxes of clothes,
toys,
dishes,
and pictures of us everywhere.

The leaving had been long because we'd packed
days before and said good-bye
to everyone we knew...

) Our friends...

The grocer..

Everybody in our building...

And the cousins, especially the cousins.

) We said good-bye to the cousins all day long.

Mama said the people in a truck would move us
and take care of everything we loved,
on the leaving morning.

We woke up early and had hot cocoa from the deli
across the street.
I made more lips on the deli window
and watched for the movers on the leaving morning.

Name _____

We sat on the steps and
watched the movers.
They had blue moving clothes on
and made bumping noises on the stairs.
There were lots of whistles
and "Watch out, kids."

Got me a moving hat and a kiss on the head
from Miss Mattie, upstairs.

And on the leaving morning she told me
to watch myself in the new place when I crossed
the street, and think of her.

I sat between my mama and daddy,
holding their hands.
My daddy said in a little while we'd be someplace
we'd love.

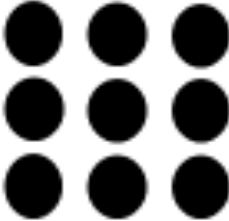

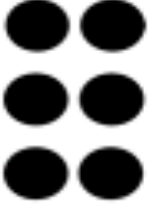
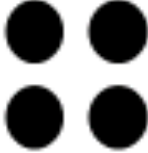


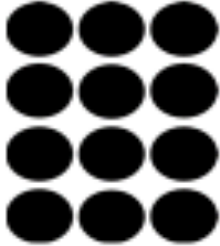


So I left lips on the front window of our apartment,
and said good-bye to our old place,
on the leaving morning.

3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

Name _____

ARRAYS

Write a multiplication sentence to match the array.

1.  ___ x ___ = ___	2.  ___ x ___ = ___	3.  ___ x ___ = ___
4.  ___ x ___ = ___	5.  ___ x ___ = ___	6.  ___ x ___ = ___
7.  ___ x ___ = ___	8.  ___ x ___ = ___	9.  ___ x ___ = ___

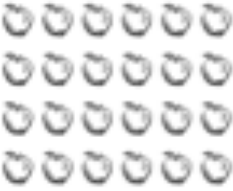





3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

Name: _____

CCSS 3.OA.3 Use multiplication and division within 100 to solve ...

Multiplication Picture Arrays

Directions: Circle the problem shown by the picture array.

 $4 \times 5 = 20$ $6 \times 3 = 18$ $4 \times 6 = 24$	 $2 \times 7 = 15$ $2 \times 7 = 14$ $7 \times 2 = 18$
 $6 \times 3 = 18$ $6 \times 5 = 30$ $5 \times 3 = 15$	 $4 \times 5 = 20$ $5 \times 5 = 25$ $5 \times 5 = 20$
 $3 \times 4 = 12$ $3 \times 3 = 9$ $3 \times 3 = 12$	 $5 \times 7 = 28$ $8 \times 4 = 30$ $5 \times 8 = 40$

3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

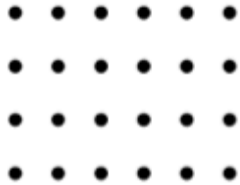
Name: _____

CCSS 3.OA.3 Use multiplication and division within 100 to solve

Multiplication Arrays

Directions: Draw dot arrays to solve the problems.

Example: $4 \times 6 = 24$



1. $5 \times 5 = \underline{\quad}$

2. $3 \times 6 = \underline{\quad}$

3. $4 \times 7 = \underline{\quad}$

4. $2 \times 9 = \underline{\quad}$

5. $6 \times 5 = \underline{\quad}$

3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

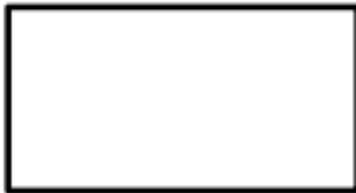
Name _____



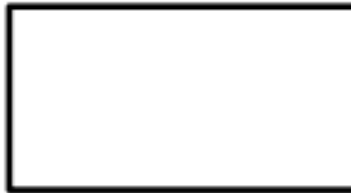
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Multiplication Equal Groups Little Monsters Cut and Paste

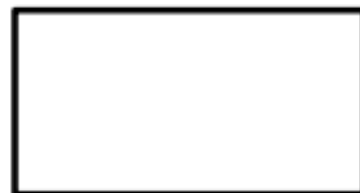
Directions: Match the equal groups with the correct multiplication sentence. Solve each problem.



$2 \times 6 = \underline{\quad}$



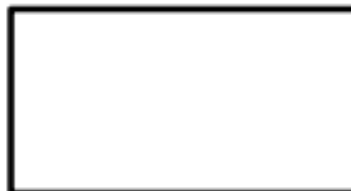
$4 \times 4 = \underline{\quad}$



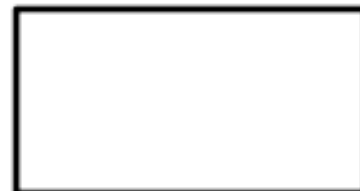
$3 \times 2 = \underline{\quad}$



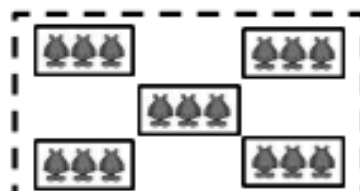
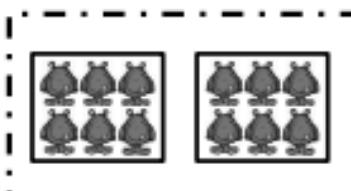
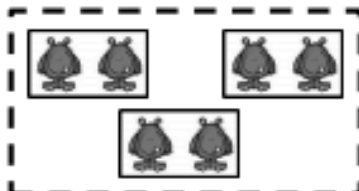
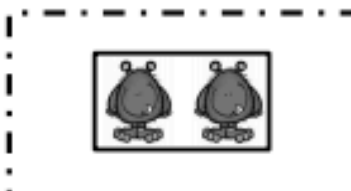
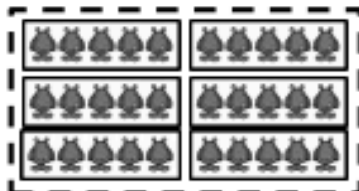
$5 \times 3 = \underline{\quad}$



$1 \times 2 = \underline{\quad}$



$6 \times 5 = \underline{\quad}$



3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

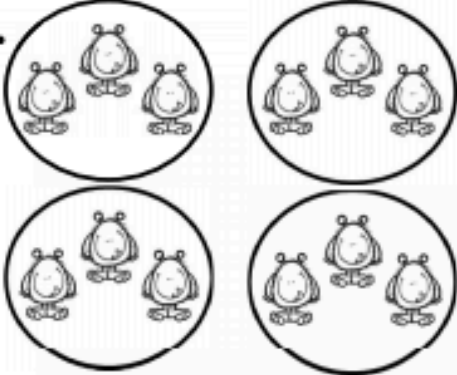
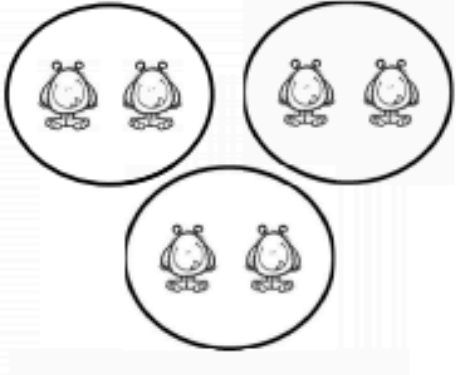




Name _____

Multiplication Equal Groups Little Monsters



1

Directions: Write a multiplication sentence to match the model.

<p>1.</p>  <p>___ X ___ = ___</p>	<p>2.</p>  <p>___ X ___ = ___</p>
<p>3.</p>  <p>___ X ___ = ___</p>	<p>4.</p>  <p>___ X ___ = ___</p>
<p>5.</p>  <p>___ X ___ = ___</p>	<p>6.</p>  <p>___ X ___ = ___</p>

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