SCHOLASTIC

Between Grades **3-4**

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Compiled by Mary Rose

Dear Teacher:

You have worked all year to instill the joy of learning in your students. By now, the standards have been met and summer is just around the corner. Here is a wonderful product that will keep that enthusiasm alive and help your students be prepared for the next step in their education: **Printables Summer Stay-on-Track Packs**.

These packs have been carefully compiled to present your students with a wide range of activities to assure that the skills you worked so hard to teach them during the school year will not be lost in the heat of the summer. Each activity is only one page long and all are matched to the Common Core State Standards for reading comprehension and math.

This packet is intended to be a review of skills presented during the regular school session, not new material, for the following reasons:

- These pages will be fun and easy for your students. We want them to enjoy this project and even to "play school" this summer.
- These lessons will evoke recall of your classroom instruction, which strengthens concepts you have already taught.
- Families will look at what the child is doing and be able to see how much he or she has learned. They will recognize how well you have taught these skills and will not be asked to teach brand-new skills to their child.
- Students will return to school ready to build on what you have already taught and what the summer activities have reinforced.

The Table of Contents divides the activities into a suggested week-by-week structure. We included 5 lessons each for weeks 1, 2, 3, 8, 9, and 10 and 6 lessons for weeks 4, 5, 6, and 7, thus putting the bulk of the work in the middle of the summer. This structure is intended to vary the targeted skills within each week and to maintain the child's interest and engagement over the entire summer.

The Standards and Skills pages provide short "family-friendly" explanations of each standard and tips to help them help their children. Some families may decide to focus on particular skills and standards, so pages that support each standard and skill are also listed with the standard for flexibility of use.

Because of the wide range of student abilities, it is likely that some pages will be quite easy for a given student and some may be a little challenging, but it is certain that every page has been selected for its fun factor, its appropriateness for the standards, and for its appeal to children.

Thank you for choosing Scholastic and Printables, and for all that you do for your students!



Welcome to the Summer Stay-on-Track Pack!



Between Grades 3-4

Dear Families,

We hope your child will enjoy these delightful activities from Scholastic's Printables website. Each page in this booklet has been especially selected to provide a review of almost every reading comprehension standard and math standard that your child's teacher likely covered in the past school year. Because this resource is designed to provide review and practice, we did not insert new concepts that you would have to introduce and explain to your child. There is great value to having your child practice and gain confidence on "secure skills."

We know that this material will be used in many ways: for children to play school, as rainy day fun, as serious "at-a-desk" lessons, and as independent work. We have suggested a week-by-week order, but you may choose to use the pages in any order that makes the most sense for you and your child. Because children have varied skills and school experiences, there are no strict guidelines for how much you should, or should not, help your child. The rule is to help as much as the child needs and to help where he or she needs it. Some pages will be quite easy; others will require some guidance. Students may need help in order to understand the directions. We have listed each standard and have provided a "Tip" to explain the standard or to offer a suggestion for further learning.

You may want to consider sending this completed booklet back to school in the fall. It will give your child's new teacher an idea of his or her skills and will help set the stage for upcoming instruction.

We wish you and your child a wonderful, fun, and productive summer!

Mary Rose and the Editors at Scholastic Printables

Table of Contents

Week 1		Completed
Sneaky Snakes (Domain-Specific Words)	9	
My Cousin's Visit (Characters)	10	
Find the Patterns (Multiplication)	11	
What Is a Fraction? (Fractions) 12		
Identifying Place Value (Place Value)	13	
Week 2		
Who Invented Potato Chips? (Main Idea and Details)	14	
Blueberry Mystery (Illustrations: Fiction Text)	15	
Why Shouldn't You Have Superstitions? (Fractions)	16	
A Math Laugh (Measurement)	17	
Perimeter and Area Zoo (Plane Figures)	18	
Week 3		
Drizzle With Details (Text Structure)	19	
Hit the Books! (Figurative Language: Idioms)	20	
A Ray of Fun (Multiplication)	20	
Weight Watcher (Measurement: Mass)	21	
Recycling Efforts (Interpreting Data)	22	
Wook 4		
Neer 4	24	_
Dolley Madison (Connections)	24	
Racher's Recipe (Details: Fiction Text)	25	
Two for One (Foundations of Language Arts: Homonyms)	26	
Mr. Knapp's Rug Snop (Area)	27	
Get in Shape (Shapes)	28	
Riddle Fun (Place Value)	29	
Week 5		
Rodeo Clowns (Details: Nonfiction Text)	30	
Lulu to the Rescue (Main Idea)	31	
A Musical Lesson (Illustrations: Nonfiction Text)	32	
Time to Group (Multiplication/Division)	33	
Best Estimator (Measurement: Length)	34	
How Many Legs? (Multiplication)	35	

Completed

Week 6		Comple
Coastlines (Text Features)	36	
Celebrating Our Country (Illustrations: Nonfiction Text)	37	
Fables (Paired Texts)	38	
Fun With Numbers (Four Operations)	39	
Finding Area of Rectangles (Area)	40	
June Fun Glasses! (Just for Fun)	41	

Week 7

The Milky Way (Details: Nonfiction Text)	42	
Tiny Tastes (Text Features)	43	
Reading Comprehension-Reasoning (Point of view)	44	
Dot-to-Dot Multiplication (Multiply Within 100)	45	
Cross-Number Puzzle 1 (Place Value)	46	
Finding Perimeter (Plane Figures)	47	

Week 8

The Tallest Trees (Domain-Specific Words)	48	
Surfing the Great Lakes (Text Structure)	49	
Fishy Fact Families (Multiplication/Division)	50	
Meet the Slammers (Fractions)	51	
What Is a Frog's Favorite Snack? (Measurement: Time)	52	

Week 9

Icebergs (Connections)	53	
Dinosaurs (Paired Texts)	54	
Cross-Number Puzzle 2 (Four Operations)	55	
Fins, Feathers, or Fur? (Interpreting Data)	56	
Flying Carpet (Four Operations)	57	

Week 10

Wagon Train (Main Idea and Details)	58	
The Story of the Gingerbread Man (Elements of a Play)	59	
Fun with Words (Foundations of Language Arts)	60	
Multiplying With Multiples of 100 (Multiply Within 100)	61	
Riddle Teller (Shapes)	62	

Grade 3 Standards and Skills

READING AND LA	NGUAGE ARIS	
The student will	Activity	Tip
know the meaning of domain-specific (subject area) terms appropriate for third grade topics.	 Sneaky Snakes (Week 1) The Tallest Trees (Week 8) 	"Domain-specific" words are those that are integral to certain topics (for instance, baseball words like <i>error</i> , <i>single</i> , and <i>foul</i>). They may be challenging to read, spell, and understand, and they may have a far different meaning in a different context. Help your child use context to understand these words.
use details to describe the characters in a story and explain how their actions affected the putcome of the plot.	• My Cousin's Visit (Week 1)	Encourage your child to describe not only physical characteristics, but also a character's personality such as <i>sneaky, smart, mean,</i> or <i>kind.</i> He or she should follow that with an explanation about how that quality affected the character's actions and the outcome of the story. Remind your child to include details. (Robin Hood was generous. He robbed from the rich and gave the money to the poor.)
summarize what he or she has read as well as determine the main idea and know how the important details support it.	 Who Invented Potato Chips? (Week 2) Wagon Train (Week 10) 	Determining the main idea of a piece is arguably the most important and most basic purpose for reading. As your child to tell you one thing he or she will remember about what you just read—that is probably the main idea. If your child is unsure, help him or her reread the first and/or last paragraphs to locate the main idea.
understand how the Ilustrations help explain the actions of the characters, the mood of the story, or the development of the plot.	• Blueberry Mystery (Week 2)	We want students to understand how illustrations contribute to a story. There is a reason that Winnie the Pooh is drawn as smiling and friendly and the Big Bad Wolf is drawn big and bad. His frightening teeth and menacing look clearly match his character. No matter what the story, do not overlook the value of the illustrations.
see the connection between certain sentences and baragraphs in a text. For example, the student will see how the author uses comparison, cause and effect, or events in sequence.	 Drizzle With Details (Week 3) Surfing the Great Lakes (Week 8) 	When an author uses words like <i>first, next, then,</i> and <i>later,</i> you know that events are being told in sequence. If you read <i>alike, different, compare, contrast,</i> and <i>on the other hand,</i> you could guess that the author was using comparison. Students should be on the lookout for particular sentences that may contain these "clue words."
know the difference between literal and nonliteral language.	• Hit the Books! (Week 3)	In literal language, words mean exactly what they say: "Your room is dirty." Nonliteral (figurative) language is when words and phrases that do not mean exactly what they say: "Your room is a pigsty." This example is a metaphor—when we say something is what it obviously isn't. Other figures of speech include hyperbole, similies and idioms.

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The student will	Activity	Tip
explain a connection between historical events, scientific ideas or teps in a process. The tudent will use words hat are associated with ime, sequence and ause and effect.	 Dolley Madison (Week 4) Icebergs (Week 9) 	Draw connections between the beginnings of ideas or concepts and the progression of inventions or historical events. For instance, Alexander Graham Bell's telephon connects to the invention of smartphones. Help your child see these kinds of connections when he or she is reading historical or scientific texts.
show understanding f a literary text by eferring to details when nswering questions.	• Rachel's Recipe (Week 4)	One of the best ways to improve your child's comprehension and fluency is to have him or her read out loud. If your child makes an error, do not correct hir or her immediately. If you allow the child to read to the end of the sentence, it is very likely that they will self- correct their error.
build foundations of anguage Arts.	 Two for One (Week 4) Fun With Words (Week 10) 	Of course there are many reading and language skills that are not covered in this packet (such as spelling and punctuation), but we have included a few activities that fall under the category of Foundations of Language Art These skills will help your child's overall literacy and aid in both reading and writing.
use details from an nformational text to nswer questions about /hat he or she has read.	 Rodeo Clowns (Week 5) The Milky Way (Week 7) 	The questions in this collection and on standardized tests are considered to be "text-based" questions. This means that the answers are to come directly from the text to indicate that your child fully understands what he or she has just read. Do not allow your child to use background knowledge or information from another source when answering these questions.
include details when etelling stories and xplaining the main nessage or moral lesson f the piece.	• Lulu to the Rescue (Week 5)	It is vital your child include details to explain how he or she determined the main message of a story. For example, in the Aesop's fable "The Tortoise and the Hare," the moral message is "Slow and steady wins the race." This answer should be followed by details from th text like: "The turtle did not stop walking," and "The har stopped for a nap."
use a combination f information from lustrations and the vords in the text to get full understanding of a onfiction article.	 A Musical Lesson (Week 5) Celebrating Our Country (Week 6) 	Nonfiction graphics and text features (such as photographs, maps, and charts) provide important information that is often not in the body of the text. Call your child's attention to every illustration and graphic and help him or her see how each one promote understanding of the topic.
he student will use ext features such as eadings and sidebars to ind information in a text.	 Coastlines (Week 6) Tiny Tastes (Week 7) 	If pages with lots of text features are intimidating for your child, try folding the page or using a cover sheet to isolate a text feature (such as a sidebar or footnote) and have your child concentrate only that small "bite" of text at a time. Encourage your child to use this same technique in the classroom

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READING AND LA	NGUAGE ARTS	
The student will	Activity	Тір
be able to see the similarities and differences in themes, settings, and plots in two stories.	 Fables (Week 6) Dinosaurs (Week 9) 	These are examples of "paired texts," two pieces that are read together for a specific reason. Text pairs can contain literature and/or informational texts. Try to give your child more than just two selections on any topic that interests him or her.
recognize that their own point of view is different from the narrator of the story or the characters in the story.	• Reading Comprehension- Reasoning (Week 7)	Point of view usually refers to who is telling the story. If the author uses <i>I</i> , <i>me</i> , <i>us</i> , and <i>we</i> , he or she is writing in the first person. Pronouns such as <i>he</i> , <i>she</i> , <i>they</i> , and <i>them</i> let us know the writer is using the third person.
know the parts of stories, plays and poems and will use terms such as chapter, script, and stanza appropriately. The student will see how each part builds to the climax of the story.	• The Story of the Gingerbread Man (Week 10)	Your child should be familiar with each of these terms related to plays: <i>script</i> (the text), <i>setting</i> (where and when the play happens), <i>props</i> (objects the characters use), <i>plot</i> (the events in the play), <i>climax</i> (the most exciting part of the play), and <i>protagonist</i> (the main character).

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MAIR		
The student will	Activity	Тір
represent and solve problems involving multiplication and division.	 Find the Patterns (Week 1) A Ray of Fun (Week 3) How Many Legs? (Week 5) 	Remind your child to read each problem carefully and pause to think about what the answer should be. Encourage your child to "represent" problems by drawing simple illustrations.
use place value understanding and properties of operations to perform multi-digit arithmetic.	 Identifying Place Value (Week 1) Riddle Fun (Week 4) Cross-Number Puzzle #1 (Week 7) 	The term "place value" means that a numeral has different value depending on where it is placed in a number; 16 is different from 61. Help your child understand this concept by starting with a single-digit number and adding 10, 100, or 1000 to it. Then repeat with double- and triple-digit numbers.
be able to name ractions as part of a whole.	 What Is a Fraction? (Week 1) Why Shouldn't You Have Superstitions? (Week 2) Meet the Slammers (Week 8) 	When you are helping your child with fractions, make sure he or she understands that the numeral under the line is the total number of pieces in the whole and that the numeral above the line is the number of pieces bein referred to or talked about. Thus $\frac{5}{6}$ means that there are 6 total pieces and we are talking about 5 of them.
solve word problems nvolving measurement and estimation of ntervals of time, liquid volumes, and masses of objects.	 A Math Laugh (Week 2) Weight Watcher (Week 3) Best Estimator (Week 5) What Is a Frog's Favorite Snack? (Week 8) 	Many students do not have a lot of practice with measurement and therefore when they are asked to answer abstract questions on paper, they do poorly. Help your child use measuring cups and spoons, a tape measure, or scales. Measure the height and weight of toys, food, or household items. Compare to find objects that are heavier, lighter, and the same weight.
recognize perimeter as an attribute of plane figures and distinguish between linear and area measures (geometric measurement).	 Perimeter and Area Zoo (Week 2) Finding Perimeter (Week 7) 	Plane figures are those that are drawn, such as circle, triangle, or square (as opposed to solid figures, like a ball or tube, which are three-dimensional). Linear measurement refers to length, width, and height measurements; area is a measurement of space within a closed figure, such as a square.
represent and interpret data.	 Recycling Efforts (Week 3) Fins, Feathers, or Fur? (Week 9) 	Students will be exposed to graphs and charts throughout their lives. Understanding circle graphs like these is a key skill across all subjects, as nonfiction texts often use graphs to present information on various topics.
understand concepts of area and relate area to multiplication and to addition (geometric measurement).	 Mr. Knapp's Rug Shop (Week 4) Finding Area of Rectangles (Week 6) 	Help your child to continue to develop "number sense" by helping him or her to find patterns in and relationships among numbers. For this standard, that means seeing the relationship between addition and multiplication when calculating area. For instance, to fir the area of a 4-inch square, you could add 4+4+4+4 or you could multiply 4x4.
reason with shapes and their attributes.	 Get in Shape (Week 4) Riddle Teller (Week 10) 	In math, "attributes" refers to the sizes, shapes, or color of objects. As children advance, they begin to learn the "attributes" of shapes like triangles (three sides; three angles; 180 degrees) and squares (four equal sides; four 90 degree angles).

MATH		
The student will	Activity	Тір
understand properties of multiplication and the relationship between multiplication and division.	 Time to Group (Week 5) Fishy Fact Families (Week 8) 	In the same way that addition and subtraction are related in "fact families" (7 + 8 = 15; 15 - 7 = 8; 8 + 7 = 15; 15 - 8 = 7), so are division and multiplication related. Thus, $3 \times 4 = 12$; $4 \times 3 = 12$; $12 \div 4 = 3$; and $12 \div 3 = 4$. Help your child visualize and understand this concept by using pennies to demonstrate.
solve problems involving the four operations, and identify and explain patterns in arithmetic.	 Fun With Numbers (Week 6) Cross-Number Puzzle 2 (Week 9) Flying Carpet (Week 9) 	If you see that your child is missing lots of problems, he or she is likely having trouble with the process rather than with remembering facts. Try having him or her work the problem out loud so you can listen to the thinking process. Help your child rethink the steps he or she is using to solve the problem.
multiply and divide within 100.	 Dot-to-Dot Multiplication (Week 7) Multiplying With Multiples of 100 (Week 10) 	Look for patterns to help your child remember the products in the times tables. For example, in the nines table, point out that the digits in the answer add up to nine $(9 \times 2 = 18; 1 + 8 = 9)$. Or, write all the equations in a column, and show that the answers go from 1 to 9 in the ones place. (81, 72, 63, 54, 45, 36, 27, 18, 9).
JUST FOR FUN		
A	Activity	Тір
• June Fun Glasses! (Week	(6)	Allow your child to color these glasses and cut them out. Glue them onto sturdy paper (even the inside of a cereal box will do!) and help cut slits in the sides. Help your child slide one piece into the other to complete the glasses. If you have a copy machine, make these for the whole family. You may have to help your child with cutting if using a heavy cardboard.

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Sneaky Snakes

Snakes are very good at hiding. Most snakes can **camouflage** themselves into their environment. That means they have different colors and patterns on their bodies that allow them to blend in with the colors and patterns of things around them. Camouflage helps them hide from their enemies and helps them be **sneaky** when they are trying to capture something to eat. For example, the emerald tree boa lives in the **jungle**. Its green skin makes it nearly invisible among the green leaves of the trees. **Rattlesnakes** live in rocky, dry places. The patterns of black, tan, and brown on their backs help them blend in with their rocky environment. The horned viper lives in the desert. Its skin is the same color as **sand** where it burrows underground. It is hard to see unless it is moving. Also, some snakes that are harmless look very similar to **venomous** snakes. The harmless milk snake is colored orange, with yellow and black stripes, much like the poisonous **coral snake**. The enemies of the milk snake mistake it for a coral snake because they look so much alike.

Find the answers in the story. Write them in the puzzle.

- 1. Write the word that starts with a v and means "poisonous."
- 2. Write another word for "tricky."
- 3. Write what helps a snake blend in with its surroundings.
- 4. Write where emerald tree boas live.
- 5. Write what snakes live in rocky places and have black, tan, and brown patterned skin.



- 6. Write what is the same color as the horned viper.
- 7. Write the name of the snake that looks like a milk snake.

Write the letter from the numbered squares in the puzzle above to fill in each box.



Read the poem. Then answer the questions.

My Cousin's Visit

by Mary Rose

My older cousin came to visit As she does each year in June. I have to share my bedroom And she sleeps each day 'til noon.

One day she had to watch us My brother Jake and me I knew it wouldn't be much fun We couldn't watch TV!

But she took us for a walk that day We walked – just down the street When we were at the corner, Who should we chance to meet? My cousin had arranged for us To go for a little ride Inside the tiny clown cars With a clown right by our side.

We went around the neighborhood And we were bored no more We laughed and grinned and waved until They took us to our door.

I hope she comes back next year June is fine with me She promises us a lot more fun We will just wait and see.

1. In the first stanza, did the speaker want the cousin to visit? Why or why not?

16 Scholastic Inc.	2.	What did the cousin arrange for fun?
3–4 Compilation © 20	3.	What kind of personality does the cousin have?
n-Track Pack, Between Grades	4.	How did this personality affect the activity she chose for the children?
Summer Stay-o		





Find the Patterns

What is the pattern for the numbers 0, 2, 4, 6, 8, 10, 12, 14, 16, 18? The pattern shows multiples of 2.

Complete each pattern.



Sam ran every afternoon last week. On Sunday, he ran 3 miles. On Monday, he ran 6 miles. On Wednesday, he ran 12 miles. How many miles do you think he ran on Tuesday?



What Is a Fraction?



A fraction consists of two parts.

The **numerator** tells how many parts are being identified. The **denominator** tells the total number of equal parts in the whole.

3 4

Write the name of each fraction.



SOLVE & MATCH

Name _

Date _____

Identifying Place Value

For each number, name the place value of the 5. Draw a line to match each answer on the left with one on the right.

ones tens hundreds thousands ten thousands hundred thousands millions

LEFT RIGHT 1. 152,764 A. 4,315 2. 315 B. 1,567,093 3. 35,671 C. 3,500 4. 514,098 D. 14,659 5. 452 E. 51,000 6. 24,570 F. 875,640

_triple match Challenge _

In the number 371,291, which place value has an even digit?

Circle the answers that match above.

Who Invented Potato Chips?

Have you ever wondered who invented the potato chip? Some people say George Crum was the first person to make them . . . by accident. In 1853, he was a chef at an elegant restaurant in Saratoga Springs, New York, called Moon's Lake House. A regular item on the menu was fried potatoes, which was an idea that had started in France. At that time, French fried potatoes were cut into thick slices. One day, a dinner guest at Moon's Lake House sent his fried potatoes back to the chef because he did not like them so thick. So, Mr. Crum cut the potatoes a little thinner and fried them. The guest did not like those either. That made Mr. Crum angry, so he thought he would just show that guy. He sliced the potatoes paper-thin and fried them, thinking that would hush the complaining diner. However, his plan backfired on him! The diner loved the crispy, thin potatoes! Other diners tried them and also liked them. So, Mr. Crum's potato chips were added to the menu. They were called Saratoga Chips. Eventually, Mr. Crum opened his own restaurant to sell his famous chips. Now potato chips are packaged and sold in grocery stores worldwide!



14

Name

Date

Read the story and look at the illustration. Then answer the questions.



by Mary Rose

What a great day at the county fair when the 4-H projects were finally judged! Benjamin got a blue ribbon for his rabbits. His sister, Jane, got a blue ribbon for her sewing. But what about Margie? What did she get? Blue for first place? Red for second? White for third? Margie looked and looked, but she did not see a ribbon where her pie had been sitting. In fact, she didn't even see her pie at all!

Margie looked at her mother who was standing across the room. "I hope you are not too upset, Margie. But I'm afraid you are not going to get a ribbon today."

"But Mother, didn't they judge my pie? It was a great pie. It should have had a blueor at least a red. Did anyone even taste it?"

"Oh, yes, someone tasted your pie, sweetie. And I'm sure he thought it was delicious."







(1) What did Margie enter in the county fair?



What color is the ribbon for first place?



(3) Why didn't Margie get a ribbon?

Equivalent Fractions

Name: _

Date: _____

Riddle

Why shouldn't you have superstitions?

Write the missing denominator. Solve the riddle using your answers below.



$\frac{4}{10} = \frac{2}{5}$	$\frac{2}{10} = \frac{20}{T}$
$\frac{10}{20} = \frac{5}{R}$	$\frac{1}{2} = \frac{3}{2} \cup 0$
$\frac{3}{9} = \frac{4}{1}$	$\frac{2}{3} = \frac{6}{B}$
$\frac{9}{12} = \frac{3}{12}$	$\frac{4}{8} = \frac{1}{K}$
$\frac{8}{12} = \frac{2}{C}$	$\frac{1}{4} = \frac{2}{0}$
$\frac{1}{2} = \frac{7}{4}$	$\frac{1}{3} = \frac{5}{D}$



......

Name

Date

Fast Finishers

UNITS OF MEASUREMENT

A Math Laugh

raw a circle around the answer to each of these questions to find the answer to a silly riddle. Length 1. Which of these is the most likely measurement for the height of a door? **d.** 50 feet **c.** 3 feet **e.** 7 feet 2. Which of these should be used to measure the height of a building? **a.** feet **b.** inches **c.** miles **3.** Which of these is the most likely height of a giraffe? **h.** 15 inches **i.** 15 feet **j.** 15 yards Capacity **4.** Which of these should be used to measure the amount of water in a swimming pool? **c.** gallons **b.** quarts **d.** ounces **5.** Which of these is the smallest unit of measurement? **c.** gallon **d.** pint e. quart 6. Which of these is the most likely amount in a glass of milk? **p.** 25 cups **q.** 1 quart **r.** 8 ounces Weight 7. Which of these has a weight that should be measured in pounds? **s.** a feather **t.** a human baby **u.** a grape 8. Which of these is the most likely weight of an elephant? **q.** 4 pounds **r.** 4 tons s. 4 ounces rite the letters of the answers you chose on the lines above the numbers for the questions. How do you charge a battery? With a C

2

8

Activities for Fast Finishers: Math © 2010 by Jan Meyer, Scholastic Teaching Resources

Perimeter, area

Perimeter and Area Zoo

Name _____

Date _____

A shape doesn't have to be a square or a rectangle to have perimeter and area. The animals in this zoo are different shapes. Can you find each animal's perimeter and area?

Remember: To find perimeter, count the sides of the units. To find area, count the number of whole units.



1. Perimeter_____





4. Perimeter

Scholastic Success With, Math: Grade 4 © Scholastic Teaching Resources

Area



2. Perimeter _____

Area _____





Area _____









6. Perimeter	
Area	

18



Drizzle with Details

A good paragraph needs supporting sentences that tell more about the main idea of the topic sentence. Supporting sentences are sometimes called detail sentences. Every detail sentence in a paragraph must relate to the main idea. In the following paragraph, the one supporting sentence that does not relate to the main idea has been underlined.

My first day of softball practice was a total disaster! Not only was I ten minutes late, but I also forgot my glove. Then during batting practice, I missed the ball every time I took a swing. <u>I definitely have improved on my catching skills</u>. To make matters even worse, I tripped in the outfield and twisted my ankle. I was definitely not off to a very good start.

Read the following paragraph. Underline the topic sentence. Then cross out any supporting sentences that do not relate to the main idea.



Yesterday our science class went on a field trip to a pond. Next month we're going to the ocean. That will be fun. We've been studying the pond as an ecosystem in class. Our teacher wanted us to observe firsthand all the different habitats in and around the pond. She had us keep a checklist of the different kinds of plants and animals in each pond habitat. One of the boys accidentally fell in. He was really embarrassed. Along the water's edge I saw several kinds of plants partly underwater, two salamanders, snails, and water bugs. I observed many different habitats.



BRRRR

Hit the Books!

Hit the books! is an **idiom**, or expression. It means "study carefully," as for a class or a test, but the ordinary meaning of the words does not necessarily help to understand the meaning of the idiom.

What does the expression in each sentence mean? Circle the word that you think makes the most sense.

- 1. My suggestion to get a puppy <u>went over like a lead balloon</u>. succeeded failed spread
- 2. Jack tried to <u>butter up</u> his sister, but she knew what he was up to. flatter tease pester
- 3. My mother <u>chewed me out</u> for ruining my new jacket. praised scolded ignored
- 4. Winning the science prize was a <u>feather in my cap</u>. accomplishment disappointment monument
- 5. My brother was green with envy when he saw my new snowboard. furious delighted jealous
- 6. My father told me to clean up the mess I had made <u>on the double</u>. immediately afterward thoroughly
- 7. Are you still <u>on the fence</u> about what you are going to do? certain undecided uneasy
- 8. Why do you always <u>make a mountain out of a molehill</u>? underestimate complain exaggerate
- 9. The coach told me to <u>chill out</u> when I flung the bat after striking out. practice shower relax
- **10.** Buying that old car was money down the drain.wastedfoundearned
- 11. I am <u>all thumbs</u> when it comes to sewing a button onto a shirt.skilledclumsyfrightened
- Tickets for the concert are <u>scarce as hen's teeth</u> because they were all sold out in an hour.
 - available expensive

nsive nonexistent



Look for a book on idioms, expressions, phrases, and sayings to learn the history of the sayings people commonly use.



Α	Ray	of	Fun
---	-----	----	-----

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	An array demon The first factor The second fact row. The answe the product. 2 x 4 = 8	nstrates o tells hov t or tells l r of a mu O O	a multiplication w many rows th how many there ultiplication sen	sentence. ere are. e are in eac tence is cal vs	h lled	June 1	
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					00		
E.	000	F.		G.	000000000000000000000000000000000000000	H.	
Ι.	000000000000000000000000000000000000000	J.		— K.	0 0 0 0	L.	



It was time for our family photo. The photographer arranged us into four rows. There were six people in each row. How many people in all were in the photo? On another sheet of paper, draw an array to solve this problem.

Comparing units of measure

Weight Watcher

6

Name

Date

Weight can be measured in ounces (oz.) and pounds (lb.). 16 oz. = 1 lb. Which unit of measure would you use to weigh the items below? Underline the more sensible measure.

1. An apple

ounces pounds

2. A pair of sneakers

ounces pounds

3. A bar of soap

ounces pounds

4. A bicycle

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ounces pounds

5. A watermelon

ounces pounds

6. A baseball player

ounces pounds



7. A balloon	
ounces	pounds
8. A jam sandwic	h
ounces	pounds
9. A baseball bat	
ounces	pounds
10. A pair of sock	٢S
ounces	pounds
11. A slice of pizz	za
ounces	pounds
12. A full backpa	ck
ounces	pounds
13. A large dog	
ounces	pounds
14. A loaf of brea	d
ounces	pounds
15. A paintbrush	

ounces pounds

22

Name

Date _____

Recycling Efforts

Every week, the town of Galway collects trash for recycling. The circle graph on the right shows what kinds of items are collected. Use the graph to choose the best answer to each question below.



- 1 Cardboard and paper make up what percentage of the recycled items?
 - **a** 12%

- © 25% d) 29%
- **b** 24%
- **2** What fraction shows what part of the recycled items are plastic?
 - $\begin{array}{c} (a) \quad \frac{1}{4} \\ (b) \quad \frac{1}{3} \end{array} \qquad \qquad (c) \quad \frac{1}{2} \\ (d) \quad \frac{2}{3} \end{array}$
- 3 Of every 100 items recycled, how many are glass?
 - (a) |0 (c) |5
 - (b) 12 (d) 24
- 4 What percentage of the recycled items are aluminum and tin?
 - (a) 10% (c) 24%
 - **b** 12% **d** 25%

5 One half of the items in the "Other" category were batteries. If batteries were shown on the graph, what percentage would they represent?

- (a) 50% (c) 5%
- (b) 10% (d) 3%

Read the story and answer the questions.

Dolley Madison

Many people have heard of President James Madison, who was the fourth president of the United States. Madison was president from 1809–1817. Many people today don't realize that his wife, Dolley Madison, was a brave woman in addition to being the First Lady. During the War of 1812, the city of Washington, D.C. and the White House were under fire from the British. President Madison had to leave the White House to direct troops, but the First Lady stayed in the White House. Although the British were marching toward the White House, Mrs. Madison refused to leave. She wanted to make sure that a

picture of George Washington and a copy of the Declaration of Independence had been safely removed. Not long after she fled, the British burned the White House to the ground. Many people admire Dolley Madison for being so brave when she was in such danger.

- 1. What is the main idea of this story? (Circle the answer)
 - A. President Madison served as president during the War of 1812.
 - B. Dolley Madison is admired for her bravery.
 - C. The United States and the British fought against each other at the White House.
- 2. What is another name for the wife of the President of the United States?
- 3. What does the word "admire" mean? (Circle the answer)
 - A. to look in the mirror
 - B. dislike
 - C. to regard with pleasure or respect
- 4. For how many years was James Madison president?
- **5.** What did Dolley Madison want to do before leaving the White House as the British were marching there?
- 6. Why were the actions of Dolley Madison considered brave?







Reading for details

Rachel's Recipe



Details are parts of a story. Details help you understand what the story is about.

On Saturday, Rachel got up early. Her mom was still asleep, so Rachel made her own breakfast. She put some peanut butter in a bowl. She mixed it with a little honey. Then she stirred in some oatmeal, bran flakes, and raisins. It tasted yummy! When Mom got up, she said, "Oh! You made granola!"

Follow the directions below.

- Circle the word that tells who the main character is.
- Underline the word that tells what day Rachel made breakfast.
- Put a box around the word that tells what dish Rachel put the peanut butter in.
- Put a star by each of the four words that tell what she mixed with the peanut butter.
- Put a dotted line under the word that describes how it tasted.
- Put two lines under the word that tells what Mom called the food.

Now find each of the nine words in the puzzle below and circle it. The words go across and down.

В	R	Α	Ν	F	L	Α	Κ	Е	S	Μ	н	Ν	С	L
0	Α	Т	Μ	Е	Α	L	В	Κ	Е	Q	0	J	W	I
W	R	Α	I.	S	I.	Ν	S	G	R	Α	Ν	0	L	Α
L	G	S	Α	Т	U	R	D	Α	Υ	Ρ	Е	R	D	R
G	R	Α	С	н	Е	L	Υ	U	Μ	Μ	Υ	F	Α	Н



On another sheet of paper, draw your favorite breakfast. Then write the steps to prepare it.



Two for One

Many words have more than one meaning. These words are called **homonyms**. Use the other words in the sentence to help determine the correct meaning of the word.

Each of the following words has multiple meanings. Rewrite each sentence, replacing the underlined word or words with a word from the box. Use each word twice.



- 1. A new group of musicians is performing at our school dance.
- 2. There has been only one instance of chicken pox so far this winter.
- 3. Please put this back in my pencil <u>container</u> when you're finished.
- 4. I cut the bottom of my foot on a piece of glass. _____
- 5. I will add up the books on the shelf to see how many there are. _____
- 6. The <u>company</u> moved its offices to a building in the city.
- 7. The nobleman inherited the estate from his father.
- 8. Each plate has a narrow gold stripe around the rim.
- 9. The buyers made a <u>solid</u> offer on the house. _____
- 10. Our neighbor was the <u>only</u> winner of the contest.



On another sheet of paper, write two definitions for each of these words: bridge, fan, bat, story, tire. If you need help, use a dictionary.

Fast Finishers

PERIMETER & AREA

Mr. Knapp's Rug Shop

r. Knapp's rugs are too plain! Follow the directions below and help him by making his rugs much more attractive.

- Draw flowers on the rug with a perimeter of 26 feet.
- Draw stripes on the rug with a perimeter of 20 feet.
- Draw a smiling face in the center of the rug with an area of 36 feet.
- Draw a design of your choice on the rug with an area of 15 feet.

PERIMETER AND AREA

The **perimeter** is the distance around a figure. To find the perimeter, add together the length of the two sides and the width of the two sides. The **area** of a figure is the number of square units inside a figure. The area of a figure can be found by multiplying the length times the width.



Name



Get in Shape

Study the rules below. Classify each quadrilateral as a square, rectangle, rhombus, parallelogram, or trapezoid. Some quadrilaterals may have more than one classification.

Rules

Square	Rectangle	Rhombus	Parallelogram	Trapezoid
All sides are	Opposite sides	All sides are	Opposite sides	Only one pair of
equal. All angles are 90°.	are equal. All angles are 90°.	equal. Opposite angles are equal.	are parallel.	sides is parallel.





6.

7.





4.



Place value

Riddle Fun

G

Name

А

Scholastic Success With: Math, Grade 2 © Scholastic Teaching Resources

Date _____

6 0 0 0 0 0 0

What wears shoes, sandals, and boots, but has no feet?

To find out, write each number in standard form. Then look for the numbers in the puzzle and circle them. They are written up, down, and backward. When you have circled all the numbers given, the letters in the blocks left uncircled spell the answer to the riddle. The first number has been circled for you.



29

Reading for details

Rodeo Clowns

Details are parts of a story. Details help you understand what the story is about. Have you ever been to a rodeo or seen one on TV? If so, you probably saw some rodeo clowns. Like clowns at a circus, they entertain the audience by doing funny tricks to make people laugh. But the main job of

rodeo clowns is to protect the cowboys from the bulls. They try to catch the bull's attention long enough to allow the cowboy to escape from the arena without getting hurt. Bulls are quite fast, and they make sudden moves, so it is hard to get away from them. Angry bulls use their horns as weapons.

Rodeo clowns sometimes jump in a barrel while the bull pushes it around. Other times they wave their arms or yell to keep the bull Vaway from the cowboy. They make it look like a funny

game, but it is really a very dangerous job.

Circle the letter under true or false to show your answer. (

True	False	
В	Z	1. Rodeo clowns do funny tricks.
R	U	2. Rodeo clowns work at the circus.
L	Μ	3. Rodeo clowns help protect the cowboys.
Α	L	4. Rodeo clowns distract the goats while the cowboy gets away.
R	Χ	5. Rodeo clowns are brave.
Т	V	6. Bulls can make sudden moves.
F	D	7. Bulls use their tails as weapons.
Ρ	E	 Sometimes rodeo clowns jump in a cardboard box while the bull pushes it around.
R	W	Sometimes rodeo clowns yell and wave their arms to distract the bulls.
S	С	10. Rodeo clowns have a very dangerous job.

To find out who likes rodeo clowns, write the letters you circled in order.



Lulu to the Rescue

VOLUME X

Anyplace, USA

Monday, June 11

JoAnne Altsman always thought her pet pig LuLu was a good companion. Now she also thinks of LuLu as a hero. Why? When JoAnne suffered a heart attack in 1998, LuLu saved her life.

JoAnne was vacationing in her camper when she fell ill. She yelled for help, but no one heard her cries. LuLu knew that JoAnne was in trouble. She pushed through a dog door and ran to the road. She tried to stop passing cars but had no luck. LuLu hurried back to the camper three times to see how JoAnne was.

At last LuLu did something drivers were sure to notice. She lay down on the road and stuck her feet in the air. Finally, a car stopped. The driver got out and followed LuLu back to the camper. JoAnne heard the man knocking on the door. "There's something wrong with your pig!" he yelled. "There's something wrong with me!" JoAnne yelled back. "Call 911!"

Before long, help was on its way. Today JoAnne is well, and she's grateful for her pet pig. Without LuLu, she would have died.



- 1. Where was JoAnne when she fell ill?A. on vacationC. in her homeB. at schoolD. at work
- 2. Why did LuLu push her way out of the camper and run to the road?
- 3. "LuLu was a good companion." What is a companion?
 F. guard
 G. nurse
 J. friend
- 4. What probably happened after the man knocked on the door of the camper? Tell two things that probably happened.



A Musical Lesson

There are many kinds of paragraphs. When you write a **comparison paragraph**, you compare by telling how things are similar and contrast by telling how things are different. You can use a Venn diagram to help organize your ideas. Here is an example.



Complete the paragraph using details to compare and contrast the trumpet and violin. Remember to capitalize and punctuate correctly.

Trumpet Versus Violin



Make a list on a sheet of paper of things to compare and contrast such as a house and an apartment building, ice skating and skateboarding, or spinach and broccoli. Choose one pair. Make and complete a Venn diagram like the one above. Then write a paragraph to tell how they are similar and different.





William has five bags of hamburgers. There are seven hamburgers in each bag. On another piece of paper, show the total number of hamburgers.

Best Estimator

Name__

Date

LENGTH CAN BE MEASURED IN INCHES (IN.), FEET (FT.), YARDS (YD.), AND MILES (MI.). 12 IN. = 1 FT. 5280 FT. = 1 MILE.

UNDERLINE THE MORE SENSIBLE MEASURE.

@^{*}@[®]@[®]@[®]@



1 HEIGHT OF A BOOKCASE INCHES FEET

2.WIDTH OF YOUR BACKYARD YARDS MILES

3. LENGTH OF A RIVER MILES VARDS

4. WIDTH OF A DESK FEET INCHES

5. LENGTH OF YOUR ARM 14. LENGTH OF A DOLLAR FEET INCHES

6. LENGTH OF A COMB INCHES FEET

7. LENGTH OF A FOOTBALL FIELD YARDS INCHES

8. DISTANCE FROM EARTH TO MOON MILES YARDS

9. DEPTH OF A SWIMMING POOL INCHES FEET

10. TUBE OF TOOTHPASTE INCHES FEET

1. HEIGHT OF A REFRIGERATOR INCHES FEET

12. WIDTH OF A BEDROOM INCHES FEET

13. DISTANCE BETWEEN 2 CITIES YARDS MILES

INCHES FEET

15. LENGTH OF AN AUTOMOBILE INCHES FEET

34



How Many Legs?

Fill in the blanks.

1.	How many legs on		
	8-0	1 turkey	3 turkeys
		2 turkeys	4 turkeys
2.	How many legs on		
14	and the second	1 cat	3 cats
	S.E. J.S	2 cats	4 cats
3.	How many legs on	1 ladybug	3 ladybugs
		2 ladybugs	4 ladybugs
4.	How many legs on		
	25~	1 spider	3 spiders
	5	2 spiders	4 spiders
5.	How many legs on	1 squid	6 squid
1	R THE	2 squid	7 squid
G		3 squid	8 squid
C	ROL	4 squid	9 squid
		5 squid	10 squid

Read the story and answer the questions.



Name

Coastlines

The coastline is always changing. It changes by the *second*, as waves roll in and then fall back again. It also changes by the *hour* as the sea rises and falls in tides. It also changes by the *month* from the constant battering by heat, cold, wind and rain which shapes and reshapes it. On rocky coasts, steep cliffs bear evidence of the enormous power of the sea to **erode**, or wear away, and to shape the land. Hard rocks can **resist** the wearing by the sea better than some other elements as they remain behind while softer rocks **collapse** and erode and form bays and other coastal structures. On low coasts where the sea is shallow, beaches and banks are built up as waves bring in and drop off **elements** such as

pebbles, sand, and mud. In this way, the sea can be constructive. Everywhere you look on a coastline, there is evidence of a mixture of different effects of the sea.

- 1. What is the main idea of this story? (Circle the answer)
 - A. The sea batters the land.
 - B. A coastline is in a constant state of change.
 - C. Waves leave behind pebbles, sand and mud.
- 2. What can change a coastline? (Circle the answer)
 - A. weather
 - B. sea animals
 - C. wrecked boats
- 3. What does the word "erode" mean? (Circle the answer)
 - A. to wear away
 - B. sea animals
 - C. wrecked boats
- 4. What time words were used in this article?

5. What are three elements mentioned by the author?



Read the stories. Then answer the questions.



The Fable of the Fisherman

After fishing all day, the fisherman finally caught a very small fish. The fish, terribly upset, pleaded with the fisherman and said, "Please throw me back into the sea. When I become a large fish, you can catch me again and I will make a better meal for you." The fisherman laughed and said, "A small meal today is better than taking a chance on a larger meal, maybe never."



The Fable of the Lion

retold by Mary Rose

One day a lion caught a young rabbit and was going to eat him for his supper. "How delicious you will taste, my little friend," said the lion.

"I'm sure I will make a fine meal for you lion, but I am very small. You will still be hungry long after I am gone. Look yonder. There is a deer that would make a far better meal for you."

So the lion left the rabbit and chased after the deer. But alas, the deer was swift and had a head start. The lion could not catch him. When he returned to eat the rabbit for his supper, he realized that the rabbit had fled. And the lion was very hungry indeed.

- 1. How are these two stories alike?
- 2. How are these two stories different?
- 3. Both of these stories teach the same lesson. Explain it here:



6,620 5,160 2,887 6,231 5,737 7,371 3,685 8,557

Date _

Finding the Area of Rectangles

Find the area of each rectangle. Draw a line to match each answer on the left with one on the right.



June Fun Glasses!



Finding the main idea and details

The Milky Way

The main idea of a story tells what the story is mostly about. Details in a story tell more information about the main idea.

What do you think of when you hear the words, "Milky Way"? Do you think of a candy bar? Well, there is another Milky Way, and you live in it! It is our galaxy. A galaxy is a grouping of stars. Scientists have learned that there are many galaxies in outer space. The Milky Way is a spiral-shaped galaxy with swirls of stars spinning out from the center of it. Some scientists believe there are hundreds of billions of stars in the Milky Way. One of those stars is the sun. Several planets orbit the sun. One of them is Earth. Even from Earth, on a clear night away from city lights, you can see part of the Milky Way. It is called that because so many stars close together look like a milky white stripe across the sky. However, if you looked at it with a telescope, you would see that it is made up of thousands of stars.



Date

Read the passage. Then answer the questions.

Tiny Tastes

Every fall Spain holds a national tapas contest. Chefs cook tapas in hopes of winning the title "Best in Spain."

A long time ago Spanish workers ate breakfast and then had to work long hours in the fields or at a trade. It is thought that they started eating *tapas*—quick snacks—in the middle of the morning to give them energy until lunch.

 $\sim \sim \sim$

Today, tapas are bite-sized snacks eaten between meals along with a drink. Early tapas were made with simple foods like nuts, olives, or eggs, and thin slices of bread, ham, or cheese. Some areas of Spain also make hot tapas with fried fish or grilled meats and vegetables. You might enjoy tapas as an appetizer before supper or as a snack to keep you going after a busy day at school.

1. In what country do people eat thali?



3. How big are tapas?

4. Why did workers first start eating tapas?



Country	Snack
Spain	tapas
Argentina	picada
China	dim sum
India	thali
Italy	cichetti
Japan	izakaya

Read the story and answer the questions.

My old shoes were great. Even though they had holes in them, were dirty, and squeaked, my feet always felt good in them. Yesterday, Mom came home with some new shoes. She threw my old ones in the trash. She shouted, "Hooray, they are gone at last!" "Look what I have for you," she said as she handed me that awful pair of new shoes. They felt so funny when I tried them on. They were stiff and tight. They didn't even squeak. "The kids at school will laugh at these bright hard things," I told my mom. She just kept on cooking. After everyone was asleep, I started digging in the trash. "There you are! I found you! We're back together!" I thought. At school the next day, no one laughed at me. All they saw were the same old squeaky, torn up shoes as before. "I'll just put these new ones on before I get back home," I thought to myself.

1. Did I like my new shoes? How do you know?

2. Did Mom like my old shoes? How do you know?

3. Did Mom care that the kids at school would laugh at the new shoes?

4. Did I have on my old or new shoes at school the next day?

5. Is this story told in first or third person? How do you know?

Dot-to-Dot Multiplication

If you wanted to travel to Multiplication Island, what would be the most exciting way to get there?

To find out, multiply. Then connect the dots in order from 10 to 42.



Max and his family traveled to Multiplication Island and stayed for three days. One day Max discovered seven banana plants and five coconut palm trees. He picked six bananas from each banana plant and four coconuts from each coconut palm tree. On another piece of paper, find out how many total bananas Max picked. How many total coconuts did he pick?

Date _

Cross-Number Puzzle 1

ere's a chance to practice your place-value skills. Fill in the numbers that match the place-value definitions. Read each puzzle clue carefully.



Across

- **b.** seven hundreds, five tens, and six ones
- **c.** three thousands, nine tens, zero hundreds, and nine ones
- f. sixty thousands, two tens, seven ones, and five hundreds
- **g.** six hundreds, seven thousands, two tens, and nine ones
- **h.** zero ones, five hundreds, and one ten
- i. five hundreds, seven tens, and eight ones
- **k.** zero hundreds, two ones, six tens, and five thousands

Down

- a. nine ones and eight tens
- **b.** seven thousands, three hundreds, four tens, and five ones

Fast Finishers

PLACE VALUE

- **c.** nine ones, three hundreds, and two tens
- **d.** nine hundreds, six tens, and zero ones
- **e.** two hundreds, eight ones, six tens, and one thousand
- **g.** seventy thousands, four ones, eight hundreds, and six tens
- j. zero ones, zero hundreds, seven thousands, and seven tens

).....

🍈 SOLVE 🚼 MATCH 🍥

Name ___

Date _

Finding Perimeter

Find the perimeter of each shape. Draw a line to match each answer on the left with one on the right.



_TRIPLE MATCH Challenge _

There is an equilateral triangle in which all sides are 6. What is the perimeter of the triangle? _____

Circle the answers that match above.

The Tallest Trees - 34

Redwood trees are the tallest trees in the world. Some grow over 300 feet high, which is taller than a 30-story building. Think of it this way: If a six-foot tall man stood at the base of a redwood tree, the tree would be 50 times taller than the man! These giant trees grow near the **coast** of California and Oregon. The **climate** is foggy and rainy there, which gives the redwoods a **constant** supply of water. Redwoods can grow for hundreds of years; in fact, some have lived for over 2,000 years! The **bark** is very thick, protecting the trees from insects, **disease**, and fires. The bark of redwood trees is a reddish-brown color. Redwood trees are very important to the lumber companies because the trees are so large that each one can be cut into lots of lumber. You may have seen lumber like this in redwood fences or redwood patio furniture. However, many of the trees are protected by law in the Redwood National Park. Lumber companies cannot cut trees that grow there. This is so the trees will not become extinct.

Put an X beside the correct definition of each bolded word in the story.

- 1. coast ____ land by the sea ____ a desert
- 2. climate ____ time ____ weather
- 3. constant ____ happens regularly ____ never happens
- 4. bark ____ leaves ____ outer covering of trees
- 5. disease ____ illness ____ high temperatures
- 6. lumber ____ plastic pipes ____ wood cut into boards
- extinct ____ no longer existing ____ expensive
 - Read an article about another type of tree. On another piece of paper, list five new words from the article. Use a dictionary to learn the meaning of each word.

Read the paragraph. Then answer the questions.

Surfing the Great Lakes

Surfing is a popular sport in both oceans and the Great Lakes. There are good waves in both places. Oceans have waves every day, but it takes a storm to have good lake waves. Ocean surfers just wear bathing suits, unlike the lake surfers. In the winter, lake surfers need wet suits to keep warm. Surfers in both places love to ride the waves. Surfers in both places use a surfboard for their sport.

1. How is surfing in the Great Lakes the same as surfing in the ocean?



2. How is surfing in the Great Lakes different from surfing in the ocean?

3. The author used clue words to tell you she was comparing two things. What clue words did she use?

7° Identifying fact families

Fishy Fact Families

25 00

Division is the opposite of multiplication. The dividend, divisor, and quotient can be used to write multiplication sentences. The division and multiplication sentences are called a **fact family**.

15 ÷ 3 = 5 (15 divided into 3 equal groups) 15 ÷ 5 = 3 (15 divided into 5 equal groups) 3 x 5 = 15 (3 groups of 5) 5 x 3 = 15 (5 groups of 3)

=

Use the numbers from each fish family to write fact family number sentences.





......



FINDING FRACTIONAL PARTS

Meet the Slammers

ere is a picture of the Slammers, the best baseball team in the South Lakes junior league. This year, they won all but one of their games. Use the picture to answer these questions.



- 1. What fraction of the Slammers are wearing shirts with short sleeves?
- 2. What fraction of the Slammers are wearing glasses?
- **3.** What fraction of the Slammers are standing?
- **4.** What fraction of the Slammers are girls?
- 5. What fraction of the Slammers are boys?
- 6. What fraction of the girls have curly hair?
- 7. What fraction of the boys are wearing baseball caps?
- **8.** What fraction of the boys who are wearing baseball caps are holding baseball bats?

Bonus! One-third of the Slammers have pet dogs at home. How many Slammers is that?

Activities for Fast Finishers: Math \odot 2010 by Jan Meyer, Scholastic Teaching Resources

Name

Date

Telling Time: On the Half Hour

Riddle

What is a frog's favorite snack?

Millin from aller in the second secon

Date: _____

Read the clocks. Write the times. Solve the riddle using your answers below.

Name: _



Read the story and answer the questions.

Icebergs

In very cold Arctic regions, repeated snows harden into deep icy glaciers that cover the shores. Large pieces of the glaciers break away from the main glacier mass and float away. These floating pieces of glaciers are called icebergs. They move through the sea by winds and currents.

The color of icebergs is clear with a bluish-green tint. They can be miles long and may rise to heights of 200–300 feet above the sea. The visible part of an iceberg may appear large, but this visible part is really only about one-eighth of the entire mass of the iceberg. The other seven-eighths of the iceberg is below the surface of the water. So, if an iceberg rises 100 feet above the sea, that means it likely extends about 700 feet below the sea as well.

Icebergs floating in these waters can be a great danger to ships. When an iceberg is spotted, the Coast Guard radios a warning to all ships in the area and gives the exact location so that the ships can avoid it.

1. What is the main idea of this story? (Circle the answer)

- A. Icebergs are pushed along by winds and currents.
- B. Icebergs are massive pieces of glaciers.
- C. Ships avoid icebergs.
- 2. How are glaciers formed?
- 3. What makes an iceberg move?
- 4. How much of an iceberg can we see?

5. What does the Coast Guard do when it spots an iceberg?

6. Why do you think an iceberg can be dangerous?





Read the poems. Then answer the questions.

DINOSAURS -

One Day in Patagonia

By Mary Rose

One day in Patagonia A dinsosaur alonia Fell into a lake Curled up like a snake And died of pnemonia.

Sauropod Eggs

By Mary Rose

Two scientists quite bold Went to Patagonia, I'm told They searched and they looked— By every rock, field, and nook— To find dinosaur eggs quite old.

They quarried by looking and walking And excavated while digging and talking And then a surprise— Eggs right under their eyes— The scientists just stood by gawking!

The scientists did discover That the eggs laid by the mother Had secrets deep within— Even skeletons with skin— A discovery like no other!

- 1. Both of these poems are about the same topic. What is it?
- 3. What exciting event happened in the poem *Sauropod Eggs*?
- 2. Which poem contains made up words? What are they?
- 4. Which poem do you think tells a true story?

Name Fast Finishers

ADDITION. SUBTRACTION & MULTIPLICATION

Ш

Cross-Number Puzzle 2

ill in the missing numbers for each of the equations in the rows going across and the columns going down.



Activities for Fast Finishers: Math © 2010 by Jan Meyer, Scholastic Teaching Resources

Name

Date

Circle Graph

Fins, Feathers, or Fur?

Mr. Monroe's class voted on their favorite animals. To find out which animals got the most votes, study the circle graphs below.



- 4 How many more girls than boys are there in Mr. Monroe's class?
- 5 Which is greater: The number of girls who like horses or
 the number of boys who like dogs? ______
 How much greater? ______



shape red. \blacklozenge If the answer is between 251 and 900, color the shape blue. \blacklozenge Finish the design by coloring the other shapes with the colors of your choice.



Wagon Train

Will and Kate thought it would be a great adventure to travel west with the wagon train. In the spring of 1880, their family left their home in Pennsylvania and joined a wagon train headed for California. For months, their only home was the wagon. A large canvas was spread over metal hoops on top of the wagon to make a roof. Will helped his father oil the canvas so that the rain would slide off and keep them dry inside. Each day Kate and Will gathered wood as they walked beside the wagon. In the evening when the wagons stopped, Kate and her mother built a campfire for cooking supper. They hauled supplies with them so that they could cook beans and biscuits. Sometimes the men went hunting and brought back fresh deer meat or a rabbit for stew. When it rained for several days, the roads were so muddy that the wagons got stuck. There was always danger of snakes and bad weather. There were rivers and mountains to cross. There was no doctor to take care of those who got sick or injured. Will and Kate were right. Traveling with a wagon train was a great adventure, but it was a very hard life.

Unscramble the words to make a complete sentence that tells the main idea.

wagon dangerous. on a Life hard and was train _____



Choose a word from the wagon to complete each detail.

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Read the play. Then answer the questions.

The Story of the Gingerbread Man retold by Mary Rose **Narrator:** A farmer's wife baked a gingerbread man. He had raisins for eyes, a cherry for a nose and three gumdrops for buttons. She put him on the windowsill to cool, but the Gingerbread Man jumped up and started to run! Farmer's Wife: Stop! Stop, Gingerbread Man! **Gingerbread Man:** Run, run, as fast as you can. You can't catch me; I'm the Gingerbread Man! **Narrator:** The Gingerbread Man ran away from the Farmer's Wife and past the farmer. Farmer: Stop! Stop, Gingerbread Man! Gingerbread Man: Run, run, as fast as you can. You can't catch me; I'm the Gingerbread Man! Narrator: The Gingerbread Man kept running. Soon the he came to a lake where he saw Wolf. Wolf: Jump on my back, Gingerbread Man! I'll take you across the lake. I will not let those people eat you. Narrator: So the Gingerbread Man jumped on Wolf's back and Wolf started swimming across the lake. Gingerbread Man: Wolf, my feet are getting wet! Wolf: Climb on my shoulder. Gingerbread Man: I'm still getting wet! **Wolf:** Then jump on my nose. Narrator: Then, quick as a flash, Wolf gobbled up the Gingerbread Man and ate him. That is exactly what should happen to all gingerbread men! **1.** What are the settings of this story? **3.** Who is the protagonist? 2. What happens in the climax of the story? 4. What is the job of the narrator?

Name

Fun With Words

Follow the directions to play each word game.

1. A palindrome is a word that is spelled the same forward or backward. Write each word backward. Circle each word that is a palindrome. Put an X on each word that is not.

wow	
dad	
mom	
funny	
noon	
tall	
deed	

 Homophones are words that sound alike when you say them but are spelled differently and have different meanings. For example, see and sea are homophones. Draw a line to match each pair of homophones.

knot	flew
break	soar
flu	not
sore	write
right	road
rode	brake

2. Some words imitate the noise that they stand for. For example, when you say "pop," it sounds like a popping sound! That is called onomatopoeia. Unscramble each noise word. Write it correctly.

seechrc	
owp	
plurs	
mobo	
Ickic	
zzisel	
chnucr	

4. Add or subtract letters from each word to change it into another word. Write the new word.

peach - ch + r =
shirt - irt + 0e =
sports - p - rts + ccer =
love - ove + ike =
stove - st + n =
chicken - c - ick =
brother - bro + nei =



Some names sound funny when you pronounce them backward. For example, Carol would be pronounced Lorac, and Jason would be pronounced Nosaj! Write your name and each of your friends' names backward. Then pronounce each name. Are any of the names palindromes?

SOLVE 🎖 MATCH (

Date

Multiplying With Multiples of 100

Solve each problem. Draw a line to match each product on the left with one on the right.

LEFT	RIGHT
1. 400 × 5 =	A. 1,000 × 2 =
2. 400 × 9 =	B. 300 × 2 =
3. 300 × 6 =	C. 600 × 6 =
4. 700 × 5 =	D. 200 × 5 =
5. 500 × 2 =	E. 500 × 7 =
6. 100 × 6 =	F. 900 × 2 =

_TRIPLE MATCH Challenge .

Find the difference of 14 and 9. Now multiply that number by 400. What's your answer? _____

Circle the answers that match above.

Riddle Teller

2

Name __

Date

Properties of shapes

Read the riddle. Then draw the shape it describes.

I have 3 sides and 3 corners. One of my corners is at the top.

1

I have 4 corners and 4 sides. You can draw me by joining 2 triangles.

3

l am not a square, but l have 4 sides and 4 corners.



I have no corners. One half of me is like the other half.



I have 5 sides and 5 corners. Draw a square and a triangle together.



I have 4 sides and 4 corners. My 2 opposite sides are slanted.



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Answer Key

WEEK 1

Sneaky Snakes, Page 9

 venomous; 2. sneaky; 3. camoflauge;
 jungle; 5. rattlesnakes; 6. sand;
 coral snake; Watch out for sneaky snakes!

My Cousin's Visit, Page 10

- 1. No. She had to share her room and the cousin just sleeps a lot.
- 2. A ride in little clown cars
- 3. One that is lots of fun
- 4. She arranged a fun activity.

Find the Patterns, Page 11

A. 15, 18, 21, 24, 27 B. 20, 24, 28, 32, 36 C. 5, 6, 7, 8, 9 D. 28, 35, 42, 49, 56 E. 40, 50, 60, 70, 80 F. 9, 36, 45, 54, 63 G. 18, 24, 36, 42, 48 H. 11, 33, 55, 66 I. 20, 25, 30, 35, 40 J. 16, 32, 48, 56, 64 K. 16, 18, 20, 24, 26 L. 12, 36, 72, 84, 96, 108 24

What Is a Fraction?, Page 12

A. 1/4, 2/4, 1/2, 3/8, 1/3 B. 5/6, 4/8, 4/8, 4/10, 5/9 C. 1/5, 2/4, 2/6, 4/12, 6/12

Identifying Place Value, Page 13

1. ten thousands	A. ones
2. ones	B. hundred
3. thousands	thousands
4. hundred thousands	C. hundeds
5. tens	D. tens
6. hundreds	E. ten thousands
	F. thousands
	TMC: hundreds

WEEK 2

Who Invented Potato Chips?, Page 14

1. Potato chips were invented by accident. 2. George Crum was a chef in Saratoga Springs. 3. The complaining diner actually caused something good to happen. 4. Mr. Crum was angry when the diner sent the potatoes back, but he was probably glad later on because his chips became famous. 5. Saratoga Chips were named after the town where they were invented. 6. The reason we have potato chips today is because of what happened at Moon's Lake House in 1853.

Blueberry Mystery, Page 15

- 1. Blueberry pie
- 2. Blue
- 3. The dog ate the pie before the judging happened.

Why Shouldn't You Have Superstitions?, Page 16

S-5, T-100, R-10, U-6, I-12, B-9, L-4, K-2, C-3, O-8, A-14, D-15 It's bad luck!

A Math Laugh, Page 17

1. e 2. a 3. i 4. c 5. d 6. r 7. t 8. r Riddle answer: credit card

Perimeter and Area Zoo, Page 18

1. perimeter: 20; area: 9; 2. perimeter: 24; area: 13 3. perimeter: 22; area: 11 4. perimeter: 24; area: 15; 5. perimeter: 32; area: 23 6. perimeter: 44; area: 48

WEEK 3

Drizzle With Details, Page 19

Yesterday our science class went on a field trip to a pond. Next month we're going to the ocean. That will be fun. We've been studying the pond as an ecosystem in class. Our teacher wanted us to observe firsthand all the different habitats in and around the pond. She had us keep a checklist of the different kinds of plants and animals in each pond habitat. One of the boys accidently fell in. He was really embarrassed. Along the water's edge I saw several kinds of plants partly underwater, two salamanders, snails, and water bugs. I observed many different habitats.

Hit the Books!, Page 20

failed; 2. flatter; 3. scolded;
 accomplishment; 5. jealous;
 immediately; 7. undecided;
 exaggerate; 9. relax;
 wasted; 11. clumsy;

12. nonexistent

A Ray of Fun, Page 21

A. $2 \times 3 = 6$ B. $3 \times 3 = 9$ C. $4 \times 2 = 8$ D. $3 \times 5 = 15$ E. $1 \times 3 = 3$ F. $4 \times 3 = 12$ G. $2 \times 6 = 12$ H. $3 \times 4 = 12$ I. $3 \times 6 = 18$ J. $5 \times 3 = 15$ K. $5 \times 1 = 5$ L. $7 \times 2 = 14$ 24 people (check array)

Weight Watcher, Page 22

- 1. ounces2. pounds3. ounces4. pounds5. pounds6. pounds7. ounces8. ounces9. pounds10. ounces11. ounces12. pounds13. pounds14. ounces15. ounces

Recycling Efforts, Page 23

- 1. d
- 2. a
- 3. d
- 4. b
- 5. c

WEEK 4

Dolley Madison, Page 24

- 1. B
- 2. The First Lady
- 3. C
- 4.8 years
- 5. Save a portrait of George Washington and a copy of the Declaration of Independence
- 6. She risked her life to save some important things.

Rachel's Recipe, Page 25

On <u>Saturday</u>, Rachel got up early. Mom was still asleep, so Rachel made her own breakfast. She put some peanut butter in a bowl She mixed it with a little *honey. Then she stirred in some *oatmeal, *bran flakes, and *raisins. It tasted <u>yummy</u>! When Mom got up, she said, "Oh, You made <u>granolal</u>"

B	R	Α	Ν	F	L	Α	Κ	Ε	٩	Μ	ጠ	Ν	С	L
0	Α	T	М	Е	Α	D	В	κ	Е	Q	0	J	W	Т
w	R	Α	Ι	S	Ι	Ν	S	C	R	Α	Ν	0	L	A
IJ	G	S	Α	T	U	R	D	Α	Y	Ρ	E	R	D	R
Ğ	R	A	С	Н	E	D	Y	U	M	М	∇	F	Α	Н

Two for One, Page 26

1. band; 2. case; 3. case; 4. sole; 5. count; 6. firm; 7. count; 8. band; 9. firm; 10. sole

Mr. Knapp's Rug Shop, Page 27

- A. The 6' x 6' rug has a smiling face in the center.
- B. The 5' x 3' rug has a design of student's choosing.
- C. The 10' x 3' rug has flowers.
- D. The 8' x 2' rug has stripes.

Get in Shape, Page 28

- 1. square, rectangle, parallelogram, rhombus
- 2. trapezoid
- 3. square, rectangle, parallelogram, rhombus
- 4. rectangle, parallelogram
- 5. trapezoid
- 6. rectangle, parallelogram
- 7. trapezoid
- 8. parallelogram

Riddle Fun, Page 29

A sidewalk. 518, 315, 276, 693, 137, 564, 909, 811, 209, 717, 836, 321, 488, 857, 432, 707

4	3	2)	1	9	9 -	5
B	A	R	K	S		G
8	1	(7	1	7	5	6
R	M	Y	S		D	T
8	(5)	1	8	9		4
D	W	E	T	E		S
1	6	2	5	3	3	9
W	P	C	X	A	Z	P
4	9	7	7	0	×	O
L	J	F	S	R	N	L
8 8	3 F	6 Y	9 K	2 T	0 E	9

WEEK 5

Rodeo Clowns, Page 30

1. B; 2. U; 3. L; 4. L; 5. R; 6. I; 7. D; 8. E; 9. R; 10. S; Bullriders

Lulu to the Rescue, Page 31

- 1. A 2. To get help for JoAnne 3. J
- 4. Answers will vary.

A Musical Lesson, Page 32

 played in orchestras.
 is made of brass, has a mouthpiece, and has three valves.

3. is made of wood, has four strings, and is played with a bow.

4. take practice.

Time to Group, Page 33

A. $2 \times 4 = 8$; $8 \div 2 = 4$ B. $3 \times 3 = 9$; $9 \div 3 = 3$ C. $3 \times 5 = 15$; $15 \div 3 = 5$ D. $4 \times 3 = 12$; $12 \div 4 = 3$ E. $4 \times 1 = 4$: $4 \div 4 = 1$ F. $6 \times 3 = 18$; $18 \div 6 = 3$ G. 8 x 2 = 16; 16 ÷ 8 = 2 H. $6 \times 4 = 24$; $24 \div 6 = 4$ I. $2 \times 6 = 12$; $12 \div 2 = 6$ J. $8 \times 3 = 24$; $24 \div 8 = 3$ K. $3 \times 6 = 18$; $18 \div 3 = 6$ L. $4 \times 5 = 20$; $20 \div 4 = 5$ M. $2 \times 2 = 4$; $4 \div 2 = 2$ N. $6 \times 1 = 6$; $6 \div 6 = 1$ O. $5 \times 4 = 20$; $20 \div 5 = 4$ P. $7 \times 2 = 14$; $14 \div 7 = 7$ 35 hamburgers (check student's work)

Best Estimator, Page 34

1. feet; 2. yards; 3. miles;

4. inches; 5. inches;

6. inches; 7. yards; 8. miles;

9. feet; 10. inches; 11. feet; 12. feet; 13. miles; 14. inches; 15. feet

How Many Legs?, Page 35

1. 2, 4, 6, 8 2. 4, 8, 12, 16 3. 6, 12, 18, 24 4. 8, 16, 24, 32 5. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

WEEK 6 Coastlines, Page 36

- 1. B
- 2. A

3. A

- 4. second, hour, month
- 5. pebbles, sand, mud

Fables, Page 38

- 1. They are both fables. They both have animals. Both are about eating a meal.
- 2. In the first story, the fisherman eats the fish he has rather than risk not having a meal. In the second story, the lion chases after a bigger meal and ends up hungry.
- 3. Be content with what you have instead of chasing what you might not be able to get. (Or: A bird in the hand is worth two in the bush.)

Fun With Numbers, Page 39



MATH is AWESOME!

Finding the Area of Rectangles, Page 40

1.24 2.16 3.9 4.18 A. 9 B. 24 C. 16 D. 18 TMC: 16

WEEK 7

The Milky Way, Page 42

- Main Idea: The Milky Way is our galaxy
- Details: 1. stars; 2. outer; 3. spiral; 4. white; 5. sun; 6. billions

Tiny Tastes, Page 43

- 1. India
- 2. "Best in Spain"
- 3. Bite-sized
- 4. To give them energy to work until lunch

Reading Comprehension-Reasoning, Page 44

- 1. No. I didn't want to wear the new ones.
- 2. No. She threw them away.
- 3. No.
- 4. Old shoes
- 5. First person. The author uses the words I, we, and me.

Dot-to-Dot Multiplication, Page 45



42 bananas, 20 coconuts

Cross-Number Puzzle 1, Page 46



Finding Perimeter, Page 47

1.17 2.28 3.18 4.20 A. 20 B. 18 C. 28 D. 17 TMC: 18

WEEK 8

The Tallest Trees, Page 48

- 1. land by the sea; 2. weather;
- 3. happens regularly;
- 4. outer covering of trees; 5. illness; 6. wood cut into
- boards; 7. no longer existing

Surfing the Great Lakes, Page 49

Students should give one or two details to answer each auestion.

1. People in both places like to surf; they both use a board; they both need big waves.

2. Lake surfers wear wet suits: ocean surfers just wear bathing suits: lake surfers have colder weather than ocean surfers: lake surfers have to wait for a storm, ocean surfers do not. 3. Alike, both, different, unlike

Fishy Fact Families, Page 50

A. $3 \times 4 = 12; 4 \times 3 = 12;$ $12 \div 3 = 4; 12 \div 4 = 3$ B. $6 \times 7 = 42, 7 \times 6 = 42;$ $42 \div 6 = 7; 42 \div 7 = 6$ C. $3 \times 9 = 27; 9 \times 3 = 27;$ $27 \div 3 = 9; 27 \div 9 = 3;$ D. $4 \times 5 = 20; 5 \times 4 = 20;$ $20 \div 4 = 5; 20 \div 5 = 4$ E. $7 \times 8 = 56; 8 \times 7 = 56;$ $56 \div 7 = 8; 56 \div 8 = 7$ F. $3 \times 6 = 18, 6 \times 3 = 18;$ $18 \div 3 = 6; 18 \div 6 = 3$

Meet the Slammers, Page 51

1. 7/9 2. 1/9 3. 6/9, or 2/3 4. 4/9 5. 5/9 6. 1/4 7. 3/5 8. 1/3 BONUS! 3

What Is a Frog's Favorite Snack?, Page 52

O-4:30, B-8:30, A-2:30, K-6:30, E-9:30, C-7:30, J-1:30, R-12:30, S-3:30 Croaker Jacks

WEEK 9

Icebergs, Page 53

1 D
І. Б
By repeated snows
hardening and freezing
winds and currents
4. one-eighth
5. It alerts all ships in the
area of its location.
6. It can cause great damage
to a ship if a ship hits it.

Dinosaurs, Page 54

 Dinosaurs
 One day in Patagonia; alonia; p-nemonia
 Scientists discovered dinosaur eggs that contained skeletons with skin.
 Sauropod Eggs

Cross-Number Puzzle 2, Page 55



Fins, Feathers, or Fur, Page 56

- 1.4
- 2. 1
- 3. 3
- 4. 1
- 5. boys who like dogs, 2

Flying Carpet, Page 57

2 880	2) 392
332 3) 996	2) <u>491</u> 2) <u>982</u>
4) <u>576</u>	3) 897
$251 \\ 251 \\ 502$	6) 738
<u>496</u> 2) 992	$2) \overline{)742}$
$\frac{201}{603}$	$3 \overline{)990}$
301 3) 903	$\frac{4}{3}$ $\frac{3}{2}$ 2 $\overline{)}$ 8 6 4 - 8 8 8 8
	$ \begin{array}{r} 0 \ 6 \\ - \ 6 \\ 0 \ 4 \\ - \ 4 \\ 0 \end{array} $
	U

WEEK 10

Wagon Train, Page 58

Life on a wagon train was hard and dangerous;

- 1. oiling; 2. gathering
- 3. cooking; 4. hauling;
- 5. hunting; 6. watching;
- 7. waiting; 8. crossing;
- 9. getting

The Story of the Gingerbread Man, Page 59

1. Kitchen (or farm) and a lake

- 2. The Gingerbread Man
- is eaten by Wolf.
- 3. The Gingerbread Man
- 4. The narrator tells the

action of the play.

Fun With Words, Page 60

 The palindromes are wow, dad, mom, noon, deed.
 (The other words are not)
 screech, pow, slurp, boom, click, sizzle, crunch
 knot-not; break-brake; flu-flew; sore-soar; rightwrite; rode-road
 pear, shoe, soccer, like, oven, hen, neither

Multiplying With Multiples of 100, Page 61

1. 2,000 A 2. 3,600 B 3. 1,800 C 4. 3,500 D 5. 1,000 E 6. 600 F 7. pounds T	3. 600 2. 3,600 0. 1,000 1. 3,500 1. 1,800 MC. 2,000
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Riddle Teller, Page 62





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