



uplifteducation



GOING TO 3RD GRADE

Summer Packet



Scholar's Name: _____

Summer Package Deadline: Please return to your new classroom teacher on the first day of school, **Monday, August 9th**. Por favor regrese a su nuevo profesor de clase el primer día de clases, **lunes, 9 de agosto**.

Independent Learning Format

Part I: Reading Comprehension/ Response to Reading

Part II: Literacy Choice Board Activities

Part III: Reading Fluency Practice

*Scholars will need a copy of the following 20-21 Uplift Education At-Home Reading books.

Rising 3rd	Rising 4th	Rising 5th
 <p data-bbox="240 1276 594 1339">Sadiq and the Desert Star by Siman Nurali (Chapter book)</p>	 <p data-bbox="683 1276 1008 1339">One Crazy Summer by Rita Williams Garcia</p>	 <p data-bbox="1141 1276 1411 1308">New Kid by Jerry Craft</p>
 <p data-bbox="250 1577 583 1640">We Are All Wonders by R.J. Palacio</p>	 <p data-bbox="654 1543 1036 1606">The Harlem Charade by Natasha Tarpley</p>	 <p data-bbox="1094 1543 1459 1606">"The Dreamer" by Pam Munoz Ryan</p>

Part I:
**Reading Comprehension/ Response to
Reading**

Comprehension and Reflection Questions



- Read one of your books.
- Pick one of these thinking questions to write about in your journal!
- Talk it over with someone at home!



Questions for FICTION books

(Books that are not true)

1. You know that the main character is important in your story. How are the OTHER characters important to the story?
2. Would you choose the main character to be your friend? Why or Why not?
3. If you could ask this author two questions, what would they be?
4. If you had written this story, how would you have made it different?
5. What message or main idea could a reader take from this story?
6. How do you know when this story takes place?
7. Why would the author choose this setting for these characters and this problem?



Questions for NON-FICTION books

(Books that have facts and are true.)

1. Using what you already know, what information in this text do you agree with?
2. What details would you include in a summary of this text?
3. What was the author's purpose for writing this text?
4. Do you think that the information in this text is believable? Why or why not?
5. How does the title of this text help you predict what the main idea is?
6. How do the text features used in this text help you?



Title of Book: _____

<p><u>This book is:</u> <input type="radio"/> Fiction or <input type="radio"/> Non-Fiction</p>
--

Pick one of the questions from the front of your journal.

Question:



Response:

Parent's Signature: _____



Title of Book: _____

This book is:

- Fiction
- or
- Non-Fiction

Pick one of the questions from the front of your journal.

Question:

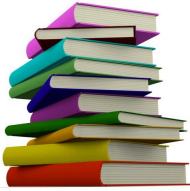


Response:

Parent's Signature: _____

Part II:
Literacy Choice Board Activities

Book Report Choice Board



Directions: Choose at least **2 activities** from the board that you would like to do after you have read the book. Please be as creative and detailed as possible. **You may create it digitally or on paper.**

<p>Imagine the book is being made into a movie. Write the script for the movie trailer. Perform the trailer and record it, or prepare to perform in class.</p>	<p>Create a collage with a mix of images and text. Must represent knowledge of characters, setting and plot.</p>	<p>Design a comic strip that depicts a major scene from the book. Must be images and text, neat and sequential.</p>
<p>Create a diorama or other 3D structure that depicts a major scene from the book. Include the scene description. Must include characters, setting and plot elements.</p>	<p>Conduct a fictional interview of the main character. Write at least 8 questions you would ask related to the story and the character's responses to the questions. You may act out and record a skit of the interview.</p>	<p>Create a test about the book's characters, the setting and plot. Must be a variety of 15 questions. Include the answer key.</p>
<p>Write a blog reviewing the book. Talk about what you liked/disliked about the plot, characters and the setting/time period. Who would you recommend it to? Or not?</p>	<p>Create or research a recipe that would relate to your book. Provide the recipe and a description of how it relates to the book. You may cook and include a picture of the finished product from the recipe.</p>	<p>Design a movie theatre poster advertising the book. Be sure to include the plot elements, setting and characters in the poster. Provide a 'grabber' summary to get others to read the book.</p>



Summer Reading Bingo



read in your swimsuit



read to a pet

read your favorite book

read in bed

read wearing sunglasses

read by the pool, lake or ocean

read for 60 minutes

read on Friday

read your friend's favorite book



read outside

read a book about animals

read a mystery book



free

read a fairy tale

read in your pajamas

read for 30 minutes

read a nonfiction book

read to a stuffed animal

read at the park

read with a flashlight

read to a family member



read while eating ice cream

read under a table

read for 20 minutes

read out loud



Part III:
Reading Fluency Practice

Summer Fluency Assignments

Dear Parent(s),

We have created this Fluency Folder to help your child develop effective reading skills.

Below is a list of ways we will use these reading assignments:

1. **Sight Words:** These lists contain words 300 to 400 from the Fry Instant Word Lists (1980). The students will be required to know how to read the words on each set. The daily practice is designed to help the students build reading fluency. The students will be tested weekly for mastery. *Mastery is being able to read each word in a second (see it, say it).* The student will move on to the next set when at least 75% (20 words) has been mastered. When the child moves into the next set please continue to review any words that have not been mastered from the previous sets. This is part of the daily homework. Please help your child to achieve this goal. These words may be written on sentence strips to be practiced at home.
2. **Sight Word Phrases:** In addition to Sight Word Lists, there are Sight Word Phrases. Please follow the directions indicated for Sight Word Lists. As with the Sight Word List, please remember that the student will move on to the next set when at least 75% (20 phrases) has been mastered. When the child moves into the next set please continue to review any phrases that have not been mastered from the previous sets. These phrases contain the word from 300 to 400 Fry Instant Word List (1980). Repeated reading of a few phrases per week gives students practice reading high-frequency words and developing fluency and general proficiency. These phrases may be written on sentence strips to be practiced at home.
3. **Reading Passages:** The same story will be read 3 times per evening, Monday-Thursday for at home practice.
 - a. Your child will read the 1st time to build accuracy. It should be timed for 1 minute. Count the number of words read correctly and record the words per minute (wpm) in the Home Practice section.
 - b. Your child will read the story a 2nd time to practice using punctuation when reading and to develop expression.
 - c. Your child will read the story a 3rd time to develop comprehension.
 - d. In addition to fluency practice, your child will answer one to two questions per night from the passage. This will help to enhance comprehension and vocabulary development.

We have found these reading assignments to be very effective in developing reading skills. By working together, your child will become a successful reader.

Sight Word List

(Taken from Fry Instant Word List – Fourth 100 Instant Words)

Set 13

body	music	color
stand	sun	questions
fish	area	mark
dog	horse	birds
problem	complete	room
knew	since	piece
usually	heard	order
during	low	
happened	remember	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Fourth-Fifth 100 Instant Words)

Set 14

fast	south	done
hold	sing	road
five	ground	halt
mop	fall	ten
farm	king	fly
pulled	I'll	gave
seen	wood	box
cold	fire	
plant	upon	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Fifth 100 Instant Words)

Set 15

wait	rest	round
quickly	inside	boat
became	wheels	game
stars	stay	warm
feel	green	bring
fact	week	dry
street	less	shape
class	behind	
note	ran	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Fluency Phrases
 (Fry Phrases Level 3)
List 9

go ask her	a small tree	a yellow box
you may show	a fast race	please clean this
buy a present	say thank you	they will sleep
open the letter	jump the wall	by myself
go fly high	please don't run	a fast race
a cold day	must call today	does come back
a pretty face	little green box	for everyone
I like brown	your red coat	six people ran
gave a present		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
 (Fry Phrases Level 3)
List 11

off his ship	his sister went	my happy mother
once I went	he didn't go	set the table
round and round	dress the baby	fail the test
wash the clothes	car will start	always ready to go
anything to wear	around the yard	close the door
the bedroom wall	gave some money	turn the corner
might be late	hard, long trail	go to bed
fine black line	along the way	sat on the chair
I hope you		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p> <p> (ppm – phrases per minute)</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
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(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
 (Fry Phrases Level 4)
List 14

time after time	has come yet	true or false
above the door	still, cool water	meet me at
since we started	a number of	please state your
does it matter	draw the line	did you remember
the large hen	a few came	hit the ball
under the cover	the open window	store the box
in the city	are we together	the bright sun
all my life	across the street	at the party
suit was ready		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

The New Bookstore 2.10

Grandma said, “I want to take you and your sister to the new bookstore at the mall.” She picked us up from school and drove us to the mall. The bookstore is huge. There are books on pets, gardens, hobbies, and travel. There are rows of magazines and papers. There are tapes, videos, greeting cards, and calendars.

13
25
38
48
57

The new bookstore is so big it even has a place to get something to eat. We asked Grandma if we could have a snack. She said that we could have cookies and juice. Grandma had coffee.

70
82
93
94

Grandma wanted to look at the cookbook section. She showed us where she would be. Then she took us to the children’s corner. It was perfect for us. There were pillows and stuffed toys everywhere. The tables and chairs were all our size. There were more books than I had ever seen in one place. It was even bigger than the library. My sister started looking at picture books. I found books about magic tricks.

103
115
126
137
151
162
169

Grandma found us and said she was almost ready to go. She said because we were so good we could each pick out a book to buy. My sister got *When You Give a Mouse a Cookie*. I got a book about secret magic tricks.

181
195
209
214

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent’s Signature: _____

The New Bookstore 2.10 Use Complete Sentences

Monday
In paragraph one what word is the opposite of small?

List the types of media can be found at the bookstore?

Tuesday
Where is the bookstore?

What other activities can they do at the bookstore?

Wednesday
What does the main character believe he/she will be able to do because of the closeness of the stars?

How can you tell that the children’s corner is meant to be used by children?

Thursday:
What kind of books most interest the main character?

What information in paragraph four helps the reader know how the children in the story behave?

I Want to Be a Police Officer 2.17

I decided I wanted to be a police officer the day two officers	13
came to our school. They brought a police dog that is a member	26
of their team. They told us all about their jobs and how the police	40
dog works with them. They said the police spend more time	51
helping people than anything else. They go wherever there is a	62
problem and they try to help.	68
The police dog is an important part of the team. A trained	80
dog can find missing people after smelling their clothes. He can	90
help find people who are lost in the woods and he can lead	104
them out. The officer said that police dogs work hard but they	116
like to play when they can.	122
We were allowed to play with the police dog when he was at	135
our school. We played hide the ball. We tried to find the best	148
place in the playground to hide the ball. The police dog tried to	161
find the ball using only his nose. He gave us a big wag of his tail	177
when he found it.	181
When a police dog is working, he is very serious and doesn't	193
play around. He listens carefully to the commands he is given	204
and he starts work right away. He doesn't care about playing	215
because he knows he has a job to do. I want to be a police officer	231
when I grow up so I can help people, too. Maybe I'll be able to	246
work with a police dog someday.	252

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

I Want to be a Police Officer 2.17 Use Complete Sentences

Monday

When did the main character first want to be a police officer?

What in paragraph one helps the reader know that the police spend most of their time doing one thing?

Tuesday

Some police officers have an unusual partner, what is he?

What in paragraph two helps the reader know that a trained dog doesn't have to see people to find them?

Wednesday

What are some of the things a police dog can do that a regular police officer could not?

How did the police dog find the ball?

Thursday:

What word in paragraph three means the opposite of worst?

Write a summary for paragraph four.

Elephants 2.28

Elephants are some of the largest and smartest animals on Earth. There are two types of elephants: Asian and African. Asian elephants are found in the forests of India and Southeast Asia. They are often caught and trained to help people do heavy work. People use them to clear forests and tow heavy logs. The elephants' handlers often become good friends with the elephants.

**10
20
31
43
55
63
64**

Most African elephants live in preserves where they are protected from hunters. Preserves also help keep them from damaging crops and fields. African elephants have very large ears that they flap to scare off other animals or to keep cool. They have long ivory tusks.

**73
82
91
104
109**

Both kinds of elephants have very long trunks. They use their trunks to reach down to the ground and high into trees to find food. Plants and leaves and small branches from trees are their favorite foods. The trunk is also used for drinking, smelling, and greeting other elephants. Sometimes they even use their trunk like a snorkel in deep water. Elephants like to raise their trunks full of water and give themselves a shower.

**120
133
144
155
164
176
184**

Most people only see elephants in zoos or circuses. Sometimes they have learned to do tricks like standing on their hind legs or hooking their trunks around another elephant's tail. Someday I'd like to see some elephants in the wild.

**193
204
214
224**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Elephants 2.28 Use Complete Sentences

Monday:

What are four things elephants use their trunks for?

What sentence in paragraph one lets the reader know that handlers care about elephants?

Tuesday:

What do African elephants use their large ears for?

What word or words in paragraph three help the readers know that elephants like to eat leaves and small branches?

Wednesday:

What does the passage lead the reader to think that the author might do in his/her future?

In paragraph one the word *types* means...

Thursday:

Which word in paragraph four means the same as back?

Why are elephants sent to live on preserves?
