



Dear Incoming 3rd Grade Parents,

Attached to this letter is a supply list, multiplication tables, a summer reading log, a page of reading strategies, and a suggested reading booklist.

Please follow the supply list. There are particular reasons for the types of supplies your child will use during the year, please do not waste your money getting things that will not work for us as a class. Please do not label notebooks or folders with anything other than your child's name.

The summer assignments in Math and Reading as well as the Reading log will be due on the first Monday after the first day of school. With these assignments **and all others during the school year**, every day late is a loss of 5 points on the grade. After 5 days late, the grade becomes a zero (0).

Included are multiplication tables in the hopes that you will spend a few minutes a day helping your child memorize. Math facts are the backbone of all other Math. Your child needs to be proficient at adding, subtracting, multiplying, and dividing with ease. Your child is already familiar with the website, Dreambox. Throughout the summer they will continue to use Dreambox instead of receiving a traditional summer math packet. They will need to complete **7 lessons per week for 6 weeks beginning July 5th**. Each session should last between 20-30 minutes. I will be monitoring their progress during the summer.

Lastly, the Reading Log should be maintained THROUGHOUT the summer, **not just the last week before school starts**. Your child should read 20 minutes a day—any book of their choosing. **Do not include Earthquake in the Early Morning in the reading log**. Reading everyday creates great readers and writers. To help you I've included is a list of books recommended for students entering 3rd grade. You are not limited to this list; as long as your child is reading every day there is no concern about with which book she or he chooses.

Thank you,

Third grade Teacher

******Backpack- NO WHEELED BACKPACKS ARE ALLOWED—
THEY ARE TOO BIG FOR OUR CLASSROOM AND CLOSETS AND
THEY CAUSE INJURIES IN THE HALLWAYS AND ON THE STAIRS**

- 8 black and white marble notebooks—NO SPIRAL NOTEBOOKS ALLOWED
- 10 pocket folders—NOT PLASTIC FOLDERS or Mathematical tables
- 1 small package of loose leaf
- 3 packages of #2 pencils (pre-sharpened if possible) Ticonderoga makes the best pencils, **NO MECHANICAL PENCILS**
- 1 box of 24 crayons—Crayola is the best brand, they last longer—**DO NOT BUY A BIGGER BOX AS IT WILL NOT FIT IN THE DESKS**
- 1 package of colored pencils (Sharpened)
- 1 zippered pencil case—**NO PLASTIC or METAL PENCIL BOXES AS THEY DO NOT FIT IN THE DESKS**
- 1 can of Lysol spray (or another disinfecting spray)
- 1 box of tissues
- 2 rolls of paper towels
- 1 package of baby wipes & 1 container of sanitizing wipes (NO BLEACH)
- 1 wooden or hard plastic ruler—no bendable rulers--(inches and centimeter measurements)
- 1 package Expo dry erase markers, fine tips
- 3 large glue sticks
- 1 small bottle of school glue
- 1 pair of scissors

MULTIPLICATION TABLE

$1 \times 1 = 1$	$2 \times 1 = 2$	$3 \times 1 = 3$	$4 \times 1 = 4$	$5 \times 1 = 5$
$1 \times 2 = 2$	$2 \times 2 = 4$	$3 \times 2 = 6$	$4 \times 2 = 8$	$5 \times 2 = 10$
$1 \times 3 = 3$	$2 \times 3 = 6$	$3 \times 3 = 9$	$4 \times 3 = 12$	$5 \times 3 = 15$
$1 \times 4 = 4$	$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$	$5 \times 4 = 20$
$1 \times 5 = 5$	$2 \times 5 = 10$	$3 \times 5 = 15$	$4 \times 5 = 20$	$5 \times 5 = 25$
$1 \times 6 = 6$	$2 \times 6 = 12$	$3 \times 6 = 18$	$4 \times 6 = 24$	$5 \times 6 = 30$
$1 \times 7 = 7$	$2 \times 7 = 14$	$3 \times 7 = 21$	$4 \times 7 = 28$	$5 \times 7 = 35$
$1 \times 8 = 8$	$2 \times 8 = 16$	$3 \times 8 = 24$	$4 \times 8 = 32$	$5 \times 8 = 40$
$1 \times 9 = 9$	$2 \times 9 = 18$	$3 \times 9 = 27$	$4 \times 9 = 36$	$5 \times 9 = 45$
$1 \times 10 = 10$	$2 \times 10 = 20$	$3 \times 10 = 30$	$4 \times 10 = 40$	$5 \times 10 = 50$
$6 \times 1 = 6$	$7 \times 1 = 7$	$8 \times 1 = 8$	$9 \times 1 = 9$	$10 \times 1 = 10$
$6 \times 2 = 12$	$7 \times 2 = 14$	$8 \times 2 = 16$	$9 \times 2 = 18$	$10 \times 2 = 20$
$6 \times 3 = 18$	$7 \times 3 = 21$	$8 \times 3 = 24$	$9 \times 3 = 27$	$10 \times 3 = 30$
$6 \times 4 = 24$	$7 \times 4 = 28$	$8 \times 4 = 32$	$9 \times 4 = 36$	$10 \times 4 = 40$
$6 \times 5 = 30$	$7 \times 5 = 35$	$8 \times 5 = 40$	$9 \times 5 = 45$	$10 \times 5 = 50$
$6 \times 6 = 36$	$7 \times 6 = 42$	$8 \times 6 = 48$	$9 \times 6 = 54$	$10 \times 6 = 60$
$6 \times 7 = 42$	$7 \times 7 = 49$	$8 \times 7 = 56$	$9 \times 7 = 63$	$10 \times 7 = 70$
$6 \times 8 = 48$	$7 \times 8 = 56$	$8 \times 8 = 64$	$9 \times 8 = 72$	$10 \times 8 = 80$
$6 \times 9 = 54$	$7 \times 9 = 63$	$8 \times 9 = 72$	$9 \times 9 = 81$	$10 \times 9 = 90$
$6 \times 10 = 60$	$7 \times 10 = 70$	$8 \times 10 = 80$	$9 \times 10 = 90$	$10 \times 10 = 100$

Daily Reading Log

Name: _____

Month: _____

Date	Name of Book	Author	Time spent reading

Reading Goals for Third Grade

Reading Comprehension Goals

- Familiar with literary, informational and practical texts
- Familiar with poetry including the concepts of stanza and rhyme
- Able to identify character traits
- Basic understanding of simile and metaphor
- Able to infer the moral lesson in fairy tales, fables, legends, myths, etc.
- Able to compare literary selections to one another
- Understands difference between fact and opinion in text

Qualities of a High Performing Third Grade Reader

- Reads for extended periods of time to self
- Reads for fun, information, education and more. (Reads for a variety of purposes.)
- Reads a variety of topics
- Has personal reactions to material read

Third Grade Reading Strategies

Throughout the third grade students will learn how to:

- predict words using letter clusters, vowel patterns and more
- understand unfamiliar words by sounding out words, using picture clues and context
- use phonics to pronounce unfamiliar words
- find smaller words within larger ones in order to determine meaning
- use headings, italics and bold print in organizing documents
- support ideas by referencing text
- paraphrase information from a text
- revise and edit their own original writing
- increase vocabulary
- improve ability to read aloud with confidence and clarity

Home Teaching Strategies for Third Grade

- Provide daily opportunities to read and evaluate both narrative and expository texts.
 - Teach students how to examine ideas in texts.
 - Provide opportunities for your child to express him or herself in writing.
 - Emphasize correct spelling, grammar and form in written assignment.
-

-
- Have your child help create the family grocery list. Then let them use their reading skills during shopping.
 - Visit the library and bookstores with your child. Make new books a reward for good behavior.
 - Read together at bedtime.
 - If your child seems interested, encourage them to write their own short stories (maybe even using their favorite fictional characters).
 - Involve reading and writing in other activities your child enjoys. For instance, if your child likes football, maybe spend some time together reading about famous players.

Suggested Reading List

Fiction:

- ♣ Freddie Ramos Takes Off- Jacqueline Jules
- ♣ Balloons over Broadway: The True Story of the Puppeteer of Macy's Parade-Melissa Sweet
- ♣ Tales for Very Picky Eaters- Josh Schneider
- ♣ E-mergency!- Tom Lichtenheld
- ♣ Toys Come Home: Being the Early Experiences of an Intelligent Stingray, a Brave Buffalo, and a Brand-New Someone Called Plastic- Emily Jenkins
- ♣ No Ordinary Day- Deborah Ellis
- ♣ Ramona (Series) – Beverly Cleary
- ♣ Judy Moody (series) – Megan McDonald

Fantasy/Folklore:

- ♣ Space Race – Sylvia Waugh
- ♣ The Chameleon Wore Chartreuse – Bruce Hale
- ♣ The Great Good Thing – Roderick Townley
- ♣ Magic Tree House (series) – Mary Pope Osborne
- ♣ Going Through the Gate – Janet S. Anderson
- ♣ The Sea Egg – L.M. Boston

Historical Fiction:

- ♣ Breaking Stalin's Nose- Eugene Yelchin
 - ♣ Inside Out and Back Again - Thanhha Lai
 - ♣ Soldier Bear- Bibi Dumon Tak ♣ Linnea in Monet's Garden – Cristina Bjork
 - ♣ Meet Kit: An American Girl – 1934 – Valerie Tripp
 - ♣ Love from Your Friend, Hannah – Mindy Warshaw Skolsky ♣ Little House on the Prairie (series) – Laura Ingalls Wilder
-

Science Fiction:

- ♣ I'm Out Of My Body – Leave Me a Message – Dan Greenburg
- ♣ Heartlight - T.A. Baron
- ♣ The Dog That Pitched A No Hitter – Matt Christopher
- ♣ The Package in Hyperspace – Janet Asimov and John Gampert
- ♣ The Classroom at the End of the Hall – Douglas Evans

Poetry:

- ♣ Lemonade and Other Poems Squeezed from a Single Word- Bob Raczka
- ♣ Where the Sidewalk Ends – Shel Silverstein
- ♣ Bird Watch: A Book of Poetry – Jane Yolen
- ♣ From Sea to Shining Sea – Amy T. Cohn
- ♣ Hand in Hand: An American History through Poetry – Lee Bennett Hopkins

Non-Fiction:

- ♣ The Day-Glo Brothers: The True Story of Bob and Joe Switzer's Bright Ideas and Brand-New Colors- Chris Barton
- ♣ America is Under Attack: September 11, 2001: The Day the Towers Fell- Don Brown
- ♣ The Kid Who Invented the Popsicle – Dan Wulffson
- ♣ Lives of Musicians: Good Times, Bad Times (And What the Neighbors Thought) – Kathleen Krull
- ♣ A River Run Wild – Lynne Cherry
- ♣ Look To The North: A Wolf Pup Diary – Jean Craighead George

Earthquake in the Early Morning Comprehension Questions

This summer you will read the Magic Tree House book, *Earthquake in the Early Morning* by Mary Pope Osborne. The following are chapter by chapter comprehension questions for you to answer. Please use one of your notebooks for next year to write in; this will become your Reading Notebook. You **MUST** write the question, skip a line, and then write the answer **IN A COMPLETE SENTENCE**.

Chapter 1

1. What was Annie waiting for as she sat on the steps?
2. What is the special writing Jack and Annie need to find this time?
3. Where are they going?

Chapter 2

1. What time of day is it?
2. Why didn't Annie want Jack to do research?
3. What happened to the ground as they walked down the street?

Chapter 3

1. Where had Annie fallen during the quaking?
2. How did Annie get out of the crack?
3. After the Great Shake, how long did fires burn in the city?

Chapter 4

1. Why were the men taking the bank bags down to the bay?
2. What was the newspaper reporter looking for?
3. What were people in town trying to do?

Chapter 5

1. What kinds of books was the librarian trying to save?
2. Was the building the librarian was taking the books to a safe place?
3. How did Jack feel when they couldn't stop the librarian and save the books?

Chapter 6

1. Why was the lady crying on the bench?
2. What did Jack and Annie give the young boys?
3. Where did Jack and Annie tell the lady to go?

Chapter 7

1. What did the mayor want some buildings blown up with, hoping to control the fire?
2. What was Jack and Annie covered with as a result of the blasting?
3. What did Betty the reporter want Fred the photographer to take picture of?

Chapter 8

1. Were Jack and Annie able to find the tree house?
2. Why was it hard for them to breathe?

Chapter 9

1. How quickly did the people of San Francisco rebuild their city?
2. Where did Morgan take the children?
3. How did Jack and Annie help the sad king?

Chapter 10

1. What did Annie see a picture of in the California book?
2. What king did Jack and Annie give hope to?