

Park Forest Chicago  
Heights 163

Summer Learning Packet  
**Students Entering Third  
Grade**

Please accurately complete  
this packet during your  
summer break.

Please return to your  
classroom teacher on the  
first day of school to attend  
a special celebration.

Name:

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# Reading Log

June 2020						
◀ May 2020						Jul 2020 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>1</b> 60 minutes or more	<b>2</b> 60 minutes or more	<b>3</b> 60 minutes or more	<b>4</b> 60 minutes or more	<b>5</b> 60 minutes or more	<b>6</b> 60 minutes or more
<b>7</b> 60 minutes or more	<b>8</b> 60 minutes or more	<b>9</b> 60 minutes or more	<b>10</b> 60 minutes or more	<b>11</b> 60 minutes or more	<b>12</b> 60 minutes or more	<b>13</b> 60 minutes or more
<b>14</b> 60 minutes or more	<b>15</b> 60 minutes or more	<b>16</b> 60 minutes or more	<b>17</b> 60 minutes or more	<b>18</b> 60 minutes or more	<b>19</b> 60 minutes or more	<b>20</b> 60 minutes or more
<b>21</b> 60 minutes or more	<b>22</b> 60 minutes or more	<b>23</b> 60 minutes or more	<b>24</b> 60 minutes or more	<b>25</b> 60 minutes or more	<b>26</b> 60 minutes or more	<b>27</b> 60 minutes or more
<b>28</b> 60 minutes or more	<b>29</b> 60 minutes or more	<b>30</b> 60 minutes or more				

# Reading Log

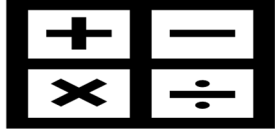
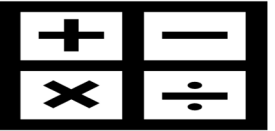
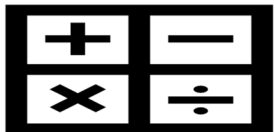
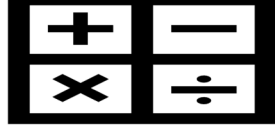
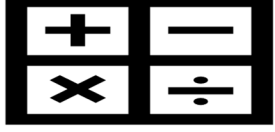
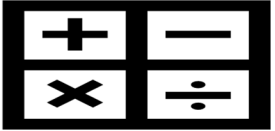
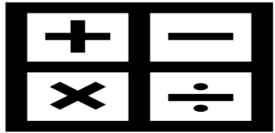
July 2020						
◀ Jun 2020						Aug 2020 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> 60 minutes or more	<b>2</b> 60 minutes or more	<b>3</b> 60 minutes or more	<b>4</b> 60 minutes or more
<b>5</b> 60 minutes or more	<b>6</b> 60 minutes or more	<b>7</b> 60 minutes or more	<b>8</b> 60 minutes or more	<b>9</b> 60 minutes or more	<b>10</b> 60 minutes or more	<b>11</b> 60 minutes or more
<b>12</b> 60 minutes or more	<b>13</b> 60 minutes or more	<b>14</b> 60 minutes or more	<b>15</b> 60 minutes or more	<b>16</b> 60 minutes or more	<b>17</b> 60 minutes or more	<b>18</b> 60 minutes or more
<b>19</b> 60 minutes or more	<b>20</b> 60 minutes or more	<b>21</b> 60 minutes or more	<b>22</b> 60 minutes or more	<b>23</b> 60 minutes or more	<b>24</b> 60 minutes or more	<b>25</b> 60 minutes or more
<b>26</b> 60 minutes or more	<b>27</b> 60 minutes or more	<b>28</b> 60 minutes or more	<b>29</b> 60 minutes or more	<b>30</b> 60 minutes or more	<b>31</b> 60 minutes or more	

# Reading Log

August 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b> 60 minutes or more
<b>2</b> 60 minutes or more	<b>3</b> 60 minutes or more	<b>4</b> 60 minutes or more	<b>5</b> 60 minutes or more	<b>6</b> 60 minutes or more	<b>7</b> 60 minutes or more	<b>8</b> 60 minutes or more
<b>9</b> 60 minutes or more	<b>10</b> 60 minutes or more	<b>11</b> 60 minutes or more	<b>12</b> 60 minutes or more	<b>13</b> 60 minutes or more	<b>14</b> 60 minutes or more	<b>15</b> 60 minutes or more
<b>16</b> 60 minutes or more	<b>17</b> 60 minutes or more	<b>18</b> 60 minutes or more	<b>19</b> 60 minutes or more	<b>20</b> 60 minutes or more	<b>21</b> 60 minutes or more	<b>22</b> 60 minutes or more
<b>23</b> 60 minutes or more	<b>24</b> 60 minutes or more	<b>25</b> 60 minutes or more	<b>26</b> 60 minutes or more	<b>27</b> 60 minutes or more	<b>28</b> 60 minutes or more	<b>29</b> 60 minutes or more
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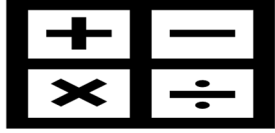
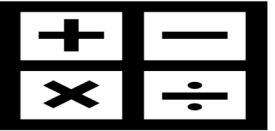
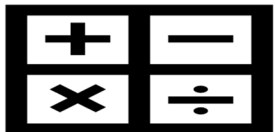
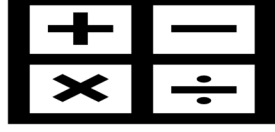
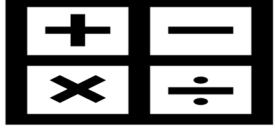
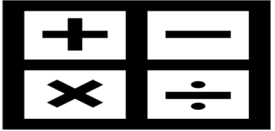
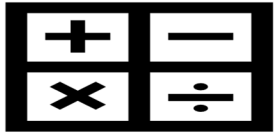
# Math Log

*for the month of June*

Date	Operation	How	For How Long?
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
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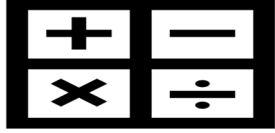
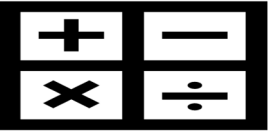
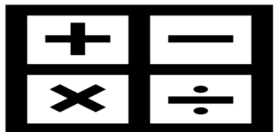
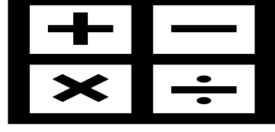
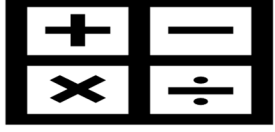
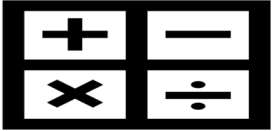
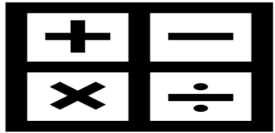
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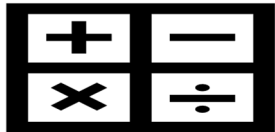
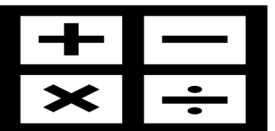
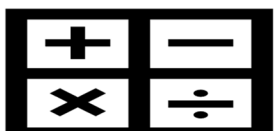

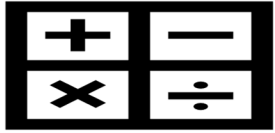
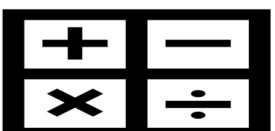
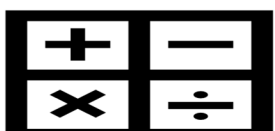
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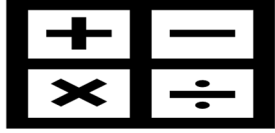
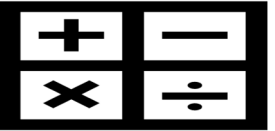
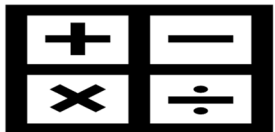
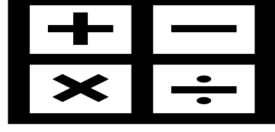
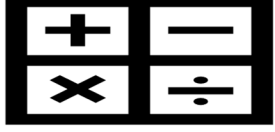
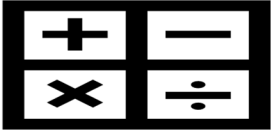
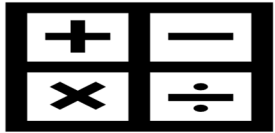
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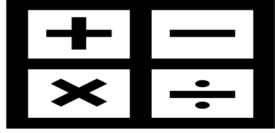
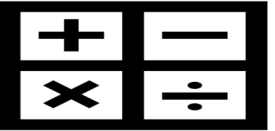
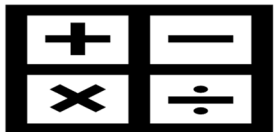
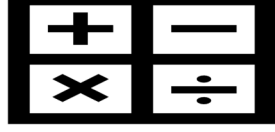
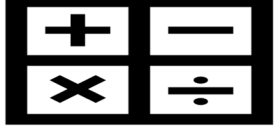
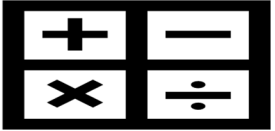
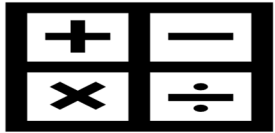
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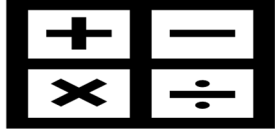
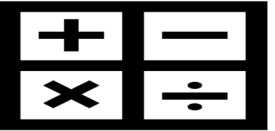
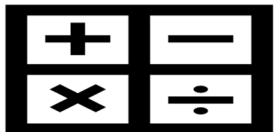
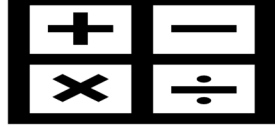
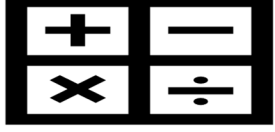
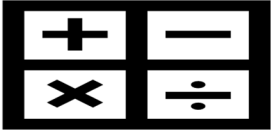
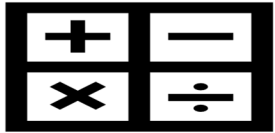
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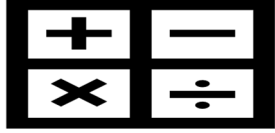
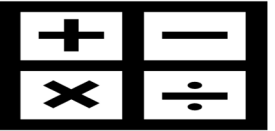
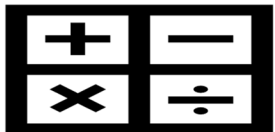
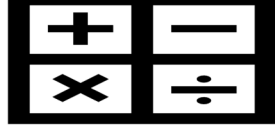
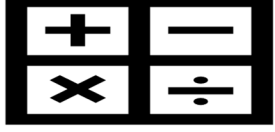
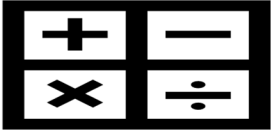
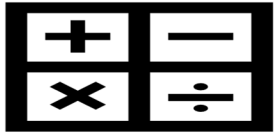
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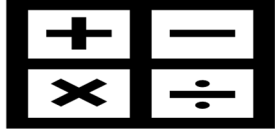
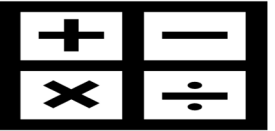
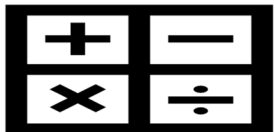
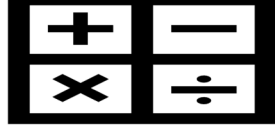
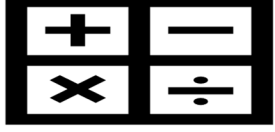
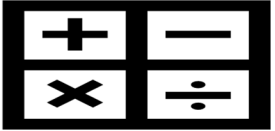
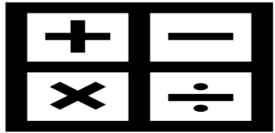
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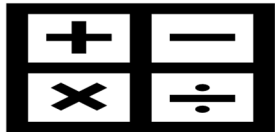
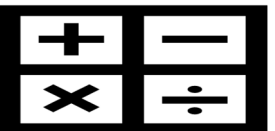
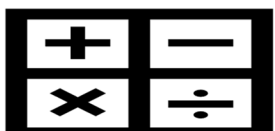

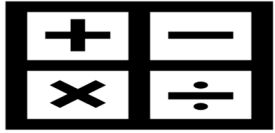
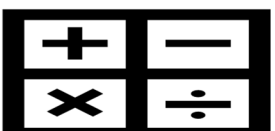
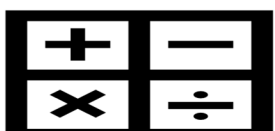
# Math Log

*for the month of July*

Date	Operation	How	For How Long?
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes

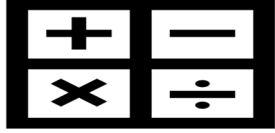
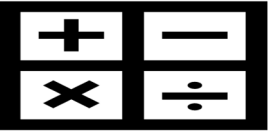
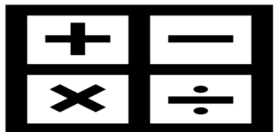
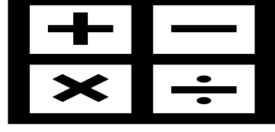
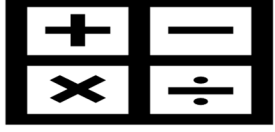
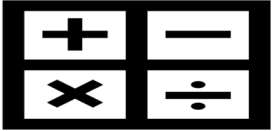
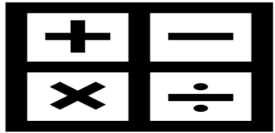
# Math Log

*For the month of August*

Date	Operation	How	For How Long?
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
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/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes

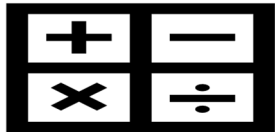
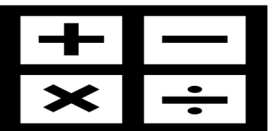
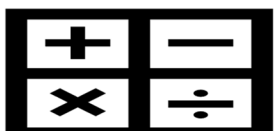

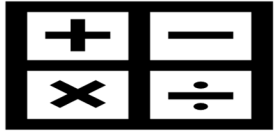
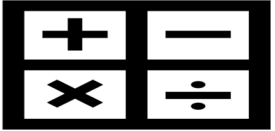
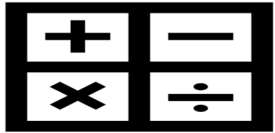
# Math Log

*For the month of August*

Date	Operation	How	For How Long?
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes

# Math Log

*For the month of August*

Date	Operation	How	For How Long?
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
/		Internet Flash Cards Worksheet	_____ minutes
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/		Internet Flash Cards Worksheet	_____ minutes





**Do Not Forget  
Your District 163 Accounts**

Readinga-z.com

Zearn.com

Rocket Math Online

Xrtamath.com

MobyMax.com (until June 23, 2020)

happynumbers.com (until June 30, 2020)

<https://www.myon.com/school/parkforestchicagoreads>

(until June 30, 2020)

Student username: pfchsd163

Student password: district163

# Julian, Secret Agent



**NOVEL STUDY**

Name: \_\_\_\_\_

## Before Reading:

**Pre-reading:** Look at the cover and the illustrations throughout the book. Make a prediction of what you think this book might be about.

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**Connect:** Have you ever read any other stories written by Ann Cameron? If so, what do you remember about the stories?

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## After Chapter 1: Crimebusters

**Point of View:** Which point of view is this story written?

- a. First person
- b. Third person

Which words or phrases helped you to determine the point of view?

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**Narrative Elements:** Complete the narrative element.

**Setting:**

**Analyze:** Analyze and explain the following excerpt:  
*"It was a morning when the sun stayed in bed."*

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**Reflect:** Why are three children stuck in the lobby of the post office?

- a) The kids are waiting for Julian's mother to arrive at the post office.
- b) The kids are waiting for the incoming mail to arrive at the post office.
- c) The kids are waiting for the rain to let up so they can leave the post office.

**Figurative Language:** Write the type of figurative language used in the following Chapter 1 excerpts.

simile	onomatopoeia
personification	alliteration

*"Gloria and I stared out a window. We couldn't see anything but water. 'This is like living in an aquarium!'"*

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*"It was a morning when the clouds had pillow fights."*

---

**Reflect:** *"We could be secret agents."* Why does Julian think no one would notice them if they were secret agents?

- a) They read a lot of spy books.
- b) They are kids.
- c) They are very sneaky.



# After Chapter 2: We Talk Things Over

**Read for Details:** "*If we see danger, we'll say, 'A.A.'*" What does "A.A" stand for?

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**Reflect:** Before having the warning, how did Julian usually get Huey to stop talking when he shouldn't be?

- a) Julian would step on Huey's foot.
- b) Julian would smack Huey on the back of his hand.
- c) Julian would scream Huey's name as loud as he could.

**Figurative Language:** Write the type of figurative language used in the following Chapter 2 excerpt.

simile	onomatopoeia
personification	alliteration

*"We sat on the steps by the statues."*

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**Connect:** The kids chose A.A. If you could assign your own warning code, what would it be and why?

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## After Chapter 3: We Meet the Mighty One

**Reread to Clarify:** *"A woman came up behind us. 'It's a crime!' she said."* What *crime* was the woman talking about?

- a) The children were touching someone else's car window.
- b) Someone left their pets in the car on a very hot day.
- c) Someone did not properly put their cart away and it hit somebody else's car.

**Vocabulary-Context Clues:** Define the underlined word using context clues and/or a dictionary.

*"Afterward we started patrolling, riding our bikes around."*

patrolling - \_\_\_\_\_  
\_\_\_\_\_

**Vocabulary - Synonym and Antonym:** Write a synonym and an antonym of the underlined word.

*"He had two huge bags of groceries that he was balancing on his shoulders."*

Synonym of huge: \_\_\_\_\_

Antonym of huge: \_\_\_\_\_

**Figurative Language:** Write the type of figurative language used in the following Chapter 3 excerpt.

simile	onomatopoeia
personification	alliteration

*"Just then MIGHTY-1 came to a stop, practically on top of us and big as a skyscraper."*

\_\_\_\_\_

*"MIGHTY-1's mouth hung open, like the door of a cave."*

\_\_\_\_\_

**Infer:** Which best describes how Mighty-1 reacted when the children told him he should not leave his dog in the car on such a hot day?

- a) amused
- b) annoyed
- c) exhausted



**Cause and Effect:** Fill in the effect.

**Cause:** Gloria told Mighty-1 his dog fainted.

**Effect:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## After Chapter 4: I Tell a Story

**Summarize:** Summarize Chapter 4. Be sure to include the central (main) idea of the chapter.

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## After Chapter 5: We Capture the Great Goo-Goo

**Narrative Elements:** What is the new setting introduced in Chapter 5?

**Setting:**

**Vocabulary-Context Clues:** Define the underlined word using context clues and/or a dictionary.

*"We have to try psychology."*

psychology - \_\_\_\_\_

\_\_\_\_\_

**Cause and Effect:** Fill in the cause.

**Cause:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Effect:** Goo-Goo stopped playing in the fountain and followed Julian through the front doors of the hospital.

## **After Chapter 6: A Conference**

**Analyze:** *"A criminal might go into a bar. To drown his sorrows."* In your own words, what does it mean to *drown one's sorrows*?

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**Parts of Speech:** *"I was ready to find a new place to patrol."*

Which part of speech is new as used above?

- a) adjective
- b) noun
- c) verb

**Infer:** *"There was perspiration on Gloria's forehead. I didn't think it was just from the heat."* Based on the excerpt, which best describes how Gloria is feeling about patrolling a local bar?

- a) ecstatic
- b) uninterested
- c) worried

**Predict:** Do you think it is a good idea for the kids to go to a bar?

- a) No way.
- b) Sure.



## After Chapter 7: Trees Again

**Reflect:** "*Lawbreaking!*" What law were the children breaking?

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**Vocabulary:** "*We looked around. It was dark and dim inside.*"

What does the word dim most likely mean?

- a) not easy to see in or into because of inadequate light
- b) very likely to be successful or fulfilled
- c) strikingly bright or intense in color

**Cause and Effect:** Fill in the effect.

**Cause:** One of the men sitting in the bar recognized Julian and Huey.

**Effect:** \_\_\_\_\_

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# After Chapter 8: We Watch the Wizard

**Narrative Elements:** What is the new setting introduced in Chapter 8?

**Setting:**

**Reread to Clarify:** *"It's the best, because I'm the best. I'm the Food Wizard."* What makes the Kingman's Café different than other cafés?

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**Figurative Language:** Write the type of figurative language used in the following Chapter 8 excerpt.

simile	onomatopoeia
personification	alliteration

*"The air conditioner was above us, clanking every now and then."*

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**Analyze:** What did the Food Wizard mean when he said to the kids, "*I figured you for no-spend types*"?

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**Parts of Speech:** "*Huh!*" said the Wizard."

Which part of speech is Huh! as used above?

- a) adjective
- b) interjection
- c) noun



**Cite Evidence:** Cite one piece of evidence from the chapter to support the following statement:

The cook at the Kingman's Café was generous toward the children.

1) \_\_\_\_\_

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**Predict:** "*...the one for Eugene George Johnson, 'the Great Imitator'!*" The kids think they found a criminal, what do you predict they do next?

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## After Chapter 9: We Report

**Reflect:** What are three things Eugene George Johnson and the Food Wizard have in common?

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

**Read for Details:** What will the children be rewarded for capturing Eugene George Johnson?

- a) \$250
- b) \$2,500
- c) \$25,000

**Infer:** *"My feet were feeling kind of weak and slithery, and I had spaghetti-string legs."* Based on the excerpt, which best describes how Julian is feeling?

- a) excited
- b) hopeful
- c) nervous



**Cite Evidence:** Cite one piece of evidence from the chapter to support the following statement:

The chief of police is very interested in catching "The Great Imitator."

- 1) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Vocabulary:** *"Hard to believe!" said the chief. He looked at us sternly, as if he could see everything about us, from our fingerprints to our toeprints."*

What does the word sternly most likely mean?

- a) showing tolerance or mercy in dealing with crime or misbehavior
- b) harsh; rigid, strict, and uncompromising
- c) to accept that something is true or real



**Infer:** *"He had a nice face but some gray hair. I could understand that. I figured that if I kept on being a secret agent, I would soon have gray hair too."* Why

does Julian think the chief of police has gray hair?

- a) The chief sits behind a big desk much of the time.
- b) The chief has to speak to many children.
- c) The chief's job is very stressful, causing his gray hair.



## After Chapter 10: We Test Eugene

**Reflect:** *"Maybe - maybe you'd lend us your gun."*

The chief would not give the kids his firearm. What did the chief give the kids in case they had a problem?

- a) a flare gun
- b) a cell phone
- c) a whistle

**Infer:** *"I was hungry. I'm not hungry anymore"*

Why was Gloria no longer hungry before heading into the café to question the Food Wizard?

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**Figurative Language:** Write the type of figurative language used in the following Chapter 10 excerpt.

simile	onomatopoeia
personification	alliteration

*"Yes," I said. 'And we want three barbecued beefs on buns.'"*

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**Vocabulary-Context Clues:** Define the underlined word using context clues and/or a dictionary.

*"The Wizard was okay. He had an alibi. I was a tiny bit sorry, but mostly very glad."*

alibi - \_\_\_\_\_

\_\_\_\_\_

What was the Wizard's alibi?

\_\_\_\_\_

\_\_\_\_\_

**Reflect:** *"For your own good, I'd have to turn you in. Because I have certain connections."* What certain connection does the Wizard have?

\_\_\_\_\_

\_\_\_\_\_

**Predict:** Why do you think the chief sent the children into question the Wizard if he knew the Wizard was not the wanted man?

\_\_\_\_\_

\_\_\_\_\_

## After Chapter 11: The Light at the End of the Trail

**Infer:** Which best describes Julian's father's mood when he walked into the café and saw his sons?

- a) excited
- b) charmed
- c) displeased



**Reread to Clarify:** What *lesson* did the chief want to teach the three children?

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**Infer:** Which best describes how Julian and Huey's father felt after he heard about his son's adventure?

- a) He was proud of the children.
- b) He was unhappy with their decisions.
- c) He was furious with the chief of police for putting them in danger.

**Reflect:** The author titled the chapter "The Light at the End of the Trail." Why is this an appropriate title for the chapter?

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## After Finishing the Story:

**Character Traits:** Identify and describe one character trait of Julian.

- Use two pieces of evidence from the text to support your answer.
- Circle your character trait and underline your evidence from the story.

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**Sequence of Events:** Put the following events in chronological order using the numbers 1 through 8.

\_\_\_\_\_ The kids patrol supermarkets. They notice a dog enclosed in a hot car. They tell the manager and save the dog.

\_\_\_\_\_ The kids question the Wizard. The chief walks in and the kids learn the chief is the Wizard's father.

\_\_\_\_\_ Julian, Gloria, and Huey are in the post office lobby waiting for the rain to let up. They read wanted posters and decide to become crimebusters.

\_\_\_\_\_ The kids talk to the chief of police about Eugene. He asks them to investigate him.

\_\_\_\_\_ The kids go to the hospital to check for criminals, but do not encounter any criminals. Outside the hospital, they lure a baby out of a fountain.

\_\_\_\_\_ The chief explains why he had the kids question the Wizard. The chief and the kids tells Julian's father about their adventure.

\_\_\_\_\_ The kids decide to patrol a local bar. They are recognized and rush out of the bar.

\_\_\_\_\_ The kids stop at the Kingman's Café to beat the heat. They meet the chef, and believe he is from one of the wanted posters.

**Author's Purpose:** What was the author's purpose for writing *Julian, Secret Agent*?

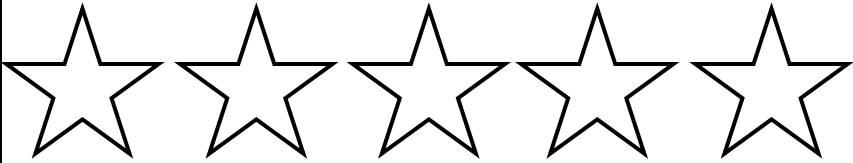
- a. To persuade.
- b. To inform.
- c. To entertain.



ANN CAMERON

**Rating:** How many stars would you rate this book?

- 1 being terrible and 5 being awesome.
- Be sure to color or shade your rating!



**Connect:** Does working as a *secret agent* or a *crimebuster* seem like something you would be interested in? Why or why not? Explain your reasoning.

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# Sight Words For Grade 3

Student Name: \_\_\_\_\_

DATE:																				
501 can't	521 region	541 window	561 arms	581 west																
502 matter	522 return	542 difference	562 brother	582 lay																
503 square	523 believe	543 distant	563 race	583 weather																
504 syllables	524 dance	544 heart	564 present	584 root																
505 perhaps	525 members	545 sit	565 beautiful	585 instruments																
506 bill	526 picked	546 sum	566 store	586 meet																
507 felt	527 simple	547 summer	567 job	587 third																
508 suddenly	528 cells	548 wall	568 edge	588 months																
509 test	529 paint	549 forest	569 past	589 paragraph																
510 direction	530 mind	550 probably	570 sign	590 raised																
511 center	531 love	551 legs	571 record	591 represent																
512 farmers	532 cause	552 sat	572 finished	592 soft																
513 ready	533 rain	553 main	573 discovered	593 whether																
514 anything	534 exercise	554 winter	574 wild	594 clothes																
515 divided	535 eggs	555 wide	575 happy	595 flowers																
516 general	536 train	556 written	576 beside	596 shall																
517 energy	537 blue	557 length	577 gone	597 teacher																
518 subject	538 wish	558 reason	578 sky	598 held																
519 Europe	539 drop	559 kept	579 glass	599 describe																
520 moon	540 developed	560 interest	580 million	600 drive																

Notes/ Observations

# Sight Words For Grade 3

Student Name: \_\_\_\_\_

DATE: \_\_\_\_\_

601 cross	621 buy	641 temperature	661 possible	681 fraction			
602 speak	622 century	642 bright	662 gold	682 Africa			
603 solve	623 outside	643 lead	663 milk	683 killed			
604 appear	624 everything	644 everyone	664 quiet	684 melody			
605 metal	625 tall	645 method	665 natural	685 bottom			
606 son	626 already	646 section	666 lot	686 trip			
607 either	627 instead	647 lake	667 stone	687 hole			
608 ice	628 phrase	648 consonant	668 act	688 poor			
609 sleep	629 soil	649 within	669 build	689 let's			
610 village	630 bed	650 dictionary	670 middle	690 fight			
611 factors	631 copy	651 hair	671 speed	691 surprise			
612 result	632 free	652 age	672 count	692 French			
613 jumped	633 hope	653 amount	673 cat	693 died			
614 snow	634 spring	654 scale	674 someone	694 beat			
615 ride	635 case	655 pounds	675 sail	695 exactly			
616 care	636 laughed	656 although	676 rolled	696 remain			
617 floor	637 nation	657 per	677 bear	697 dress			
618 hill	638 quite	658 broken	678 wonder	698 iron			
619 pushed	639 type	659 moment	679 smiled	699 couldn't			
620 baby	640 themselves	660 tiny	680 angle	700 fingers			

Notes/ Observations



# Sight Words For Grade 3

Student Name: \_\_\_\_\_

DATE:																				
701 row		721 grew		741 east		761 suppose		781 direct												
702 least		722 skin		742 pay		762 woman		782 ring												
703 catch		723 valley		743 single		763 coast		783 serve												
704 climbed		724 cents		744 touch		764 bank		784 child												
705 wrote		725 key		745 information		765 period		785 desert												
706 shouted		726 president		746 express		766 wire		786 increase												
707 continued		727 brown		747 mouth		767 choose		787 history												
708 itself		728 trouble		748 yard		768 clean		788 cost												
709 else		729 cool		749 equal		769 visit		789 maybe												
710 plains		730 cloud		750 decimal		770 bit		790 business												
711 gas		731 lost		751 yourself		771 whose		791 separate												
712 England		732 sent		752 control		772 received		792 break												
713 burning		733 symbols		753 practice		773 garden		793 uncle												
714 design		734 wear		754 report		774 please		794 hunting												
715 joined		735 bad		755 straight		775 strange		795 flow												
716 foot		736 save		756 rise		776 caught		796 lady												
717 law		737 experiment		757 statement		777 fell		797 students												
718 ears		738 engine		758 stick		778 team		798 human												
719 grass		739 alone		759 party		779 God		799 art												
720 you're		740 drawing		760 seeds		780 captain		800 feeling												

Notes/ Observations

Name: \_\_\_\_\_

<p>1. Summer is a time to dream! <u>List 5 places</u> you would like to travel. After each place, write a sentence sharing why you want to visit this place. Remember, a list means you will number each item.</p>	<p>2. Write a <u>letter</u> to your 2nd grade teacher and tell her 5 different things ways she could relax this summer. Remember, a letter begins with "Dear____," and ends with your name.</p>	<p>3. What is something you want to do, but mom says, "NO!" Share 3 strong reasons that you <b>SHOULD</b> be able to do what you want to do. Try hard to change her mind! Be <u>persuasive</u>.</p>	<p>4. You must be missing school by now!  Share five (5) things you really miss about being at school.</p>
<p>12. Tell me about something you learned how to do this summer. Was it hard to learn or surprisingly easy? Can you do it well enough now to teach someone else?</p>	<p><b>WRITING CHOICE BOARD</b></p> <p><b>Choose five (5) writing topics from the board.</b></p> <p><b>Inside the packet you will find five (5) writing pages with a blank box to write the number you chose to write about and answer ALL parts.</b></p> <p><b>You must have at least 5 sentences.</b></p> <p><b>Make sure your sentences are complete, on topic and that they use interesting words.</b></p> <p><b>Remember capitals and punctuation.</b></p>		<p>5. Your parent tells you it is very important to spend part of every day doing things outside.  What are five (5) fun things you can do outside in the summer?</p>
<p>11. If you have a pet, you need to read a story to your pet.  Now, share what story you read? What kind of pet do you have? How did they react to your read aloud? Would you want to do this again some day?</p>			<p>6. Help your mom make a <u>grocery list</u> of your favorite summer foods.  Include 10 items on your grocery list.  Go shopping with mom and write beside each item how much the item costs.  <b>Add up all your items!</b></p>
<p>10. It's fun to try to sell things in the summer. Tell me about your selling experience. Was it a garage sale? Did you sell lemonade? Did you sell things for a fundraiser?</p>	<p>9. Did you go on a vacation this summer? Where did you go? How did you get there? What was the best thing that happened? What part of the trip did you not like so much?</p>	<p>8. Have you done any arts or crafts this summer?  Tell me what you made? Describe your craft with many details. Did it turn out like you thought it would?</p>	<p>7. Learn something new this summer!  <u>Research</u> something you want to know more about. Share at least 5 sentences on this topic.</p>

Writing choice #

Writing choice #

Writing choice #

Writing choice #

Writing choice #

## The ABCs of 9-1-1

How does this poster present information?



# 9-1-1

1 **What is 9-1-1?**

2 9-1-1 is a FREE phone  
3 number to call in an  
4 emergency. Call 9-1-1 for  
5 FAST help for yourself or  
6 someone else.

7 **When do I call 9-1-1?**

8 Dial 9-1-1 ONLY if a  
9 person is hurt or in  
10 danger. Dial for help  
11 from the police, a doctor,  
12 or a firefighter.

13 **Who answers?**

14 The person who answers  
15 knows how to get you the  
16 right kind of help. That  
17 person will ask questions.  
18 Your answers guide the  
19 9-1-1 operator to the help  
20 you need most.

21 **Why must I answer**  
22 **questions?**

23 The operator must know  
24 who you are, where you  
25 are, and what's wrong.  
26 He or she will also tell  
27 you what to do until help  
28 gets there.

29 **How do I talk to the**  
30 **operator?**

31 Stay calm. Speak clearly.  
32 Describe the problem with  
33 facts, such as your exact  
34 address and full name.

35 **When is the call over?**

36 Stay on until you get the  
37 OK to hang up. Even if  
38 you have nothing more to  
39 say, let the operator hear  
40 what's going on.



Name \_\_\_\_\_ Date \_\_\_\_\_

## The ABCs of 9-1-1

▶ Answer each question. Give evidence from the poster.

1 Which would also make a good title for this poster?

- A. How to Make a Telephone Call     C. When You Have a Bad Cold  
 B. What to Do in an Emergency     D. Who Invented 9-1-1?

What helped you pick your answer? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2 Which is not an *emergency*?

- A. A fire breaks out in the kitchen.  
 B. A person falls and is too hurt to get up.  
 C. There is a squirrel in the attic.  
 D. A worker gets badly cut by a saw.

How did you pick your answer? \_\_\_\_\_

\_\_\_\_\_

3 When does a 9-1-1 call end? \_\_\_\_\_

\_\_\_\_\_

4 Why is it important to stay calm and speak clearly when you call 9-1-1?

\_\_\_\_\_

\_\_\_\_\_

## A New Book

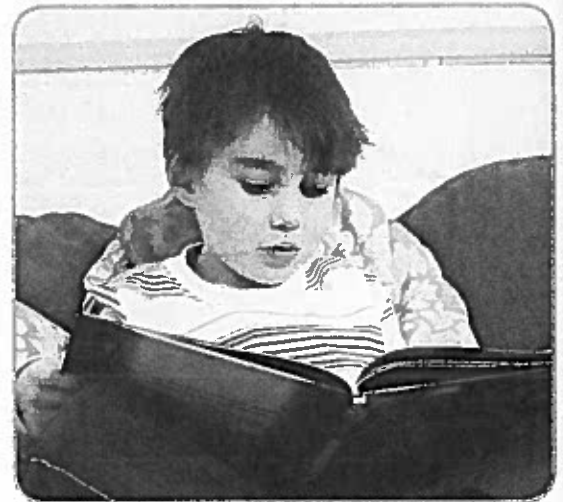
Read the language arts article.

Then follow the directions in the Text Marking box.

It's your birthday, and gifts are waiting to be opened! You happily unwrap one. It's that new book about whales. You are delighted. You hold it up and pause. You remember what your teacher said about how to explore a book before you read it.

First, study the front and back covers. Read the title and the name of the author. Look at any pictures. Then, flip through the pages to see how they look. Peek at the **illustrations**. Do any grab your attention? Next, turn to the beginning pages of the book to see what's there. Maybe the author has written an introduction. Finally, scan the table of contents. What topics will you read about?

So, will you open another gift or will you start reading?



Reading a new book

### Text Marking

Find the sequence of steps for exploring a book.



Draw boxes around the signal words **first, then, next, and finally.**

Underline the important steps.

1-2-3-4 Number the steps for exploring a book in paragraph 2.

# A New Book

► Answer each question. Give details from the article.

1 Which is another word for **illustrations**?

- A. gifts       B. pages       C. whales       D. pictures

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 What does the author say is the second thing to do when you explore a new book?

- A. Study the covers.       C. Check for an introduction.  
 B. Flip through the pages.       D. Look at the table of contents.

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 According to the article, what can you learn from a table of contents?

\_\_\_\_\_  
\_\_\_\_\_

4 How does the table of contents help you explore a book before you read it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Hamster or Gerbil?

Read the science article.

Then follow the directions in the Text Marking box.

At first glance, hamsters and gerbils look alike. Both are soft and adorable rodents. Both make good pets. Can you tell them apart?

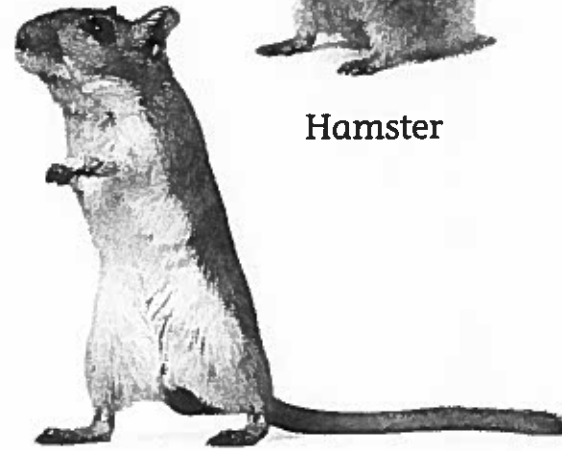
One way is to compare how they look. They can be the same size, but look at their tails. A hamster tail is short and stubby. But a gerbil tail is as long as the rest of its body. Now notice their heads. The hamster's head is round with chubby cheeks. But the gerbil's head is narrow, like a mouse's.

Or you could compare habits.

A gerbil plays all day and sleeps at night. In contrast, a hamster sleeps during the day. Suppose you have one of each. If the sound of little feet running on a wheel wakes you up at night, you can probably blame your hamster.



Hamster



Gerbil

### Text Marking

Compare and contrast hamsters and gerbils.



Draw boxes around the signal words **both**, **but**, and **in contrast**.



Circle one way they are alike.



Underline one way they are different.

# Hamster or Gerbil?

▶ Answer each question. Give details from the article.

1 Your "first glance" is when you \_\_\_\_\_ something for the first time.

- A. hear
- B. think
- C. touch
- D. look at

What helped you answer?

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2 Which is NOT true about gerbils?

- A. Gerbils are rodents.
- C. Gerbils have long tails.
- B. Gerbils play at night.
- D. Gerbils have narrow heads.

What helped you answer?

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3 Describe two ways that hamsters and gerbils look different.

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4 Explain one way that hamsters and gerbils act differently.

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# Martin's Birdhouse

## By Rachelle Kreisman



Drawing a picture can be fun. Drawing can also help people communicate. Putting an idea on paper is sometimes a good way to solve a problem.

Here is an example. Martin wanted to build a new birdhouse. The last one he had built fell apart after one windy night. This time, Martin knew he had to make a stronger birdhouse. He just was not sure how to do that.

Martin asked his friend Diego for help. Diego was good at building things. Martin explained his idea about the birdhouse, but Diego was confused. So Martin drew a picture to show what he was thinking.

Diego looked at the sketch carefully. "Why does the hole for the bird need to be so big?" he asked Martin. "It doesn't," said Martin. "You're right." Diego also suggested that the birdhouse could be attached to the tree in a much better way. He drew another picture to show Martin how that attachment would work.

After talking a while longer, Martin and Diego drew one more sketch. Then they began building the birdhouse together. "We are a good team," Martin told Diego. "I think your ideas will make my birdhouse stronger!"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does Martin want to build?

- A) a birdhouse
- B) a tree house
- C) a dog house

2. When in the story do Martin and Diego begin building a birdhouse together?

- A) at the beginning of the story
- B) in the middle of the story
- C) at the end of the story

3. Martin says that he and Diego are a good team.

What evidence from the story supports the idea that Martin and Diego are a good team?

- A) The last birdhouse Martin built fell apart, so he asks his friend Diego for help.
- B) Martin explains his idea about the birdhouse to Diego, but Diego is confused.
- C) Martin and Diego communicate and work together to make the birdhouse stronger.

4. What does the first picture that Martin draws probably show?

- A) Diego's face
- B) a bird
- C) a birdhouse

5. What is the theme of this story?

- A) Drawing a picture can help people communicate.
- B) The last birdhouse Martin built fell apart after a windy night.
- C) Diego is good at building things.

6. Read these sentences from the story.

"Martin explained his idea about the birdhouse, but Diego was confused. So Martin drew a picture to show what he was thinking.

"Diego looked at the sketch carefully. 'Why does the hole for the bird need to be so big?' he asked Martin."

What does the word "sketch" mean here?

- A) book
- B) sentence
- C) picture

7. Choose the answer that best completes this sentence.

Martin asks Diego for help \_\_\_\_\_ he wants to build a stronger birdhouse.

- A) so
- B) because
- C) but

8. How does Diego feel when Martin first explains his idea about the birdhouse?

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9. What does Martin do to show Diego what he is thinking?

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10. How can drawing help people communicate? Support your answer with evidence from the story.

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# At the Lake

## By Linda Ruggieri



Layla and her family were driving to the town park. It was a hot day. She wanted to swim in the lake. As they got out of the car, Layla saw her friends.

“Let’s go into the water!” she called.

Layla always had fun at the park in the summer. Families had picnics. The kids played and went swimming in the lake.

In the spring, Layla’s dad took her fishing at the lake. They went early in the morning. The lake water was still. It was different from the river, which had water that rushed by.

One morning in the fall, the lake had fog over it. Layla’s dad told her how fog formed. He said hot summer days had warmed the water. Then cooler fall air moved over the lake’s warm water. The water vapor, or the gas form of water, in the air became cool. That caused condensation. It changed the gas into tiny drops of water. We can see those drops of water hang in the air as fog.

Layla loved winter at the park, too. The cold temperatures made the lake freeze. When the ice was thick and safe, people went ice-skating.

The lake changed from season to season. But it was always a place to have fun!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Where does this story take place?

- A) at the lake in the town park
- B) at a river near the town
- C) in Layla's family's car

2. During what season does this story begin?

- A) winter
- B) fall
- C) summer

3. Layla likes swimming in the lake during the summer because it's hot outside.

What evidence from the text supports this statement?

- A) "In the spring, Layla's dad took her fishing at the lake. They went early in the morning. The lake water was still."
- B) "Layla and her family were driving to the town park. It was a hot day. She wanted to swim in the lake."
- C) "As they got out of the car, Layla saw her friends. 'Let's go into the water!' she called."

4. Why might Layla have only seen fog over the lake in the fall?

- A) because the air is cool and the water is still warm in the fall, which helps fog form
- B) because fog only forms on one day a year, and that day is in the fall
- C) because Layla only goes to the lake during the fall, not during other seasons

5. What is the main idea of this text?

- A) Layla has the most fun at the lake during the summer, when she can go swimming.
- B) Layla enjoys spending time at the lake, but she likes the river even better.
- C) Although the lake changes every season, Layla always enjoys spending time there.

6. Read these sentences from the text.

"Layla and her family were driving to the town park. It was a hot day. She wanted to swim in the lake. As they got out of the car, Layla saw her friends.

"Let's go into the water!" she called."

Why might the author have started the story in this way?

- A) to introduce the reader to the lake
- B) to show why hot days are the most fun
- C) to make the reader want to go swimming

7. Choose the answer that best completes this sentence.

Layla loves summer at the park, \_\_\_\_\_ she loves winter at the park too.

- A) so
- B) because
- C) but

8. What do Layla and her friends do in the lake during the hot summer?

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9. Why are people able to go ice-skating on the lake in the winter?

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10. How do the changing seasons affect what Layla can do at the lake? Use evidence from the text to support your answer.

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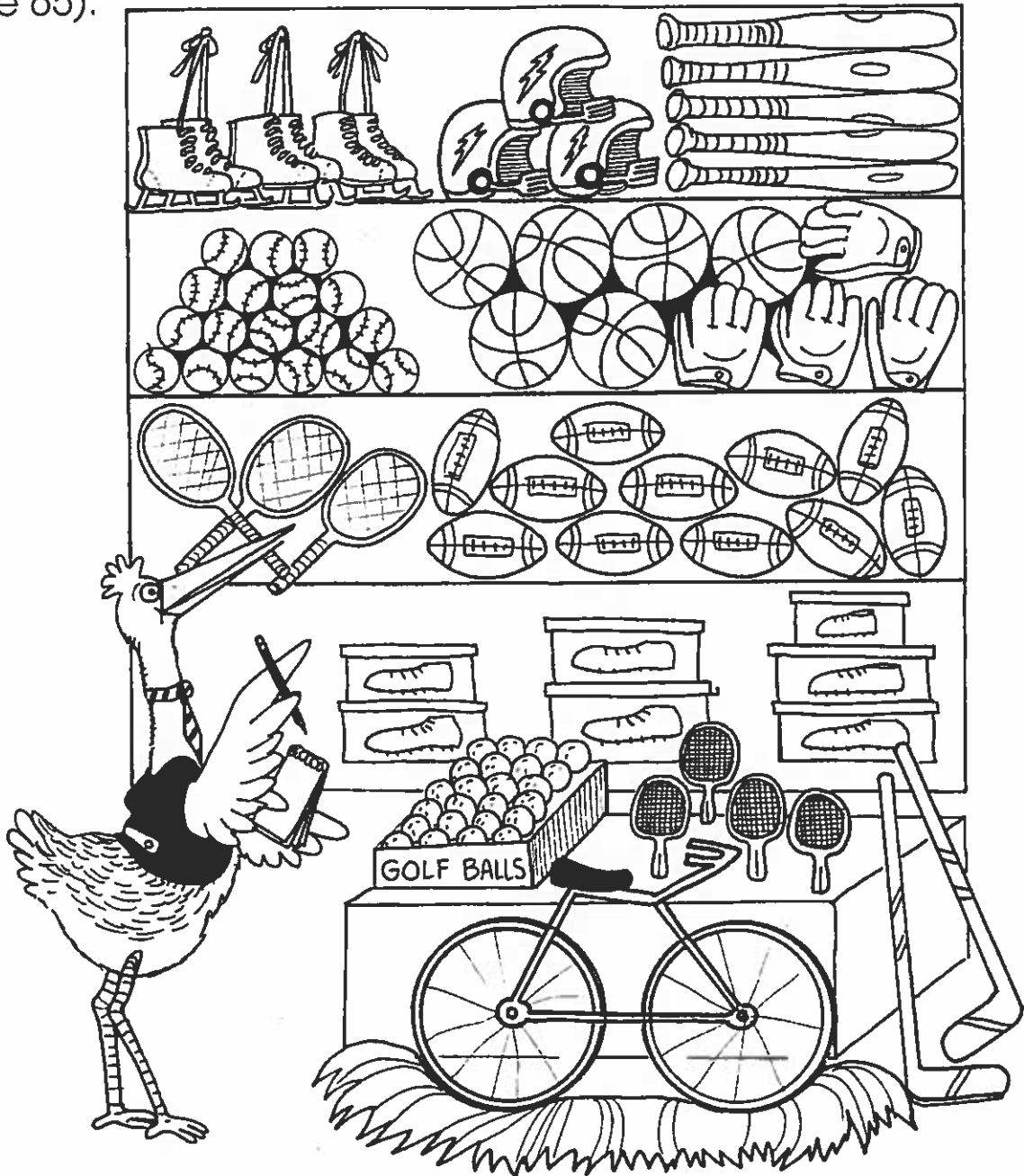
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# On the Shelves

Mr. Stork has to count all the equipment in his store every year. It's a big job. He needs your help.

Count each group, and write the number on the next page (page 65).



Color all the things on the store shelves.














Use with page 65.

Name \_\_\_\_\_

# On the Shelves, continued

Write the number of each kind of thing you counted.

























a.		_____ ?
b.		_____ ?
c.		_____ ?
d.		_____ ?
e.		_____ ?
f.		_____ ?
g.		_____ ?
h.		_____ ?
i.		_____ ?
j.		_____ ?
k.		_____ ?
l.		_____ ?
m.		_____ ?

< means **less than**

> means **greater than**

= means **equal to**

Write <, >, or = in each box.

1.		<input type="text"/>	
2.		<input type="text"/>	
3.		<input type="text"/>	
4.		<input type="text"/>	
5.		<input type="text"/>	
6.		<input type="text"/>	
7.		<input type="text"/>	
8.		<input type="text"/>	
9.		<input type="text"/>	
10.		<input type="text"/>	
11.		<input type="text"/>	

Use with page 64.

Name \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

hundreds	tens	ones

a.  $167 + 224 =$  \_\_\_\_\_

hundreds	tens	ones

b.  $518 + 245 =$  \_\_\_\_\_

hundreds	tens	ones

c.  $482 + 369 =$  \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve by drawing place value disks on a chart. Then, use addition to check your work.

a. $373 - 180$	Solve vertically or mentally:	Check:
b. $463 - 357$	Solve vertically or mentally:	Check:
c. $723 - 584$	Solve vertically or mentally:	Check:

# T-Shirts for T-Ball

These little frogs forgot the name of their T-ball team!

Help them remember by finding the answers to the T-shirt problems.

Each answer matches a letter in the Code Box.

Write the letter on the shirt.

Then read the name of the team.

## Code Box

$91 = S$

$20 = G$

$45 = F$

$41 = L$

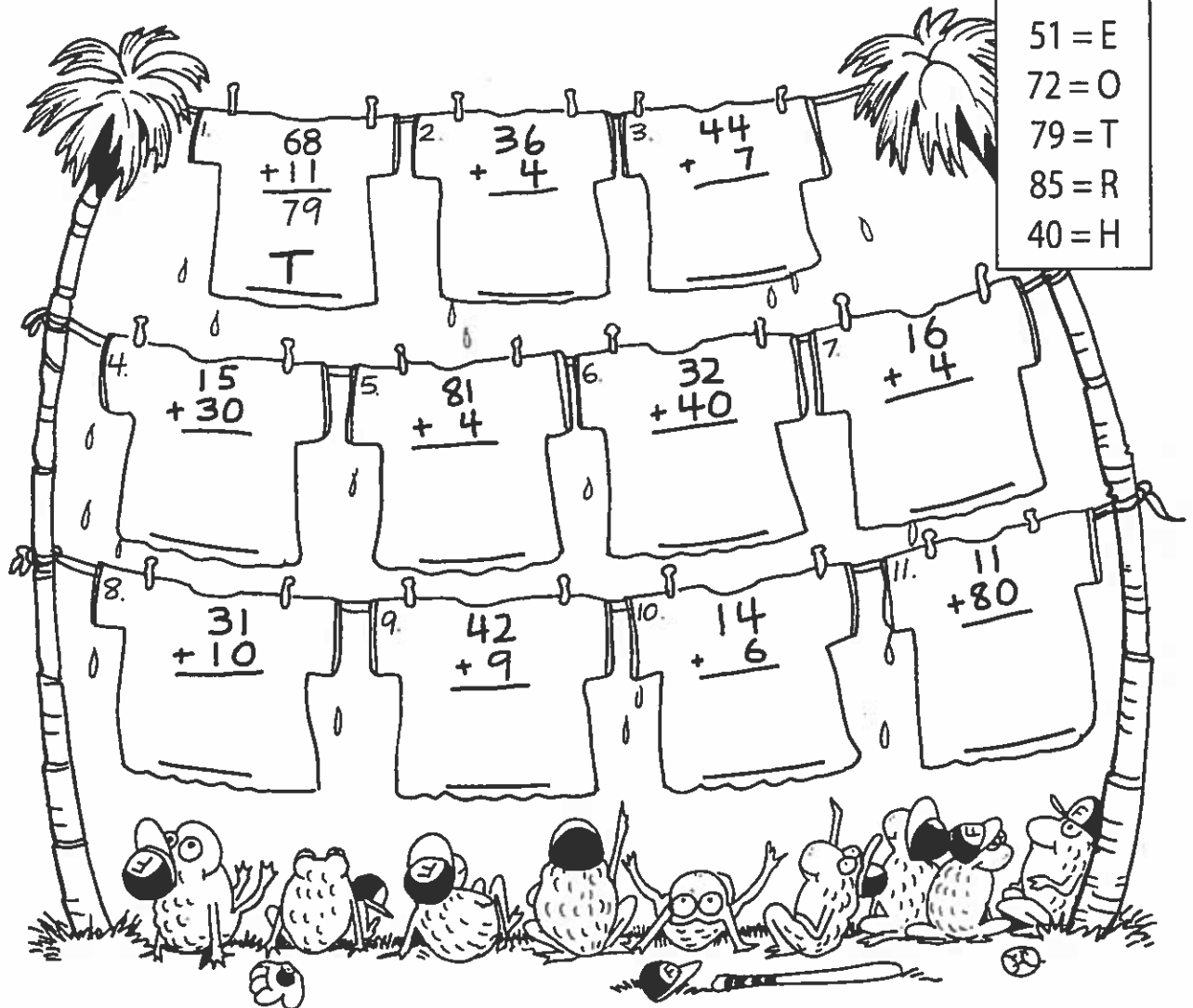
$51 = E$

$72 = O$

$79 = T$

$85 = R$

$40 = H$



Name \_\_\_\_\_



## Expanding Numbers

**Directions:** Read the three-digit numbers below. Write the expanded form for each hundreds number.

468

$$400 + 60 + 8$$

592

\_\_\_\_\_

912

\_\_\_\_\_

763

\_\_\_\_\_

841

\_\_\_\_\_

608

\_\_\_\_\_

359

\_\_\_\_\_

218

\_\_\_\_\_

Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

What is the Fraction of the Shaded Area ?



Shade the Figure with the Indicated Fraction.



	Hundreds	Tens	Ones
	9	2	2
-	3	8	8
<hr/>			

	Hundreds	Tens	Ones
	8	3	2
-	4	7	6
<hr/>			

	Hundreds	Tens	Ones
	5	2	4
-	2	6	9
<hr/>			

	Hundreds	Tens	Ones
	6	2	3
-	3	5	8
<hr/>			

	Hundreds	Tens	Ones
	8	4	2
-	5	7	5
<hr/>			

	Hundreds	Tens	Ones
	7	5	2
-	4	8	7
<hr/>			

	Hundreds	Tens	Ones
	6	9	6
+	1	7	7
<hr/>			

	Hundreds	Tens	Ones
	2	8	7
+	4	8	8
<hr/>			

	Hundreds	Tens	Ones
	1	9	7
+	7	3	7
<hr/>			

	Hundreds	Tens	Ones
	4	8	9
+	2	5	8
<hr/>			

	Hundreds	Tens	Ones
	3	8	9
+	4	7	8
<hr/>			

	Hundreds	Tens	Ones
	1	9	6
+	3	8	9
<hr/>			

## Second Grade Story Problems

Write a number sentence and statement to answer the sticker questions below. Include a math drawing if you like.

Trevor's mom gave him 6 stickers to start his collection. He received 25 more for his birthday. How many stickers does Trevor have now?

James has 40 stickers and gives away 7. How many stickers does James have now?

Robert has 16 cups. Some are red. Nine are blue. How many cups are red?

\_\_\_\_\_ cups are red.

Lucy spent \$8 on a game. She started with \$14. How much money does Lucy have left?

---

There were 68 plates in the sink at the end of the day. There were 40 plates in the sink at the beginning of the day. How many plates were added throughout the day?

Kiera has 62 blocks, and Pete has 37 blocks. They give away 75 blocks. How many blocks do they have left?



Name \_\_\_\_\_

Orbit clockwise around the page with your co-pilot for about 2-3 minutes. Say all the problems and answers in order.

16	15	16	15	14	15	14	9	14	15
-8	-7	-8	-8	-7	-6	-6	-8	-7	-9

Start



15
-8

15
-8

14
-6

15
-7

14
-8

16
-9

16
-8

15
-7

15
-8

One Minute Test							Goal	Completed
13	14	12	6	9	4	7	<input type="text"/>	<input type="text"/>
-6	-8	-5	-1	-1	-2	-2		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
10	9	11	17	11	8	18		
-4	-3	-9	-8	-2	-2	-9		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
16	14	6	15	10	11	13		
-9	-7	-6	-8	-2	-8	-7		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
2	8	14	6	5	10	4		
-1	-5	-7	-3	-2	-5	-2		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
13	12	13	3	15	6	18		
-9	-4	-8	-3	-6	-6	-9		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
9	9	15	11	8	16	11		
-5	-0	-9	-6	-2	-8	-4		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
7	5	10	6	4	12	11		
-5	-1	-9	-4	-1	-9	-3		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
14	18	9	8	12	12	16		
-6	-9	-3	-4	-6	-3	-7		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		

16
-7

14
-8

8
-6

16
-9

14
-7

16
-8

12
-7

16
-8

14
-6

## ROCKET MATH FACT PRACTICE

THESE ARE THE FOUR NEW FACTS THAT YOUR CHILD MUST KNOW TO GRADUATE TO THE NEXT LETTER LEVEL.

PLEASE WRITE EACH EQUATION AND ANSWER 5 TIMES.

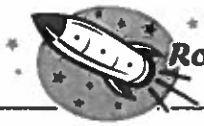
## ROCKET MATH LEVEL T



STUDENT: \_\_\_\_\_

New Fact	Write equation and answer	Write equation and answer	Write equation and answer	Write equation and answer	Write equation and answer
$\begin{array}{r} 12 \\ - 5 \\ \hline 7 \end{array}$					
$\begin{array}{r} 12 \\ - 7 \\ \hline 5 \end{array}$					
$\begin{array}{r} 11 \\ - 5 \\ \hline 6 \end{array}$					
$\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array}$					





# Rocket Math Subtraction Set G

Name \_\_\_\_\_

Orbit clockwise around the page with your co-pilot for about 2-3 minutes. Say all the problems and answers in order.

6	6	11	11	10	5	10	5	4	10
-2	-4	-2	-9	-9	-2	-1	-3	-2	-2

Start



10  
-1

6  
-4

11  
-9

5  
-3

10  
-2

6  
-2

10  
-8

4  
-2

6  
-2

**One-Minute Test**

Goal  Completed

9 -1	3 -2	7 -6	4 -2	10 -1	11 -2	5 -2
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 -1	6 -5	9 -8	6 -2	6 -5	10 -9	5 -4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10 -2	10 -8	5 -3	4 -3	4 -1	3 -1	6 -4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9 -8	6 -1	2 -1	7 -1	8 -7	8 -1	5 -1
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11 -9	5 -2	10 -2	4 -2	4 -1	2 -1	6 -2
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8 -7	7 -1	5 -3	6 -4	10 -1	4 -2	7 -6
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 -1	4 -2	4 -3	3 -2	11 -9	4 -2	10 -8
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11 -2	6 -5	9 -8	9 -1	10 -1	10 -2	9 -8
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

11  
-9

10  
-2

6  
-4

5  
-3

10  
-9

8  
-7

5  
-2

11  
-2

11  
-2

# ROCKET MATH FACT PRACTICE

THESE ARE THE FOUR NEW FACTS THAT YOUR CHILD MUST KNOW TO GRADUATE TO THE NEXT LETTER LEVEL.

PLEASE WRITE EACH EQUATION AND ANSWER 5 TIMES.

## ROCKET MATH LEVEL L



STUDENT: \_\_\_\_\_

New Fact	Write equation and answer	Write equation and answer	Write equation and answer	Write equation and answer	Write equation and answer
$\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$					
$\begin{array}{r} 8 \\ - 5 \\ \hline 3 \end{array}$					
$\begin{array}{r} 17 \\ - 8 \\ \hline 9 \end{array}$					
$\begin{array}{r} 17 \\ - 9 \\ \hline 8 \end{array}$					

