

Back-to-School Activity Guide



Third Grade

About This Guide

Are you concerned that over the summer your child will forget everything he or she learned in the second grade? This packet of fun activities and skill-builders will help prepare your child for the new school year. Each activity has been selected to draw on prior knowledge and is a sneak peek of what he or she will learn in the third grade. Enjoy these worksheets with your son or daughter during the summer months, and once it's time to go back to school, your child will feel well-rested *and* equipped for the upcoming year.

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Third Grade: What Will They Learn?

Unlike second grade, where so much time is spent reinforcing the skills taught in first grade, many new and more sophisticated skills are introduced in third grade. At this level, most students will now have nightly homework assignments. Find out what else your child will learn this year.

- Recognize simple subjects and predicates.
- Write sentences with subject/verb agreement.
- Work out the pronunciation and meaning of unfamiliar words.
- Use comprehension skills in reading.
- Identify the plot, setting, and main characters of a story.
- Use a dictionary.
- Write paragraphs with a topic/main idea sentence and supporting details.
- Add and subtract any numbers from 100–1,000.
- Multiply numbers to 9×9 and be able to determine each related division fact.
- Measure using standard and metric units.
- Appreciate local history and national figures.
- Conduct simple scientific investigations.



Exploring Addition Patterns

Use basic facts and place-value patterns to find each sum.

1. How can you use patterns to add 400 and 900?

2. What basic fact can you use to find $200 + 700$? Explain.

3. Can you use the basic fact $5 + 1$ to solve $\$50 + \10 ?
Explain.

4. Can you use the basic fact $5 + 1$ to solve $500 + 10$?
Explain.

5. a. Find 3 pairs of numbers to fill in the boxes so that the sum does not have a digit in the thousands place.

hundreds + hundreds

- b. What patterns do you notice in your number pairs?

6. a. Find 3 pairs of numbers to fill in the boxes so that the sum has a digit in the thousands place.

hundreds + hundreds

- b. What patterns do you notice in your number pairs?

Exploring Addition Patterns

Use basic facts and place-value patterns to find each sum.

1. How can you use patterns to add 400 and 900?

$4 + 9 = 13$; $40 + 90 = 130$; $400 + 900 = 1,300$

2. What basic fact can you use to find $200 + 700$? Explain.

$2 + 7 = 9$; 2 hundreds + 7 hundreds = 9 hundreds

3. Can you use the basic fact $5 + 1$ to solve $\$50 + \10 ? Explain.

Yes; $5 + 1 = 6$, $\$50 + \$10 = \$60$

4. Can you use the basic fact $5 + 1$ to solve $500 + 10$? Explain.

No; $500 + 10 = 510$

5. a. Find 3 pairs of numbers to fill in the boxes so that the sum does not have a digit in the thousands place.

hundreds + hundreds _____

Possible answer: 3 and 2, 6 and 1, 4 and 4

- b. What patterns do you notice in your number pairs?

Possible answer: There is no digit in the thousands place if the basic fact sum is less than 10.

6. a. Find 3 pairs of numbers to fill in the boxes so that the sum has a digit in the thousands place.

hundreds + hundreds _____

Possible answer: 7 and 6, 9 and 3, 5 and 8

- b. What patterns do you notice in your number pairs?

Possible answer: There is a digit in the thousands place if the basic fact sum is 10 or greater.

Multiplying by 2

1.
$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

11. 2×7

12. 6×2

13. 1×2

14. 9×2

15. 2×4

16. At a basketball game, the girls' team scored 7 two-point baskets. How many points did they score? _____

17. Ms. Young's class made team banners. They sold 9 banners for \$2 each. How much did the class earn? _____

Test Prep Circle the correct letter for each answer.

18. There are 5 tall clowns and 4 short clowns at the circus. Each clown is holding 2 balloons. How many balloons are the clowns holding?

A 18 balloons

C 14 balloons

B 16 balloons

D 9 balloons

19. Nancy studies 2 hours a day 5 days a week. How many hours a week does she study?

A 3 hours

C 10 hours

B 7 hours

D 14 hours

Answer Key

Multiplying by 2

$$\begin{array}{r} 1. \quad 2 \\ \times 8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 2. \quad 4 \\ \times 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 3. \quad 2 \\ \times 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 4. \quad 7 \\ \times 2 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 5. \quad 9 \\ \times 2 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 6. \quad 2 \\ \times 6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 7. \quad 2 \\ \times 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8. \quad 2 \\ \times 9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 9. \quad 8 \\ \times 2 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 10. \quad 5 \\ \times 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 11. \quad 2 \times 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 12. \quad 6 \times 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 13. \quad 1 \times 2 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 14. \quad 9 \times 2 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 15. \quad 2 \times 4 \\ \hline 8 \end{array}$$

16. At a basketball game, the girls' team scored 7 two-point baskets. How many points did they score?

14 points

17. Ms. Young's class made team banners. They sold 9 banners for \$2 each. How much did the class earn?

\$18

Test Prep Circle the correct letter for each answer.

18. There are 5 tall clowns and 4 short clowns at the circus. Each clown is holding 2 balloons. How many balloons are the clowns holding?

A 18 balloons

C 14 balloons

B 16 balloons

D 9 balloons

19. Nancy studies 2 hours a day 5 days a week. How many hours a week does she study?

A 3 hours

C 10 hours

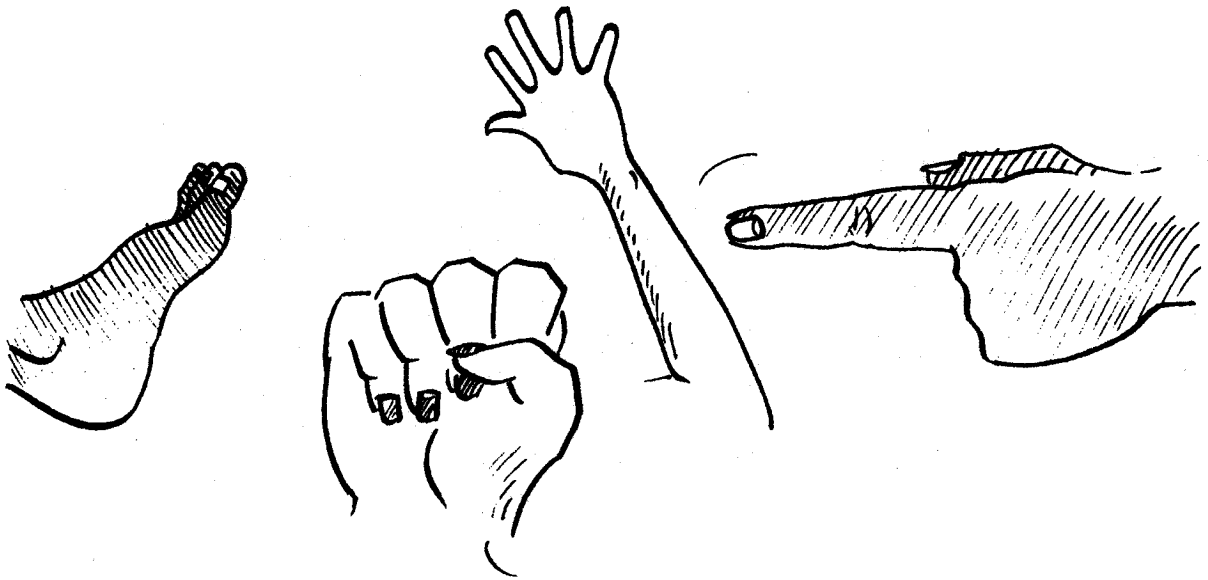
B 7 hours

D 14 hours

Measure Your Body Parts

Antonio and Michael wanted to see how they measured using centimeters. The boys took turns measuring each other with a meter tape. They wrote their measurements and then compared them to each other. You and your partner get a meter tape and take turns measuring each other and recording the data.

1. the length of my pointer finger _____ centimeters
2. from my elbow to the tip of my pointer finger _____ centimeters
3. around my fist _____ centimeters
4. from my knee to my ankle _____ centimeters
5. the length of my foot _____ centimeters
6. around my knee _____ centimeters
7. the length of my thumb _____ centimeters
8. my shoulder to the tip of my finger _____ centimeters





Summer Reading Suggestions

Grades 3-5



Camp Confidential: Natalie's Secret by Melissa J. Morgan
Natalie Goode makes the leap from city life to Camp Lakeview, where the secret she's been keeping might get in the way of making new friends. It's the first book in the hilarious series about life at summer camp.



Pedro's Journal by Pam Conrad

This novel tells the story of a ship's boy who accompanies Christopher Columbus on his journey to find the New World. Pedro sees Columbus as egotistical and hot-tempered. He describes the native people as peaceful and unfairly terrorized by the Spanish.

Adam Canfield, Watch Your Back! by Michael Winerip

The star reporter is caught up in a big scoop—but this time it's about him. This savvy, engaging story takes on school bullies and other tyrants.

Diary of a Wimpy Kid by Jeff Kinney

In this laugh-out-loud “novel in cartoons,” seventh-grader Greg Heffley chronicles the horrors of middle school, his escapades with best friend Rowley, and the ups and downs common in most families. This is the first book in a five-part series.

Callahan Cousins: Summer Begins by Elizabeth Doyle Carey

Follow four preteen girls who are having the adventure of a lifetime while spending the summer with their grandmother on Gull Island. This book celebrates family ties, loyalty, and the wisdom of children.

How to Eat Fried Worms by Thomas Rockwell

This is the story of Billy, a 10 year old who takes a bet that he can eat 15 worms in 15 days—for \$50. Billy's friends try to make the task more appealing by cooking up and dressing up the worms. Yum!

The Tale of Despereaux by Kate DiCamillo

This is the story of Despereaux Tilling, a mouse who is in love with music, stories, and a princess named Pea. Despereaux and his friends embark on a journey that includes castles, dungeons, and lessons in friendship.



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The Puppet Show

Below you will find two sets of words. None of the sets will be a complete sentence. The subject set tells what each sentence will be about when you finish. The predicate set tells what each subject will be doing.

Part One: READ each subject set of words. Pick the best predicate set and write them together to make a sentence.

SUBJECT

The puppet show
All of the children
Mrs. Jackson, our teacher,
Mr. Sam and Mr. Dave

PREDICATE

wants us to have fun.
are our bus drivers.
was brought to the theater.
enjoyed the puppet show.



1. _____

2. _____

3. _____

4. _____

Part Two: FINISH THE PUZZLE.

1. Who is Mrs. Jackson? _____
2. Who are Sam and Dave? _____
3. What did Mrs. Jackson want the children to have? _____
4. What did the children see at the theater?

Quiz: Subject/Verb Agreement

Determine whether each of the following sentences are currently correct, or if the verb should be replaced by a different word. Circle your answer.

1. Bill **am** going to the store.

- a. *correct*
- b. is
- c. was
- d. were
- e. does

2. The teachers **are** going to go to the movie.

- a. *correct*
- b. am
- c. is
- d. were
- e. was

3. This **are** going to be the easiest quiz of all time.

- a. *correct*
- b. is
- c. am
- d. was
- e. were

4. One day I **were** at the movies and lost a dollar.

- a. *correct*
- b. was
- c. am
- d. is
- e. when

5. The **is** a fun quiz that I am taking today.

- a. *correct*
- b. was
- c. were
- d. am
- e. does

6. One time I **were** in the mountains.

- a. *correct*
- b. am
- c. is
- d. was
- e. does

7. This **am** getting easier and easier.

- a. *correct*
- b. were
- c. was
- d. is
- e. will

8. One day I **is** going to be the top dog.

- a. *correct*
- b. were
- c. am
- d. was
- e. will

9. I **am** getting all of these correct.

- a. *correct*
- b. will
- c. was
- d. are
- e. were

10. I **be** get all of the questions right!

- a. *correct*
- b. am
- c. is
- d. were
- e. will

Answer Key
Quiz: Subject/Verb Agreement

1. Bill **is** going to the store. (b)
2. The teachers **are** going to go to the movie. (a)
3. This **is** going to be the easiest quiz of all time. (b)
4. One day I **was** at the movies and lost a dollar. (b)
5. The **is** a fun quiz that I am taking today. (a)
6. One time I **was** in the mountains. (d)
7. This **is** getting easier and easier. (d)
8. One day I **am** going to be the top dog. (c)
9. I **am** getting all of these correct. (a)
10. I **will** get all of the questions right! (e)

Writing a Story About Me

Story Organizer

You can use this graphic organizer to model how to begin organizing ideas.
Children can make a similar planner for their own work.

What happened first?

We found a cat.

What happened next?

Mom let us keep him.

We named him Sam.

What happened last?

Sam had kittens.

We changed Sam's name to Samantha.

A Story About Me

Story Organizer

What happened first?



What happened next?



What happened last?

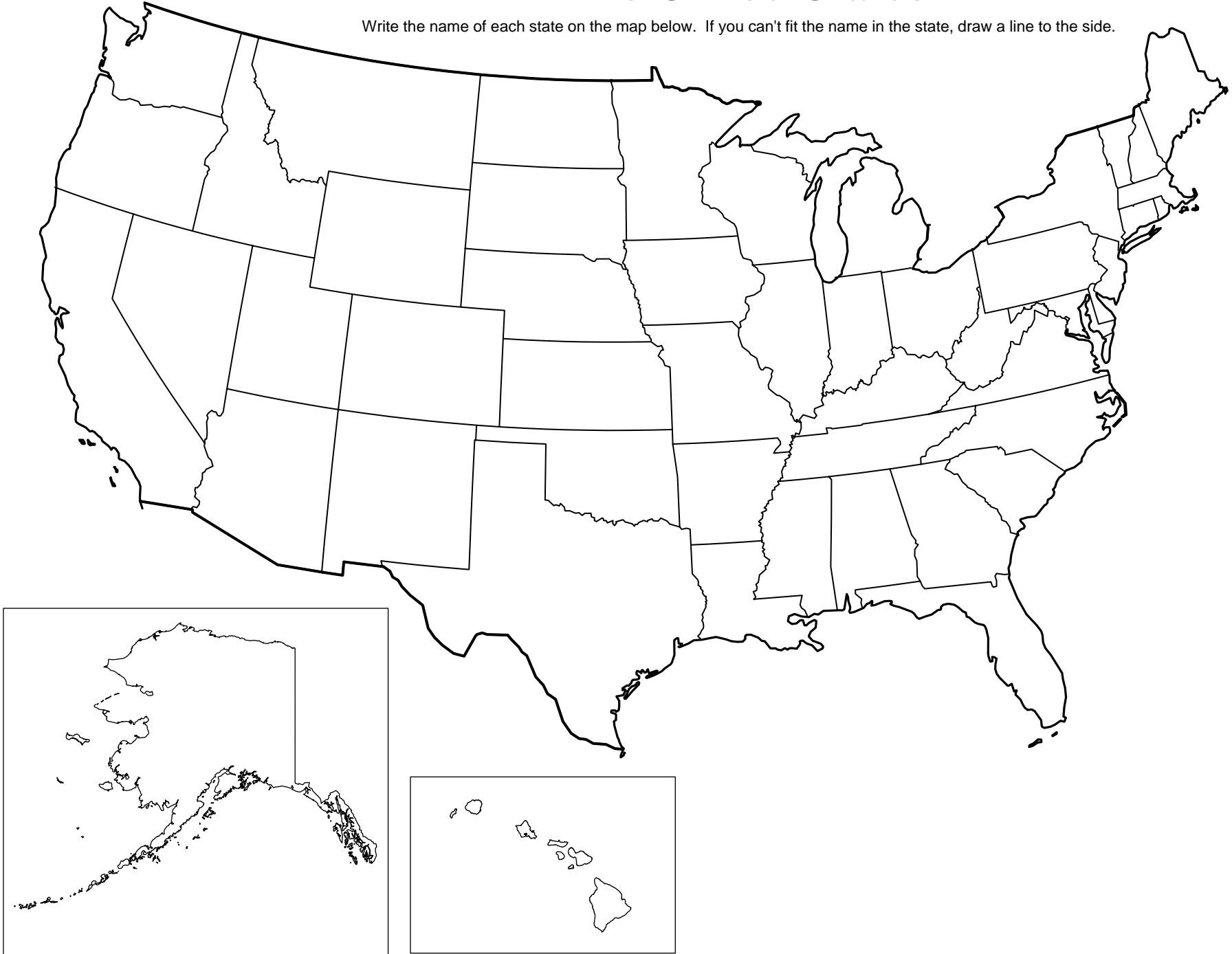
A Story About Me

Revising Checklist

Questions	yes	no	not sure
1. Does my story tell what happened in order?			
2. Have I told how I felt?			
3. Did I include details to make my story interesting?			
4. Did I use a command and an exclamation?			
5. Is there anything I want to change?			

The United States

Write the name of each state on the map below. If you can't fit the name in the state, draw a line to the side.



(not to scale)

Who's Who of American Coins

Directions: Look at the picture on each of the coins. Read the description about the person. Look in the word box for that person's name and write the name on the line next to the coin.

Word Box

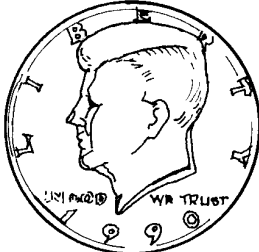
Susan B. Anthony
Abraham Lincoln

John F. Kennedy
George Washington

Franklin Roosevelt
Thomas Jefferson



1. This person was the third president of the United States. The coin is worth five cents. _____



2. This person was the president who encouraged the United States space program. The coin is worth 50 cents. _____



3. This person was the first president of the United States. The coin is worth 25 cents. _____



4. This person is the only woman shown on a United States coin. The coin is worth one dollar. _____



5. This person was elected as president for four terms of office. The coin is worth 10 cents. _____



6. This person was called Honest Abe. The coin is worth one cent. _____

Answer Key

1. Thomas Jefferson
2. John F. Kennedy
3. George Washington
4. Susan B. Anthony
5. Franklin Roosevelt
6. Abraham Lincoln

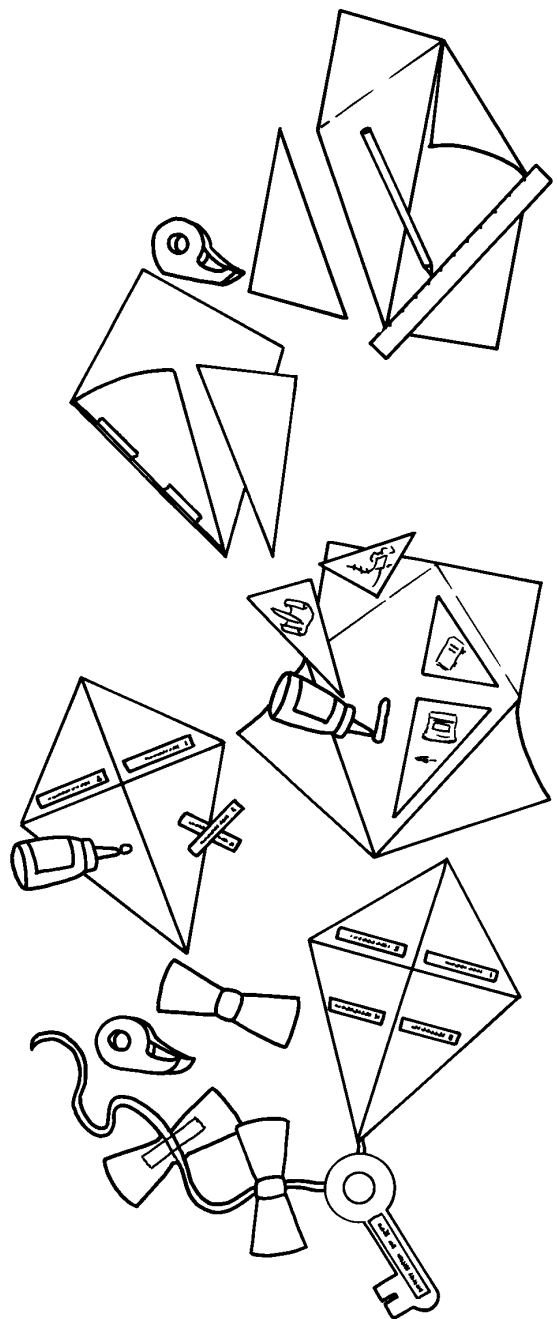
Putting Together *Benjamin Franklin*

Materials

- One piece of 9" x 12" construction paper, any color
- a 24" piece of string
- a 4" x 6" piece of yellow or gray construction paper
- three 2" x 5" pieces of any color construction paper
- a copy of titles and text
- stapler
- glue and cellophane tape
- scissors

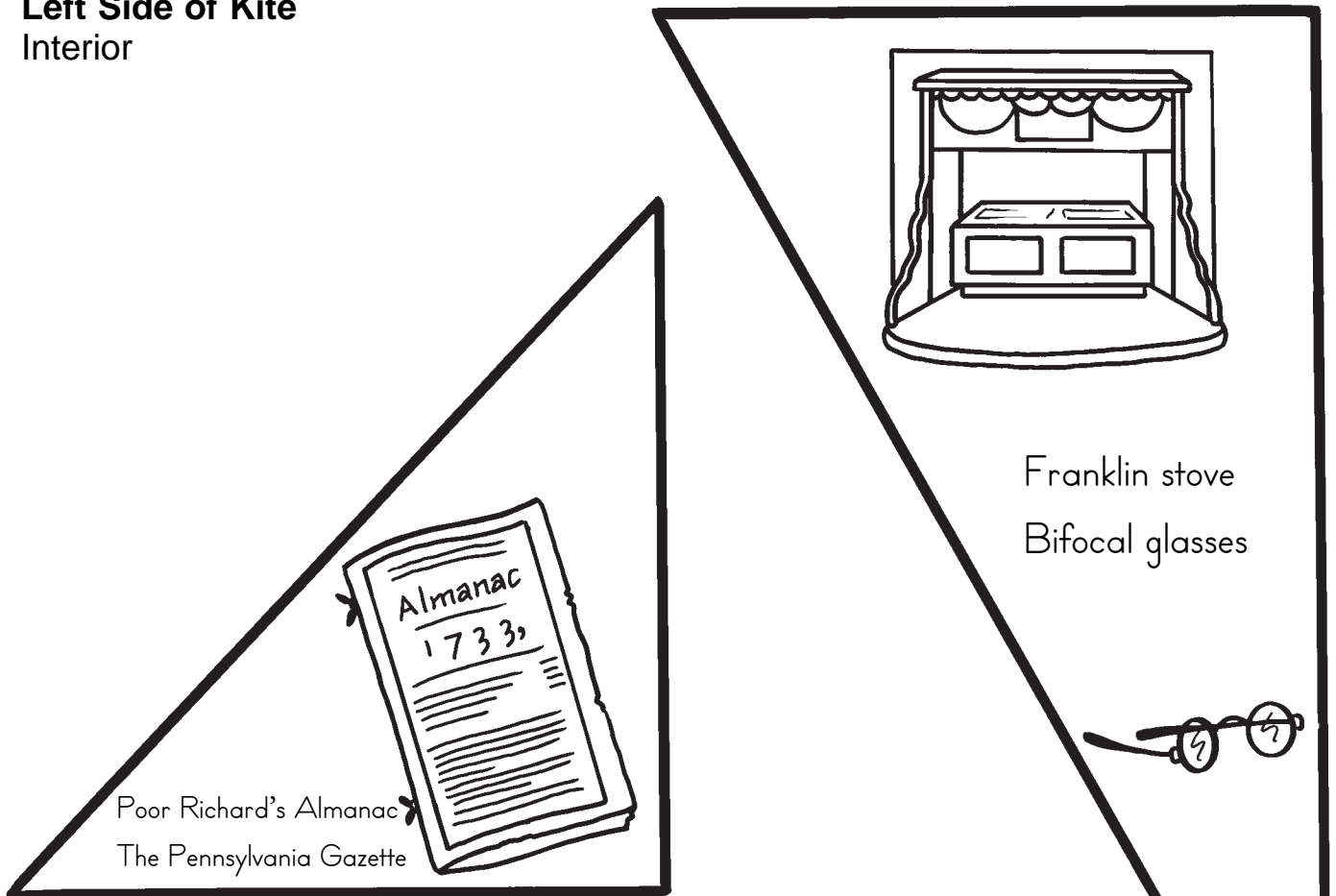
Assembly Directions

1. To make the kite shape, fold the 9" x 12" sheet of construction paper lengthwise, matching the ends. Unfold.
2. Diagonally fold both top corners toward the center line of the paper, making the ends meet.
3. Use a straight edge to draw lines from the center point at the bottom to the bottom outside corners of the folded, top flaps. Cut on these lines, reserving the pieces for the bottom flaps.
4. Flip the pieces and tape them to the bottom of the kite shape.
5. Unfold all four flaps. Cut out the text strips on dotted lines and glue them to the inside of the kite.
6. Fold the flaps back over.
7. Cut out the titles and glue the appropriate one to the front of each flap. (Make sure the numerals correspond.)
8. Cut out and trace the key pattern onto 4" x 6" construction paper. Cut out the key, then cut out and attach the title.
9. Cut out the bow pattern. Trace onto three 2" x 5" pieces of construction paper. Cut out the bows.
10. Make the kite tail by taping the string to the back of the kite. Tape the key and the bows down its length.



Benjamin Franklin

Left Side of Kite
Interior



Exterior Labels

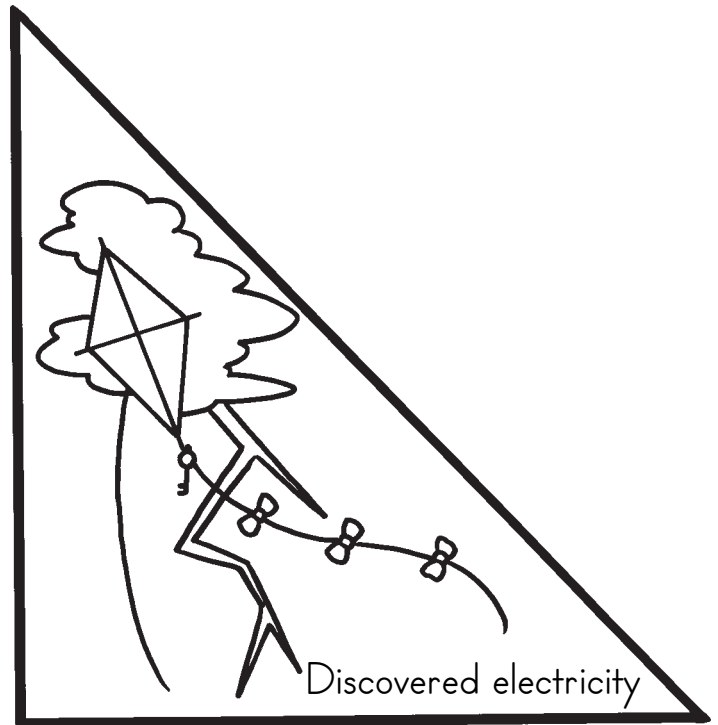
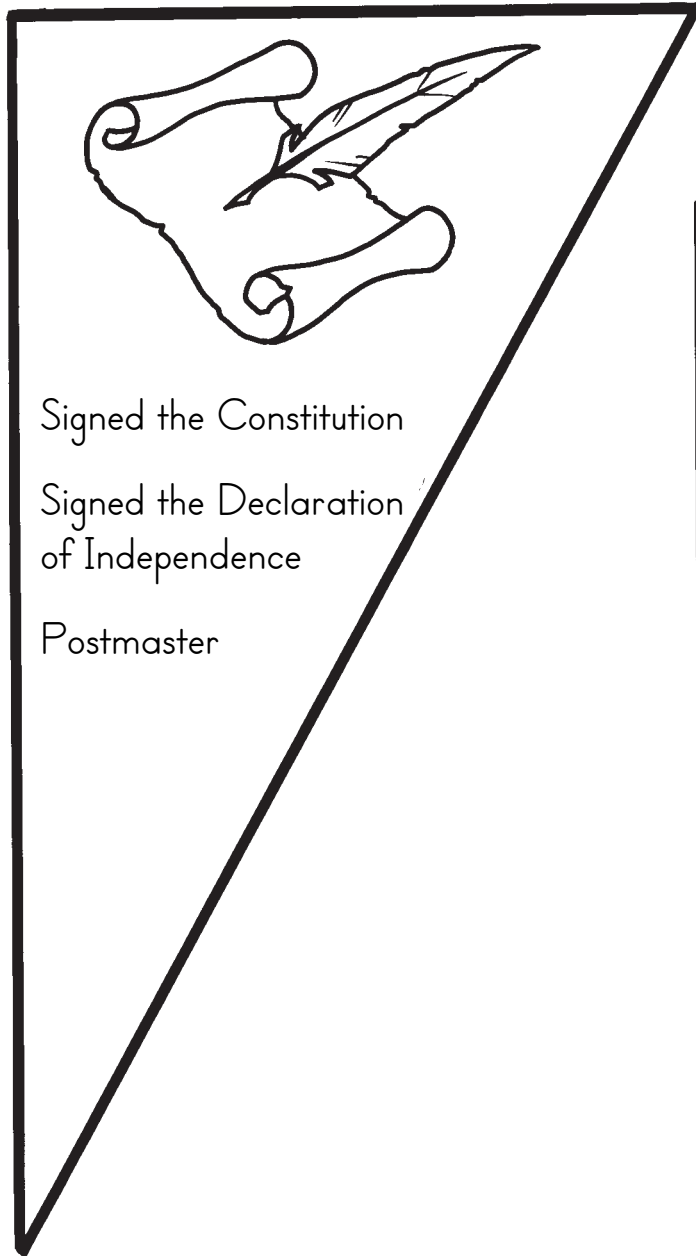
1. Publisher

3. Inventor

Benjamin Franklin, Key Leader

Benjamin Franklin

Right Side of Kite



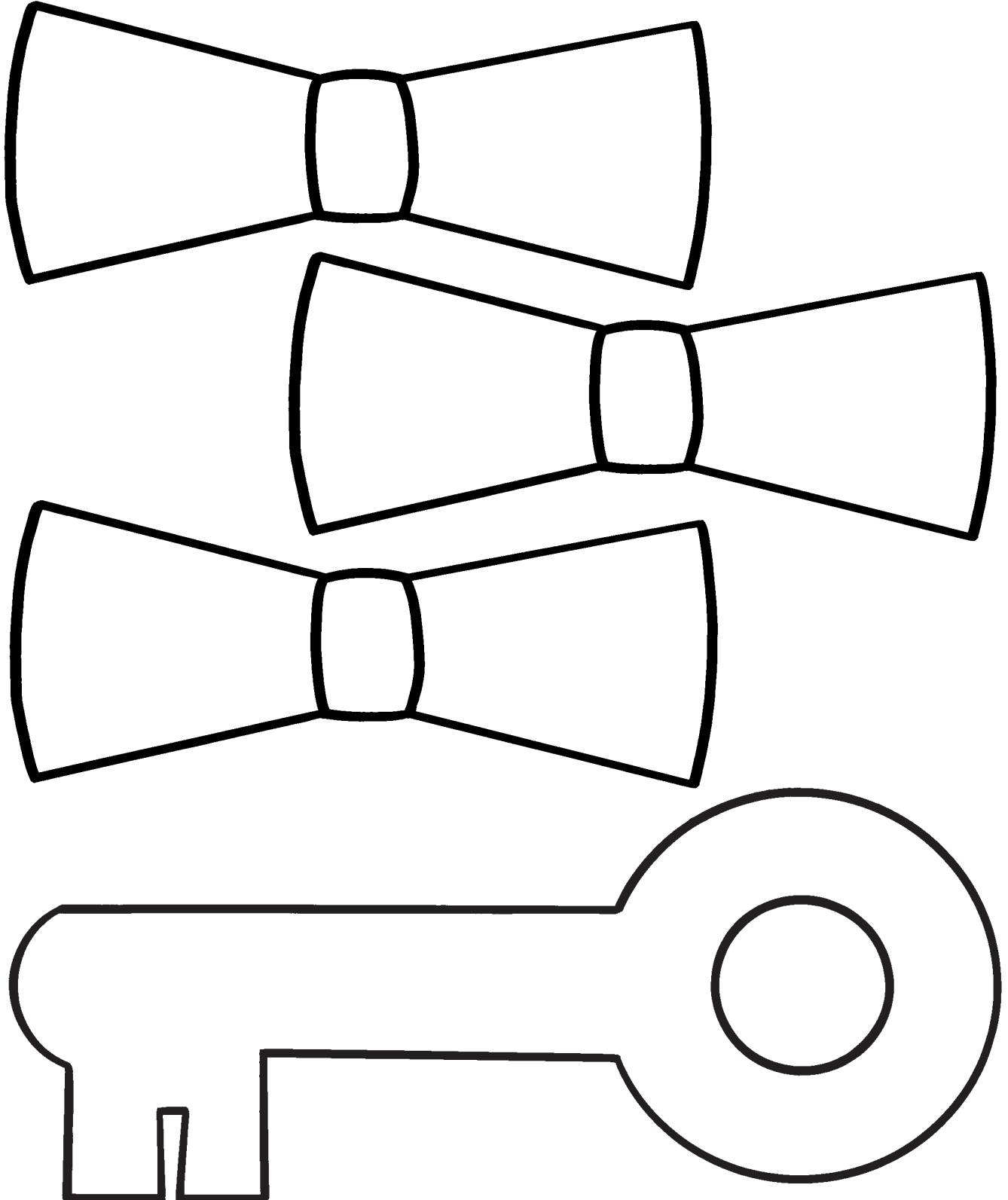
Exterior Labels

2. Scientist

4. Public Servant

Benjamin Franklin

TEMPLATES FOR KEY AND BOWS



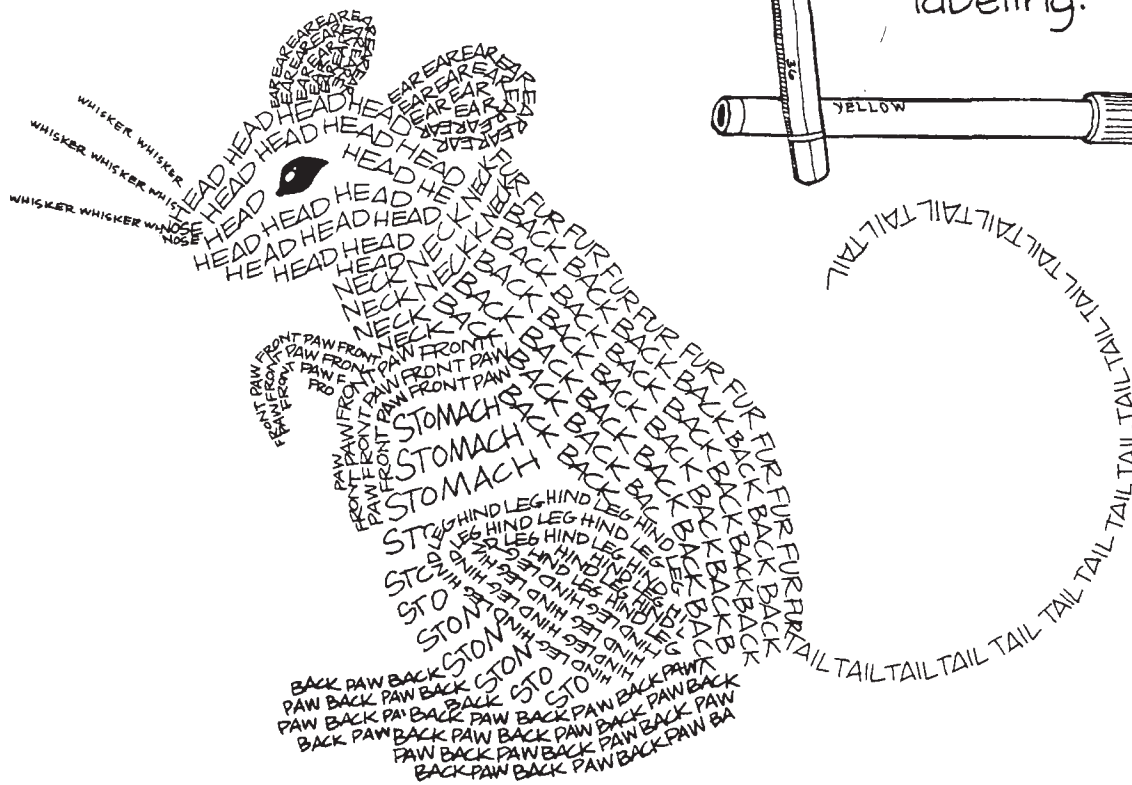
SPRING SCIENCE CRAFTS:

SPELLING ART

Create a picture and spell its parts. Try any of these:

- 1) Parts of a flower
- 2) Parts of a frog
- 3) Parts of an insect
- 4) Parts of a tree

Here's an example:



Science Skill: Experimenting With Color

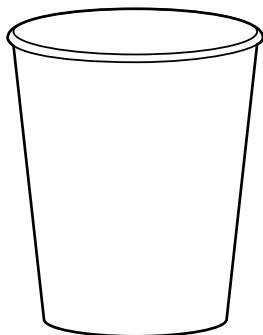
Follow these steps

Give your hypothesis about adding yellow food coloring to blue colored water.

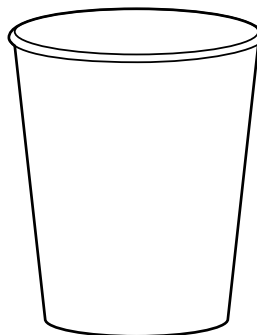
Step 4 Add 6 drops of yellow food coloring to the blue colored water. Stir. Observe.

Tell Your Conclusion

Show what happened to the water before and after adding the yellow food coloring.



Before



After

Thinking About Your Thinking

What do you think would happen if you added 6 more drops of yellow food coloring to the water?

Elementary Supply List

Parents,

Your children are very excited about beginning a new school year. Please make every effort to purchase all of the supplies on the list. In advance I want to thank you for your cooperation. I look forward to working with you throughout the school year.

- 1 container of baby wipes
- 1 back pack
- 1 calculator
- 1 box of 64 crayons
- 2 erasers
- 4 glue sticks
- 3 different colored highlighters
- 1 pack of index cards
- 1 pack of water-based markers
- 1 pencil box
- 2 pencil sharpeners
- 10 pencils
- 6 pocket folders
- 1 pack of Post-it Notes®
- 2 boxes of facial tissues
- 1 inch/cm ruler
- 1 pair of scissors
- 1 roll of Scotch tape
- 1 three ring binder (2-3 inches)
- 1 pack of wide-ruled notebook paper

Grade Levels:	Pre-K - 5
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Cold and Flu Prevention Checklist



Stay Home If You're Sick

We want to teach our kids the importance of working hard, but it's just good sense to stay home from work or school when you're sick, to prevent the spread of cold and flu germs.

Keep Your Hands Clean

You never know what germs you might be picking up in the course of the day. It's a good idea to wash your hands frequently, especially before eating, and after blowing your nose, coughing, sneezing, or using the bathroom. Use warm water and soap, and make sure you lather up for 20 seconds!

Cover Your Nose & Mouth When Coughing or Sneezing

Avoid spreading cold and flu germs to others by coughing or sneezing into a tissue. If none is available, don't cough or sneeze into your hands! Instead, turn your head away from nearby people and, if necessary, aim for your shoulder.

Don't Touch Your Eyes, Nose, or Mouth

Germs that might otherwise languish on your hands can easily infiltrate your system when you rub your face. Try to keep your hands away from your face as much as you reasonably can.

Get Plenty of Rest

Your body works overtime to hunt and destroy harmful germs when you're resting or relaxed, but high stress levels leave you susceptible to invasion. Get some rest and give your white blood cells the time they need to do their job.

Avoid Unnecessary Close Contact

It's an unfortunate fact that a person can spread flu germs a full day before exhibiting symptoms, and then up to five days after that. Steer clear of those with flu-like symptoms—they'll understand. And if you're sick, avoid close contact with others.

Eat Plenty of Fruits & Vegetables

Eating right is always important, but particularly during cold and flu season. The vitamins and minerals found in fruits and vegetables can buttress your body's immune system against invaders.

Get Fresh Air & Exercise

It's a myth that low temperatures cause cold and flu. In fact, the culprit is increased, prolonged contact with greater numbers of people. Going outside for a walk means you'll get exercise and get away from potential germ-bearers.