



Union County T.E.A.M.S. Charter School and High School/College Leadership Academy  
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July 9, 2015

## SUMMER PACKET LETTER

Dear Incoming **Third Grade** Students and Parents/Guardians,:

Happy Summer!!! We trust by now that you are staying cool and enjoying your days off from School. Summer is a great time to relax but it is also a time to read and practice your skills in order to be prepared for the upcoming school year. We have prepared a standards-based Summer Packet with Language Arts and Math activities to support us in decreasing summer learning loss and increase critical thinking.

This Summer Packet is designed to provide students with practice for reading comprehension, Writing, and basic math problem solving. You will have to print the packet out to complete.

Parents/Guardians will need to offer assistance towards pacing your child for the remainder of July and the month of August with (do **NOT** wait to the last minute):

1. ■ Reading the required books
2. ■ Completing **TWO** Reading Response Journals
3. ■ Completing the reading log with the additional books that your child reads
4. ■ Completing the math calendar

Note: A list of educational websites is included.

Summer Packets are due on **September 14, 2015** to your Homeroom Teacher. Your child will receive recognition and reward for completing the packet.

If you have any questions, please feel free to call the school at 908-754-9043.

Happy Reading, Writing and Problem Solving!!!!

Your Partner in Teaching and Learning,

**Brian A. Albanese**

Director of Instruction/Principal K-8

**REMINDER: FIRST DAY OF SCHOOL IS THURSDAY, SEPTEMBER 3, 2015**

**Union County TEAMS Charter School**  
**Summer Reading Packet**  
**Incoming Third Graders (Leaving Second Grade)**

Incoming Third Graders are required to read **THREE** different books from the list below to complete the provided assignment below. You may visit the local library or bookstore to find your books for summer reading. *Students are encouraged to read several books and complete the attached reading log to list all books that they read. Submit your Summer Reading Log to your teacher.*

Lillian Hoban Books  
Arthur Books  
Amelia Bedelia Books  
Aunt Flossie's Hats (and Crab cakes Later) by Elizabeth Fitzgerald Howard  
David Adler Picture Book Biography Series  
The Patchwork Quilt by Valerie Flournoy  
Tar Beach by Faith Ringgold  
Mufaro's Beautiful Daughters: an African Tale by John Steptoe  
Magic School Bus Series  
Bailey Street School Series  
The Frog and Toad Series  
Sayonara, Mrs. Kackleman by Maira Kalman  
Justin and the Best Biscuits in the World by Mildred Pitts Walter  
Five Notable Inventors by Wade Hudson  
Five Great Explorers by Wade Hudson  
Box Car Children Series  
Sideways Stories Frm Wayside School Series  
Beverly Cleary Books  
The Indian in the Cupboard by Lynne Reid Banks  
Through My Eyes by Ruby Bridges

**Reading Assignment #1 and #2:**

1. Complete the attached Character Study for your first required book.
2. Complete the Reading Response Journal for your second required book.

**Creative Reading Assignments/Activities #3 -**

Select ONE assignment below to complete using your third required book. Students should practice reading/presenting his/her project to a family at home because they will present in class. Each assignment will count towards your child's 1<sup>st</sup> Marking Period Reading Grades (see grading rubric):

1. On a poster board, make a timeline to show the sequence of major events in the book that you read. Use drawings or magazine cutouts to illustrate events along the time line. You will present your timeline to the class, taking us through time—event by event.
2. On a blank sheet of lined paper, write a friendly letter to a character in your selected book. Be sure to use the correct format for writing a friendly letter and include the title of the book in your letter. Make sure your first and last name in your closing. Remember neat handwriting is important. Your letter should have at least 5 complete sentences.
3. Create a diorama to recreate a scene from your book using a shoebox or other small box. You may use clay or other figurines and materials. Write a paragraph to explain the scene and its relevance. Be creative.
4. Compose a song to describe your book. The song should include the title, characters, and parts from the book. Be prepared to sing you song for your class. Make certain you neatly write the lyrics to your song on a blank sheet of paper.

**All assignments must have the student's first and last name and title of the book labeled somewhere on the project. Use the attached rubric as a guide for completing your assignments/activities. Happy Reading ☺.**

# Character Study

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Character: \_\_\_\_\_

1. Does the character seem real to you? Yes  No

Explain your answer.


2. Do the character's actions fit what you know about him/her? Yes  No

Explain your answer.


3. This character is:  Flat (stays the same)  
 Round (changes)

4. Use the "Common Character Traits" chart below to list the traits that describe the character.

1 _____	3 _____	5 _____	7 _____
2 _____	4 _____	6 _____	8 _____

Common Character Traits					
adventurous	creative	friendly	a leader	proud	studious
awesome	courageous	fun-loving	lazy	pretty	selfish
artistic	considerate	gentle	messy	protective	simple
athletic	cunning	generous	mischievous	quiet	tall
active	daring	grumpy	mean	rich	timid
beautiful	a dreamer	happy	neat	respectful	trustworthy
brave	dangerous	hideous	nervous	sad	thoughtful
bold	exciting	humble	nasty	sloppy	unselfish
bossy	entertaining	hostile	nice	serious	warm
caring	energetic	honest	nosy	successful	witty
charming	ferocious	intelligent	open	shy	wild
cheerful	funny	independent	persistent	short	wise
curious	a fighter	inventive	poor	smart	wonderful



# Reading Response Journal



Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Illustrator: \_\_\_\_\_

1. What did you read about today?


2. How did you feel about what you read today? Why?


3. Think about your favorite character. What happened to your favorite character today?


4. How would you feel if the same thing that happened to your character, happened to you?


5. Do you have any questions about what you read? If so, write them down on the box below.


6. If you haven't finished reading the book, what do you think will happen next? If you finished reading the book, what do you think will happen if the author decided to write another part to this story? If you need more space, use the back of this paper.


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

**Third Grade Summer Reading Log**



Complete this log along with your activities and return it to your classroom teacher on \_\_\_\_\_ . Make sure each book entry is signed by a parent/guardian. Print more copies if needed.  
HAPPY READING!

<b>Date</b>	<b>Book Title</b>	<b>Author</b>	<b>Parent Signature</b>
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
	8.		
	9.		
	10.		

**PRESENTATION GRADING RUBRIC for the CREATIVE READING ASSIGNMENT**

All presentations from the Summer Reading Packets will be graded using the rubric below.  
 Parents/Guardians: Use the rubric as your guide for assisting your child with practicing his/her presentation.

STUDENT NAME: _____		Oral Presentation			
	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	
<b>Eye Contact</b>	<ul style="list-style-type: none"> <li>• Speaker looks at the audience almost all of the time.</li> <li>• Speaker makes direct eye contact with most of the members of the audience at some point in the talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker looks up for most of the talk.</li> <li>• Speaker sporadically direct eye contact with members of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker looks at the audience part of the time.</li> <li>• Speaker makes little direct eye contact with members of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the time, the speaker is not looking at the audience.</li> </ul>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Every spoken word can be heard and understood clearly with no difficulty by each person in the audience.</li> <li>• The speaker uses Standard English, using correct vocabulary for the subject area and language appropriate for the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• A very brief portion of the talk may be unclear or inaudible to some members of the audience, OR the audience has to make an effort to hear and understand.</li> <li>• The speaker uses Standard English, using correct vocabulary for the subject area.</li> </ul>	<ul style="list-style-type: none"> <li>• Several parts of the talk are unclear or inaudible to some members of the audience, OR one portion is unclear or inaudible to most of the audience.</li> <li>• The speaker occasionally uses nonstandard English and uses some terms incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>• Several portions of the talk are unclear or inaudible to most of the audience.</li> <li>• The speaker frequently uses nonstandard English and uses terms incorrectly.</li> </ul>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Student is well prepared and has obviously rehearsed.</li> <li>• Student can present without reading from his/her notes. Student has memorized most of their presentation.</li> <li>• Speaker makes smooth transitions between parts of the talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Student seems pretty prepared but may need more rehearsals.</li> <li>• Student read his/her notes somewhat throughout the presentation.</li> <li>• Most transitions between parts of the talk are smooth.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is somewhat prepared, but it is clear that the student did not rehearse.</li> <li>• Student frequently reads his or her notes.</li> <li>• Unnecessary delays or pauses exist in the talk</li> </ul>	<ul style="list-style-type: none"> <li>• It is obviously that the student does not prepare at all.</li> <li>• Student reads his or her notes through the entire presentation</li> <li>• Unnecessary pauses or awkward delays may occur</li> </ul>	
<b>Knowledge of Subject</b>	<ul style="list-style-type: none"> <li>• Speaker demonstrates a thorough knowledge of subject matter</li> <li>• Speaker can answer questions with certainty.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker demonstrates an adequate knowledge</li> <li>• Speaker answers the majority of questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker demonstrates some knowledge</li> <li>• Speaker is able to answer some questions.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker demonstrates little or no knowledge.</li> </ul>	
<b>Visual Aid</b>	<ul style="list-style-type: none"> <li>• Visual aids were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids supported the presentation effectively. They clarified and reinforced the spoken message.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids were occasionally appropriate and related to the spoken message</li> </ul>	<ul style="list-style-type: none"> <li>• No visual aids were used</li> </ul>	
<b>Score</b>					
<b>Comments:</b>					

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

Incoming Grade 3 Summer Math Calendar

~ July and August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>Welcome to the Summer math calendar for students entering third Grade. Reviewing the learned skills will maintain the foundation for math success at the next grade level.</p>	<p>Give your child a handful of change and ask them to count it. Take one more handful, count and compare the two amounts. Which is greater? Less?</p>	<p>Verbally name a specific amount (\$0.25). Build sets to show that amount. How many different coin combinations can be made? Which combination uses the fewest number of coins?</p>	<p>Solve <math>53+38</math> using the Strategy Addition Split: Example: <math>32 + 18</math> <math>30 + 2</math> <math>+10 + 8</math> <math>40 + 10 = 50</math></p>	<p><b>FREE DAY</b></p>	<p>Take a handful of coins. Sort them by name and create a bar graph to show your data. Remember your graph must have a title and labels on each axis. Write 3 facts that you notice about your data.</p>	<p>Place the numbers 1-6 in each circle once making sure that the sums of each side match the sum of the other sides.</p>
<p>Mrs. Glawe has \$10.00 to spend for her lunch. If she buys a salad for \$5.25, a drink for \$1.25, and an apple for \$0.50, then how much money will she have leftover? Will she have enough to purchase a cookie for \$0.75?</p>	<p>Below is part of a hundreds chart. Fill in the missing numbers.</p>	<p>Complete the fact family for: <math>5 + 3 = 8</math> _____ _____</p>	<p>Write an addition word problem for another family member to solve.</p>	<p>Write your numbers by 5's from 1 - 100.</p>	<p>Use the numbers 2, 3, 1, and 7 to write the largest number and then the smallest number. Explain to a family member how you know you have made the largest number.</p>	<p>Find an analog clock (a clock with a face) and read the time of day to a family member.</p>
<p>Position the numbers 1-12 so that each row and diagonal has the sum of 26.</p>	<p>Look around your house and identify geometric shapes (polygons, quadrilaterals, pentagons, hexagons, triangles, and octagons). Identify their attributes (sides, faces, corners).</p>	<p>Look around your house and identify solid shapes this time (rectangular prism, sphere, cone, cylinders).</p>	<p>Compare each pair of numbers. Write the correct comparison symbol (<math>&gt;</math> or <math>&lt;</math>) in each circle. <math>124 \bigcirc 134</math> <math>585 \bigcirc 576</math> <math>613 \bigcirc 631</math></p>	<p>Make as many different arrays as you can with the number 18. Write a number model for each array. For example for 12: xxxxx xxxxx xxxxx <math>4 + 4 + 4 = 12</math></p>	<p>Solve <math>432 + 318</math> using the strategy Addition Split: Example: <math>146 + 235</math> <math>100 + 40 + 6</math> <math>+200 + 30 + 5</math> <math>300 + 70 + 11 = 381</math></p>	<p>Below is part of a hundreds chart. Fill in the missing numbers.</p>
<p>Use the numbers 8, 4, 5 and 7 to write the largest number and then the smallest number. Explain to a family member how you know you have made the smallest number.</p>	<p>Solve <math>85 - 47</math> using the Strategy Subtraction Split: Example: <math>96 - 58</math> <math>80 + 16</math> <math>-50 + 8</math> <math>30 + 8 = 38</math></p>	<p>Write your numbers by 10's from 1 - 100.</p>	<p>Play buzz by picking a number between 1 and 10. Take turns with a family member counting and every time you get that number or its multiple you need to say buzz instead of the number or you are out of the game.</p>	<p>While doing some summer reading, note what page you started reading from and what page you ended on. What is the difference?</p>	<p>Compare each pair of numbers. Write the correct comparison symbol (<math>&gt;</math> or <math>&lt;</math>) in each circle. <math>915 \bigcirc 951</math> <math>188 \bigcirc 197</math> <math>411 \bigcirc 401</math></p>	<p>Complete the fact family for: <math>7 - 4 = 3</math> _____ _____</p>
<p>Write a subtraction word problem for another family member to solve.</p>	<p>Mrs. Teske needs to buy her daughter some socks for college. She has \$10 and the socks cost 6 pairs for \$9.95. How much money will she have leftover once she buys the socks?</p>	<p>Make as many different arrays as you can with the number 24. Write a number model for each array (For an example see July 18).</p>	<p>Solve <math>483 - 334</math> using the strategy Subtraction Split: Example: <math>764 - 436</math> <math>700 + 50 + 14</math> <math>-400 + 30 + 6</math> <math>300 + 20 + 8 = 328</math></p>	<p>The design of the activities on this calendar is meant to support instruction in the Common Core State Standards in both its content and presentation. Therefore the activities are not to be done as independent problems, but to be worked on with a parent, guardian or older brother or sister. Talking about the problem is an important part of completing each activity. On the next pages of this calendar, are recommended math websites for more reinforcement of math concepts and computation. You may need to use additional sheets to complete the problem. Please be sure to label each problem with the correct date.</p>		

<http://www.allmath.com/>

This site has flash cards and links to other sites for games, math humor, worksheets, math help and more.

<http://www.aplusmath.com>

This site has basic facts flash cards and a game room, worksheets, multiplication table practice and more.

<http://www.mathfactcafe.com>

This site has a pencil next to pre-made cards so kids can do the facts and have the computer check them. Kids can print them out and also put in their own numbers and make their own worksheets.

<http://www.funbrain.com>

This site has easier to harder addition and subtraction computation and problem solving. It also has language and grammar skills activities

<http://www.dositey.com/>

This site is a lot of fun and is good for 2 digit addition with and without regrouping

<http://www.24game.com>

This site has math games using basic operations

<http://www.coolmath4kids.com>

This site has a wide range of topics and will give you step-by-step instructions.

<http://www.abc.net.au/countusin/games>

Each game is designed to help kids understand basic concepts in math. This site has a variety of math games i.e. volume, length, halves, chance, numbers, time, sorting, subtraction, and addition. It is better for students of the primary grades.

<http://www.learningplanet.com>

This site has games by grade level but with advertisement and a subscription. There are some free games.

<http://www.gamequarium.com>

This site has math activities for K-6.

<http://www.SETGame.com>

This is a card game to build students' visual thinking and pattern skills in math. Commercial, but does have some great free puzzles.

<http://www.math.com>

Good resource of how to do problems

<http://www.mathcats.com>

This is an interactive fun site

<http://www.spikesgamezone.com>

Lots of math games

<http://www.funschool.com>

This site has games, but also commercial advertising

<http://www.figurethis.org>

This site gives you ideas for fun hands-on math activities. Good for upper grades

<http://www.kidsites.com>

List of sites for math as well as other subjects.

<http://timezattack.com>

FREE home version for practicing multiplication facts (also new versions for division, addition, and subtraction!)

<http://abcvia.com>

Loads of math games for K-5 as well as games for reading and language arts