

# *3rd Grade Supply List*

## 2021-2022

1 Marble notebook

2 folders with double pockets on the bottom - for tests and take home daily

One 12" ruler with inches on one side and centimeters on the other side.

1 art box to hold art supplies. It CANNOT be bigger than a cigar box. Please make sure all art supplies fit in the box.

24 box crayons

Colored Pencils with Erasers (for Math)

8 washable magic markers

1 pack Expo markers (thin markers)

1 pack of eraser toppers

Scissors

16 Glue sticks

3 Erasable blue or black pens. Please leave at home until permission is given to write in pen. (Frixion Pilot)

1 package of different colored highlighters

6 boxes of # 2 sharpened pencils

Multiplication Flash cards (these are kept at home to practice every night)

1 small zipped pencil case

1 pack of 3 post-its 3x 3 (for the children's use)

Package of copy paper

Earbuds/headphones

Paper towels

Tissues

Wipes

**Please put your child's name on all the supplies. Keep the BLUE and BLACK pens and Multiplication Flash cards at home. Please send the rest of the supplies to the school on the FIRST day. No personal pencil sharpeners (if sent in, they will be sent home.)**

Supply List for Art:

grades k- 2:

box of 12 or more crayons (non washable)

3 glue sticks

1 watercolor paint set & brushes

1 box markers

scissors

grades 3-8:

sharpies- 2 black plus basic 4 pack or larger

3 glue sticks

1 watercolor paint set & brushes

1 box markers

scissors

colored pencils

Dear Student,

Welcome to 3rd grade!!!! We are so excited for next year! We have so many wonderful activities planned.

In ELA, we will read many books about children around the world, and create our own passports. We study the life cycle of a frog and watch frogs grow in our classroom. Later in the year, we travel to Neverland with Peter Pan! All of the stories we read are incorporated into our science and social studies curriculum.

In Math, topics include: multiplication, measurement, shapes and fractions. We use tape diagrams, so if you have an iPad, try the THINKING BLOCKS app which will help over the summer. **ALSO, PRACTICE YOUR MULTIPLICATION TABLES.** The more you know them, the easier your work will be.

We have given you several sheets to complete over summer vacation. Please have all of the work completed and returned to your 3rd grade teacher on the first day of school. Remember to color the sheets when possible and to do your best work. This is your teacher's first impression of your work so show her what you can do.

We are also asking that you select one book this summer to complete the Popcorn Book Report. Give 3 reasons why the book should be made into a movie and then color the oval with a "scene" from the book.

We look forward to seeing you! Have a great summer!

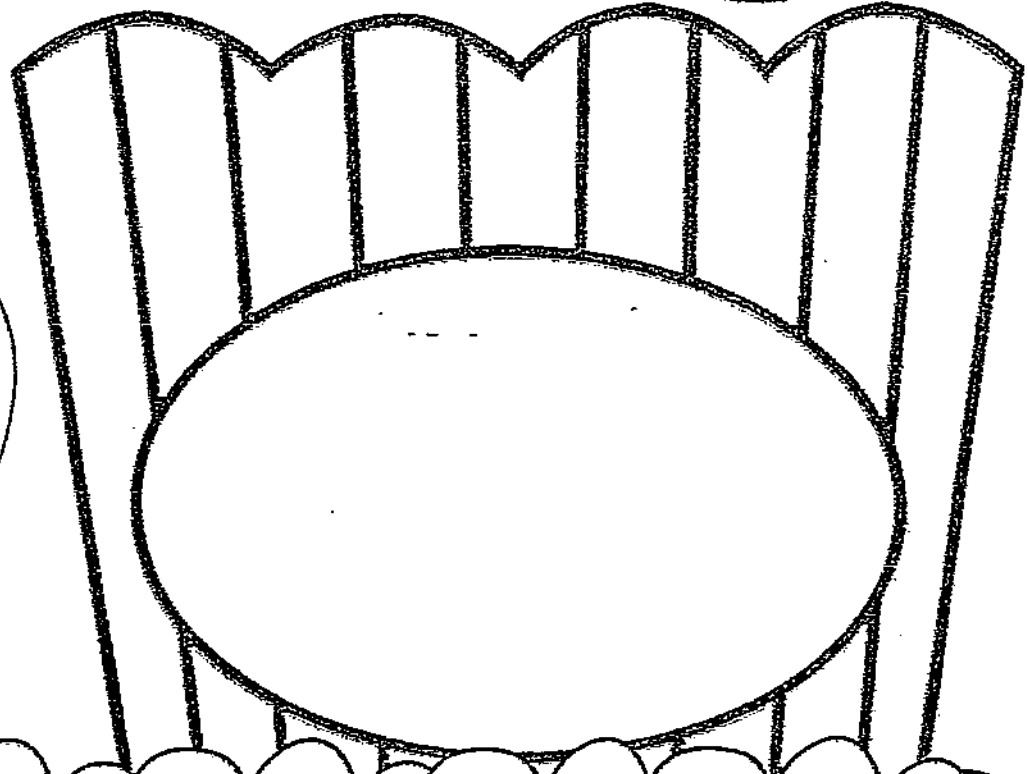
Sincerely,  
The 3rd grade Teachers

The book \_\_\_\_\_  
written by \_\_\_\_\_  
should be a movie.

Reason 1:

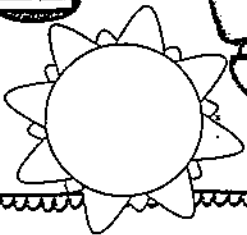
Reason 3:

Reason 2:

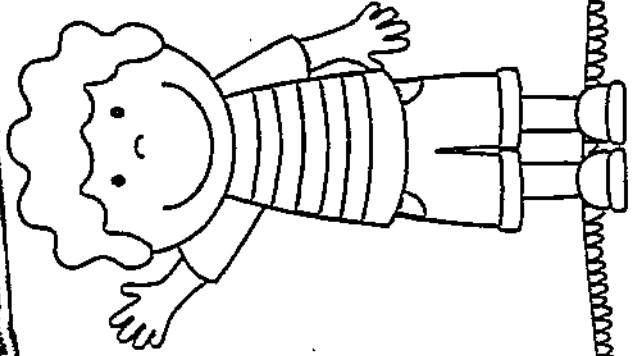
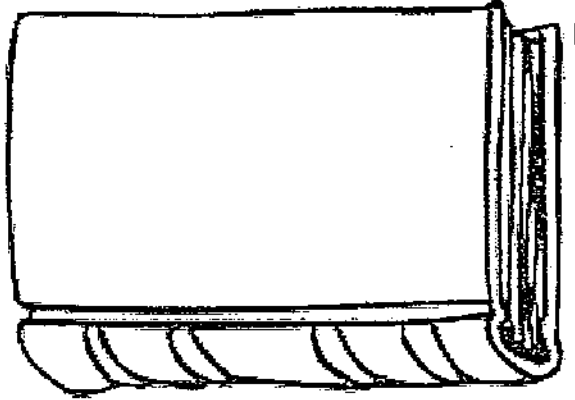
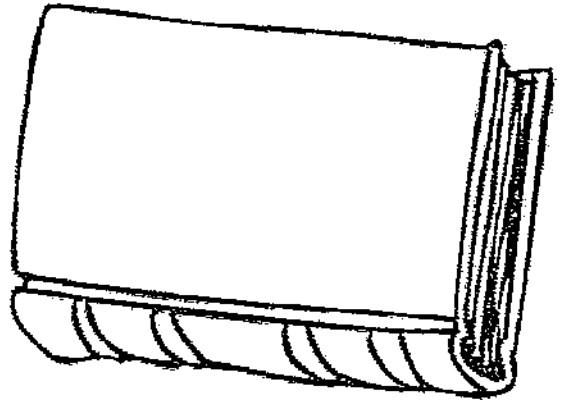
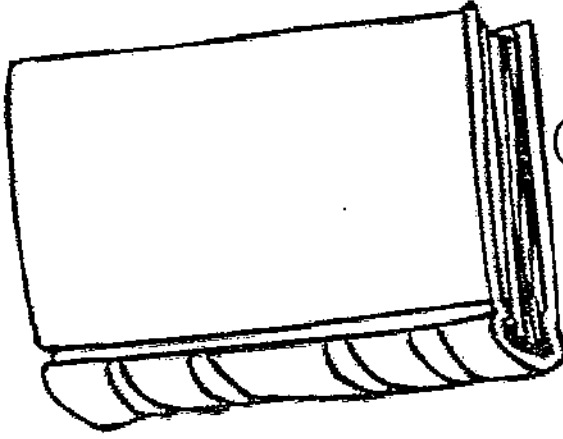
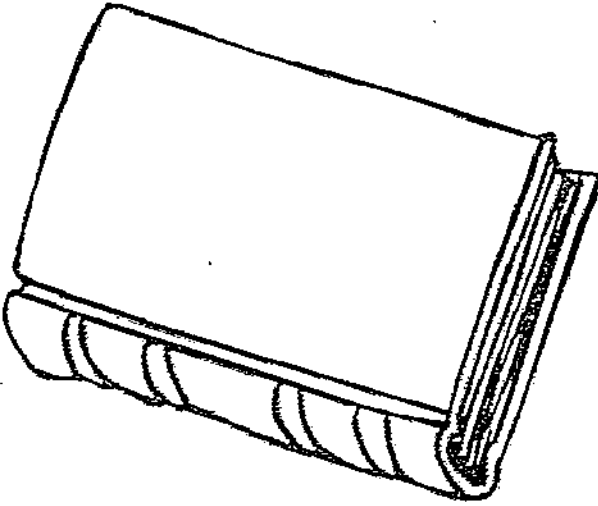
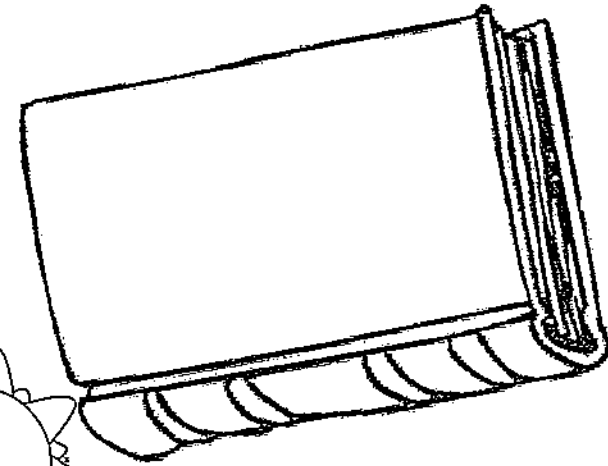


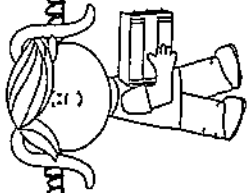
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# HOT SUMMER READS!

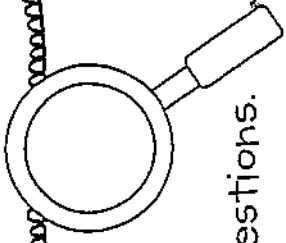


Draw the covers of some of the books you are reading this summer.

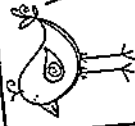




# Library Scavenger Hunt



Go to your local library in search of the answers to the following questions.



What is the biggest bird  
in the world?

I found my answer in this book:

by: \_\_\_\_\_

Find a book where you can  
learn about the rainforests in  
Brazil.



Book title: \_\_\_\_\_

by: \_\_\_\_\_

One Fact I Learned: \_\_\_\_\_



In what country can you find the  
city of Florence?

I found my answer in this book:

by: \_\_\_\_\_

What is Sammy Sosa famous  
for?

I found my answer in this book:

Find three books by Chris Van Allsburg  
and the years when they were written:

1. \_\_\_\_\_

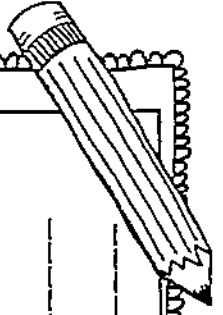
Year Written: \_\_\_\_\_

2. \_\_\_\_\_

Year Written: \_\_\_\_\_

3. \_\_\_\_\_

Year Written: \_\_\_\_\_



Name \_\_\_\_\_

## Write About Yourself

An easy way to write a paragraph is to answer questions.  
When you write a few sentences about the same thing, you'll soon have a paragraph.

Write a complete sentence to answer each question.



### ABOUT YOU

1. What is your name?
2. How old are you?
3. When is your birthday?
4. Where do you live?
5. What school do you attend?
6. What grade are you in?




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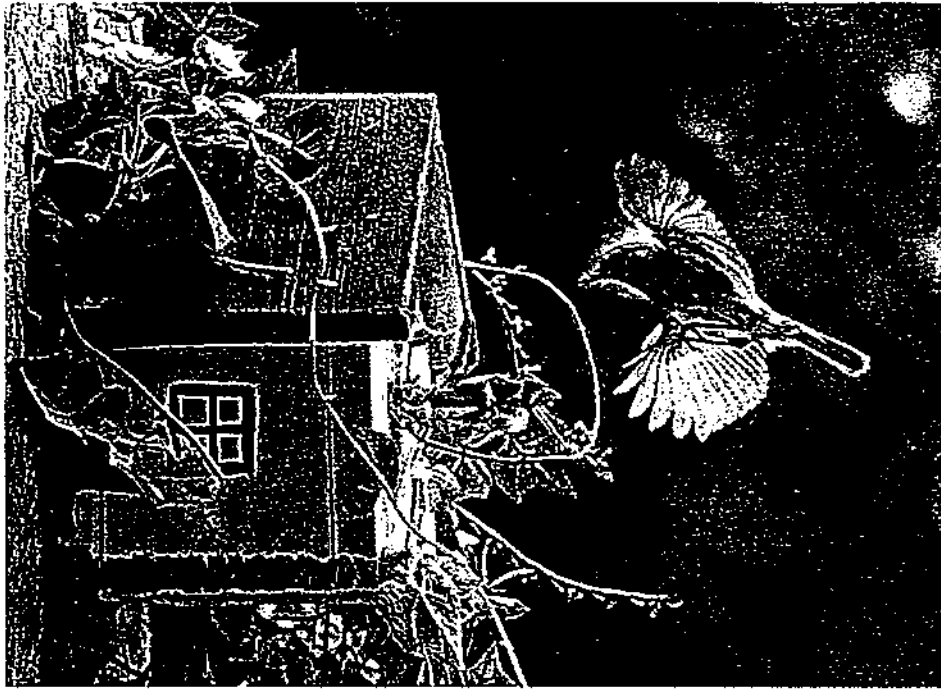
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Make up a title for your paragraph.

Challenge: Write four sentences about your family.

# 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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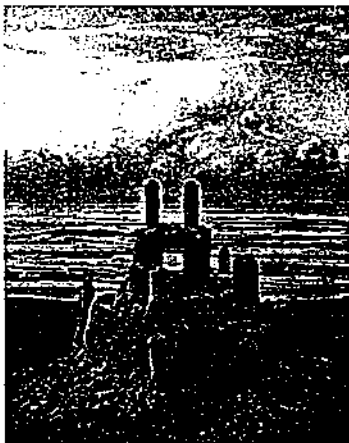
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# How Not to Save a Sand Castle

By Linda Ruggieri



Gavin and Lily were working hard on their sand castle. They decorated it with shells. They built towers and doors. Their castle was gigantic!

Lily built a high wall to protect the sand castle from the **wind**. Gavin said he thought the wall would stop people from accidentally stepping on the castle and smashing it.

People walked by and said nice things about the sand castle. Lily and Gavin's mom took a photograph of it. Then she said it was time for lunch. Lily and Gavin ran with their mom to the snack bar. "We will finish our castle when we get back," they said.

After lunch, the children went back to the beach. But where was the sand castle? Did the wind blow it down? Did someone step on it?

Lily and Gavin's mom explained what had happened. The ocean waves had moved up the beach. The rise and fall of the big waves had pushed water farther up onto the shore and the sand. The water must have washed away their castle.

"Some of our shells are scattered around here," said Lily. "We should build another sand castle."

"Okay," Gavin agreed. "Let's get started!"

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

1. What are Gavin and Lily doing at the beginning of the story?

- A) They are swimming in the ocean.
- B) They are working on a sand castle.
- C) They are taking a photograph.

2. Where does this story take place?

- A) at a skating rink
- B) at a park
- C) at the beach

3. Read this sentence from the story.

"Gavin and Lily were working hard on their sand castle."

What evidence from the story supports the idea that Gavin and Lily were working hard?

- A) Their sand castle was washed away by the ocean waves.
- B) They could not find their sand castle when they came back after lunch.
- C) Their sand castle was gigantic.

4. How do Gavin and Lily feel when they learn that their sand castle has been washed away?

- A) Gavin and Lily are eager to build another sand castle.
- B) Gavin and Lily are upset and never want to build a sand castle again.
- C) Gavin and Lily are surprised that the ocean was strong enough to wash away their sand castle.

5. What is the main idea of this story?

- A) Gavin and Lily build a big sandcastle, but the waves wash it away.
- B) Lily, Gavin, and their mom go to a snack bar for lunch.
- C) The people who walk by Gavin and Lily's sand castle say nice things about it.

6. Read this paragraph from the story.

"After lunch, the children went back to the beach. But where was the sand castle? Did the wind blow it down? Did someone step on it?"

Why does the author start writing questions in this paragraph?

- A) to show that none of the characters know what has happened to the castle
- B) to show that even authors sometimes do not know what is happening in a story
- C) to show readers what the children are thinking

7. Choose the answer that best completes this sentence.

The big ocean waves moved up the beach, \_\_\_\_\_ they washed away the sand castle.

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

8. Why does Lily build a wall?

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9. What does Gavin think the wall that Lily builds will stop people from doing?

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10. Do Lily and Gavin do a good job of protecting their sand castle? Why or why not? Support your answer with evidence from the story.

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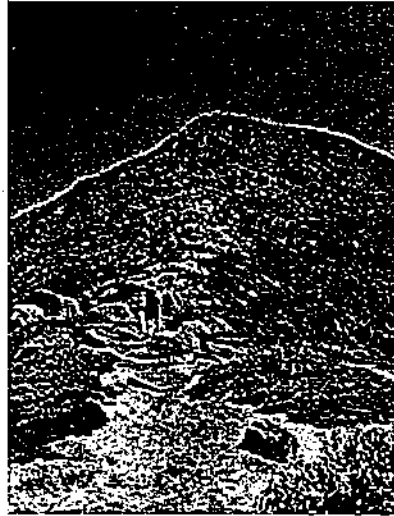
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# Hiking the Appalachian Trail

By Kate Paixão



Eight-year-old Maya and her parents were on vacation. They were hiking in the Appalachian Mountains. The Appalachians are the longest group of mountains in eastern North America. These mountains start in the northern U.S. state of Maine. They end in the southern state of Georgia.

Maya's family was walking on a road that goes from one end of the Appalachians to the other. It is called the Appalachian Trail. Maya and her family had started near their home in Maryland. A **native** of Maryland, Maya had never left her state before. A native is someone who was born in a place. The family's first stop was in West Virginia.

Every evening, Maya and her family would make a campfire. She loved that! She also enjoyed sleeping in a tent each night. Maya wanted to remember everything that happened on her vacation. Whenever she came across a new animal, such as a beaver or a quail, she would draw a picture of it in her journal.

Maya learned that she had to be quiet if she wanted the animals to stay. She also drew a field of daisies. Maya thought that flowers were easier to draw than animals. They didn't run away!

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

1. What were Maya and her parents doing on their vacation?
  - A) sleeping
  - B) hiking
  - C) driving
  
2. Where does this story take place?
  - A) in a town in Maryland
  - B) on a trail in the Appalachian Mountains
  - C) on a highway in West Virginia
  
3. The Appalachian Mountains start in the northern state of Maine and end in the southern state of Georgia. Maya and her parents started hiking the Appalachian Trail near Maryland. Based on this evidence, what can you conclude about where Maryland is?
  - A) It is between Maine and Georgia.
  - B) It is south of Georgia.
  - C) It is north of Maine.
  
4. Based on the information in the story, how could Maya and her parents be described?
  - A) They are good at drawing flowers.
  - B) They like to spend time in nature.
  - C) They don't like Maryland very much.
  
5. What is the main idea of this story?
  - A) Maya has fun while hiking on the Appalachian Trail with her family.
  - B) Maya likes making campfires and drawing flowers and animals.
  - C) The Appalachian Trail goes from one end of the Appalachian Mountains to the other.

5. Read these sentences from the text.

'Maya's family was walking on a road that goes from one end of the Appalachians to the other. It is called the Appalachian Trail.'

Based on these sentences, what does the word "trail" mean?

- A) state
- B) mountain
- C) road

7. Choose the answer that best completes this sentence.

Maya wanted to remember everything she saw on her vacation, \_\_\_\_\_ she drew the animals she came across.

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

8. What two states did Maya and her family hike in?

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9. How did Maya feel about her vacation on the Appalachian Trail? Use evidence from the text to support your answer.

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10. If Maya went hiking on the part of the Appalachian Trail in Maine, would she be likely to have a good time? Why or why not? Use evidence from the text to support your answer.

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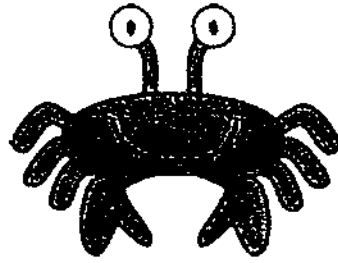
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Objective

I can group objects to tell if a number is odd or even



2.OA.3  
Operations and  
Algebraic  
Thinking

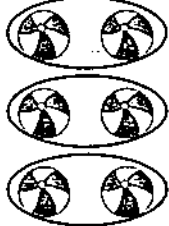
Directions: Determine whether the numbers are odd or even by counting by 2's. Write odd or even for the numbers below.


4 \_\_\_\_\_ 18 \_\_\_\_\_ 10 \_\_\_\_\_

15 \_\_\_\_\_ 19 \_\_\_\_\_ 8 \_\_\_\_\_

Directions: Make the objects below into groups of two to see if they are even or odd.

Example

	6
	Even

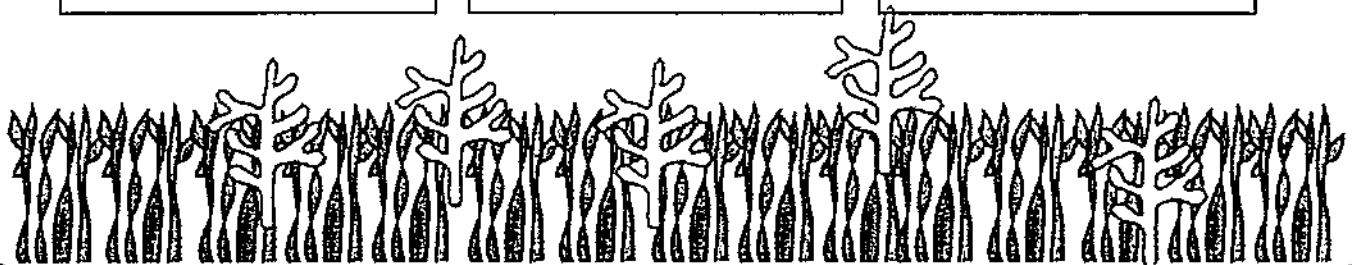
	9
	_____

	7
	_____

	14
	_____

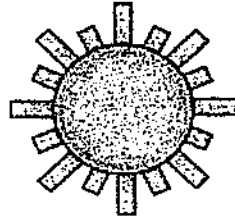
	5
	_____

	18
	_____



Objective

I can use repeated addition to help me understand multiplication.



2.OA.4  
Numbers and  
Operations in  
Base Ten

Directions: Make rectangular arrays below to show repeated addition.

Example



$$6 + 6 + 6 = 18$$

14

21

18

12

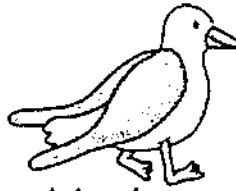
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Objective

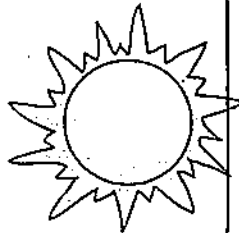
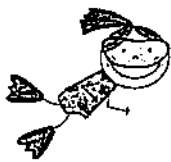
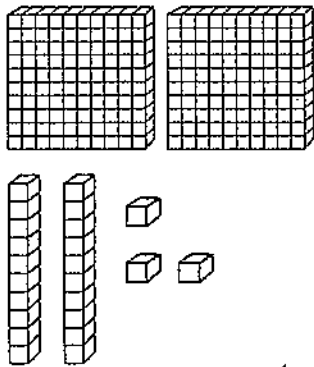
I can fluently add and subtract within 1,000.

2.NBT.1  
Numbers and  
Operations in  
Base Ten

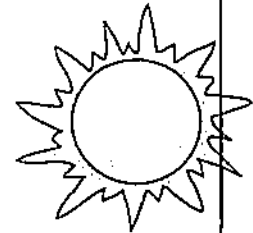
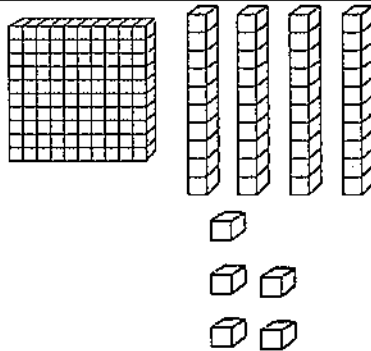


Directions: Count the base ten blocks and write the number in the sun.

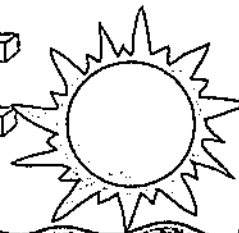
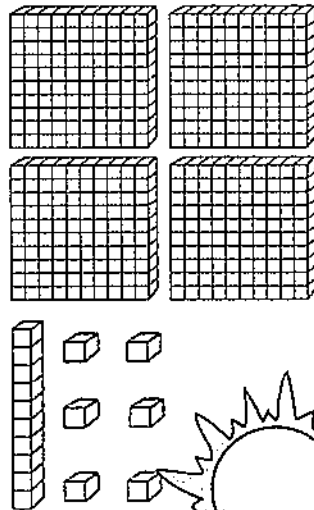
1.



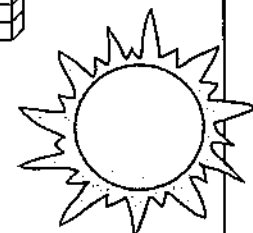
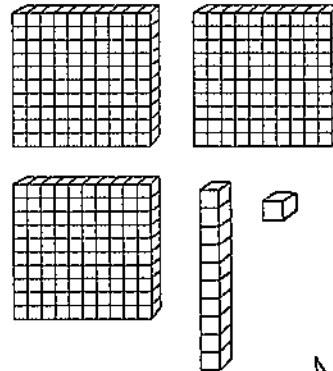
2.



3.



4.



Objective

I can compare three-digit numbers using  $<$ ,  $=$ , and  $>$ .



2.NBT.4  
Numbers and  
Operations in  
Base Ten

Directions: Compare the numbers using  $<$   $>$  or  $=$ .

$421 \underline{\hspace{1cm}} 345$

$675 \underline{\hspace{1cm}} 576$

$100 \underline{\hspace{1cm}} 109$

$881 \underline{\hspace{1cm}} 879$

$232 \underline{\hspace{1cm}} 218$

$551 \underline{\hspace{1cm}} 555$

$200 \underline{\hspace{1cm}} 410$

$600 \underline{\hspace{1cm}} 600$

$688 \underline{\hspace{1cm}} 710$

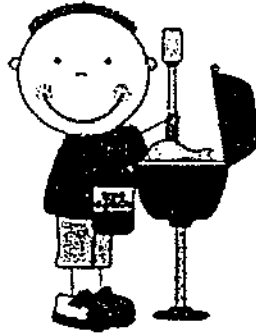
$786 \underline{\hspace{1cm}} 966$

$146 \underline{\hspace{1cm}} 245$

$252 \underline{\hspace{1cm}} 244$

Objective

I can use different tools to measure objects.



2.MD.1  
Numbers and  
Operations in  
Base Ten

Directions: Circle the best tool for measuring each object.

1. Which tool would you use to find out how much a book weighs?

a.



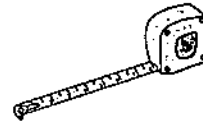
b.



c.



d.



2. Which tool would you use to see how warm it is outside?

a.



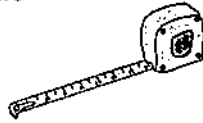
b.



c.

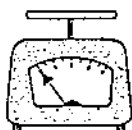


d.



2. Which tool would you use to see how long your book is?

a.



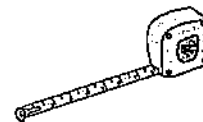
b.



c.

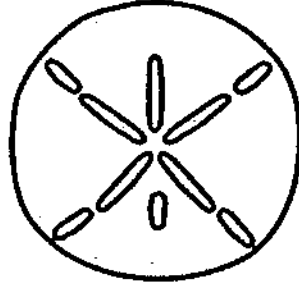


d.



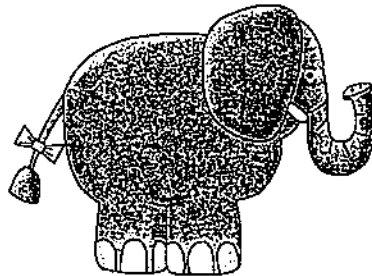
Objective

I can use standard units or grams, kilograms, and liters to estimate volume and mass.



2.MD.3  
Measurement  
and  
Data

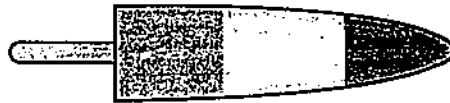
Directions: Estimate the length of each object by circling your answer.



A. 16 feet

B. 16 inches

C. 16 centimeters



A. 4 Inches

B. 4 Feet

C. 4 Meters



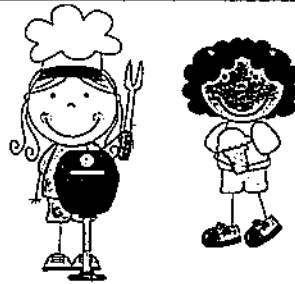
A. 5 Centimeters

B. 5 Inches

C. 5 Feet

Objective

I can use addition and subtraction to solve measurement problems.



2.MD.5  
Measurement  
and  
Data



An ear of corn is 11 inches long. A chicken leg is 8 inches long. How much longer is the corn than the chicken leg?

\_\_\_\_\_



Three ants crawled out of a picnic basket. The first ant crawled 24 inches. The second ant crawled 38 inches, and the third went 13 inches. How far did they crawl in all?

\_\_\_\_\_



Tom threw a baseball 24 feet, he needed to throw it 16 feet further to get to the catcher. How far away was the catcher from Tom?

\_\_\_\_\_

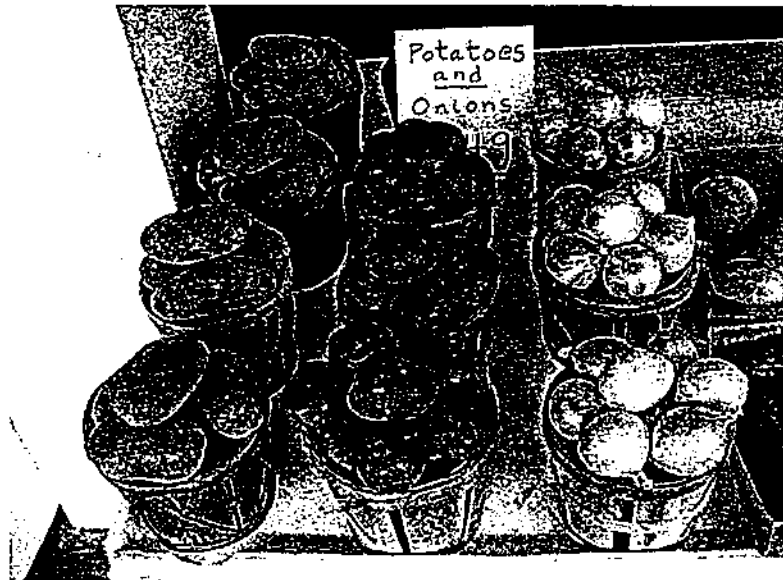


The zebra at the zoo was 146 meters away from Paul. The Giraffe was 263 meters away. How much further was the giraffe?

\_\_\_\_\_

# A Visit to the Farmer's Market

## By Susan LaBella



Tara and Todd were at the farmer's market with their mom. The children liked looking at the fresh fruits and vegetables, homemade breads, and jars of jam. Tara noticed Mr. Walsh at a table with big bags of potatoes.

"Hi, Mr. Walsh," she called. "You have a lot of potatoes!"

"Yes," replied the farmer. "I have been growing potatoes for years. My farm is perfect for that."

"What do you do with all those potatoes?" Todd asked.

"I sell them!" Mr. Walsh replied. "I sell some to grocery stores. I sell others to factories that make potato chips. The stores and factories pay me for my potatoes. They order more from me each year."

"Wow," said Tara. "What do you do with the money they pay you?"

"I use it to buy supplies for my farm," he answered. "I also use it to pay the people who work for me."

"But do you grow anything besides potatoes?" asked Tara.

Just then, Tara's mom walked over. "Mr. Walsh," she asked, "may I please have two bags of potatoes? And do you have any of your great carrots this week?"

"Yes, indeed," Mr. Walsh replied. "See, Tara, I grow carrots, too!"



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

1. Whom does Tara notice at a table with big bags of potatoes?

- A) her mom
- B) Todd
- C) Mr. Walsh

2. Where does this story take place?

- A) at a grocery store
- B) at a farmer's market
- C) at Mr. Walsh's farm

3. Read these paragraphs from the article.

"Hi, Mr. Walsh," she called. "You have a lot of potatoes!"

"Yes," replied the farmer. "I have been growing potatoes for years. My farm is perfect for that."

What can you conclude from these paragraphs about Mr. Walsh?

- A) Mr. Walsh grows carrots as well as potatoes.
- B) Mr. Walsh sells some of his potatoes to grocery stores.
- C) Mr. Walsh is a farmer.

4. Based on the story, what is the best definition of a farmer's market?

- A) A farmer's market is a place where farmers go to buy the supplies they need for their farms.
- B) A farmer's market is a place where farmers grow fresh fruits and vegetables.
- C) A farmer's market is a place where farmers sell food they have grown themselves.

5. What is the main idea of this story?

- A) Tara and Todd learn about potatoes and farming when they visit a farmer's market.
- B) Mr. Walsh uses the money he makes from selling his potatoes to buy supplies for his farm and to pay the people who work for him.
- C) Tara's mom walks over to Mr. Walsh's table and asks him for two bags of potatoes.

6. Read these paragraphs from the story.

"But do you grow anything besides potatoes?" asked Tara.

"Just then, Tara's mom walked over. 'Mr. Walsh,' she asked, 'may I please have two bags of potatoes? And do you have any of your great carrots this week?'

"Yes, indeed,' Mr. Walsh replied. 'See, Tara, I grow carrots, too!'"

Why might Mr. Walsh have used the word "too" at the end of the last sentence?

- A) because he grows carrots as well as potatoes
- B) because Tara's mom asked for two bags of potatoes
- C) because Tara also grows carrots

7. Read these sentences from the text.

"I sell some to grocery stores. I sell others to factories that make potato chips."

How can these sentences best be combined?

- A) I sell some to grocery stores after I sell others to factories that make potato chips.
- B) I sell some to grocery stores, and I sell others to factories that make potato chips.
- C) I sell some to grocery stores, so I sell others to factories that make potato chips.

8. What do Tara and Todd like looking at when they are at the farmer's market?

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9. What is Mr. Walsh's farm perfect for?

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10. Is it likely that Mr. Walsh grows anything besides potatoes and carrots? Support your answer with evidence from the story.

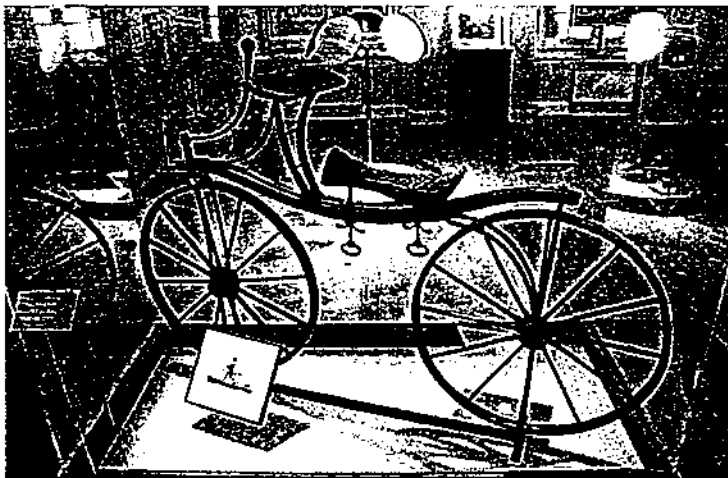
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# Building a Better Bicycle

## By Linda Ruggieri



Bicycles have a long, interesting history. The first bicycle was developed more than two hundred years ago. Early bicycles, however, did not look like today's bikes.

One of the first bicycles was called the hobby horse. It was made of wood! People rode by pushing their feet along on the ground.

Later, a bicycle that had pedals and metal tires was invented. It was not comfortable. It was called the boneshaker. Inventors kept working to make bicycles more comfortable.

Next, the high wheeler was developed. It had a very big wheel in the front. This bicycle was not easy to ride, because the rider sat high up on the bike. The rider could be badly hurt in a fall.

Then bicycles began to have two wheels that were the same size. Those bikes looked more like bicycles today.

More than one hundred years ago, bicycles began to have rubber tires filled with air. That was a solution to the problem of a bumpy ride. The new tires made riding smoother.

Today, children's bicycles and racing bikes are popular. People ride bikes to get exercise. Bicycling is safer, too. Now people wear helmets, and bikes have reflectors on them.

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

1. What was developed more than two hundred years ago?

- A) the first bike with pedals
- B) the first bicycle
- C) the first high wheeler

2. One problem with early bicycles was that they were bumpy to ride. What was used as the solution to this problem?

- A) wooden bikes without pedals
- B) bikes with metal tires and pedals
- C) bikes with rubber tires filled with air

3. Early bicycles were very different from today's bicycles.

What evidence from the text supports this conclusion?

- A) The first bicycle was developed more than two hundred years ago.
- B) The hobby horse was made of wood, and people rode it by pushing their feet on the ground.
- C) People today ride bicycles to get exercise, and wear helmets as they ride.

4. The bicycle with pedals and metal tires was called the boneshaker. What can you infer about the bicycle based on this name?

- A) It was smooth to ride, but the seat made people's bones hurt.
- B) People liked riding this bicycle more than earlier bicycles.
- C) It was bumpy, shaky, and not comfortable to ride.

5. What is the main idea of this article?

- A) Bicycles have changed and gotten better in many ways since they were first developed.
- B) The first bicycle was developed more than two hundred years ago.
- C) Rubber tires are very important to bicycles today because they make riding smoother.

6. Read these sentences from the text.

"Bicycles have a long, interesting history. The first bicycle was developed more than two hundred years ago. Early bicycles, however, did not look like today's bikes."

What does the word "developed" most nearly mean here?

- A) created
- B) found
- C) broken apart

7. Choose the answer that best completes this sentence.

The high wheeler was developed \_\_\_\_\_ a bicycle that had pedals and metal tires was invented.

- A) then
- B) after
- C) before

8. What was one problem with the bicycle called the boneshaker?

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9. Why isn't the high wheeler bicycle used by many people today? Use evidence from the text to support your answer.

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10. This article is called "Building a Better Bicycle." How have today's bicycles solved the problems of earlier bicycles? Use evidence from the text to support your answer.

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