Summer Bridge Program

Your children worked hard this year and learned a lot. Research shows that students easily lose a couple of months' worth of skills - especially in Math - during the long summer break. We don't want this to happen to our students, so we will continue the Summer Bridge Program to help them retain learned skills.

Attached are activities in Math and Reading that students going into grades 2-6 are expected to complete this summer. By doing a little during the summer, your children will come back to school ready to continue their learning from where they left off in May.

The Math worksheets are due the first day of school. Points will be given for completed work. *After June 1st, these worksheets may also be downloaded from our website.*

Be sure your children continue to practice their Math facts for fluency over the summer. There will a Math facts fluency test the first Friday after school starts.

Great websites and apps that will help your children practice their math skills over the summer:

Websites:	APPS:
www.abcya.com	Splash Math
interactivesites.weebly.com/math.html	Go Math!
http://mrnussbaum.com/math-for-kids/	IQ Safari Math

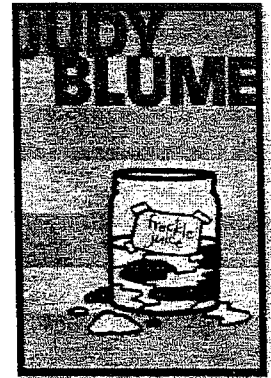---

The Reading assignments - Book Report (incoming 2nd graders), Story Map (incoming 3rd-6th graders), and optional book activity are also due the first day of school.

Happy Summer! ☺

2018 Summer Reading for Incoming Third Graders

REQUIRED READING:
Freckle Juice by Judy Blume

Students must turn in the completed story map for this novel on the first day of school. It will be for a grade.
<u>NOTE</u>: The story map and grading rubric are attached to this handout. This book may be read independently by your child or may be read aloud with your child.

In addition, students are also required to read a second book from the suggestions below. **No story map is required for this second summer reading book.** However, students may obtain **10 bonus points** by completing one of the given book activities.

NOTE: AR quizzes can be taken on these books during the summer or upon return to school in August.

2nd BOOK SUGGESTIONS—"Student Choice"

- The Littles by John Petersen (BL 3.3)

- Cam Jansen (any from the series) by David Adler (3.0-3.9)

- Guinea Dog by Patrick Jennings (BL 3.7)

BOOK ACTIVITIES TO COMPLETE FOR 10 BONUS POINTS
Choose one of the following activities to complete after reading the 2nd book.

---Write an alternate ending to the book.

---Choose one character from the book and make a collage of his/her character traits. Use markers, magazine cut-outs, or stickers to help describe the character to others.

---Choose your favorite part of the book and create a comic strip that illustrates that part of the book.

HAPPY READING! ☺

STORY MAP for Summer Reading   NAME _____

DATE _____

TITLE OF BOOK: _____

AUTHOR: _____

Characters: Who is in the story? Write their names.

Setting: Where and when does the story happen?

Problem/Conflict: What is the problem(s) the characters have to figure out?

Events: What happens in the story?

In the beginning...

Then...

Next...

After...	In the end...	How was the problem solved?

**********************Complete the SENTENCE STARTERS below. **************************

*My favorite character was _____ because _____

*My favorite part of the book was when _____

because _____

*I liked this book because _____

*I did not like this book because _____

NOTE: Please bring the STORY MAP (with parent signature) on the first day of school. This work will be graded based on the rubric attached.

Parent Signature:

SUMMER READING: Rubric for Story Map

Name _____   Title of Book: _____

				Teacher Comments
Characters (WHO?)	**10 points** Four or more characters are listed; all names are written correctly. ☺	**8 points** At least three characters are listed; little or no spelling or grammar errors.	**5 points** Less than two characters are listed; several spelling and grammar errors.	
Setting (WHERE & WHEN?)	**10 points** Clear descriptions of where and when the story happens.	**8 points** Missing part of setting description; some details given.	**5 points** No clear descriptions about where or when the story happens.	
Problem (CONFLICT)	**10 points** Problem/conflict stated clearly with strong details.	**8 points** Problem is stated but needs more details.	**5 points** Problem is not clear at all.	
Events (WHAT happened?)	**10 points** All events written; complete thoughts; clear understanding.	**8 points** Some events written; somewhat clear & some understanding.	**5 points** Less than three events written; events not clear and give little explanation.	
Sentence Starters (OPINION)	**10 points** All sentence starters completed with good details to support answers.	**8 points** All sentence starters completed but details are lacking to support answers.	**5 points** Less than ½ of the sentence starters are completed; little effort shown.	

TOTAL: _____ /50

Repeated Addition and Multiplication

Multiplication can be thought of as addition of the same number multiple times in order to find a total. This is also called repeated addition. Both multiplication and repeated addition are used to find the total number of objects in equal groups.

For example, if you have 3 trays with 10 cookies on each tray, you can find the total number of cookies with this repeated addition sentence:

10 + 10 + 10 = 30 cookies
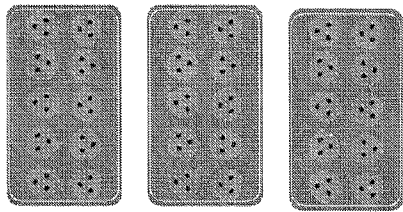
Since there are 3 equal groups of 10, you could also solve this problem with a multiplication sentence:

$$3 \times 10 = 30$$

Number of groups → Number of objects in each group → Total number of objects

Practice writing both addition and multiplication sentences while solving this word problem:

Betty the baker signed up to bring 40 brownies to her school's bake sale. Figure out if Betty baked enough brownies by finding the total number of brownies in each batch. Batch #1 has been figured out for you.

BATCH #1
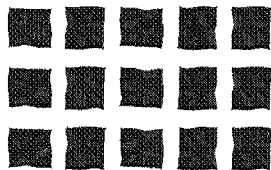
Repeated addition sentence: _____ 5 + 5 + 5 = 15 _____

Multiplication sentence: _____ 3 × 5 = 15 _____

BATCH #2
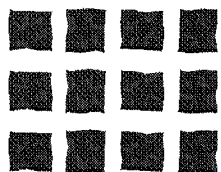
Repeated addition sentence: _____

Multiplication sentence: _____

BATCH #3
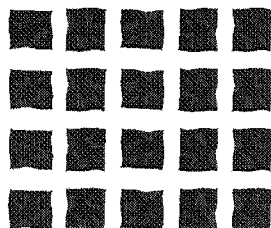
Repeated addition sentence: _____

Multiplication sentence: _____

Did Betty have enough brownies for the bake sale? _____
Show your work on the back of this paper.

Count to find the value of the coins. Write the amount in cents.

1. _____¢
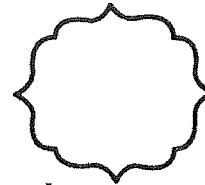
2. _____¢

3. _____¢

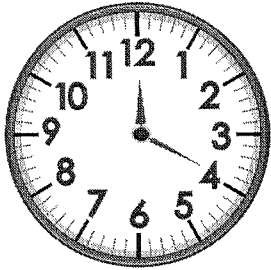4. _____¢

5. _____¢

6. _____¢

GO on
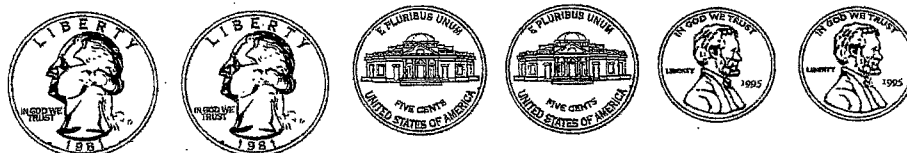
Name: _____

correct

SPRINT

Let's see how many you can do in one minute.

1.	3 – 3 =	15.	14 – 10 =
2.	13 – 3 =	16.	16 – 5 =
3.	15 – 10 =	17.	16 – 6 =
4.	6 – 5 =	18.	16 – 10 =
5.	16 – 5 =	19.	14 – 1 =
6.	7 – 3 =	20.	14 – 2 =
7.	17 – 3 =	21.	14 – 3 =
8.	17 – 10 =	22.	14 – 4 =
9.	4 – 4 =	23.	8 – ___ = 5
10.	14 – 4 =	24.	18 – ___ = 10
11.	3 – 2 =	25.	18 – ___ = 8
12.	13 – 2 =	26.	18 – ___ = 12
13.	5 – 2 =	27.	15 – ___ = 5
14.	15 – 2 =	28.	15 – ___ = 10

Time: Five-Minutes Intervals

Name _____ Date _____

Write the time.

_____:_____   _____:_____   _____:_____   _____:_____

_____:_____   _____:_____   _____:_____   _____:_____

_____:_____   _____:_____   _____:_____   _____:_____
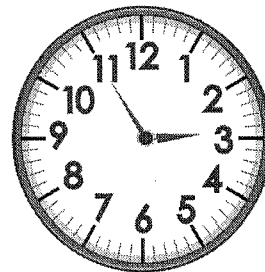
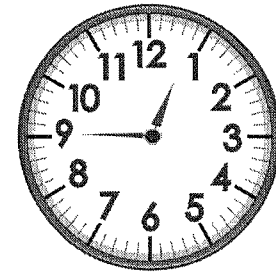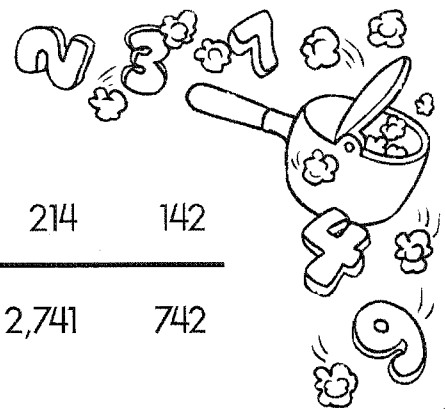More worksheets at www.education.com/worksheets
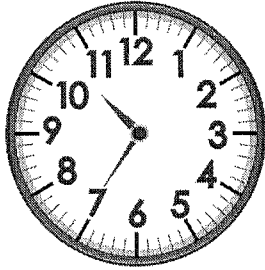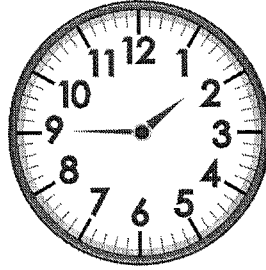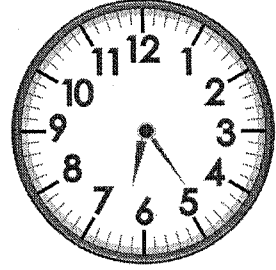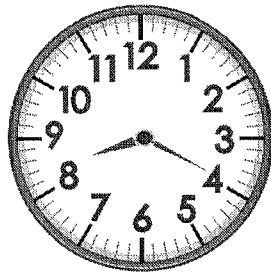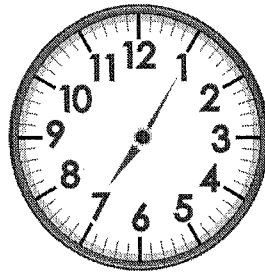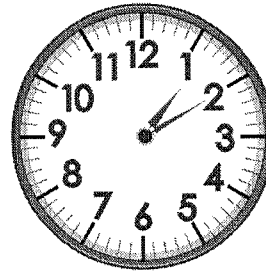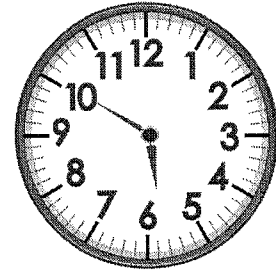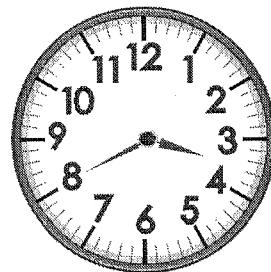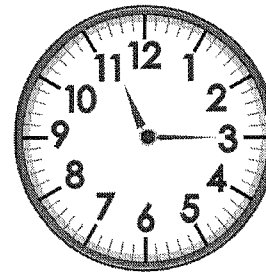
Name:_____   Date:_____

Circle or write the correct answers.

1. Circle the greater number in each group.

| 3,281 | 328 | 429 | 924 | 10,582 | 1,852 | 214 | 142 |
| 16,927 | 19,672 | 752 | 5,217 | 3,863 | 3,683 | 2,741 | 742 |

2. Rewrite the following numbers in order from **greatest** to **least**.

6,791   721   1,403   614   21,572   206

Greatest   Least

_____   _____   _____   _____   _____   _____

3. Make eight different numbers using the digits 7, 4, 1, and 8.
   Write the numbers in order from **greatest** to **least**.

Greatest   Least

8,741   _____   _____   _____   _____   _____   _____   _____

4. Circle the **odd** numbers. Write the **even** numbers on the lines.

27   462   86   2,481   18   125   3   62,400   480   211

_____   _____   _____   _____   _____

5. Continue the patterns.
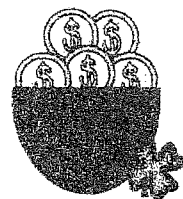
sixty-three, sixty-five, sixty-seven, _____, _____

2,779,   2,782,   2,785,   2,788, _____, _____, _____

5,   8,   11,   14,   17, _____, _____, _____

16,   24,   32,   40, _____, _____, _____

Name:_____

3 Digit Subtraction with Regrouping

305	904	723	877
- 245	- 568	- 543	- 492

428	442	349	656
- 153	- 238	- 187	- 391

315	705	336	738
- 70	- 231	- 178	- 195

563	905	533	553
- 182	- 756	- 246	- 198

603	816	496	637
- 328	- 345	- 222	- 358

Name:_____ Date: _____

DIRECTIONS: Read and look at all parts of the graph. Answer the questions below about the graph.

Favorite Colors

Number of Students (y-axis: 1, 2, 3, 4, 5, 6)

Color (x-axis: green, yellow, red, orange, blue, purple)

Bar values: green = 4, yellow = 2, red = 3, orange = 1, blue = 5, purple = 3
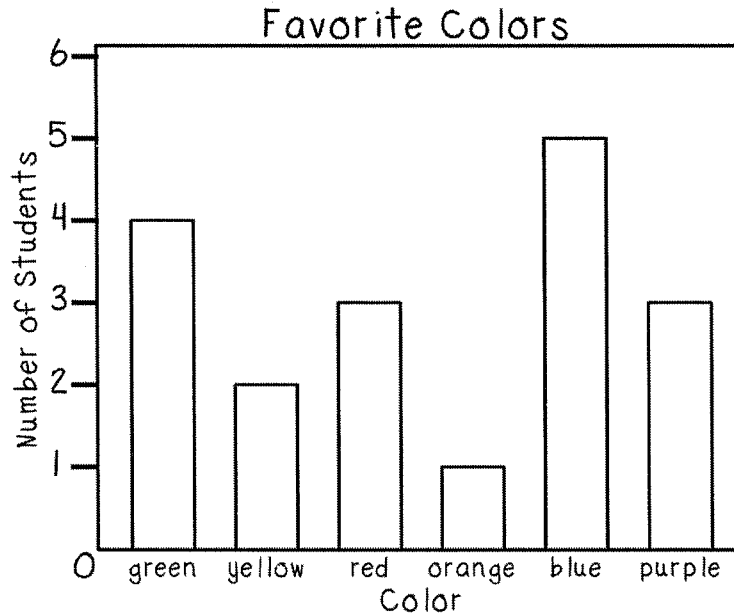
1. How many students voted blue was their favorite color?

_____

2. How many students voted on a favorite color? _____

3. How many students voted on the colors yellow, red, and green combined? _____

4. Which color had the lowest amount of votes? _____

5. How many students voted that yellow was their favorite color? _____

6. How many more students voted for green than yellow?

_____

7. How many students voted for yellow and orange combined? _____

8. What type of graph is this? (Circle the correct answer)
   a. line graph   b. picture graph   c. bar graph

9. Write a question that can be answered from the graph.

_____

Rainy Day Addition

Color Code:
Even—Blue
Odd—Gray

1. 327
  +568
———

2. 546
  +211
———

3. 425
  +348
———

4. 188
  +369
———

5. 612
  +175
———

6. 433
  +294
———

7. 825
  +175
———

8. 650
  +258
———

9. 964
  + 83
———

10. 269
  +450
———

11. 304
  +199
———

12. 775
  +125
———