



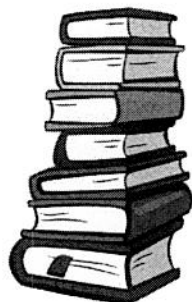
THE DOUGLASTON SCHOOL
2016 National Blue Ribbon School
PS 98Q
40-20 235th Street
Douglaston, NY 11363
Phone 718.423.8535 Fax 718.423.8550



Kristy Chan, Principal

Diana Gautier, A.P.

Dear Third Grade Students,



Welcome to third grade
It will be such an exciting year
Guaranteed to be oodles of fun
No need to fear
We will read exciting books
Engage in science explorations too
You will get to know us
We will learn all about you
Making new friends
Working together as a team
Here's a little secret
Did we mention STEAM?
Solving multi-step problems
Learning all about fractions as well
We are going to stop now
Doesn't all of this sound swell?
Enjoy your summer
Make sure you find time to read
See you in September
Prepare to SUCCEED!

Written by Amy Kuchynsky

Fondly,
The Third Grade Team



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Dear Parents,

We trust that you will have a wonderful summer with your children. Continue to support reading skills by having your child read daily. Encourage discussions about what was read by asking your child questions about the story. Please note below the general school supplies your child will need for third grade. Additional items may need to be replenished throughout the year. Included in this packet you will find an HMM parent letter introducing you to our first module. Before each module you will receive a letter to introduce you to the skills being covered.

GRADE 3 SUPPLY LIST

- 6 hardcover wide-ruled **composition notebooks** with child's name on the book
- 6 solid color, bottom pocket folder with child's name on outside top right corner
- 3 packages of **#2 Pencils - Ticonderoga sharpened**
- mini thesaurus and mini dictionary
- 1 soft pencil case to hold loose items
- 1 pencil sharpener
- 1 pack of Elmer's glue sticks
- 1 pack of **Crayola** crayons/colored pencils/thin colored markers
- 1 7" scissor
- 3 2 inch Polymer erasers
- 1 package of highlighters
- 1 pack of Bic 4-color ballpoint pens (1 pen with 4 different colors)
- 2 pack of Post-Its`
- 1 roll of Scotch tape
- 2 EXPO dry erase markers
- 2 yellow writing pad with lines
- 2 white writing pad with lines
- 2 boxes of tissues
- 2 packages of cleansing wipes/baby wipes
- 1 roll of paper towels
- 1 ream letter size computer paper
- 1 box gallon size Ziploc bags

We look forward to getting to know you in the upcoming school year.

Sincerely,

The Third Grade Teachers

What a Character!

HELLO, FAMILY!

Over the next three weeks, our class will build their knowledge about story characters and what makes them unique, with a focus on the realistic fiction genre. We will read texts about interesting characters who are true to themselves when faced with a challenge. Children will also write an expository essay about how authors make their characters interesting to readers.

BRING IT HOME! Learning fun for the whole family!

Discuss the Topic

Set aside time daily for your child to share with you what he or she is learning. Use these ideas to help build your child's knowledge about the topic:

- Talk about the ideas your child has added to the Knowledge Map each week.
- Ask about the texts your child is reading, and what he or she has learned from them.
- Share with your child your own questions about the topic, and work together to find the answers.

Explore the Genre

The genre focus in this module is realistic fiction. Discuss with your child the characteristics of this genre.

Ask your child to read to you each day and make time to read together.

Look for texts that:

- Spark your child's curiosity.
- Tie to the module topic.
- Tell about characters who are unique, just like your child.
- Reflect problems or concerns that your child may recognize or need to confront.

Build Vocabulary

Use these ideas to help your child build a rich vocabulary.

The Big Idea Reinforce the topic words *individuality*, *unique*, *feature*, and *personality* in everyday conversations with your child. Use prompts like these: What is one way you are **unique**? Describe a **feature** that you look for in a friend.

What Does It Mean? Have your child keep a growing list of the Critical Vocabulary words. Quiz each other on their meanings.

Word Hunt Look for words with the prefixes *mis-*, *un-*, and *non-* and the suffixes *-ful* and *-less* in books, magazines, online texts, and environmental print.

Summer Reading Book Choices

Incoming Third Grade

Directions: Select **one** of the book choices below to read that is **closest to your current reading level**. Then, use the Choice Board provided to select an activity which will help you to demonstrate understanding of your book selection. **HAVE FUN!**

- Young Cam Jansen by David Adler (level J)
- Horrible Harry Moves Up to Third Grade by Suzy Kline (level L)
- Freckle Juice by Judy Blume (level M)
- How to Be Cool in Third Grade by Betsy Duffey (level N)
- Third Grade Angels by Jerry Spinelli (level P)
- Frindle by Andrew Clements (level R)

HAPPY READING!

Summer Reading Choice Board Activities

<p>Draw/create a picture of 2 characters from your book choice on a poster board. Next, surround your drawings with words (adjectives) that describe each of the characters.</p>	<p>Write a Friendly Letter to the author on white lined paper. Be sure to include: the date, greeting, body, and closing. Introduce yourself first by sharing a few fun facts about things you enjoy. Then, ask at least three questions you might have about the book.</p>	<p>Design an original poster advertising your book choice. Your poster should persuade others to read it! Include the title, author, and an exciting picture/s. Make sure it is colorful and grabs the attention of others.</p>
<p>Create an original poem, rap, or song about a character or event in the book you selected. This should be done on white lined paper. We can't wait to hear it!</p>	<p>Make a Double Bubble Map to compare and contrast this book to another book you have read. How were they similar? How were they different? Be sure to include examples.</p>	<p>Where did your story selection take place? Create a picture that illustrates the setting, and then explain using details what your setting depicts/shows.</p>
<p>Who was your favorite character in the book you chose? First, create a Bubble Map which includes characteristics/adjectives that describe this character. Next, write a letter to this character and include examples of why you selected these specific characteristics/traits.</p>	<p>Time to be a Vocabulary Word Detective! Select at least 8 - 10 new words you learned from the book you read and create a dictionary with the words. Include: word meanings and pictures illustrating your understanding as well. Be creative!</p>	<p>Your friends would love to know your thoughts on the book you selected to read. Write a book review that explains in detail why you would or wouldn't recommend this book. Be sure to support your opinions with evidence from the text. This should be done on white lined paper.</p>

Summer Math Problems

Directions: Read the word problems. Before completing the problems, carefully read the **checklist** provided. Show all of your work on paper and attach the question sheet.

Checklist

- Circle the important information
 - Underline what the question is asking you to do
 - Explain the steps you took to arrive at your answer
 - Label all of your answers
-
- Amy's mother told her she can stay at dance class for **20** more minutes before they had to leave. First she practiced ballet for **7** minutes. Then she changed into her tap shoes which took **1** minute. Then she practiced tap dancing for **8** minutes. How much longer can Amy stay at dance class?
Show all of your work.
-
- Mrs. Dunnigan sold pineapples at a farmer's market. There were **5** pineapples in each box. She sold **6** boxes! If she sold an equal number of pineapples to **10** people, how many pineapples did each person buy? How do you know?

- Mr. Grossman loves to walk his dog around the block. It takes **7** minutes to walk around the block once. Every night, Mr. Grossman walks his dog around the block **3** times. Altogether, how long does it take Mr. Grossman to walk his dog over a **3** day period?
- Emma has **25** pretzels. She put an equal number of pretzels on 4 plates. How many pretzels did Emma place on each plate? Were any left over? Explain and show all of your work.
- Dino loves cookies! He bakes **2** dozen oatmeal cookies, **2** dozen chocolate chip cookies, and **1** dozen sugar cookies.
 - A. How many cookies did Dino bake in all?
 - B. If he gives away **12** oatmeal cookies, **8** chocolate chip cookies, and **6** sugar cookies, how many of each will he have left for himself?

(1 dozen = 12)