

MCKENZIE SCHOOL'S



2022-2023

RECOMMENDED

SUMMER

LEARNING ACTIVITIES

STUDENTS ENTERING

3RD GRADE



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June 2022

Dear Parents and Guardians,


McKenzie School knows that learning never stops—even during summer vacation. This learning packet will help enhance your child's skills and reading abilities. To support your efforts to find quality books for your children to READ this summer, you will find links to some award-winning collections of nonfiction books and magazines on our McKenzie School website in addition to some suggested summer learning activities that are within their grade level learning packet.

Please encourage your child to read every day and to use the reading verification form to log the reading they have done this summer. This form should be handed in to their teacher on the first day of school.

I wish you a fun and safe summer!

Respectfully,

Brian Barrow



Elementary School

Here are some questions that you can ask your child when they are reading books this summer. These questions will help you to have a conversation with your child about his/her book.

The questions are written to match the Independent Reading Levels that we follow in school in Reading Workshop. Have fun reading and sharing special time with your child!

Independent Reading Levels A - I

- Which words rhyme in the story?
- What happened in the story?
- Who are the characters?
- How are the characters alike or different?
- Tell me about (things, places, or animals) in the story.

Independent Reading Levels E - N

- What happened at the beginning, middle, or end of the story?
- What was the main idea of the story?
- Who was the main character? Did you like/dislike him/her?
- How were two characters alike or different from each other?
- What was your favorite part?

Independent Reading Levels J - P

- What happened at the beginning, middle, or end of the story?
- What was the main idea of the story? What was the setting?
- Describe the main character. Tell me about 2 characters. How were they alike or different from each other?
- What was the problem in the story? How was it solved?
- Does the story remind you of something you have done or read about in another story?

Elementary School
Questions to Ask Your Child
When He / She is Reading This Summer

Independent Reading Levels M - R

- Retell the main events of the story.
- What was the main idea?
- Who are the characters and what are they like? Why do you think (pick a character) acted that way?
- What was the setting?
- What was the problem? How was it solved?
- Does the story remind you of something you have done or read about?
- What was the author trying to tell you in this story?

Independent Reading Levels Q - U

- Summarize the story.
- What was the main idea?
- What was the setting?
- Who are the characters and what are they like? Why do you think (pick a character) acted that way?
- What was the author's purpose in writing this story?
- Does the story remind you of something you have done or read about?
- Does this story teach a lesson?
- What was the problem - how was it solved?

Independent Reading Levels V - Z

- Summarize the story.
- What was the main idea?
- Describe the characters, their traits and how they interact with each other.
- Why do you think (pick an event) happened that way?
- What problem did the character face? How did he/she react and solve the problem?
- What is the author's message? Do you agree?
- What do you think would happen next if the book continued?
- Would you recommend this book? Why?

Name: _____ Date: _____

Narrative Writing

You find a pair of magic sneakers. They will take you anywhere you think of. Before you begin writing, think about where you would go, who you would meet, and what you would do. Now tell a story about your adventures in your special shoes.

(Introduction) _____

First, _____

Next, _____

Last, _____

In Conclusion, _____

Name: _____

Date: _____

Expository Writing

Everyone has a favorite animal. It may be a zoo animal, a farm animal or even a wild animal. Before you begin writing, think about your favorite animal. Now explain to the reader why this animal is your favorite.

(Introduction) _____

To begin with, _____

In addition, _____

In conclusion, _____

Interactive Websites That Promote Reading

Listed below are some interactive websites that have books, activities, and reading tips for parents. These websites are free for you and your children to use. As always, please monitor your child's use of the internet.

Book Adventure

<http://bookadventure.org>

Book Adventure is a FREE reading motivation program for children in grades K-8. Children create their own book lists from over 6,000 recommended titles, take multiple choice quizzes on the books they've read online, and earn points and prizes for their literary successes. K-8

BookPals

<http://www.bookpals.net/storyline/>

This site provides an on-line streaming video program featuring Screen Actors Guild members reading children's books aloud.

Guys Read

www.guysread.com

Guys Read is a web-based literacy program for boys. Our mission is to help boys become self-motivated, lifelong readers.

Room 108 Don't Wet The Bear

<http://www.netrover.com/~jrose/bear/bearintro.html>

Play this fun interactive game which is just like Hangman but instead you throw a bucket of water over a bear. The word lists include: Days of the Week, Months of the Year, Colour Words, Dolch action words, Number Words 1-16.

Room 108 Original Hangman

<http://www.netrover.com/~kingskid/hangori.htm>

Play this fun interactive game which is like the regular Hangman. The word lists is the Common, Number, Animal, Bible and Colour Words.

K-8 Online Animated Interactive Lessons

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

Free animated online workbooks for the development of reading and math skills, Grades K-8. You can also print out free worksheets.

KidsRead

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

Trivia games and word scrambles based on children's books and movies. Visit the Trivia and Games section, Grades K-5

The Spaghetti Book Club

www.spaghettibookclub.org/

The Spaghetti Book Club web site is a place for kids who love to read and talk about books! It is the largest site of book reviews written and illustrated by kids for kids.

Starfall

<http://www.starfall.com>

Starfall is a creative website designed to teach children to read. The interactive books available here have sound--so please turn your speakers on. Teacher may request free writing journals for classroom use that reinforce the sequential phonics lessons of each interactive book. Grades Pre-K-1.

Cyberchase

http://pbskids.org/cyberchase/how_started.html

Follow the online adventures as you travel through the three webisodes. Grades 2-3.

Between the Lions

<http://pbskids.org/lions/stories.html>

Stories with adventure games. Grades 1-3

Aesop's Fables

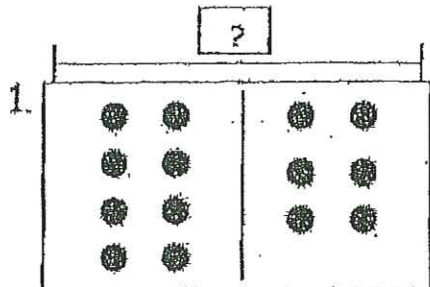
<http://www.umass.edu/aesop/>

Traditional and modern fables illustrated and retold by art students at the University of Massachusetts, Amherst
Grades 3-8

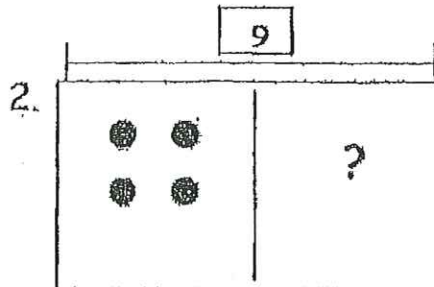
First Nine Weeks Math Test

Name _____

Which number sentence matches the model?



- A. $8 - 6 = 2$
- B. $8 - 2 = 6$
- C. $6 + 2 = 8$
- D. $8 + 6 = 14$

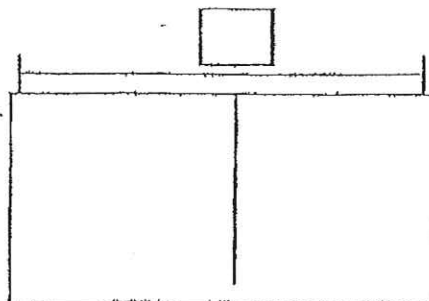


- A. $9 - 4 = 5$
- B. $9 - 3 = 6$
- C. $9 + 4 = 13$
- D. $9 + 3 = 12$


Draw a picture to find the sum.
Then write an addition sentence.

3. Kate sees 4 flowers.
Then she sees 7 more flowers.
How many flowers does she see
in all?

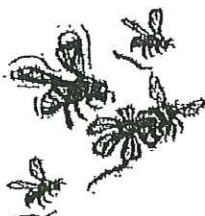
_____ flowers



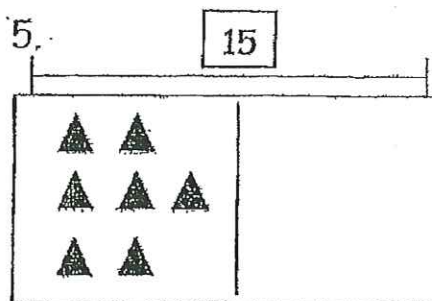
_____ + _____ = _____

4.  3 bees are buzzing outside,
4 more bees begin to buzz.
1 duck begins to quack.
How many bees are buzzing
altogether?

- A. 6
- B. 7
- C. 8
- D. 9



Draw the missing part.
Then write a subtraction sentence.



_____ - _____ = _____

6. John bought 12 balloons for the birthday party. 5 balloons blew away. How many balloons are at the party?



- A. 6
B. 7
C. 8
D. 9

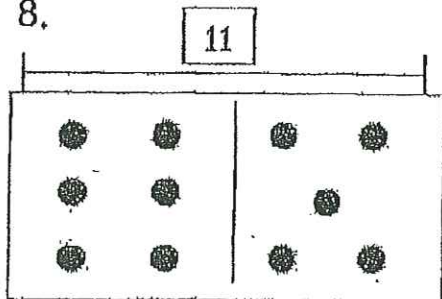
7. Mike has 13 books about dogs. David has 6 books about dogs. How many more books does Mike have than David?



- A. 6
B. 7
C. 8
D. 9

Write two related addition sentences for the model.
Then write two related subtraction sentences for the model.

8.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

9. Jane has 4 baseballs. Her brother has 2 baseballs. Then they got 8 more baseballs as a gift. How many baseballs do they now have in all?

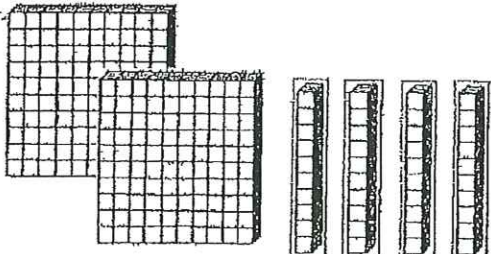
- A. 12
B. 13
C. 14
D. 15

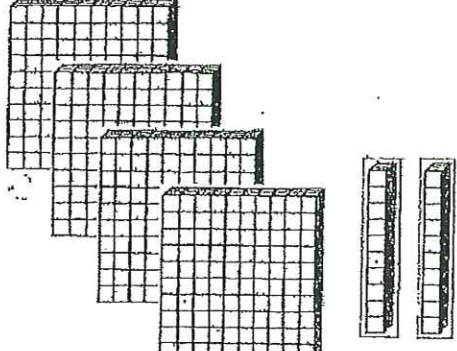


Find the missing number.

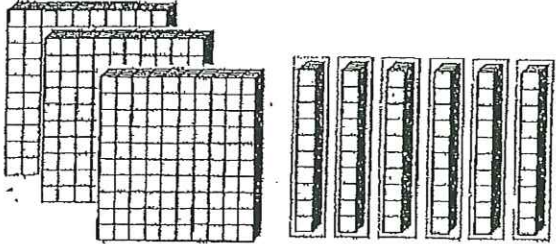
10. $6 + \underline{\quad} = 8$ 14. $14 - \underline{\quad} = 7$ 18. $2 + 7 = \underline{\quad} + 5$
 11. $\underline{\quad} + 3 = 9$ 15. $\underline{\quad} - 5 = 5$ 19. $9 + \underline{\quad} = 6 + 5$
 12. $5 + \underline{\quad} = 7$ 16. $12 - \underline{\quad} = 6$ 20. $8 + 0 = \underline{\quad} + 5$
 13. $2 + \underline{\quad} = 9$ 17. $8 - \underline{\quad} = 8$ 21. $4 + 3 = 0 + \underline{\quad}$

Look at the hundreds, tens, and ones. What number do they show?

22.  A. 345
 B. $200 + 40 + 5$
 C. 235
 D. $100 + 40 + 5$

23.  A. 420
 B. $400 + 20 + 2$
 C. 422
 D. 4 hundreds 2 tens 1 ones

Write the number.

24. 

_____ + _____ + _____ = _____

25. Which shows another way to write 592?
- A. 5 hundreds 2 tens 9 ones
 - B. $500 + 20 + 9$
 - C. $500 + 90 + 2$
 - D. Five hundred ninety

What is the value of the underlined digit?

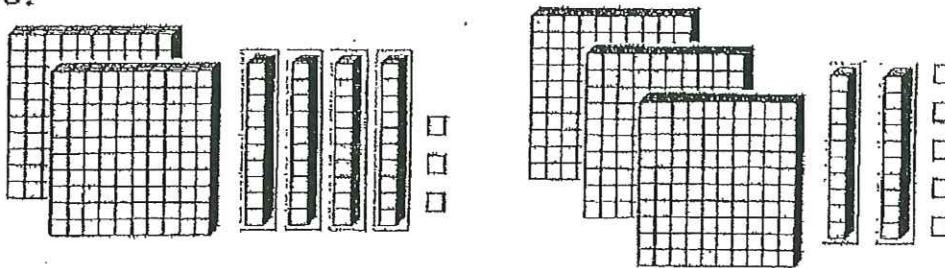
- | | | | |
|-----------------|------------------|-----------------|-----------------|
| 26. <u>1</u> 84 | 27. 7 <u>5</u> 1 | 28. <u>3</u> 69 | 29. 20 <u>8</u> |
| A. 10 | A. 50 | A. 30 | A. 80 |
| B. 1 | B. 5 | B. 3 | B. 8 |
| C. 100 | C. 500 | C. 300 | C. 800 |
| D. 4 | D. 70 | D. 60 | D. 20 |

<p>30. 573</p> <p>What is the value of the 5? _____</p> <p>What is the value of the 7? _____</p> <p>What is the value of the 3? _____</p>	<p>31. 248</p> <p>What is the value of the 2? _____</p> <p>What is the value of the 4? _____</p> <p>What is the value of the 8? _____</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

- | | |
|-----------------------|------------------------|
| Write the number. | Write the number word. |
| 32. sixty-three _____ | 35. 89 _____ |
| 33. forty-seven _____ | 36. 31 _____ |
| 34. twenty-one _____ | 37. 52 _____ |

Write the number of cubes. Circle is greater than or is less than.

38.



_____ is greater than _____

_____ is less than _____

Write >, <, or =.

39. 45 _____ 67

40. 23 _____ 32

41. 84 _____ 74

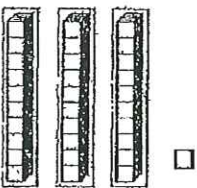
42. 19 _____ 11

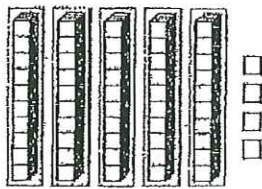
43. 115 _____ 167

44. 340 _____ 221

45. 226 _____ 126

Write odd or even.

46.  _____

47.  _____

48. 74 _____ 50. 15 _____

49. 63 _____ 51. 68 _____

Skip-count by 5's.

52. 5, 10, _____

53. 40, 45, _____

54. 105, 110, _____

Skip-count 10's.

55. 10, 20, _____

56. 210, 220, _____

57. 440, 450, _____

Skip-count 100's.

58. 300, 400, _____

Name: _____

$$19 + 36 + 43 + 25 =$$

$$65 + 37 + 50 + 6 =$$

35

81

22

+ 46

29

14

10

+ 38

62

12

41

+ 32

$$10 + 40 + 16 + 7 =$$

Name: _____

$$16 + 32 + 51 + 62 =$$

$$43 + 12 + 31 + 31 =$$

15

44

11

+ 46

32

23

7

+ 82

39

32

17

+ 50

$$25 + 6 + 17 + 20 =$$

2.NBT.1: Understands 3 digit place value

PRETEST/POSTTEST

Name: _____ Room: _____ Date: _____

2nd Grade Math Common Core
Number and Operations in Base Ten

1) 3 tens 7 hundreds 4 ones What is the number? _____	2) 2 ones 5 tens 6 hundreds What is the number? _____
3) 1 ones 3 hundreds 9 tens What is the number? _____	4) 8 hundreds 2 ones 6 tens What is the number? _____
5) Circle the digit in the TENS place. 327	6) Circle the digit in the ONES place. 189
5) Circle the digit in the HUNDREDS place. 416	6) Circle the digit in the ONES place. 111

Name: _____

Math Practice: Understand place value (2.NBT.1)

Monday

Write the correct digit in each blank.

34 = _____ hundreds _____ tens _____ ones

132 = _____ hundreds _____ tens _____ ones

333 = _____ hundreds _____ tens _____ ones

746 = _____ hundreds _____ tens _____ ones

709 = _____ hundreds _____ tens _____ ones

Draw the base ten blocks to represent each number.

	Hundreds	Tens	Ones
37			
232			
430			
706			

Write the number using digits.

seventeen _____ twenty -- two _____

thirty -- four _____ fifty -- one _____

ten _____ fourteen _____

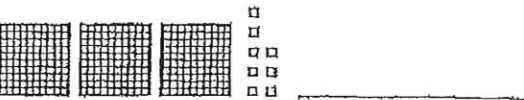
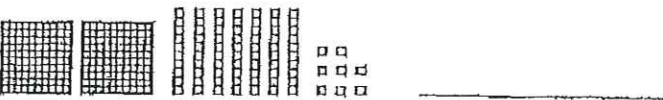
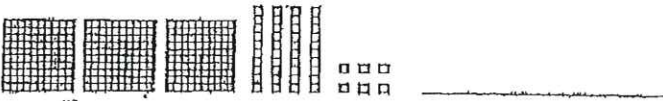
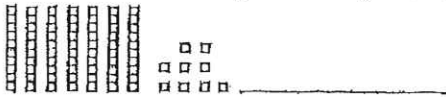
Continue the number pattern.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, _____, _____, _____, _____ Rule _____

Write the number in word form.

- | | |
|----------|----------|
| 11 _____ | 12 _____ |
| 13 _____ | 14 _____ |
| 15 _____ | 16 _____ |
| 17 _____ | 18 _____ |
| 19 _____ | 20 _____ |

Write the number represented by the base ten blocks.



Solve.

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$$

Name: _____

Math Practice: Understand place value (2.NBT.1)

Tuesday

Write the correct digit in each blank.

27 = _____ hundreds _____ tens _____ ones

274 = _____ hundreds _____ tens _____ ones

465 = _____ hundreds _____ tens _____ ones

560 = _____ hundreds _____ tens _____ ones

205 = _____ hundreds _____ tens _____ ones

Draw the base ten blocks to represent each number.

	Hundreds	Tens	Ones
20			
153			
580			
901			

Write the number using digits.

eighteen _____ twenty - three _____

thirty - five _____ fifty - four _____

eleven _____ forty-eight _____

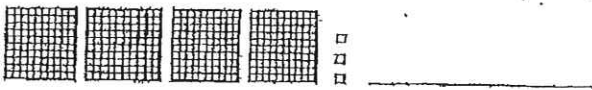
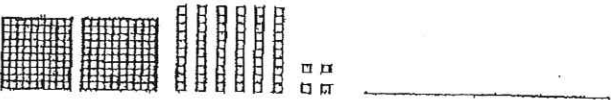
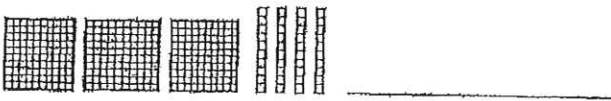
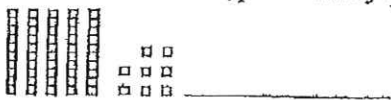
Continue the number pattern.

2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, _____, _____, _____, _____ Rule _____

Write the number in word form.

- | | |
|----------|----------|
| 21 _____ | 22 _____ |
| 23 _____ | 24 _____ |
| 25 _____ | 26 _____ |
| 27 _____ | 28 _____ |
| 29 _____ | 30 _____ |

Write the number represented by the base ten blocks.



Solve.

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$$

Name: _____

Math Practice: Understand place value (2.NBT.1)

Wednesday

Write the correct digit in each blank.

44 = _____ hundreds _____ tens _____ ones

387 = _____ hundreds _____ tens _____ ones

500 = _____ hundreds _____ tens _____ ones

389 = _____ hundreds _____ tens _____ ones

502 = _____ hundreds _____ tens _____ ones

Draw the base ten blocks to represent each number.

	Hundreds	Tens	Ones
101			
343			
523			
603			

Write the number using digits.

nineteen _____ twenty-four _____

thirty-seven _____ fifty-nine _____

twelve _____ forty-two _____

Continue the number pattern.

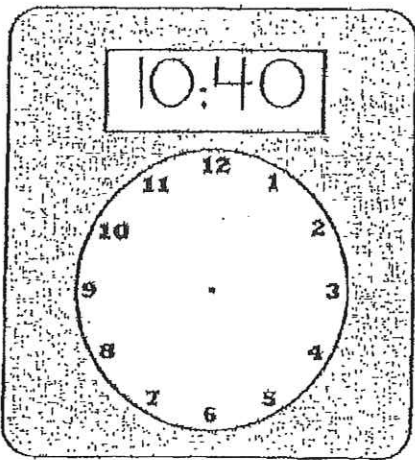
5, 10, 15, 20, 25, 30, 35, 40, 45, 50, _____, _____, _____ Rule _____

Name: _____

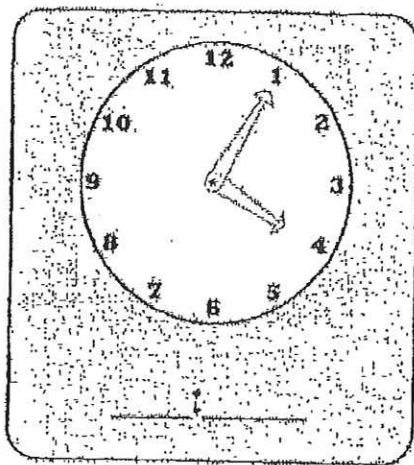
Prefest

15

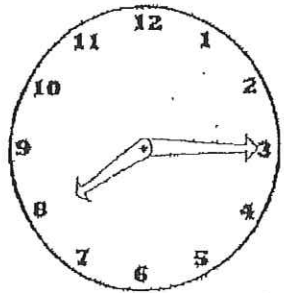
1.



2.



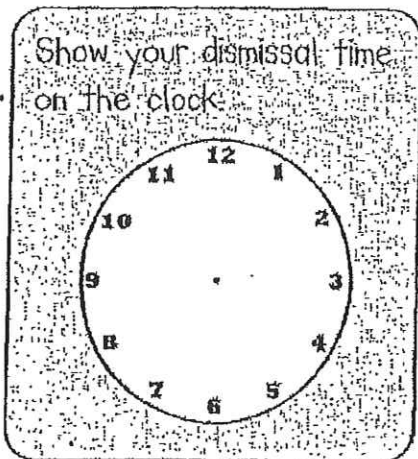
3. This is what time Sally goes to school each morning. Write the time in digital form.



_____ a.m.
_____ p.m.

4.

Show your dismissal time on the clock.



5.

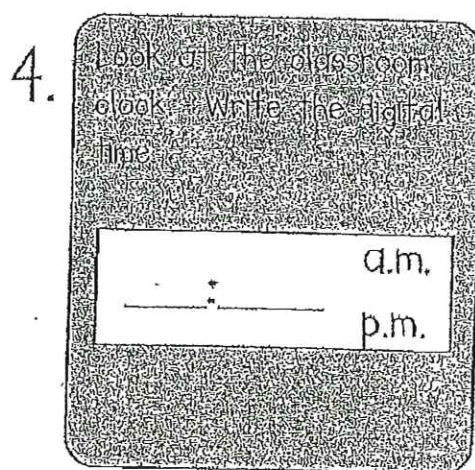
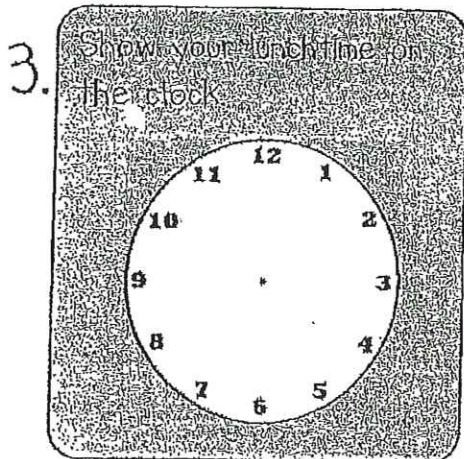
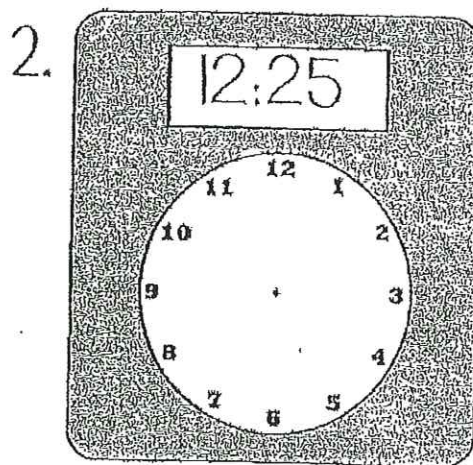
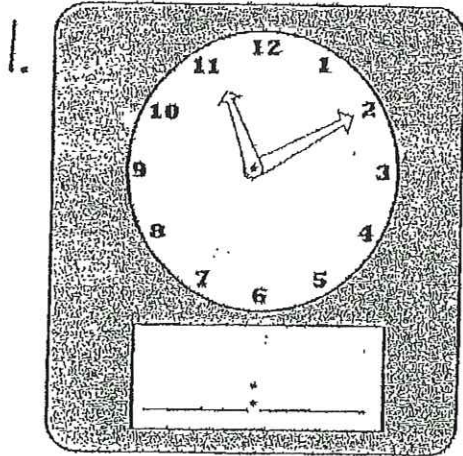
Look at the classroom clock. Write the digital time.

_____ a.m.
_____ p.m.

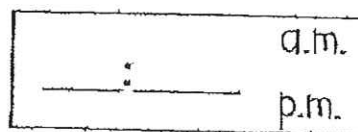
Name: _____

Assessment #/

15



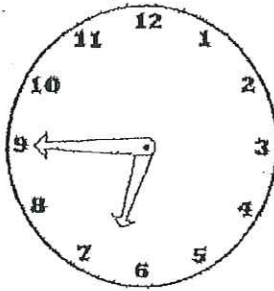
5. This is what time mom makes dinner each night. Write the time in digital form.



Name: _____

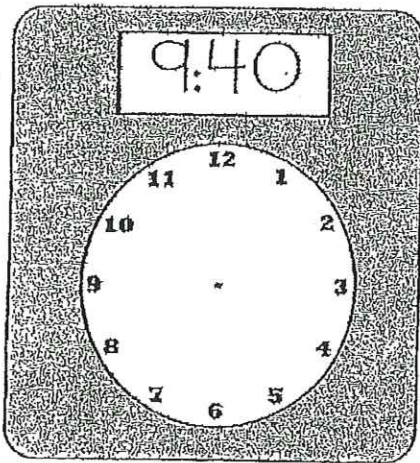
15

1. This is what time Joe gets up in the morning. Write the time in digital form.

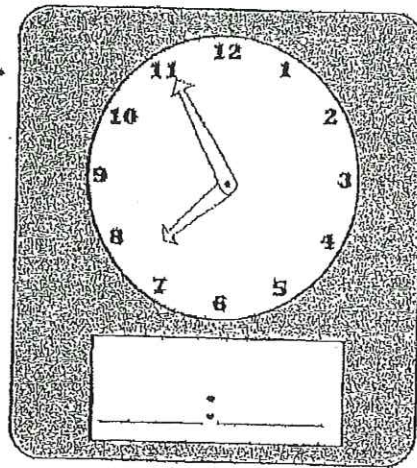


_____ a.m.
_____ p.m.

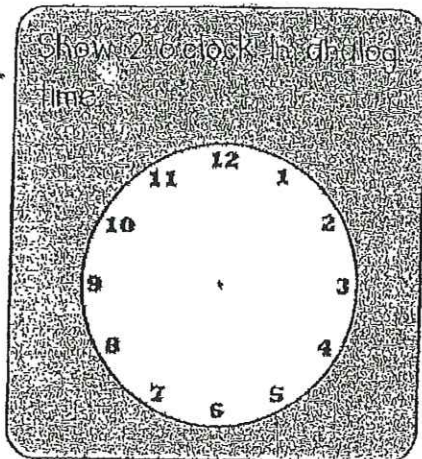
2.



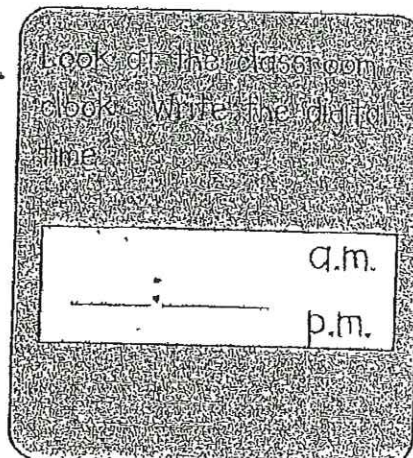
3.



4.



5.



Pretest

15

Name: _____

1. Mom gave Sam 3 quarters and 2 dimes to buy candy. How much money does Sam have for candy?

- (A) 5¢
- (B) 95¢
- (C) 85¢

2. Chad bought ice cream. He got 1 dollar bill and 3 nickels back in change. How much money did Chad get back?

- (A) \$1.15
- (B) 15¢
- (C) \$2.30

3. Tina has been saving money to go shopping. She has 4 dollar bills, 3 quarters, and 6 pennies. How much money does Tina have to go shopping?

Answer: _____

4. Dad cleaned out the car. He found 4 quarters, 1 nickel and 3 pennies. How much money did dad find?

Answer: _____

5. Scott earned \$2 on Monday, \$2 on Tuesday, and \$2 on Wednesday. If he works Thursday and Friday, how much will he make all week?

Show your work and write your answer on the line.

Answer: _____

Name: _____

Assessment #1

15

1. How much money does Eric have if he has \$1 bill and a \$5 bill?

- (A) \$6.00
- (B) 60¢
- (C) \$60.00

2. Maggie helped mom clean the house. Mom paid her with a dollar bill and 3 quarters. How much money does she have?

- (A) 75¢
- (B) \$1.75
- (C) \$2.25

3. How much is 3 dollar bills and 1 five dollar bill?

Answer: _____

4. Chris went to the movies. He had 4 dollar bills and 3 quarters and 2 dimes. How much money did he take with him?

Answer: _____

5. Paul earned 25¢ on Monday, 25¢ on Tuesday, and 25¢ on Wednesday. If he works Thursday and Friday, how much will he make all week?

Show your work and write your answer on the line.

Name: _____

Assessment #2

15

1. How much money does Chris have if he has 2 quarters, 3 nickels, and 4 pennies?

- (A) \$6.90
- (B) 69¢
- (C) 98¢

2. Tucker has 2 quarters, 4 dimes, and 1 penny. How much money does he have?

- (A) 19¢
- (B) \$1.96
- (C) 91¢

3. How much is 4 dimes, 2 nickels, and 3 pennies?

Answer: _____

4. Judy went to buy milk. She had 2 dollar bills, 1 quarter, and 2 pennies. How much money did she have to buy milk?

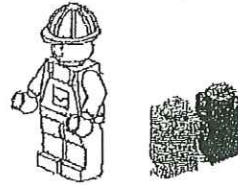
Answer: _____

5. Bob earned 2 nickels on Monday, 2 nickels on Tuesday, and 2 nickels on Wednesday. If he works Thursday and Friday, how much will he make all week?

Show your work and write your answer on the line.

Name _____

Use an inch and centimeter ruler to find the measurements.



1. Build a lego design

Please turn in your design with this paper to your teacher.

Length

_____ inches

_____ centimeters

Width

_____ inches

_____ centimeters

Can you ?

1. Using the length of the lego design in inches add 100.

How much do you have now?

$$\underline{\hspace{2cm}} + 100 = \underline{\hspace{2cm}}$$

2. Using the length of the lego design in centimeters subtract 8.

How much do you have now?

$$\underline{\hspace{2cm}} - 8 = \underline{\hspace{2cm}}$$

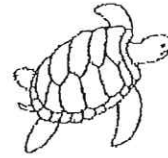
3. What number would you add to the width of the lego in centimeters to equal 40?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 40$$

How did you get your answer? _____

Name _____

Use an inch and centimeter ruler to find the measurements.



1. Draw a picture on a piece of paper. Color and cut out your picture. Glue your picture on the back of this paper. (Fold if needed.)

Length

_____ inches

_____ centimeters

Width

_____ inches

_____ centimeters

Can you ?

1. Using the length of the picture in centimeters add 15.
How much do you have now?

$$\underline{\hspace{2cm}} + 15 = \underline{\hspace{2cm}}$$

2. Using the length of the picture in inches subtract 5.
How much do you have now?

$$\underline{\hspace{2cm}} - 5 = \underline{\hspace{2cm}}$$

3. What number would you add to the width of the picture in inches to equal 20?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 20$$

How did you get your answer? _____

Name: _____ Date: _____ Number: _____

MEASUREMENT UNIT 9 REVIEW

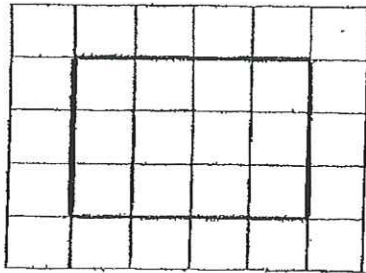
1. Measure the following lines in both inches and centimeters. Record your answers.

_____ inches _____ centimeters

_____ inches _____ centimeters

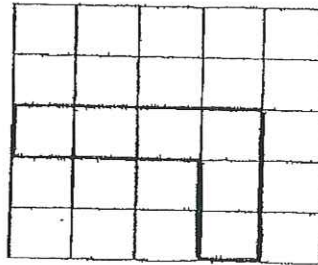
_____ inches _____ centimeters

2.



Perimeter: _____ cm

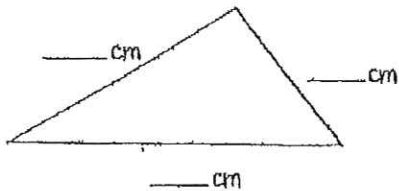
Area: _____ sq. cm



Perimeter: _____ cm

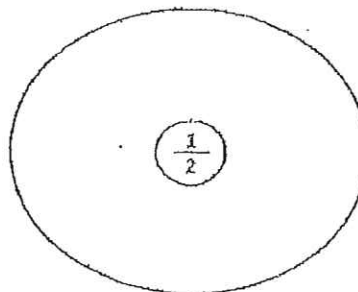
Area: _____ sq. cm

3. Measure the sides of the triangle to the nearest centimeter.



Perimeter = _____ cm

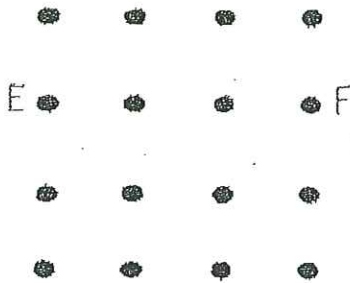
4. Complete the circle map with 3 other names for $\frac{1}{2}$.



Created by Amanda Olson

5. Draw line segment EF.

6. Draw a line segment that is parallel to EF and label it GH.



7. Make a ballpark estimate. Write the number model for the estimate.

$$32 + 58 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

8. Look at the following data sets. Find the median number.

32, 49, 28, 37, 53, 19, 24

The median number of inches is: _____

units
inches

3, 7, 1, 9, 4, 3, 5, 11, 10

The median number of meters is: _____

units
meters

9. Solve the following problems.

$$\begin{array}{r} 18 \\ +24 \\ \hline \end{array} \quad \begin{array}{r} 63 \\ +42 \\ \hline \end{array} \quad \begin{array}{r} 74 \\ +21 \\ \hline \end{array}$$

10. What was the simplest math on this review?

$$\begin{array}{r} 76 \\ -23 \\ \hline \end{array} \quad \begin{array}{r} 94 \\ -14 \\ \hline \end{array} \quad \begin{array}{r} 62 \\ -36 \\ \hline \end{array}$$

11. What was the most difficult math on this review?

12. What math will you look over before the test?

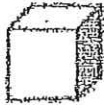


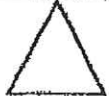
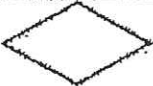
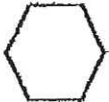
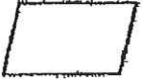


and _____

Name: _____ Date: _____

Use the list of vocabulary words for spelling as you complete the test.

hexagon	triangle	quadrilateral	cube	rectangle
trapezoid	square	pentagon	parallelogram	rhombus

• Write the name of the shape on the line.

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

Geometry

Common Core Standard: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Common Core Standard Geometry	
Evidence of standard mastery in this assessment	

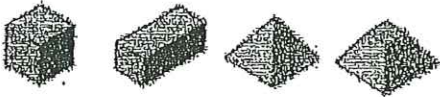
Draw a hexagon below.

Draw a flat shape with five angles

How many angles does it have? _____

How many sides does it have? _____

Circle the two shapes below that have an equal number of faces



How do you know?

What is a quadrilateral? Describe it using words

Name: _____
Date: _____

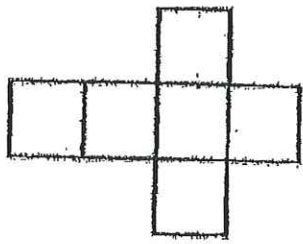
Geometry

Common Core Standards: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Evidence of standard mastery on this assessment?	

Draw a shape with five angles

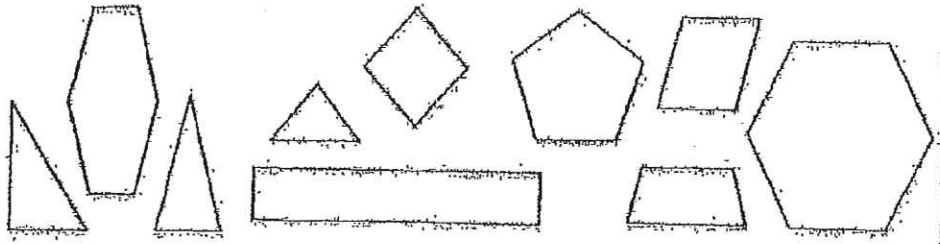
What solid figure could you make?



What do you call this shape? _____
 How many sides does it have? _____

Name of figure _____
 Number of equal faces _____

Color all of the quadrilaterals BLUE
 Color all of the hexagons RED



What are the names of the shapes have you not colored?

Name: _____
 Date: _____

Geometry

Common Core Standard: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

3rd Grade Common Core Standard: CCSS 3.G.A Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Evidence of Standard Mastery on this assessment?	
--------------------------------------------------	--

Do you agree or disagree with the following statement:

"All quadrilaterals are squares or rectangles."

Explain your reasoning below:

How are a rhombus and a square SIMILAR?

How are a rhombus and a square DIFFERENT?

Name: _____
Date: _____

Name: _____

Comparing three-digit numbers; Greater than & Less than

Comparing Numbers

"Greater Than"	"Equal To"	"Less Than"
241 $>$ 239	464 $=$ 464	233 $<$ 238
241 is greater than 239	464 is equal to 464	233 is less than 238

In the left column, write a symbol ($<$, $>$, or $=$) for each.

In the right column, write the words "is greater than", "is less than", or "is equal to."

- | | | |
|----|---------------|---------------|
| a. | 342 _____ 343 | 342 _____ 343 |
| b. | 181 _____ 118 | 181 _____ 118 |
| c. | 74 _____ 110 | 74 _____ 110 |
| d. | 581 _____ 851 | 581 _____ 851 |
| e. | 232 _____ 223 | 232 _____ 223 |
| f. | 140 _____ 140 | 140 _____ 140 |
| g. | 451 _____ 415 | 451 _____ 415 |
| h. | 272 _____ 212 | 222 _____ 212 |
| i. | 92 _____ 180 | 92 _____ 180 |
| j. | 102 _____ 120 | 102 _____ 120 |
| k. | 624 _____ 99 | 624 _____ 99 |
| l. | 810 _____ 801 | 810 _____ 801 |
| m. | 500 _____ 499 | 500 _____ 499 |
| n. | 316 _____ 316 | 316 _____ 316 |

Challenge:

- | | | |
|---|------------------|------------------|
| * | 12 + 27 _____ 40 | 12 + 27 _____ 40 |
| * | 75 _____ 50 + 25 | 75 _____ 50 + 25 |

Name: _____

Subtraction: 2-digit minus 2-digit (Borrowing)

Doggie Subtraction

$$\begin{array}{r} 58 \\ - 39 \\ \hline \end{array}$$



$$\begin{array}{r} 81 \\ - 53 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 62 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ - 45 \\ \hline \end{array}$$



$$\begin{array}{r} 95 \\ - 47 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ - 58 \\ \hline \end{array}$$



$$\begin{array}{r} 73 \\ - 65 \\ \hline \end{array}$$

Name: _____

Ordering Numbers Least to Greatest

Directions: Look at each set of numbers and put them in the correct order from least to greatest.

1.



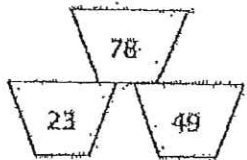
_____ < _____ < _____

2.



_____ < _____ < _____

3.



_____ < _____ < _____

4.



_____ < _____ < _____

5.



_____ < _____ < _____

Name: _____

Subtraction: 2-digits w/ Borrowing

a.
$$\begin{array}{r} 77 \\ - 48 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 56 \\ - 19 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 60 \\ - 24 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 83 \\ - 55 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 90 \\ - 81 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 33 \\ - 7 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 27 \\ - 8 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 55 \\ - 19 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 46 \\ - 17 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 50 \\ - 35 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 42 \\ - 26 \\ \hline \end{array}$$

l.
$$\begin{array}{r} 84 \\ - 78 \\ \hline \end{array}$$

m.
$$\begin{array}{r} 71 \\ - 9 \\ \hline \end{array}$$

n.
$$\begin{array}{r} 98 \\ - 89 \\ \hline \end{array}$$

o.
$$\begin{array}{r} 22 \\ - 15 \\ \hline \end{array}$$

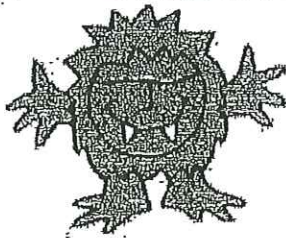
Name: _____

Subtraction: 2-digits w/ Borrowing

Monster Math

Two-Digit Subtraction

$$\begin{array}{r} 67 \\ - 49 \\ \hline \end{array}$$



$$\begin{array}{r} 30 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ - 74 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 68 \\ \hline \end{array}$$



$$\begin{array}{r} 42 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 43 \\ \hline \end{array}$$



$$\begin{array}{r} 84 \\ - 58 \\ \hline \end{array}$$

Name: _____

Subtraction

Subtract to find the differences.

a.
$$\begin{array}{r} 35 \\ - 17 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 58 \\ - 29 \\ \hline \end{array}$$



c.
$$\begin{array}{r} 96 \\ - 34 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 80 \\ - 47 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 51 \\ - 10 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 72 \\ - 7 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 28 \\ - 13 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 47 \\ - 18 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 60 \\ - 26 \\ \hline \end{array}$$

- k. Meg had a lemonade stand. She bought 24 lemons. She used 16 of them to make lemonade. How many lemons did she have left?

- l. Meg had 40 cups. She used 7 of them. How many cups did she have left?

Name: _____

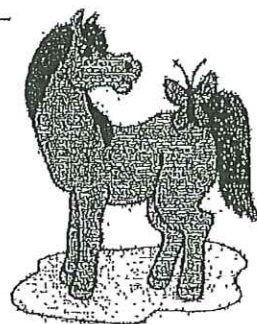
Addition

Find the sums.

a.
$$\begin{array}{r} 123 \\ + 194 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 404 \\ + 370 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 341 \\ + 333 \\ \hline \end{array}$$



d.
$$\begin{array}{r} 236 \\ + 561 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 500 \\ + 670 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 678 \\ + 89 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 262 \\ + 657 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 444 \\ + 111 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 56 \\ + 291 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 182 \\ + 239 \\ \hline \end{array}$$

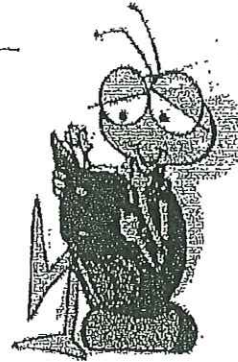
k.
$$\begin{array}{r} 991 \\ + 199 \\ \hline \end{array}$$

- l. The pony saw 291 butterflies on Monday.
On Tuesday the pony saw 144 butterflies.
How many butterflies did the pony see?

- m. The pony trotted down 147 trails in May.
In June he trotted down 13 trails.
How many trails did the pony trot down?

Name: _____

Addition



Find the sums.

a.
$$\begin{array}{r} 72 \\ + 19 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 46 \\ + 27 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 14 \\ + 33 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 83 \\ + 36 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 50 \\ + 57 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 67 \\ + 8 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 56 \\ + 65 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 44 \\ + 46 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 5 \\ + 29 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 38 \\ + 27 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 99 \\ + 99 \\ \hline \end{array}$$

- l. Sam has 29 books.
Jan has 44 books.
How many books do they have altogether?

- m. Nate has 47 chapter books.
He buys 13 more.
How many chapter books does he have in all?



McKenzie School

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Brian E. Barrow
Principal

Parent/Guardian Reading Verification Form

Reading Incentive Programs are fully supported by the United States Department of Education and educational organizations around the country.

Please list below the titles and authors of the books read, name of the student and parent/guardian's signature of verification. Visit our school website for this form and additional summer learning resources/activities. Please complete and then submit this form on the first day of school to your teacher.

Title of Book

Author

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name of Student

Signature of Parent/Guardian

If more space is needed, please continue on the other side. Please read with your child every day.