

Sample Pages from



Created *by* Teachers *for* Teachers and Students

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To Create a World ⁱⁿ which
Children Love to Learn!

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Welcome to Kids Learn!



Dear Family,

Welcome to *Kids Learn! Getting Ready for 3rd Grade*. Third grade will be an exciting year. There will be plenty of new learning opportunities, including longer books to read and multiplication facts to memorize! Interesting new topics in science and social studies will keep students engaged in lessons at school.

Kids Learn! was designed to help solidify the concepts your child learned in second grade and help your child prepare for the year ahead. The activities are based on Common Core State Standards and provide practice with essential skills for the grade level. Keeping reading, writing, and math skills sharp while your child is on break from school will help his or her third grade year get off to a great start. There is also a section at the end of the book that provides practice for standardized testing.

Keep these tips in mind as you work with your child through the *Kids Learn!* book:

- Set aside a **specific time each day** to work on the activities.
- **Complete one language arts and one mathematics page** each time your child works in the book rather than an entire week's worth of activity pages at one time.
- Keep all **practice sessions with your child positive and constructive**. If the mood becomes tense or if either of you gets frustrated, set the book aside and find another time for your child to practice.
- **Help your child with instructions**, if necessary. If your child is having difficulty understanding what to do, work some of the problems through together.
- Encourage your child to do his or her best work and **compliment the effort that goes into learning**. Celebrate the completion of all the activities by filling in the certificate at the end of the book and displaying it in a special place.

Enjoy the time learning with your child during his or her vacation from school. Third grade will be here before you know it!

Things to Do at Home

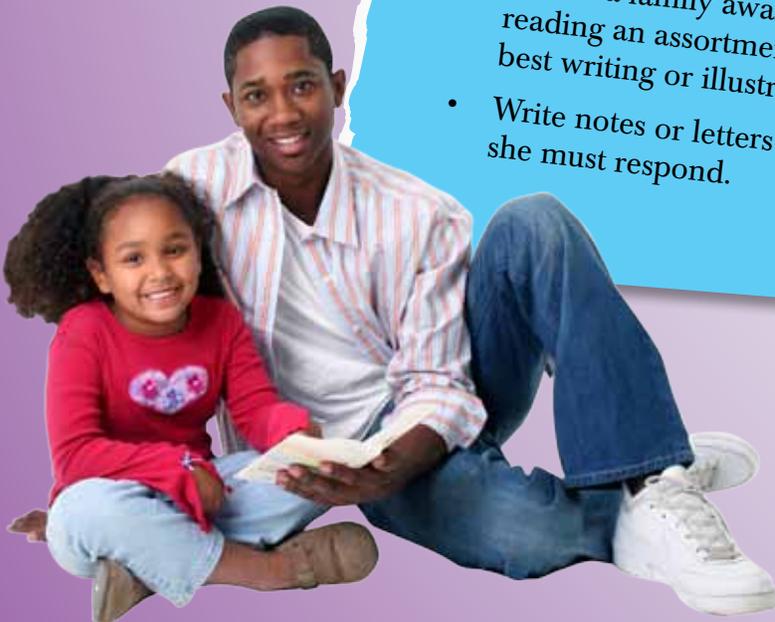
To Develop Healthy Habits

- Make sure your child gets plenty of sleep. Children this age need 10–11 hours of sleep each night. Take time to establish bedtime routines that involve relaxing activities, such as taking a warm shower or reading.
- Help your child become organized and responsible. Have places for your child to keep important things. Take time to set up a schedule together. Use a timer to keep track of time spent on different activities.
- Have conversations with your child. Ask your child questions about his or her activities and tell your child stories about funny things that happened to you.



To Practice Reading

- Set a reading time for the entire family. Make sure your child chooses books that are at a comfortable reading level, and that are interesting to him or her. See the Suggested Vacation Reading list on page 100.
- Create a family award for the best book of the month. Take turns reading an assortment of books and vote on which ones have the best writing or illustrations.
- Write notes or letters to your child, asking questions to which he or she must respond.



Things to Do in the Community (cont.)

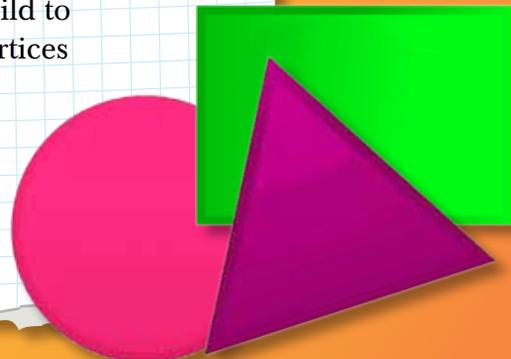
To Practice Writing

- After visiting interesting locations such as parks, museums, or stores, help your child write about what he or she saw and what he or she felt about the visits. Keep these writings in a notebook as memories of these adventures.
- Provide your child with a small notebook before leaving on a community outing so that he or she can take notes and draw pictures about the activity.
- Discuss with your child the role that community helpers such as police officers, firefighters, trash collectors, and health workers play. Have your child write thank-you notes to any of these workers. Take your child to the post office to mail the letters, or personally deliver them.



To Practice Math

- Have your child identify coins needed for a purchase. For example: *This can of corn costs 79 cents. Which coins would I need to buy this can?*
- Have your child estimate measurements while out in the community. For example: *This menu is about 8 inches wide. About how wide do you think the table is?*
- Have your child identify and describe geometric shapes such as rectangles, squares, circles, and triangles. Encourage your child to define the shape by its attributes, such as number of sides, vertices (corners), and angles. For example: *Can you find a sign that is a rectangle? How many sides does it have?*

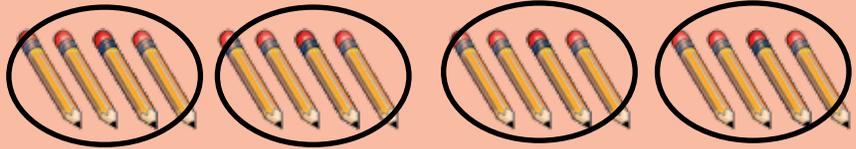


Grouping for Multiplication

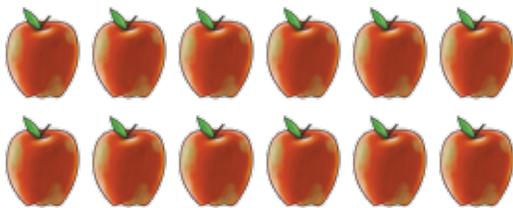
Directions: Circle the objects in each box to show equal groups. Then, complete the multiplication equation.

Example: 4 groups of 4

$$4 \times 4 = 16$$



1. 6 groups of 2



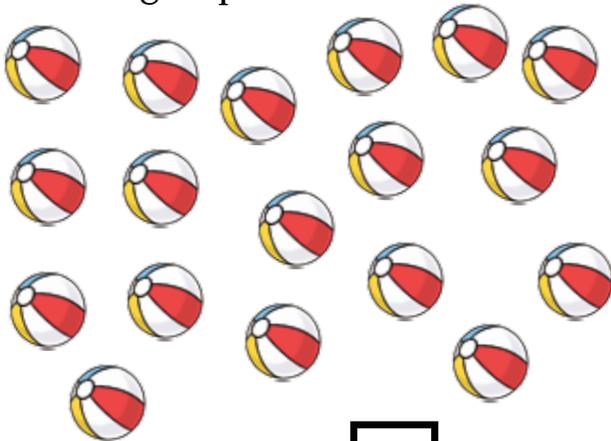
$$6 \times 2 = \square$$

3. 5 groups of 4



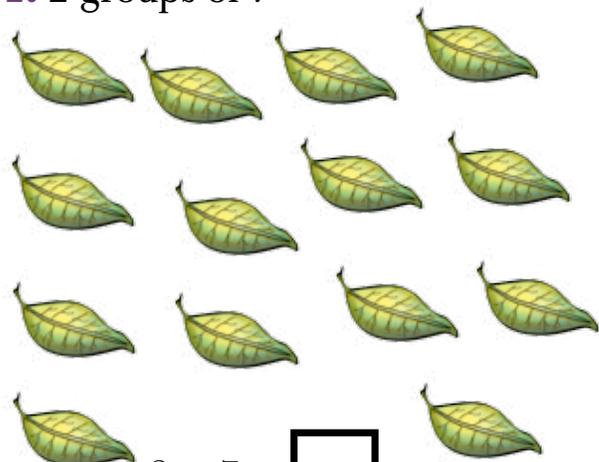
$$5 \times 4 = \square$$

2. 3 groups of 6



$$3 \times 6 = \square$$

4. 2 groups of 7



$$2 \times 7 = \square$$

Teeth to Spare!

Directions: Read the article. Then, answer the questions.

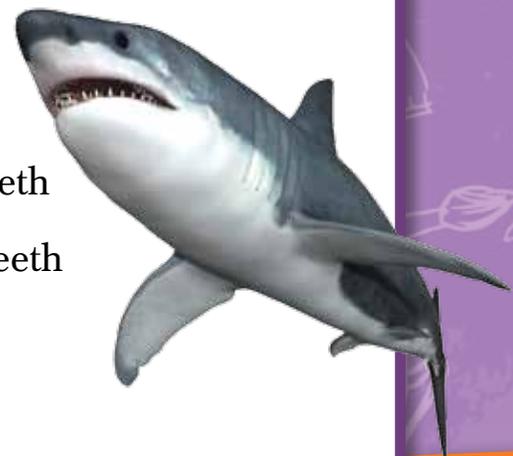
Shark Attack

Sharks have a lot of teeth. Most sharks have five rows of teeth. They do not use their teeth to chew like you do. They use them to tear their food into pieces. The first row is the largest. Each row gets smaller. When a tooth breaks, a new one takes its place. The new tooth does not come up from underneath like your teeth. The new tooth moves forward from the row behind it. A new one grows in the back row. A new tooth can grow in less than two weeks. A shark can have more than 30,000 teeth in its lifetime!

1. Write two facts about shark teeth.

2. Why did the author write about shark teeth?

- (A) to tell about the shapes of shark teeth
- (B) to tell about what sharks eat with their teeth
- (C) to tell how sharks use and replace their teeth



Preparing Your Child for Assessments

Background for Parents

Many states have recently adopted the Common Core State Standards, a set of national educational standards in language arts and mathematics. These standards provide clear goals for learning in grades K–12 so that all students can gain the skills and knowledge they need to be successful. For more information on the Common Core State Standards, please visit www.corestandards.org.

Assessments that are aligned with the Common Core State Standards will replace other state end-of-year tests. These assessments include a variety of types of items. Some items ask students to select the correct option or options from a list. Other items ask students to give a written or numerical response. Students will also complete tasks that gauge their ability to bring together knowledge and skills across many standards.

Preparation Pages

The test preparation items on pages 82–96 provide sample test questions and tasks similar to those that may be found on next-generation assessments. Use the following tips to work through the assessment practice pages with your child:

- Work with your child as he or she completes the practice items so that you can address any questions as they arise.
- Help your child understand how to go about selecting answers or working through tasks.
- Use the Answer Key to check the answers together, and discuss any incorrect responses.
- Keep in mind that for the purposes of this practice, getting the correct answer is not as important as helping your child become comfortable with the test-taking format and process.

Language Arts Assessment Practice

Directions: Read the passage below. Then, answer the questions on page 83.

Wild Again

In the country of Mongolia, there once lived wild horses. Mongolia is in Asia. That's next to China. The horses are called Takhi. They used to roam the plains. Then about 50 years ago, the wild horses died out. Hunters had killed some of them. Others died because their lands were used for farming or towns.

By 1960, the only Takhi left were in three zoos in different parts of the world. Scientists decided to try to save the Takhi. They began studying how to help the horses survive. They decided to try to bring wild horses back to Mongolia.

In 1992, Takhi that had been born in zoos were sent to Mongolia. Sixteen horses left the zoos for their new home. The horses were put in special areas. Hunters were kept away. The horses were given plenty of room. By 2006, there were over 300 wild Takhi. Some of them were born in the wild.

The San Diego Zoo's Wild Animal Park in California is one of the zoos that helped. They sent Takhi from their herd to Mongolia. Oliver Ryder is a scientist who works with the San Diego horses. He says the wild horses will make it, if we help them. "It's up to people," he says. "If we give the Takhi enough space, they will survive."



This map shows the special areas where wild horses live in Mongolia.

Language Arts Assessment Practice (cont.)

1. Reread the first paragraph of “Wild Again.” Underline the sentence that shows the main idea.

In the country of Mongolia, there once lived wild horses. Mongolia is in Asia. That’s next to China. The horses are called Takhi. They used to roam the plains. Then about 50 years ago, the wild horses died out. Hunters had killed some of them. Others died because their lands were used for farming or towns.

-
2. Why did the wild horses disappear? Fill in the bubble next to all correct answers.

- (A) “The horses are called Takhi.”
- (B) “Hunters had killed some of them.”
- (C) “Mongolia is in Asia.”
- (D) “Others died because their lands were used for farming or towns.”