



Holy Name of Jesus School
Summer Reading and Math Work
Students Entering Grade 3 – 2022/2023 School Year

Please take the time throughout the summer to work on the summer packet. Please do not wait until the last minute to complete this skill practice. It is essential to practice skills to insure continued retention. One hour of practice per week will truly impact your child's retention and success in the 3rd grade. We appreciate your interest in your child's education and success.

READING:

Students entering Grade 3 are **required** to:

- Read one (1) chapter book from *The Magic Tree House* series books. Complete the provided Noteworthy News reflection after reading.
- Choose one of the following *Magic Tree House* books:

The Knight of Dawn

Night of the Ninjas

Sunset of the Sabertooth

Midnight on the Moon

Revolutionary War on Wednesday

- Students are required to complete the Reading Skills worksheets and answer all questions.

MATH:

Students entering Grade 3 are required to complete the attached Math packet (12 pages.)

Name _____

Skill: Nonfiction—general report

Noteworthy News

Imagine you are a reporter getting the "scoop" on books. This is the notebook where you keep facts and information about books so you can write your news articles later. Fill in this page of notes for the latest book you've read!

Date _____ Notes about _____ title _____

by _____ author _____ This book is _____ fiction/nonfiction _____

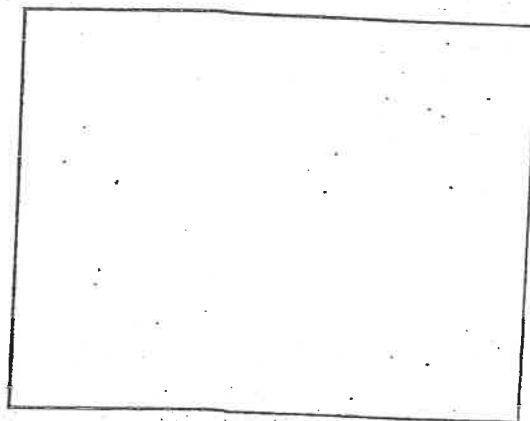
and is _____ pages long.
number

Interesting things: _____

Description of the characters or subject: _____

My opinion of the book: _____

Recommendation to others: _____



Exclusive Picture

My rating of the book (circle one):

(excellent) 10 9 8 7 6 5 4 3 2 1 (not good)

Brainwork! Write a news story about the book. Use your notes from above.



Main idea and details

Reading Comprehension Worksheet

Practice

A parent or tutor should read to the student and help the student to record their answers.

The **main idea** of a story is what the whole story is *mostly about*.

The **details** are *small pieces of information* that make the story more interesting.

Listen to this story. Think about what the whole story is *mostly about*.

Luca's grandpa lives on a farm. His grandpa has a big garden, and many animals. When Luca was little, he was afraid of the chickens. When he helped his grandpa feed the chickens, the chickens chased him, crying, "Cluck, cluck, cluck!" But his grandpa showed him how to shoo the chickens away with his hand, saying, "Shoo chicks, shoo chicks!" Luca still doesn't like the chickens much, but he isn't afraid of them now. He feels very grown up.

1. What is this whole story mostly about? Circle your answer.

Grandpa's garden	Luca and the chickens	Luca's favorite animal
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2. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Luca drew a picture of the farm.	Luca helped pick the vegetables.	The chickens said "Cluck, cluck, cluck!"
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Listen to this story. Think about what the whole story is *mostly about*.

Alex's grandpa lives in a big city, on the 18th floor of an apartment building. From his grandpa's windows, Alex can see the whole city. Alex used to be afraid to look out the windows, because they were up so high. But his grandpa would sit with Luca, and point out all the interesting things in the city. Now Luca likes to look out his grandpa's windows. He can see the library, and the train station, and the park. He feels very grown up.

3. What is this whole story mostly about? Circle your answer.

Alex takes a train ride	Alex rides the elevator	Alex and his grandpa's windows
-------------------------	-------------------------	--------------------------------

4. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Grandpa's apartment is on the 18 th floor.	The train station is a busy place.	There is an elevator in Alex's grandpa's building.
-------------------------------------------------------	------------------------------------	----------------------------------------------------

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5. Make up one more detail that would make this story even more interesting.

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## Story elements : Character, Setting, Plot, Solution

### Reading Comprehension Worksheet

#### Practice

A parent or tutor should read to the student and help the student to record their answers.

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Stories have a beginning, a middle, and an ending.

The beginning of a story tells you *who* the story is mostly about, and *where* the story mostly takes place.

The **characters** are *who* the story is mostly about.

The **setting** is *where* the story mostly takes place.

The middle of a story tells you the *things that happen* in the story.

The **events** are the *things that happen* in the story.

The **plot** is *all of the events* in the story. The plot usually includes some kind of *problem*.

The ending of a story tells *how the problem is solved*.

The **problem solution** is *how the problem is solved*.

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Think about these story elements as you listen to this story.

#### The Littlest Dragon

The littlest dragon on the mountain was called Sparkle, because his hide was pure white, and sparkly. Some of the dragons were blue, some were green, and some were red. But Sparkle was the only all-white dragon in their group.

One sunny day, Sparkle climbed up to the top of the mountain. He sat down on a big rock and looked out at the ocean. The mountain was on an island with long sandy beaches. Sparkle shook his head. He was worried. It was almost time for their group of dragons to fly south for the winter, and Sparkle had not yet learned to fly. His mom had tried to teach him. His dad had tried to teach him. His big sister had tried to teach him. But every time Sparkle jumped up and flapped his wings, he just tumbled down the hill.

Sparkle heard a sound, and turned to look. A gray seagull had flown down, and was perched on the rock beside the little dragon. It was a big seagull, but compared to Sparkle it was quite small. The seagull was about as big as one of Sparkle's feet.

"Why were you shaking your head?" the seagull asked.

"I have a bit of a problem," said Sparkle. "But who are you?"

"I am Sage," the seagull said. "I am called Sage because I am very wise. What is your problem? Maybe I can help you with it."

Sparkle lowered his large head. "I can't learn to fly," he said.

"Everyone has tried to teach me. But when I jump up in the air, I just tumble down the hill."

Sage moved his head slowly up and down, thinking. Then he looked at Sparkle. "Will you show me your take-off?" he asked.

Sparkle stood up. He jumped as hard as he could and started flapping his wings. He tumbled down the hill.

Again Sage moved his head slowly up and down. "I think I have the answer!" Sage cried. "You're trying to push yourself up with your legs. You have to pull yourself up with your wings! You have to start by raising your wings up high. Then move your wings down hard. You only have to jump a little bit."

Sparkle climbed back up the hill. He looked at Sage for a minute. He raised his wings up high. Then he pushed his wings down hard, and jumped just a little bit. He felt the air moving under his wings, and he flapped them some more. Then he stretched his wings out and soared. Sparkle was flying!

Sage flew up and joined his new friend, Sparkle. They flew up high. They flew down close to the ocean. They sailed around in circles.

After a while, Sage called, "Time for me to go home, Sparkle!"

"Goodbye, Sage!" Sparkle called back. "And thank you for this gift of flying! You are very wise!"

Now let's think about the **story elements**.

1. **Characters:** *Who* is this story mostly about?

|             |                  |                     |
|-------------|------------------|---------------------|
| Blue Dragon | Sparkle and Sage | Sparkle and his mom |
|-------------|------------------|---------------------|

2. **Setting:** *Where* does this story mostly take place?

|               |            |               |
|---------------|------------|---------------|
| in the desert | on a beach | on a mountain |
|---------------|------------|---------------|

3. **Problem:** What problem does one story character have?

|                                                                 |                                                        |                                    |
|-----------------------------------------------------------------|--------------------------------------------------------|------------------------------------|
| Sparkle cannot fly, and it is time to fly south for the winter. | Sparkle is afraid to climb to the top of the mountain. | Sparkle does not have any friends. |
|-----------------------------------------------------------------|--------------------------------------------------------|------------------------------------|

4. **Event 1:** Which event happens first in this story?

|                                                       |                                            |                                     |
|-------------------------------------------------------|--------------------------------------------|-------------------------------------|
| Sparkle shows Sage how he jumps when he tries to fly. | Sparkle climbs to the top of the mountain. | Sage comes and sits beside Sparkle. |
|-------------------------------------------------------|--------------------------------------------|-------------------------------------|

5. **Event 2:** Which event happens second in this story?

|                                                       |                                            |                                     |
|-------------------------------------------------------|--------------------------------------------|-------------------------------------|
| Sparkle shows Sage how he jumps when he tries to fly. | Sparkle climbs to the top of the mountain. | Sage comes and sits beside Sparkle. |
|-------------------------------------------------------|--------------------------------------------|-------------------------------------|

6. **Event 3:** Which event happens third in this story?

|                                                       |                                            |                                     |
|-------------------------------------------------------|--------------------------------------------|-------------------------------------|
| Sparkle shows Sage how he jumps when he tries to fly. | Sparkle climbs to the top of the mountain. | Sage comes and sits beside Sparkle. |
|-------------------------------------------------------|--------------------------------------------|-------------------------------------|

7. **Problem Solution:** How is one of the character's problem solved?

|                                |                                                       |                                                            |
|--------------------------------|-------------------------------------------------------|------------------------------------------------------------|
| Sage shows Sparkle how to fly. | Sage tells Sparkle to pull himself up with his wings. | Sage tells Sparkle not to worry about learning how to fly. |
|--------------------------------|-------------------------------------------------------|------------------------------------------------------------|

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8. How does thinking about **story elements** help you to understand the story better?



Sequencing - order of events

Reading Comprehension Worksheet

Practice

A parent or tutor should read to the student and help the student to record their answers.

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**Sequencing** is putting things in order, *from first to last*.

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Here are some examples. Write the number 1 in the box beside what happened *first*. Write the number 2 in the box beside what happens *second*. Write the number 3 in the box beside what happens *third*. Write the number 4 in the box beside what happens *last*.

1. What happened *first, second, third, and fourth?* 1, 2, 3, or 4?

Troy put his dog's dish on the floor, and called, "Rex! Here, boy! Dinner!"	
Troy opened the bag of dogfood, and took out the scoop.	
Troy took his dog's dish and food out of the cabinet.	
Troy put two scoops of dogfood into his dog's dish.	

2. What happened *first, second, third, and fourth*? 1, 2, 3, or 4?

Troy said, "Good boy, Rex!" and picked up Rex's empty food dish.	
Rex ate a whole dish of food, and then took a long drink of water from his water dish.	
Troy put Rex's food dish and the bag of food back in the cabinet, and went outside with Rex to play.	
Rex ran into the kitchen, wagging his long fluffy tail.	

~~~~~

3. Draw 4 pictures to show the **sequence** of 4 of the things that happened in this story. What happened *first, second, third, and fourth*?

|    |    |    |    |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
|    |    |    |    |



Using the information

**Drawing conclusions** - In the text and what you

Reading Comprehension Worksheet

Know in real life to make  
decision.

### Practice

A parent or tutor should read to the student and help the student to record their answers.

**Drawing conclusions** means figuring something out for yourself. To draw conclusions, you need to think about what *makes the most sense*.

Here are some examples of things you can figure out for yourself. Put an X in the box for the **conclusion** that *makes the most sense*.

1. Laura sat down beside her friend Allie and opened her lunchbox.

This is probably because:

☐ Laura is going to draw a picture.

☐ Laura is going to eat lunch.

☐ Laura is going to take a nap.

2. The movie ended and everyone in the audience clapped.

This is probably because:

☐ They wanted to see another movie.

☐ The movie was beginning.

☐ They all liked the movie.

3. The students sat in a circle on the floor, and the teacher opened a book.

This is probably because:

- ☐ The teacher is going to read a story.
- ☐ The students are getting ready for recess.
- ☐ It is time for lunch.

4. Marco's dad picked up his briefcase and went out to the car.

This is probably because:

- ☐ Marco's dad is staying home from work that day.
- ☐ Marco's dad is going to mow the lawn.
- ☐ Marco's dad is leaving for work.

5. The pretty glass cup slipped out of Nina's hand, and there was a crashing sound.

This is probably because:

- ☐ The cup broke.
- ☐ The cup was made of plastic.
- ☐ Nina dropped a glass plate.

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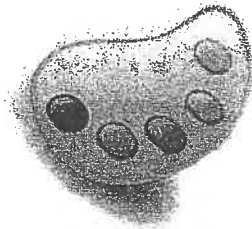
6. The theater lights went off, and the big curtains opened. Two actors came out onto the stage.

This probably means that:

Odd and Even

Name: _____ Score: _____

Color or shade all the even numbers.



22	33	21	18	74	29	37	81	39	44	89
17	16	33	55	88	26	35	80	53	97	13
38	23	45	29	91	25	66	77	98	10	33
51	55	17	20	58	75	43	24	89	36	71
99	49	92	42	85	84	76	27	81	20	68

Color or shade all the odd numbers.

24	32	23	19	72	27	39	83	34	45	87
13	18	73	65	89	25	30	81	56	95	19
37	24	54	28	99	77	63	76	67	10	11
57	95	37	60	51	35	93	44	29	16	81
49	42	12	47	18	14	71	27	97	20	70

Tens and Ones

Name: _____ Score: _____

Fill in the correct number of tens and ones for the given numbers.

23 ___ tens ___ ones

15 = ___ tens ___ ones

47 = ___ tens ___ ones

2 = ___ tens ___ ones

82 = ___ tens ___ ones

95 = ___ tens ___ ones

19 = ___ tens ___ ones

36 = ___ tens ___ ones

67 = ___ tens ___ ones

68 = ___ tens ___ ones

Find the numbers given the tens and ones.

2 tens 0 ones = _____

1 ten 7 ones = _____

1 ten 2 ones = _____

0 tens 3 ones = _____

3 tens 8 ones = _____

8 tens 9 ones = _____

9 tens 5 ones = _____

2 tens 8 ones = _____

Compare Numbers

Name: _____ Score: _____

Circle all possible numbers that can be filled in.

$12 > \square$

18 11 10 15

$33 < \square$

40 32 19 98

$25 < \square$

12 60 29 39

$45 < \square$

30 50 40 60

$19 > \square$

18 17 20 21

$41 > \square$

64 14 50 14

$78 < \square$

80 67 58 92

$55 > \square$

21 78 66 49

$31 \square$

49 14 32 49

$91 > \square$

56 99 59 19

$47 < \square$

10 37 57 74

$44 < \square$

67 24 36 42

$46 > \square$

50 64 23 47

$72 < \square$

60 90 75 71

$19 > \square$

20 10 14 91

$68 > \square$

60 90 80 85

$26 < \square$

50 40 32 25

$99 < \square$

19 95 89 98

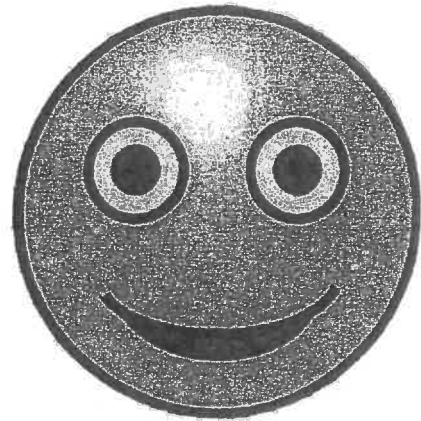
Basic Addition and Subtraction

(III) Calculate

$$\begin{array}{r} 16 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 11 \\ \hline \end{array}$$



$$\begin{array}{r} 56 \\ + 39 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 60 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 42 \\ \hline \end{array}$$

Basic Addition and Subtraction

Calculate

$$\begin{array}{r} 42 \\ - 6 \\ \hline \end{array}$$

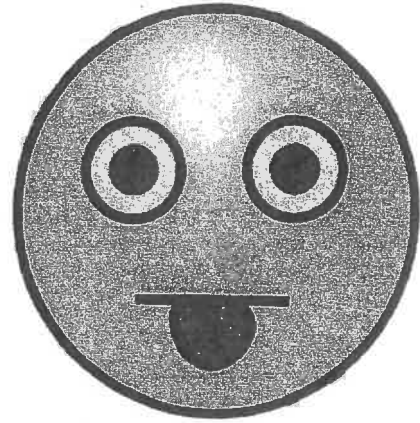
$$\begin{array}{r} 81 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ - 15 \\ \hline \end{array}$$



$$\begin{array}{r} 77 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 44 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 24 \\ \hline \end{array}$$

Counting money - pennies, nickels, dimes & quarter

Grade 2 Counting Money Worksheet

Add the coins.

1.



= _____

2.



= _____

3.



= _____

4.



= _____

5.



= _____

6.



= _____

7.

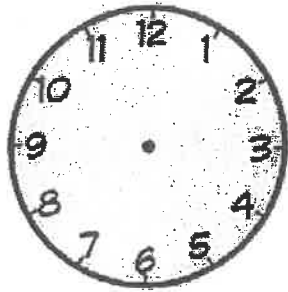


= _____

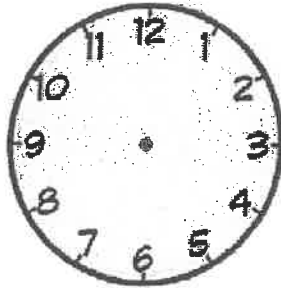
Time

Name: _____ Class: _____

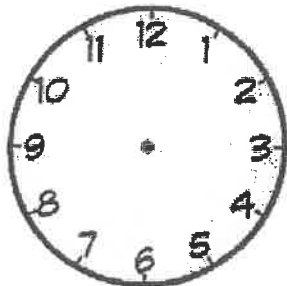
Draw the hour and minute hand on each clock



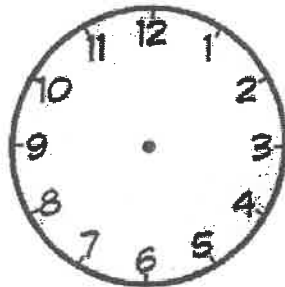
1:35



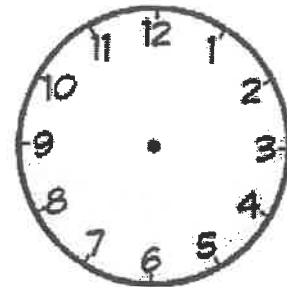
7:25



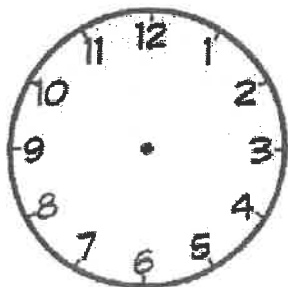
4:55



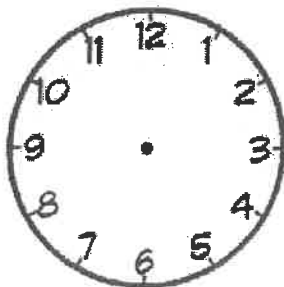
9:05



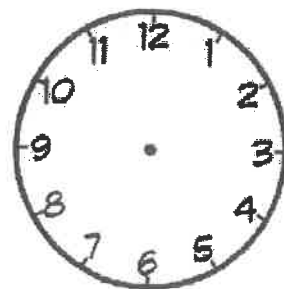
5:15



8:45



4:10

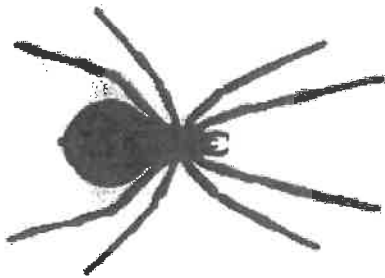


3:40

Using a real ruler to measure lengths in inches

Kindergarten Measurement Worksheet

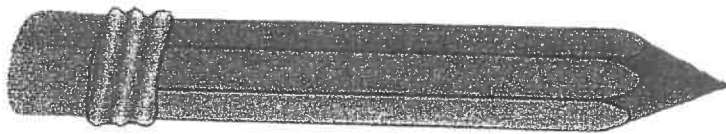
Measure the objects shown with a real ruler (or the cutout ruler below) and mark the length in inches.



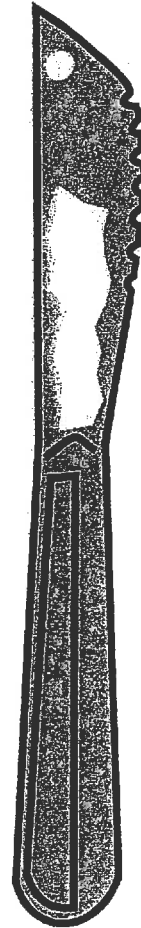
_____ inches



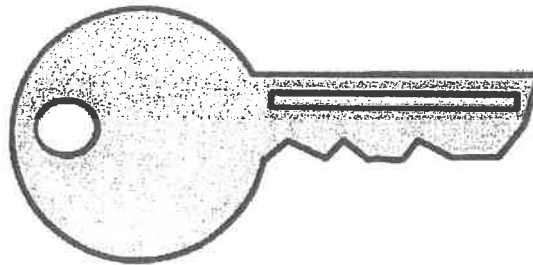
_____ inch



_____ inch



_____ inches



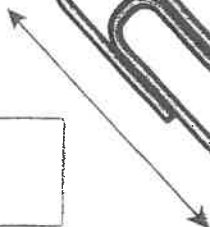
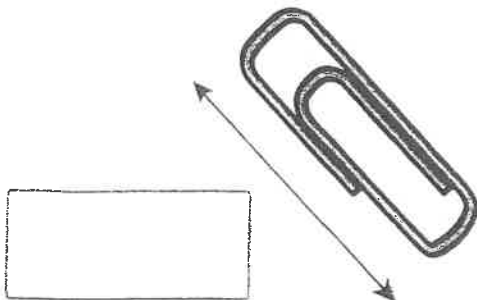
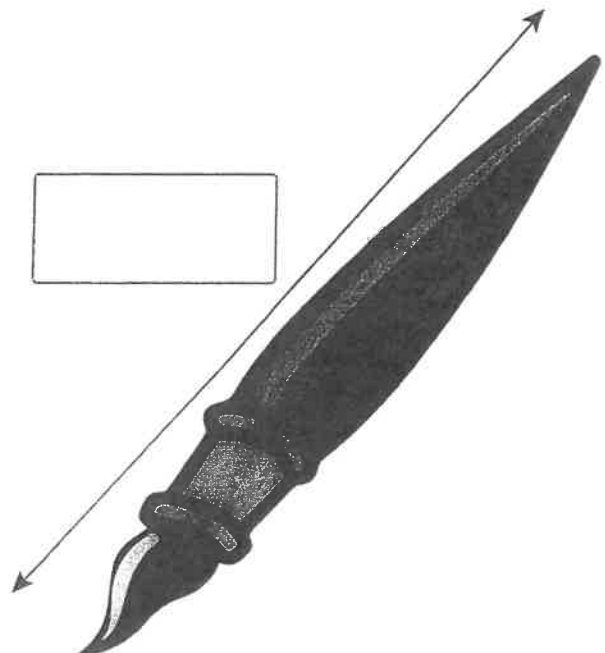
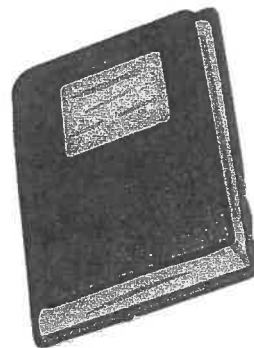
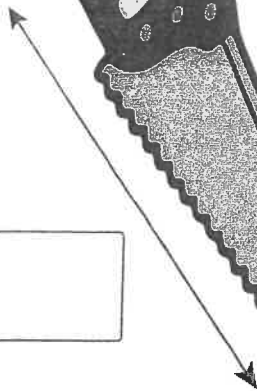
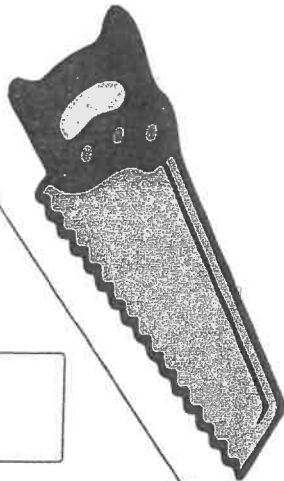
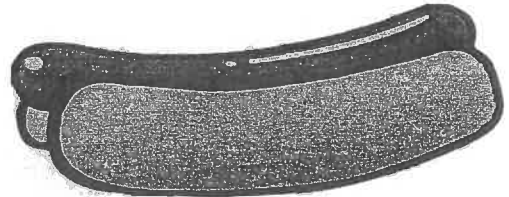
_____ inches



Measuring Length

Name: _____ Class: _____

Use your ruler and measure the length of the following items. Round off to the nearest centimeter. Write your answers in the boxes.



Goals Scored

Name: _____ Score: _____

The following table shows the number of goals some teams made during the football season. Use the data to complete a tally chart and answer the questions.

Manchester	Chelsea	Tottenham	Arsenal	Westham
35	40	25	30	22



1) Complete the Tally Chart

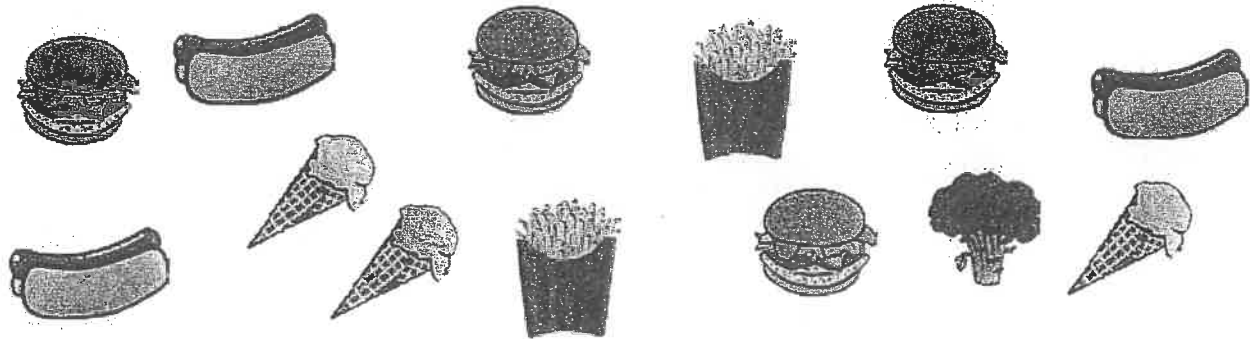
Manchester	
Chelsea	
Tottenham	
Arsenal	
Westham	


- 2) What is the goal difference between Chelsea and Westham?
- 3) How many more goals did Manchester score than Arsenal?
- 4) How many more goals did Tottenham score than Chelsea?
- 5) How many goals did these 5 teams score altogether?

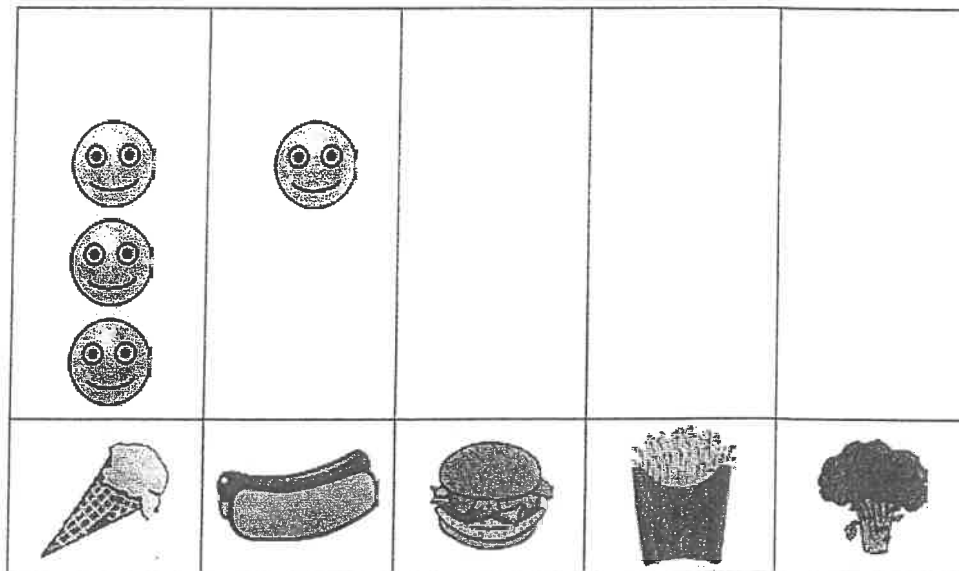
Lunch Snacks

Name: _____ Score: _____

The teacher asked the students about their favorite lunch snack. The following pictures show which snack each student liked the most. Use the information to answer the questions.



- 1) Count the snacks and complete the graph. Use a  for 1 lunch snack.

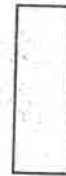
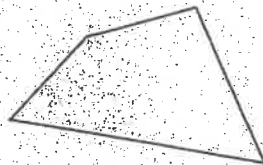


- 2) Which lunch snack was the most favorite ?
- 3) How many students liked the brocolli or the French fries the most?
- 4) How many students did not choose ice-cream as their favorite snack?
- 5) How many students were asked about their favorite snack altogether?

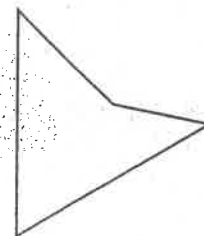
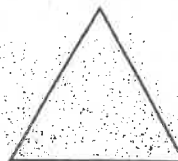
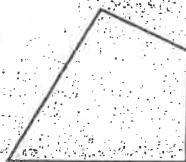
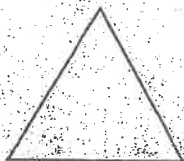
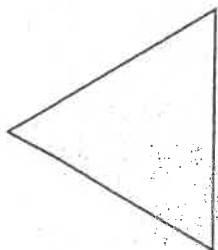
Color the Shapes

Name: _____ Class: _____

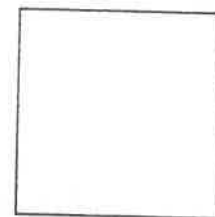
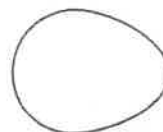
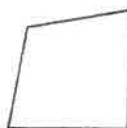
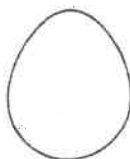
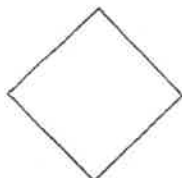
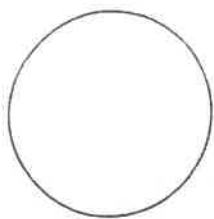
Read the clues and color the shapes



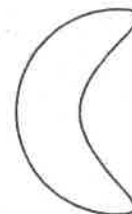
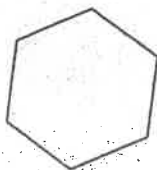
Color the rectangles blue.



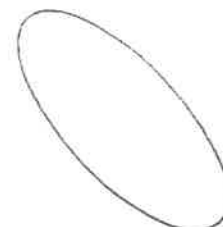
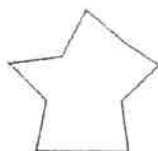
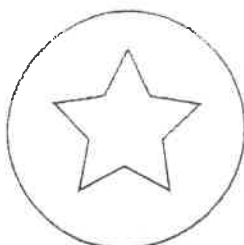
Color the triangles red.



Color the squares and circles yellow.



Color the stars green



Color the ovals and stars orange.