

Elm Street School

David Fredette, *Principal*

Steven LaFountain, *Assistant Principal*

Incoming Grade 3



Gardner Public Schools

www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

P: (978) 632-1673

F: (978) 632-4382

June 19, 2020

Dear Elm Street School Families,

Happy Summer! We have made it through the most trying of school years! We have appreciated all the support you have given your child during this challenging time. Summer is to be a fun and exciting time for students filled with a variety of outdoor activities and adventures. We understand that this year, summer may look different for many of our students. That being said, summer reading is more critical than ever as our students have missed direct instruction for over a quarter of the school year. Prior to the school closure, teachers and other educators identify summer learning loss or "summer slide" as a major challenge when starting off the new school year. The concept of the summer slide has been on researchers' radar since 1996. The study showed that kids lose significant knowledge in reading and math over summer break, which tends to have a snowball effect as they experience subsequent skill loss each year. Therefore, continued summer work is essential in retaining the skills already acquired.

This summer Elm Street School is going to have "an all grade level read". All students in each grade will be reading a book by Kate DiCamillo. The goal of a common text and author is to unite us as a grade level and school due to being apart for so long.

Titles by Grade level:

Entering Grade 2: *Bink and Gollie*

Entering Grade 3: *The Miraculous Journey of Edward Tulane*

Entering Grade 4: *Flora and Ulysses*

We realize not all students will be able to read this book independently. We encourage families to enjoy this book and read it together. In addition, read alouds can be found online for students to access through Google Classroom. Google Classroom access codes are listed below and will be available on July 1st. Each student is encouraged to complete the follow-up activities included in your packet. In addition to these activities, please refer to the attached calendars for July and August for additional learning opportunities. Please have your child return the packet to school during the first week of the new school year. Students who return a completed packet will receive a ticket to earn a special reward!

Again, we appreciate all of the academic support you are giving your child during these unprecedented times. We wish you a happy, healthy and safe summer!

Sincerely,

Elm Street School
Faculty and Staff

Google Classroom Codes

Grade 2- f4d5w4b

Grade 3- 6r3z6ls

Grade 4- k73crzv

Community • Appreciation • Responsibility • Excellence

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Junio 19, 2020

¡Feliz Verano! ¡Hemos superado el año escolar más difícil! Apreciamos todo el apoyo que le han brindado a su hijo/a durante este momento difícil. El verano debe ser un momento divertido y emocionante para los estudiantes llenos de una variedad de actividades y aventuras al aire libre. Entendemos que este año, el verano puede ser diferente para muchos de nuestros estudiantes. Dicho esto, la lectura de verano es más crítica que nunca ya que nuestros estudiantes han perdido la instrucción directa durante más de un cuarto del año escolar. Antes del cierre de la escuela, los maestros y otros educadores identifican la pérdida de aprendizaje de verano o "tobogán de verano" como un desafío importante al comenzar el nuevo año escolar. El concepto de tobogán de verano ha estado en el radar de los investigadores desde 1996. El estudio mostró que los niños pierden un conocimiento significativo en lectura y matemáticas durante las vacaciones de verano, lo que tiende a tener un efecto de bola de nieve a medida que experimentan la pérdida de habilidades posteriores cada año. Por lo tanto, el trabajo continuo de verano es esencial para retener las habilidades ya adquiridas.

Este verano, la Escuela Elm Street tendrá "una lectura de todos los grados". Todos los estudiantes de cada grado leerán un libro de Kate DiCamillo. El objetivo de un texto y autor común es unirnos como nivel de grado y escuela debido a estar separados por tanto tiempo.

Títulos por nivel de Grado:

Entrando al Grado 2: Bink y Gollie

Entrando al Grado 3: El Viaje Milagroso de Edward Tulane

Entrando al Grado 4: Flora y Ulysses

Nos damos cuenta de que no todos los estudiantes podrán leer este libro de forma independiente. Alentamos a las familias a que disfruten ese libro y leerlo juntos. Además, se puede encontrar en voz alta en línea para que los estudiantes accedan a través de Salón Google. Los códigos de acceso al Salón Google se enumeran a continuación y estarán disponibles el 1 de Julio. Se alienta a cada estudiante a completar las actividades de seguimiento incluidas en su paquete. Además de estas actividades, consulte los calendarios adjunto para Julio y Agosto para obtener oportunidades de aprendizaje adicionales. Haga que su hijo/a devuelva el paquete a la escuela durante la primera semana del nuevo año escolar. ¡Los estudiantes que devuelvan un paquete completo recibirán un boleto para ganar una recompensa especial!

Nuevamente, apreciamos todo el apoyo académico que le está brindando a su hijo/a durante estos tiempos sin precedentes. ¡Les deseamos un verano feliz, saludable y seguro!

Sinceramente,

Escuela Elm Street
Maestros y Personal

Códigos de Salón Google

Grado 2 – f4d5w4b

Grado 3 – 6r3z6ls

Grado 4 – k73crzv

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Summer Math Calendar

Going into Third Grade



Name _____

Directions: Follow the daily activities to practice different math concepts. Feel free to extend any of the activities listed. When the work is completed, have a parent initial the box showing that you completed that activity. Give the calendar to your teacher on the first day of school.

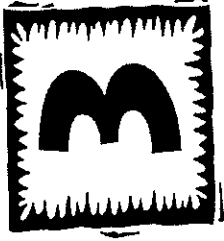
Monday	Tuesday	Wednesday	Thursday	Friday
<p>What time did you go to bed last night? What time did you get up this morning? Draw 2 clocks and show these times. How many hours did you sleep?</p> <p>Write the missing numbers on the lines below: 12, 15, 18, _____ 8, 12, 16, _____</p> <p>Add the ages of each of your family members together. What is the sum?</p> <p>Make a list of the ages of each family member. Round each family member's age to the nearest ten.</p>	<p>Sue swims in the pool from 1: 10 to 1: 35. Draw a clock to show the time at which she began to swim.</p> <p>One way to make 12 is $8 + 4$. Write 4 other addition facts for 12.</p> <p>Count the number of forks and spoons in your kitchen. How many do you have in all?</p> <p>Look for a pattern in the times listed below. Complete the pattern by filling in the lines. 2: 18, 2: 22, 2: 26, _____</p>	<p>Using the numbers 63, 18, 30, 49, tell which two numbers you would add to get the greatest sum. Add them together.</p> <p>Using a group of different coins, sort the coins into groups of the same kind. How much is in each group?</p> <p>One way to make 15 is $8 + 7$. Write 4 other ways to make 15.</p> <p>Write the numbers below in expanded form. (Ex. $345 = 300 + 40 + 5$) 836 203 427 650</p>	<p>Name 3 activities that you did yesterday. What time did you do each activity? Draw a picture of each activity and write a. m. or p. m. for each activity.</p> <p>One way to make 9 is 18 - 9. Write 4 other subtraction sentences that have an answer of 9.</p> <p>Using coins show 2 ways to make 25 cents, 40 cents, 38 cents, and 78 cents.</p> <p>Gather five different boxes of food such as rice or cereal. Measure the height of each box in inches. Which box is the tallest? Which box is the shortest?</p>	<p>Set out 4 bowls. Put the same number of objects in each bowl. How many objects are in each bowl? Write an addition sentence to show how many objects are in all 4 bowls.</p> <p>Look at a calendar. On what days of the week do the 5th, 13th, 26th and 30th fall?</p> <p>Identify the rule for each pattern and then continue the pattern: 5, 7, 9, 13, _____ 75, 80, 85, 90, _____</p> <p>Cut out coupons showing 50 cents or less.</p>



August

Summer Math Calendar

Going into Third Grade



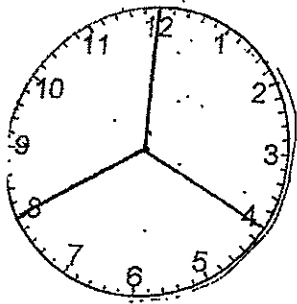
3

Directions: Follow the daily activities to practice different math concepts. Feel free to extend any of the activities listed. When the work is completed, have a parent initial the box showing that you completed that activity. Give the calendar to your teacher on the first day of school.

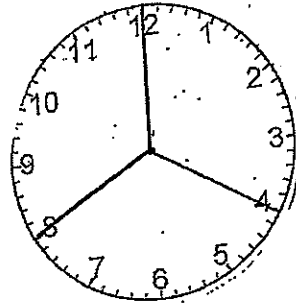
Monday	Tuesday	Wednesday	Thursday	Friday
Write all the addition sentences that have an answer of 9. Now write all the addition facts that have an answer of 10.	List the ages of each family member. Use these numbers to write as many number sentences as possible using the greater than and less than signs.	Solve the problems below and then draw a picture to match each number sentence. $18 + 26 =$ $29 + 17 =$	Solve the problems below and make up a story for each problem. $13 - 5 =$ $15 - 8 =$	Is the number of pets in your house greater or less than the number of people? Write a number sentence using greater than or less than sign to show this.
Skip count by 2's, 5's, 10's to 100. Write each pattern on a piece of paper.	Use a ruler to measure 5 things in your house. Arrange them in order from tallest to shortest.	Tell how many tens are in each number below. 63, 48, 18, 95, 30.	Write each number below in expanded form. (Ex. $234 = 200 + 30 + 4$) 572, 386, 104, 840, 581	Add: $38 + 67 =$ $75 + 13 =$ $17 + 36 =$
Subtract: $85 - 35 =$ _____ $54 - 39 =$ _____ $78 - 31 =$ _____	Use paper clips to measure a pencil, pen, and book. Draw a picture of the items from shortest to longest.	Draw three shapes. Color $\frac{1}{4}$ of each shape red.	Use coins to count back the change you would get if you bought candy for 12 cents and paid for it with a quarter.	Find four canned food items. Which one do you think is the lightest? Which one do you think is the heaviest? Weigh them to find out.

LEXIA Summer Vacation Challenge

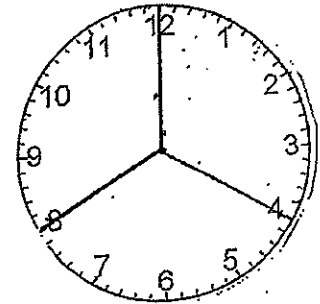
Name: _____ Grade for the Fall: _____



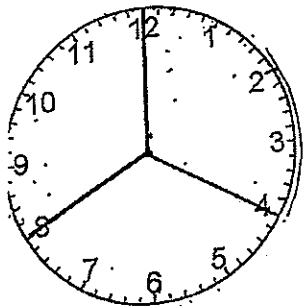
Week 1



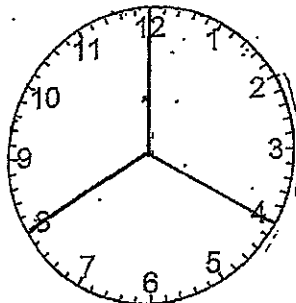
Week 2



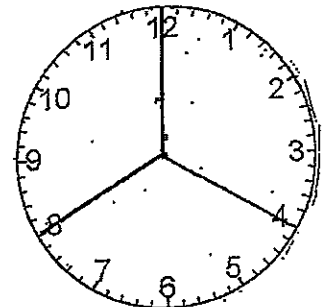
Week 3



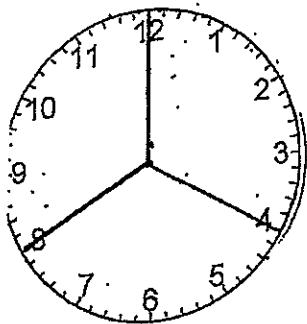
Week 4



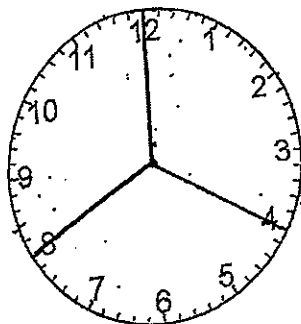
Week 5



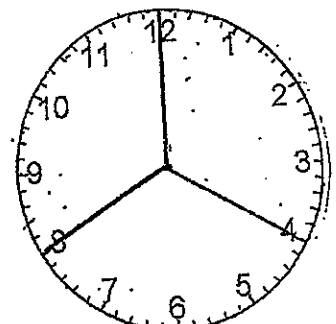
Week 6



Week 7



Week 8



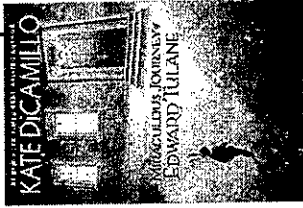
Week 9

LEXIA recommends 60 minutes a week by doing three 20 minutes sessions. Shade in each session on your clock and return it to your teacher after the summer break.

****If you don't have access to LEXIA, please read for the 60 minutes!**

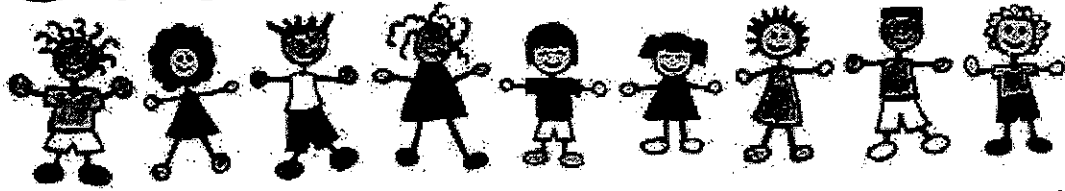
THE MIRACULOUS JOURNEY OF EDWARD TULANE

CHOICE BOARD



<p>Choose three character traits to describe Edward. Consider his thoughts, feelings, actions, and words. Provide text evidence to support your choices.</p>	<p>Create an illustrated timeline of important events that happened on Edward's journey. Make sure to provide a caption with each drawing.</p>	<p><u>STARS</u></p> <p>Stars are powerful symbols in <i>Edward Tulane</i>. Provide text evidence to explain how stars are used to symbolize light and hope.</p>
<p>Create an acrostic poem using the word, "Vanity".</p>	<p>Create a Quote Quilt by folding your paper into 4 sections. Write 1 important quote in each part. On the back, explain why each quote is so important.</p>	<p><i>Edward Tulane</i> is told from the third person point of view. What would it have been like if it was told from Abilene's point of view? Rewrite a scene/chapter from her <u>perspective</u>.</p>
<p>Create a figurative language booklet in which you collect at least 5 examples of figurative language. You must identify the type of figurative language and explain its meaning.</p>	<p>Design a <u>new</u> book jacket for <i>Edward Tulane</i>. Your cover must look different from the original. Don't forget to include a short summary about the book on the back of the book jacket.</p>	<p>Compare and contrast Edward on Egypt Street and Edward on his journey by using a venn diagram. Explain the similarities and differences in two well-written paragraphs.</p>

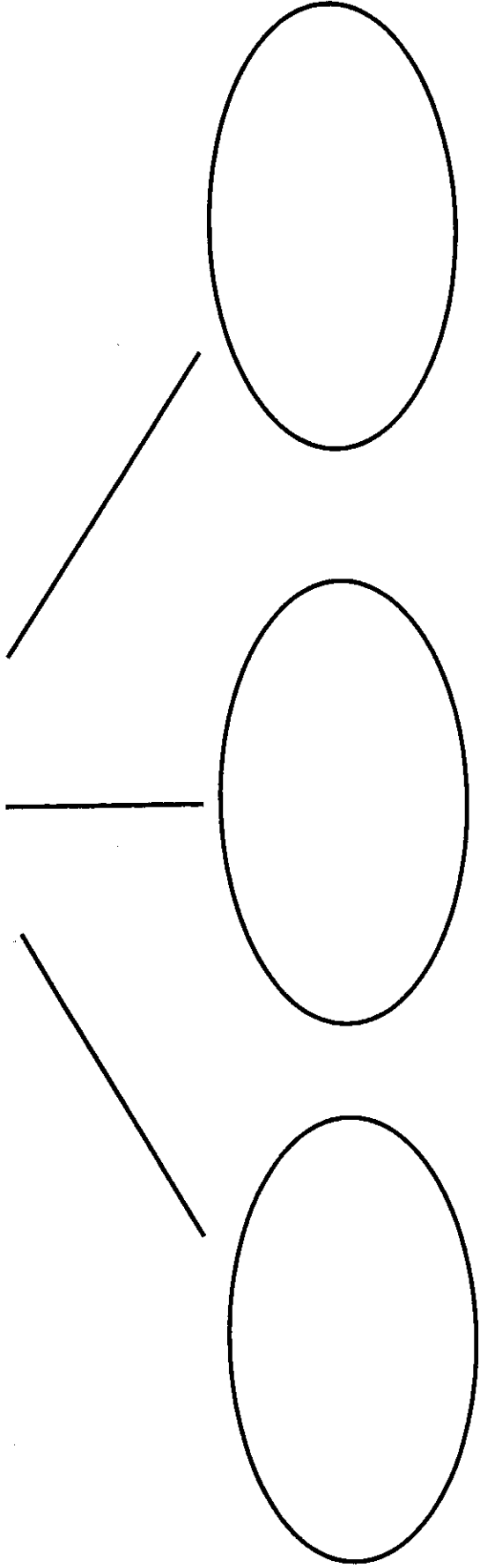
Character Traits



active	considerate	grouchy	mysterious	silly
adventurous	cooperative	happy-go-lucky	nervous	sincere
affectionate	courageous	lucky	noisy	skillful
afraid	cowardly	hateful	obedient	sly
ambitious	critical	hopeful	obnoxious	smart
anxious	cruel	hopeless	observant	sneaky
argumentative	curious	humorous	optimistic	snobbish
bewildered	daring	ignorant	peaceful	sociable
bossy	dependable	imaginative	persistent	stingy
brave	determined	immature	pessimistic	strict
brilliant	dishonest	impatient	picky	stubborn
calm	disrespectful	impolite	pleasant	studious
bully	eager	impulsive	polite	sweet
capable	easy-going	independent	proud	talented
careful	efficient	insistent	puzzled	talkative
caring	energetic	intelligent	quick	thoughtful
charismatic	enthusiastic	jealous	quiet	thoughtless
charming	fair	jovial	reliable	timid
childish	faithful	lazy	respectful	trusting
clever	fidgety	logical	responsible	trustworthy
clumsy	fierce	lonely	restless	unfriendly
cold-hearted	foolish	lovable	rowdy	versatile
compassionate	friendly	loving	rude	warm-hearted
competitive	funny	loyal	sarcastic	wise
conceited	generous	lucky	secretive	witty
concerned	gentle	mature	selfish	worried
confident	gloomy	mean	self-reliant	_____
conscientious	greedy	moody	sensitive	_____

Edward's

Character Traits



Text evidence:

Text evidence:

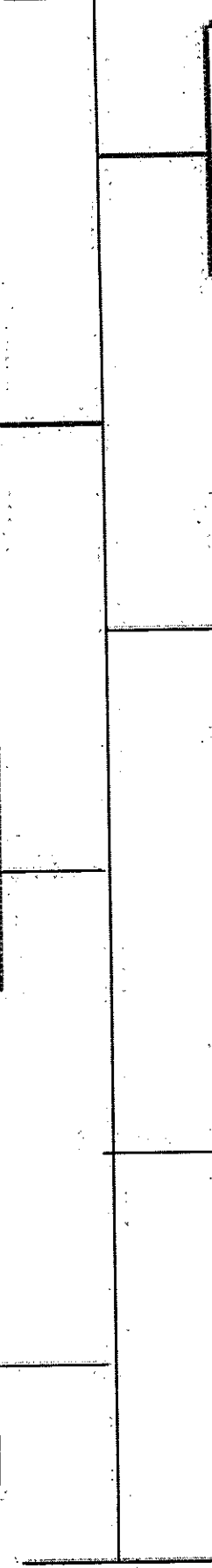
Text evidence:

Edward's Journey

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STARS: A SYMBOL OF HOPE

STARS: A SYMBOL OF LIGHT

Name:

Date:

Use the letters in the word, "Vanity" to write an acrostic poem for *The Miraculous Journey of Edward Tulane*.

V

A

N

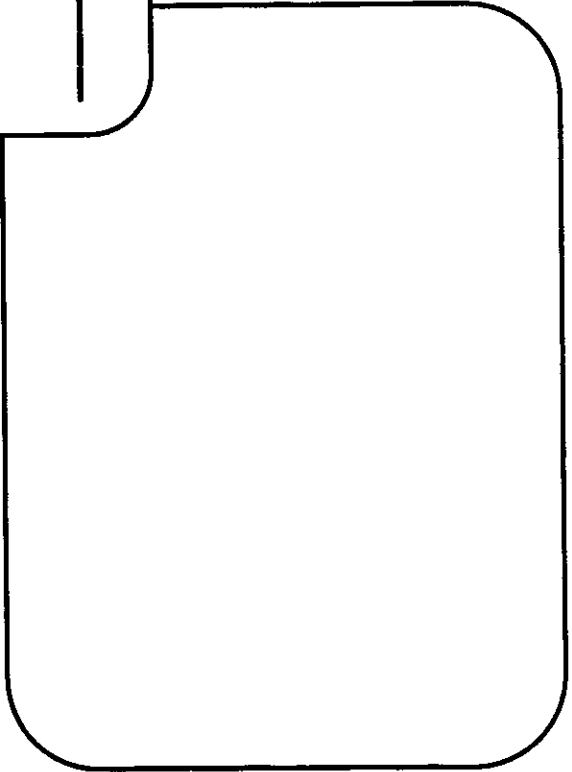
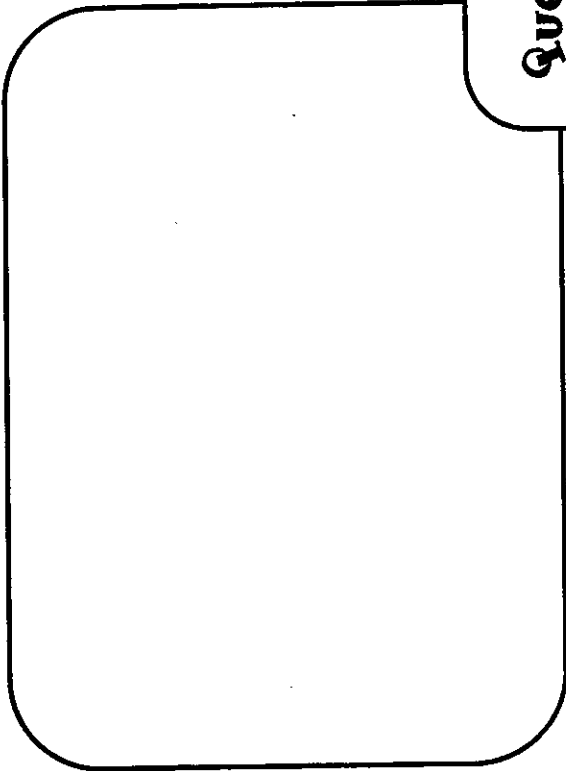
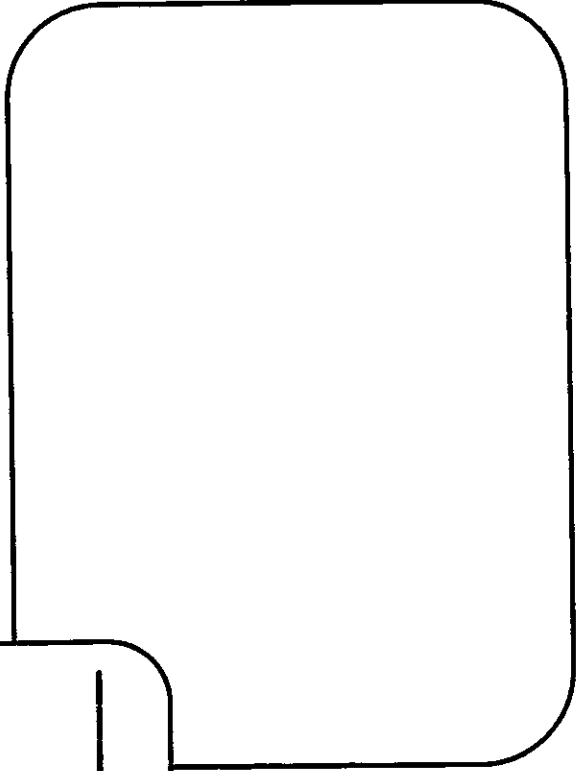
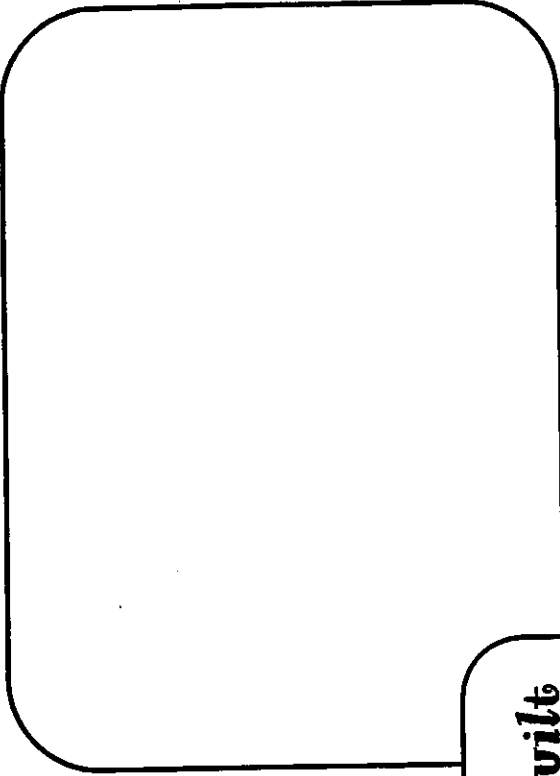
I

T

Y

Quote **Quilt**

for: _____



Figurative Language Booklet

For

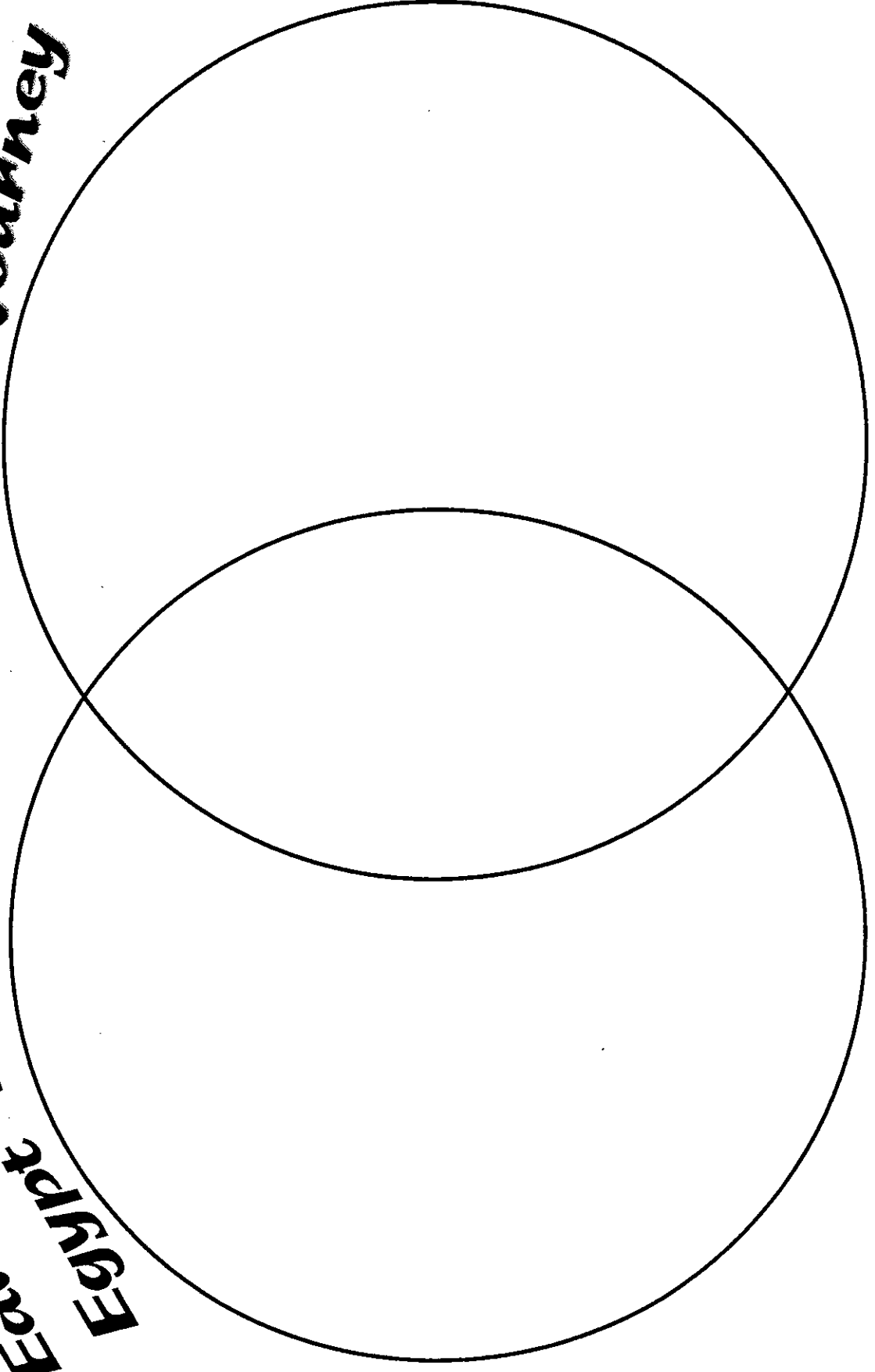
***The Miraculous Journey
of Edward Tulane***

front cover

spine

back cover

**Edward on
his journey**



**Edward
Street
on
Egypt**

CHOICE BOARD RUBRIC

	3	2	1
Content and Accuracy	You completed ALL three of your choices correctly. The text evidence and information you provide is accurate. ALL activities are written in complete sentences and have proper grammar and mechanics (punctuation and capitalization).	You completed MOST of your choices correctly. MOST of your responses have been written in complete sentences with correct grammar and proper mechanics, however, there are some errors.	You completed SOME of your choices correctly. SOME of your responses have been written in complete sentences with correct grammar and proper mechanics, however, there are MANY errors.
Completeness	All three parts of the choice board are complete.	One part of the choice board is missing or you have incomplete work.	More than one part of choice board is missing side or incomplete.
Neatness and Creativity	You worked hard and put forth a lot of effort and thought into your work. Your handwriting is neat and your work is original and organized.	You put some work and thought into your work, but you could have put forth a bit more effort. Your handwriting is usually neat and is mostly organized.	You may have rushed through your work to get it completed, but didn't really put forth your best effort. Sometimes, your handwriting was sloppy and your work may be unorganized.
Final Project Score	Self-Assessment Score: Teacher Score:	Teacher Comments:	Parent Signature: