



## RCSA Elementary Summer Project – 3rd Grade

**Student Name:** \_\_\_\_\_

**PROJECT DUE DATE: Monday, August 15th**

*\*Projects should be submitted to student's homeroom teachers.*

*\*Your student is required to complete the tasks indicated on the Choice Board pages.*

### **Grade Level Expectations (Upcoming 3<sup>rd</sup> Graders should be able to...)**

<b>ELA/SS</b>	<b>Math</b>
<ul style="list-style-type: none"><li>● fluently read 142 words per minute</li><li>● demonstrate legible printing skills.</li><li>● describe main story elements (characters, setting, problem, solution, theme) and identify plot structure (beginning, middle, end).</li><li>● identify and explain a theme (lesson) in a story.</li><li>● identify different characters' perspectives in a story.</li><li>● identify rhyme schemes in poems.</li><li>● compare and contrast important details by two texts on the same topic.</li><li>● write about a topic using a source, providing an introduction, transitions, and a conclusion or ending.</li></ul>	<ul style="list-style-type: none"><li>● count within 1,000.</li><li>● understand place value in three-digit numbers.</li><li>● compare three-digit numbers.</li><li>● add and subtract within 100 (regrouping and borrowing).</li><li>● use and compare standard units of measure, such as inches and centimeters.</li><li>● tell time to the nearest five minutes.</li><li>● solve word problems involving money and understanding what the symbols for dollars (\$) and cents (¢) mean.</li><li>● create picture graphs, bar graphs, and number line plots.</li><li>● identify shapes and describe them based on specific traits.</li><li>● understand basic fractions: halves, thirds, fourths, fifths, sixths, eighths.</li><li>● begin multiplication and division problems through arrays, pictures, and skip counting (very helpful to know basic multiplication facts).</li></ul>



### **STEM**

- recognize the Earth is made of rocks and soil.
- classify based on color, texture, size, and shape.
- identify and compare states of matter and their properties.
- identify force and how it affects everything on Earth.
- compare and contrast the basic needs of all living things.
- recognize that living things are found all over Earth.
- collect and analyze data.
- be able to ask and solve a question.
- compare observations made by different groups.

### **Social Emotional Skills**

- state feelings and needs to peers and adults.
- ask adults for help when needed.
- recognize personal strengths.
- see mistakes as an opportunity to learn and improve.
- successfully use a calm down strategy when upset, such as taking deep breaths or talking to a safe adult.
- create positive and supportive relationships with other students.



### Recommended Reading List

<b>Title</b>	<b>Author</b>
<i>A More Perfect Union: The Story of Our Constitution</i>	Maestro, Betsy
<i>Bears on Hemlock Mountain</i>	Dalgliesh, Alice
<i>Bee Dance</i>	Chrustowski, Rick
<i>Eleanor</i>	Cooney, Barbara
<i>Father of the Constitution: A Story about James Madison</i>	Mitchell, Barbara
<i>Four Famished Foxes and Fosdyke</i>	Duncan, Pamela
<i>Give Bees a Chance</i>	Barton, Bethany
<i>In a Pickle and other Funny Idioms</i>	Terban, Marvin
<i>Living or Nonliving?</i>	Hicks, Kelli
<i>Mango, Abuela, and Me</i>	Medina, Meg
<i>One Morning in Maine</i>	McCloskey, Robert
<i>Seven Blind Mice</i>	Young, Ed
<i>Susan B. Anthony: Fighter for Freedom and Equality</i>	Slade, Suzanne
<i>The Coastal Dune Drama: Bob, the Gopher Tortoise</i>	Nash, Katherine Seeds
<i>The Congress of the United States</i>	Taylor-Butler, Christine
<i>The Gingerbread Man</i>	Aylesworth, Jim
<i>The Patchwork Quilt</i>	Flournoy, Valerie
<i>The Runaway Piggy</i>	Luna, James
<i>Vote!</i>	Christelow, Eileen
<i>Wanted Dead or Alive: The True Story of Harriet Tubman</i>	McGovern, Ann
<i>We the Kids: The Preamble of the Constitution of the United States</i>	Catrow, David
<i>Winnie the Pooh</i>	Milne, A.A.



## ELA CHOICE BOARD

Complete the tasks indicated in each column. Each task should be put on a separate sheet of paper with the subject and number as the header. (i.e. ELA: Reading Task #2)

<b>Foundations</b>	<b>Reading</b> Use a book from the recommended reading list on the previous page to use for the assigned task below. <u>Include the title of the book on the page you turn in.</u>	<b>Communication (Writing)</b>	<b>Vocabulary</b>
1. Complete the attached fluency pages for your assigned number (Level 1).	1. Draw at least three pictures with captions retelling a story in a logical sequence. Be sure to include the title and author of your story. (ELA.2.R.3.2)	1. Write a three-paragraph opinion essay on whether students should wear uniforms. You will need one source agreeing with your opinion. Be sure to include a copy of the source with your assignment. (ELA.2.C.1.3)	1. Pick 10 prefixes and 10 suffixes to make flash cards. Write the prefix/suffix on one side and definition on the other. (ELA.2.V.1.2)
2. Complete the attached fluency pages for your assigned number (Level 2).	2. Design a comic strip that shows the main story elements in logical sequence in a story. Be sure to include the title and author of your story. (ELA.2.R.3.2)	2. Write a four-paragraph opinion essay on why students should have a longer summer. Make sure to include 3 reasons. You will need at least one source agreeing with your opinion. Be sure to include a copy of the source with your assignment. (ELA.2.C.1.3)	2. Make a list of 5 prefixes and 5 suffixes. Write the definition, write a word that has the prefix/suffix, and use the word in a sentence. (ELA.2.V.1.2)
3. Complete the attached fluency pages for your assigned number (Level 3).	3. Create a comic strip or short graphic novel summarizing a text's plot. Be sure to include theme, the title, and the author of your story. (ELA.3.R.3.2)	3. Write a five-paragraph opinion essay on the topic: "Should students get paid for good grades?" You will need at least two sources agreeing with your opinion. Be sure to include a copy of the source with your assignment. (ELA.3.C.1.3)	3. Make a list of 15 Greek and Latin root words. Write the root definition, at least two words that use the root, and use the words in a sentence. (ELA.3.V.1.2)



### MATH CHOICE BOARD

Complete the tasks indicated in each column. Each task should be put on a separate sheet of paper with the subject and number as the header. (i.e. MATH: Measurement Task #2)

Number Sense & Operations	Algebraic Reasoning	Measurement	Geometric Reasoning	Data Analysis & Probability	Fractions
<p>1. Create (4) 2-digit addition problems (2 with regrouping and 2 without) and (4) 2-digit subtraction problems (2 with borrowing and 2 without). For your answers put a square around your hundreds place, a circle around your tens place, and a triangle around your ones place.</p>	<p>1. Create a one-step word problem (one for addition and one for subtraction) and solve. You must use two-digit numbers.</p>	<p>1. Measure 3 items in your home, first in inches and then in centimeters. Subtract the centimeters from the inches. Show your work! Make three piles of change with pennies, nickels, and dimes. Count each pile. Record your answers. Watch the clock! Have a dance party at 11:00 am and 11:30 am.</p>	<p>1. Draw three 2-D shapes and label them. Tell whether each shape is symmetrical.</p>	<p>1. Collect data on as many family members birth months as you can. Make a tally chart to record your information and then turn it into a bar graph. Which month had the most? The least? Did any months have a tie?</p>	<p>1. You are sharing a pizza or a pie with your friends and you want to cut it equally to be fair. Draw three circles and partition one into half, the next into thirds, and the last into fourths.</p>
<p>2. Create (4) 2-digit addition problems with regrouping and (4) 2-digit subtraction problems with borrowing. Write your answers out in expanded form: 426=400+20+6.</p>	<p>2. Create a two-step word problem using addition and subtraction for the operations and solve. You must use two-digit numbers.</p>	<p>2. Estimate 3 items in your home in inches. Then measure the item. Add all the measurement together. Show your work! Make three piles of change with pennies, nickels, dimes, and quarters. Count each pile. Record your answers. Watch the clock! Have a dance party at 11:15 am and 11:45 am.</p>	<p>2. Draw four 2-D shapes and label them. Tell whether each shape is symmetrical. How many sides does each shape have?</p>	<p>2. Collect data on as many family members birth months as you can. Make a tally chart to record your information and then turn it into a pictograph (picture graph). Which month had the most? The least? Did any months have a tie? Add your two highest months and subtract your answer from the lowest month.</p>	<p>2. You are sharing a pizza or a pie with your friends and you want to cut it equally to be fair. Draw three circles and partition one into half, the next into thirds, and the last into fourths. Shade one part of each pizza or pie. Write the shaded fraction for each.</p>



**ELEMENTARY**  
Grades K-5



<p>3. Create (4) 3-digit addition problems with regrouping and (4) 3-digit subtraction problems with borrowing. Write your answers in word form.</p>	<p>3. Create a two-step word problem using addition, subtraction, and/or multiplication for the operations and solve.</p>	<p>3. Estimate 3 items in your home in yards. Then measure the item. Multiply two of your measurement together. Show your work! Make three piles of money with pennies, nickels, dimes, quarters, and dollars. Count each pile. Record your answers. Watch the clock! Have a dance party at 11:26 am and 11:47 am.</p>	<p>3. Draw five 2-D shapes and label them. Tell whether each shape is symmetrical. How many sides and vertices does each shape have?</p>	<p>3. Collect data on as many family members birth months as you can. Make a tally chart to record your information and then turn it into a pie graph. Make three questions to go along with your chart and answer them.</p>	<p>3. You are sharing a pizza or a pie with your friends and you want to cut it equally to be fair. Draw three circles and partition one into half, the next into thirds, and the last into fourths. Shade one part of each pizza or pie. Write the fraction for how many pieces are left for each. Which one has the most left? (Remember it is by size not number.)</p>
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## **SCIENCE CHOICE BOARD**

Complete the tasks indicated in each column. Each task should be put on a separate sheet of paper with the subject and number as the header. (i.e. Science: Nature of Science Task #1)

<b>Life Science</b>	<b>Physical Science</b>	<b>Earth &amp; Space Science</b>
<p><b>1 Lifecycle Diagram</b> Research and create a diagram on an incomplete and complete metamorphosis. Be sure to draw out and label each part of the lifecycle. What conclusion can you draw about the similarities and differences between the two lifecycles.</p>	<p><b>1 Forms of Energy Foldable</b> Create a foldable on the different types of energy. What is important to know about each type of energy? You must have at least 6 parts to your foldable. Include real world examples, key vocabulary words, pictures and graphics, and real-world connections.</p>	<p><b>1 Moon Data Collection</b> Observe the moon each day for one month. For each observation, record the date and time and illustrate how the moon looks each day in a table format. Your table should be organized and easy to read.</p>
<p><b>2 Adaptations Computer Project</b> Design a computer project on adaptations. What are some of the adaptations that plants and animals need to help them survive? Include examples and show real world connections. Include pictures, graphics and key vocabulary words. What conclusions can you draw about the similarities and differences between plant and animal adaptations.</p>	<p><b>2 Gravity Experiment</b> Gather 2 objects of similar mass. Come up with a testable question (How does...affect...) about what will happen when they are dropped from the same height at the same time. Create a hypothesis to match your testable question. The hypothesis must match an "If...then.... because" statement. Complete the experiment.</p>	<p><b>2 Weather Graph</b> Record the weather in Jacksonville, FL for 1 week. Then compare our weather to a city on a different continent. Make a line graph to display your data comparing the cities. Do not forget to have a title, label your axes, and have equal intervals on your scale.</p>
<p><b>3 Food Chain Diorama</b> Create a diorama on food chains. Include different organisms in the food chain and label them. Show and explain how they relate and depend on each other. What conclusion can you draw about the similarities and differences between producers and consumers.</p>	<p><b>3 States of Matter Experiment</b> Part 1 - Get a cup of water and cover it with plastic wrap. Create a testable question (How does....affect...) about what will happen to the water when it is placed on a windowsill for 5 days. Part 2 – Freeze a cup of water. After a day place the cup from the freezer in the refrigerator with a coin on top of the frozen water. Create a hypothesis about what will happen after 2 days. It must be an "If...then...because" statement.</p>	<p><b>3 Rock Cycle Scavenger Hunt</b> Collect 10 different rocks from around your neighborhood. Classify the rocks based on one of the following properties: texture, color, size, or luster. Create a bar graph to display your results. Do not forget to label your axes, title, and have equal intervals on your scale.</p>



NAME \_\_\_\_\_

READING  
FLUENCY

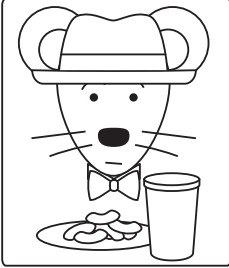
DRA 14

**H5**

LEXILE 420

LEVEL H - SET 2

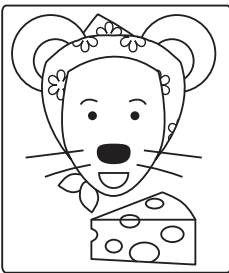
# Town Mouse & Country Mouse



Town Mouse visited his friend Country Mouse. 7

Country Mouse wanted her visitor to be happy. 15

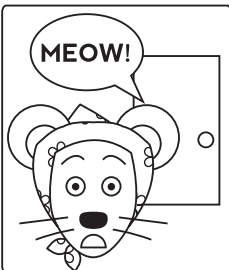
She only had some beans and corn, but she was 25  
willing to share. Town Mouse thought, *This is not tasty.* 35



So he said, "We should visit my home in town." 45

The two mice set off for his fine house. There 55  
they ate cheese, cake, and every good thing. 63

Suddenly, they heard scratching and a loud, "Meow!" 71



Country Mouse was afraid. Town Mouse said, 78

"Don't worry! It's just the cat that lives here." 87

"I'm leaving," said Country Mouse. "I'd rather 94  
have a simple life in safety than your fine life in danger." 106

DAILY RECORD	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				



NAME \_\_\_\_\_

READING  
FLUENCY

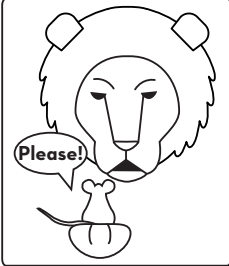
DRA 14

**H6**

LEXILE 420

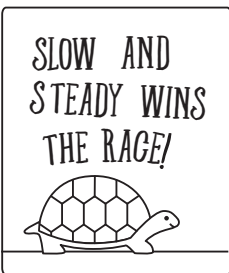
LEVEL H - SET 2

# Fables



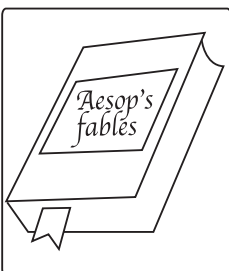
You've read one before, but do you know what a fable is? A fable is a short story. Often it has animals that act like people. Maybe there is a talking mouse or a bird with a problem to solve.

9  
20  
28  
40



A fable always teaches a lesson. We call this the **moral**. Sometimes the moral is written at the end like: *tell the truth*. Sometimes the reader must decide what lesson the fable is teaching.

49  
57  
65  
74



Aesop told fables thousands of years ago. He wrote *The Boy Who Cried Wolf*. Another of his fables is *Town Mouse and Country Mouse*. Because the morals are still true, we tell his fables today.

81  
90  
98  
109

## DAILY RECORD

	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				

NAME \_\_\_\_\_

READING  
FLUENCY

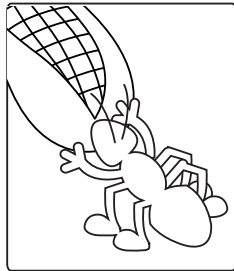
DRA 14

**H7**

LEXILE 420

LEVEL H - SET 2

# The Grasshopper & the Ant



Grasshopper thought, *It's a fine summer day!*

7

He sang and danced in the warm sunshine.

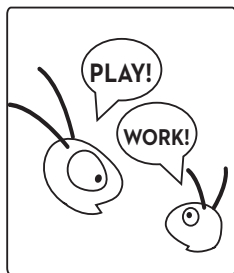
15

At the edge of the field, Grasshopper saw

23

a little ant. She was lugging home an ear of corn.

34



“Come play with me!” Grasshopper called.

40

Ant said, “I don’t have time to play. I’m getting

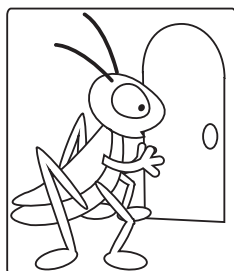
50

food for the winter like you should be doing.”

59

Grasshopper laughed, “Winter is still a long time away!”

68



Soon warm days turned to cold ones. With an

77

empty tummy, Grasshopper went to Ant’s hill.

84

He pounded on the door. “I’m here to share

93

your food!” he said. Ant slammed the door in his face.

104

## DAILY RECORD

DAY 1

DAY 2

DAY 3

DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials

NAME \_\_\_\_\_

READING  
FLUENCY DRA 16

**11**

LEXILE 480

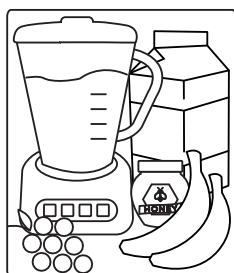
LEVEL I - SET 1

# Smoothie Surprise



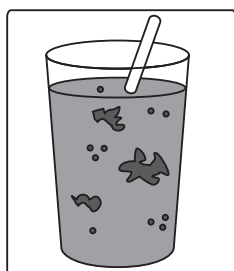
I found the best book at the library--a kids cookbook! When I brought it home, I wanted to cook something right away. Mom said, "You can make a smoothie because you won't need the stove." Mom doesn't think I'm ready for the stove.

10  
19  
26  
34  
44



I got out bananas, milk, and ice. We didn't have blueberries. *Grapes are close enough*, I thought. The book said to put in a teaspoon of honey. I didn't know what that meant, so I just used one of the big spoons. Then I blended everything together.

54  
61  
71  
81  
91



I poured it into glasses. It was thick and chunky. Maybe I should have taken off the banana peel. I handed a glass to mom. She took a sip and her eyes got big. "It's very unexpected," she said. I told her, "That's why I call it my smoothie surprise!"

101  
110  
121  
129  
141

## DAILY RECORD

	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				

NAME \_\_\_\_\_

READING  
FLUENCY

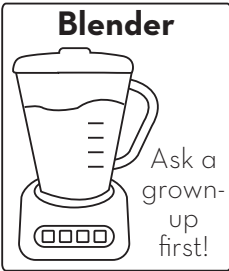
DRA 16

**I2**

LEXILE 480

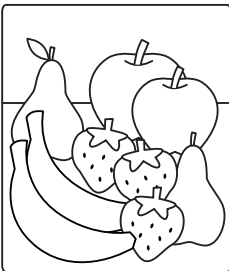
LEVEL I - SET 1

# Kids Cooking: Smoothies



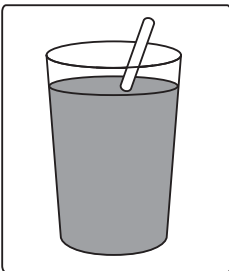
Drinking a smoothie is a fun and yummy way to fill your body with healthy foods. Just try one little sip and you're sure to be hungry for more. Every smoothie needs a blender. If a grown-up says you can use the blender, you're on your way!

10  
19  
29  
37  
47



The nice thing about making smoothies is that they're hard to mess up. Lots of fruits taste good together. If you have berries, use berries. Use bananas if you have bananas. Don't be afraid of vegetables--spinach goes great in a smoothie!

55  
64  
72  
80  
89



Fill the bottom of the blender with yogurt or milk. Try almond milk for a fun twist. Next, add fruits and vegetables in the middle. Ice goes on top. Then blend, blend, blend! When it's smooth, pour it into cups. Enjoy your sweet and healthy treat!

98  
108  
117  
125  
135

DAILY RECORD	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
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= total words read correctly in 1 minute (WCPM)				
adult initials				

NAME \_\_\_\_\_

READING  
FLUENCY

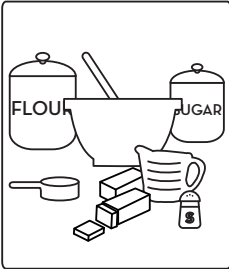
DRA 16

**13**

LEXILE 480

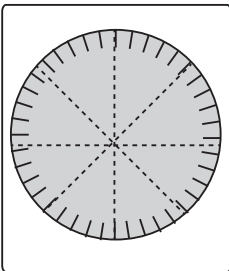
LEVEL I - SET 1

# Traditional Shortbread



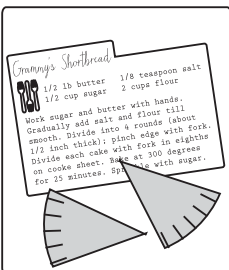
At last, Ian was old enough to help Grammy in the kitchen. “What are we making?” he asked. Grammy smiled at him. “We’re making shortbread, of course. I learned how to make it from my mum who learned how to make it from her mum.”

10  
18  
24  
33  
45



Grammy opened the sugar. “And now it’s time for you to learn.” They scooped and mixed and rolled. Grammy showed Ian how a fork can make a pattern on the dough. Then they slid the pan into the oven and waited. Soon a sweet smell filled the air.

53  
62  
71  
81  
93



The timer dinged and Grammy took out the pan. She let the shortbread cool and then handed Ian a piece. He bit into the soft, crumbly cookie. “Yum!” he said. “I make great shortbread. And one day I’ll teach my kids to make great shortbread, too!”

102  
110  
120  
128  
139

## DAILY RECORD

DAY 1

DAY 2

DAY 3

DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPC)

adult initials

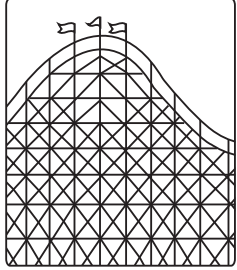
NAME \_\_\_\_\_

READING  
FLUENCY DRA 18

**J1** LEXILE 520

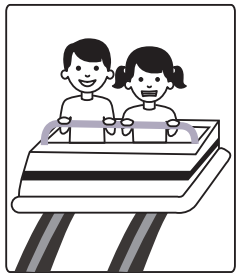
LEVEL J - SET 1

# Emotional Roller Coaster



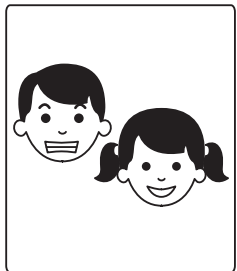
Luna looked up. The roller coaster loomed like a mountain. A yellow and red mountain she would be racing down. “I’m not going,” Luna told her brother. Paul turned to her, “Of course you’re going. We already have our tickets. Come on--it’ll be fun!”

9  
17  
26  
34  
45



The kids moved forward in the line. Luna gripped her hands to stop them from shaking. Then it was their turn. Paul pulled her toward their seats. The bar came down and they were locked in. There was no getting out as the ride slowly climbed up the hill.

54  
64  
73  
82  
94



“Ready?” asked Paul. Before Luna could answer, they were rushing down, down, down. The track looped and they raced up and around and then to a stop. “That was really scary!” said Paul. But Luna didn’t listen. “Come on,” she said. “Let’s go again!”

101  
109  
118  
127  
138

## DAILY RECORD

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adult initials				

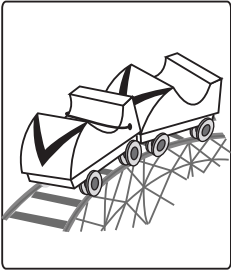
NAME \_\_\_\_\_

READING  
FLUENCY DRA 18

**J2** LEXILE 520

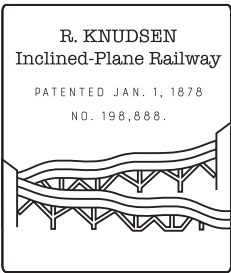
LEVEL J - SET 1

# Thrilling Rides



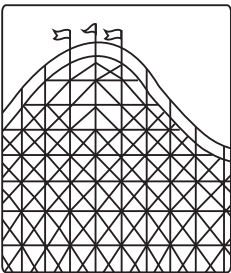
They're fast and huge. Some people think they're scary, but many people love riding roller coasters. Roller coasters have been thrilling riders for more than 100 years. But when roller coasters started, they were very different from the ones we ride today.

8  
16  
24  
32  
42



The first roller coaster wasn't very big. Each rider paid 5 cents for a one minute roll down a few small hills. The car had to be pushed to get going. And it was slow--your bike goes faster than this gentle coaster. But people loved it! They wanted more.

51  
62  
73  
83  
92



Soon wooden roller coasters were popping up all over. Each was bigger and faster than before. Today's steel roller coasters are even faster. They race down huge hills and climb giant loops. There's nothing gentle about riding a roller coaster today!

100  
108  
115  
124  
133

## DAILY RECORD

	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				



NAME \_\_\_\_\_

READING  
FLUENCY DRA 18

**J3** LEXILE 520

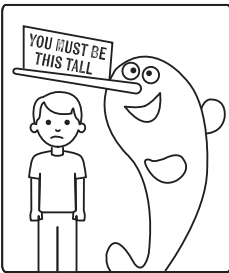
LEVEL J - SET 1

# Ride Time



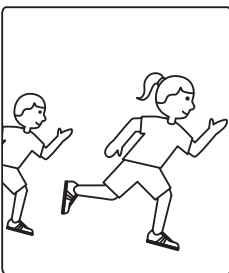
“There it is!” Miles called. He and Cara ran to get in line for the ride. The Fire Dragon roller coaster looked even cooler up close. “This is going to be awesome!” Miles said. Cara agreed. “I can’t wait!” But they did wait..and wait...and wait...and wait...

11  
21  
31  
38  
49



At last, they were at the front. A worker checked people before they got on the ride. Cara was tall enough and the worker said she could go. Then Miles took a turn. Even on tiptoe, he was shorter than the sign. His shoulders slumped and tears filled his eyes.

59  
69  
78  
88  
99



The worker said, “I’m sorry. But this ride just isn’t safe if you’re small.” Cara nodded. “We’ll try the Fire Dragon next year.” She jogged away and called back to Miles, “For now, I’ll race you to the log slide!” Miles laughed and ran to catch up.

109  
118  
126  
137  
146

## DAILY RECORD

	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				