

# Holy Family – Holy Name School



Grade 3  
Summer Packet  
June 2018  
Miss Harmon

Holy Family – Holy Name School is a Christ-centered academic community instilling Catholic beliefs and gospel values, nurturing students' gifts of faith and intellect by surrounding them with a family of faculty, staff, and volunteers whose vocation it is to serve.

Dear Future 3<sup>rd</sup> Grader and Parents,

Summer is finally here with its fun activities and sunshine. I hope your summer is filled with days at the beach, playing outside, enjoying friends, cookouts, and fireworks. Don't forget there is also plenty of time for you to prepare for the upcoming school year. Here are some requirements and helpful tips to make entering third grade a little smoother.

**Reading:** I am asking you to read the following titles this summer.

Ranger in Time-Escape from the Great Earthquake by: Kate Messner

Clementine, Friend of the Week by: Sara Pennypacker

You will find two summer reading projects and the grading rubrics on the following pages. You may choose which book will be the cereal box project and which book will be the t-shirt project. You cannot do the same project for each book. Both projects will be due on Friday, August 31. For either of these books you also have the option to take a test on the books when we return to school. Taking a test on a book is in place of completing a summer project. The test dates will be announced when we return to school. Your options are:

1. Complete both summer reading projects.
2. Take tests on both summer reading books when you return to school.
3. Choose one book to complete a project and take a test for the other book.

**Writing:** I encourage you to keep a journal at home. Write down one neat thing from your day. This year you will really work on improving your phonics, language, grammar, and writing skills. In this packet you will also find a friendly letter writing assignment that is to be mailed to HFHN or turned in at the start of the school year. The friendly letter is also due on Friday, August 31.

**Math:** You should be working on memorizing your multiplication tables. This will help you stay on track. Don't forget about addition and subtraction too!

**Social Studies:** This year we learn all about Massachusetts. While you are traveling around New Bedford this summer, go sight-seeing and take pictures of yourself visiting city landmarks and points of interest. Display the New Bedford Scavenger Hunt on a poster board. You will find the rubric and directions for this project within the packet. This is an **EXTRA CREDIT ASSIGNMENT** that will be worth a

quiz grade. *New Bedford Scavenger Hunt is due on Friday, after the first full week of school.*

*Science: Take some time to watch animals in their habitats or offer to help your parents in the garden. Enjoy the sunshine, notice weather patterns, and take a look at rocks you find while walking the streets of the city.*

*Religion: Even when you are enjoying this vacation, the Lord still wants to be a part of your life. Remember to attend Mass on Sunday with your family and take some special time to talk to Him through prayer.*

*Prayer: There is a list of required prayers we will be working on this year. The prayers we will learn this year are the Apostle's Creed and Prayer of Saint Francis. We also will be learning how to pray a basic rosary.*

*Technology: Remember to check with your parents first before exploring the Internet. Computers can be a wonderful tool to help you learn. There are many fantastic websites and apps for your tablets. Just like we have Chromebook rules here at school, you should also set guidelines at home. Take a look through the suggested websites and apps that are included in this packet. See the attached pages regarding the **IXL CHALLENGE**.*

*I hope you have a wonderful summer. May it bless you with days of happiness and joy. I look so forward to starting a new school year together with you.*

*God Bless,*

*Miss Harmon*



## *Directions/Grading Rubrics for the Summer Reading Projects*

### *Cereal Box Book Report:*

*Before beginning, cover your cereal box with paper or paint of any color.*

- *Front of the Box: Use a piece of white or light colored paper to cover the front of the box. Include a creative name for the cereal and a picture. Both should be related to the book.*
- *Right Side: Make a list of ingredients that include the story elements: characters and setting. Write in complete sentence form to describe the setting.*
- *Left Side: Write a summary that describes the main problem and the solution of the book. Try to use words that will "grab" the reader's attention and make you want to buy your cereal.*
- *Back of the Box: Design a game that is based on the story. It can be a puzzle, word search, a maze, hidden pictures, or any fun activity that might be found on the back of a cereal box.*
- *Top of the Box: Include the title, author, number of pages, and number of stars you would give this book if you were a book critic. The maximum number of stars is 5.*
- *Prize: Cereal boxes often include a prize. Your prize must be something the main character could have used in the book or something that reminds you of the main character. You can even include a picture of the prize on the front of your box to let the reader know what is inside the box.*

| <b><i>Expectations:</i></b>   | <b><i>Point Value:</i></b> | <b><i>Points Earned:</i></b> |
|---|----------------------------|------------------------------|
| <i>I have covered my cereal box with paint or paper.</i>  | 2                          |                              |
| <i>I have neatly decorated the front of the cereal box and included a creative name for my cereal.</i>                        | 5                          |                              |
| <i>I have included all ingredients on the right side of the box (characters and setting).</i>                                 | 5                          |                              |
| <i>I have written a summary on the left side that includes the main problem and solution of the book.</i>                     | 5                          |                              |
| <i>I have included a game that is based on the story on the back of the box.</i>  | 3                          |                              |
| <i>On the top of the box, I have included the title, author, number of pages, and number of stars I would rate this book.</i> | 3                          |                              |
| <i>I have included a prize for my cereal box that relates to the main character.</i>  | 2                          |                              |
| <i>All written parts of my project include correct grammar, spelling, capitalization, and punctuation.</i>                    | 5                          |                              |

***Total number of points earned: \_\_\_\_\_ out of 30 points***



*Directions/Grading Rubrics for the Summer Reading Projects*

**T-Shirt Book Report:**

*This project will make you think "outside of the box." You will be the designer of a t-shirt to wear while presenting the book to the class.*

- *How: Choose a plain t-shirt of any color and turn it into your book report. Write on it, add pictures (draw, paint, iron-on), glue things onto it that represent the book, write a summary, include a quote or two, list characters, etc. Fill the shirt with details about the book!*
- *Be sure to include:*
  1. *Title and author's name*
  2. *Pictures/images*
  3. *Fill up the whole shirt - don't leave any spaces blank - add lots of detail and colors!*
  4. *Include writing or text on the shirt.*

| <u><i>Expectations:</i></u>   | <u><i>Point Value:</i></u> | <u><i>Points Earned:</i></u> |
|---|----------------------------|------------------------------|
| <i>I have designed a t-shirt and filled it with lots of detail and color.</i>   | <b>3</b>                   |                              |
| <i>I have included the title of the book and the author's name.</i>   | <b>2</b>                   |                              |
| <i>I have included pictures/images that represent the book.</i>   | <b>5</b>                   |                              |
| <i>I have included writing or text that is related to the book. All written parts of my project include correct grammar, spelling, capitalization, and punctuation.</i>   | <b>5</b>                   |                              |
| <i>I have presented my t-shirt to the class and have spoken clearly and loudly enough for my classmates to hear about all the items I included on my t-shirt. I was sure to explain the major details while wearing my t-shirt.</i> | <b>15</b>                  |                              |

*Total number of points earned: \_\_\_\_\_ out of 30 points*



### *Directions/Grading Rubrics for the Summer Friendly Letter*

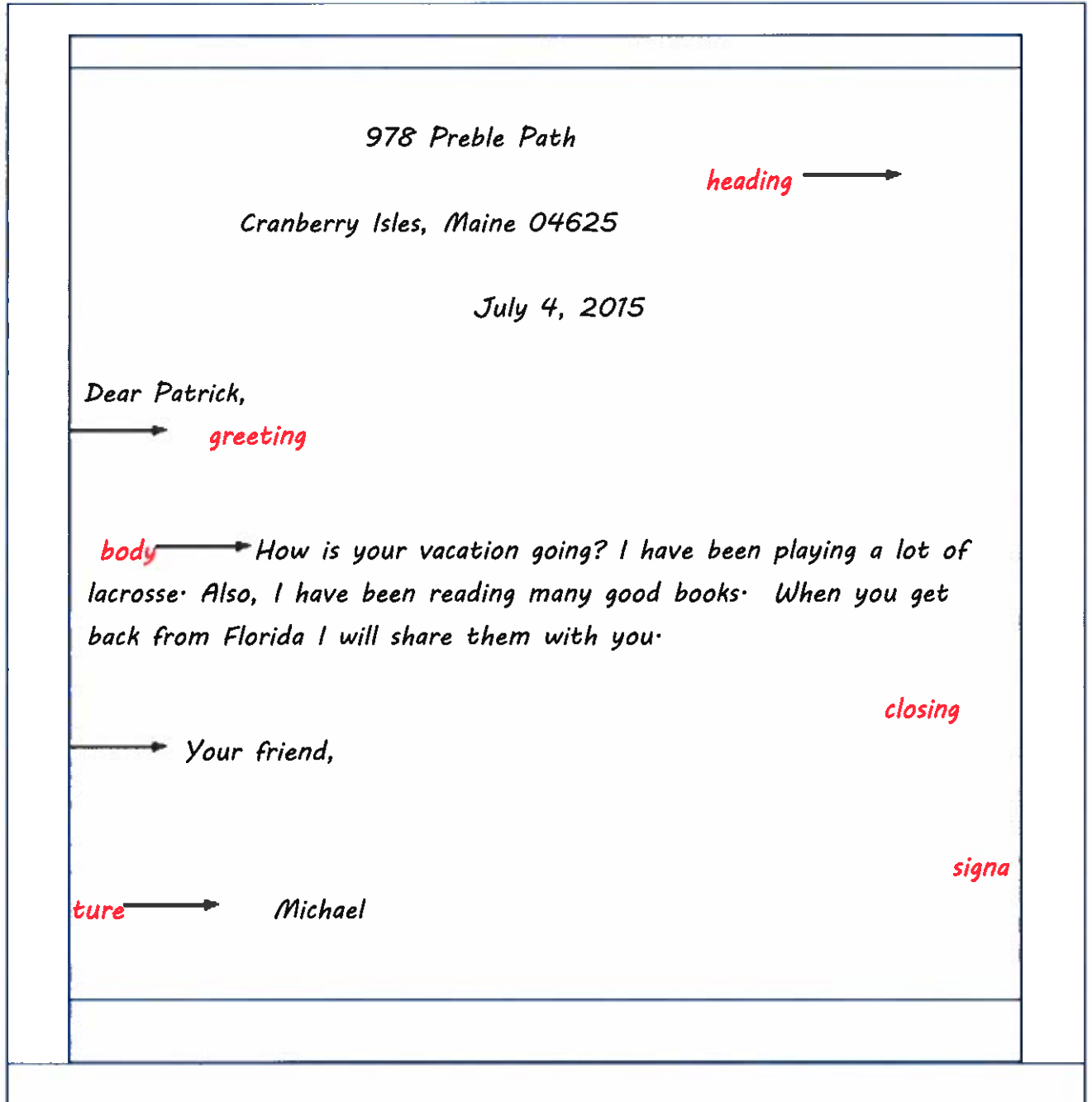
#### *Friendly Letter:*

*Write a friendly letter to me about your summer. Be sure to include lots of details about the fun things you did. Maybe you attended summer camp? Or traveled somewhere? Did you spend time with family you don't see too often? Did you go to a water park, the beach, or an amusement park? I can't wait to hear how you have spent your summer days in the sunshine. I have attached a writing template to help you. You may use regular lined paper. Remember to address and mail your letter and envelope to HFHN or bring it to school when you come back. I look so forward to hearing about your summer vacation. Check your mailbox in late August. You will hear from me too. 😊*

- *Be sure to include:*

- 1. A heading in the right-hand corner of your paper. Remember this should include your home address or mailing address and the date on which you wrote the letter.*
- 2. A greeting. This is how we start a friendly-letter. Often times we begin with Dear Miss Harmon.*
- 3. The body of your writing. This is where you get to include all the fantastic, wonderful, and outstanding adventures you did this summer!*
- 4. The closing. Remember, this is where we usually end with Sincerely, Your Friend, Best Wishes, God Bless, etc.*
- 5. Your signature. It is SO important to sign your letter so I know who sent it.*

*When a person writes to someone he or she knows it is called a friendly letter. A friendly letter is made up of five parts: a heading, a greeting, a body, a closing, and a signature. Below is an example of what your letter should look like.*





*Helpful steps to remember when writing a friendly letter:*

1. Write the heading. In the heading, include a comma between the name of the city and the state and between the day of the month and year.
2. Write the greeting. Capitalize the first letter of each word. End the greeting with a comma.
3. Write a friendly message in the body. Always indent the first line of the body. Tell me about yourself, your likes and dislikes, favorite color, favorite place to visit, or maybe what you think grade three will be like this year.
4. Write a closing to end the letter. Put a comma after the closing.
5. Sign the letter with your name.
6. Don't forget to put it in an envelope addressed to me at school and your return address. You can mail it to HFHN or bring it in with you when you come back.

**Friendly Letter Rubric**

| <b>Expectations:</b>  | <b>Point Value:</b> | <b>Points Earned:</b> |
|---|---------------------|-----------------------|
| <i>I have included a heading addressed correctly to myself in the right hand corner of my friendly letter.</i>  | <b>5</b>            |                       |
| <i>I have included an appropriate greeting to begin my letter to Miss Harmon.</i>   | <b>2</b>            |                       |
| <i>I included lots of details in the body of my letter about my summer vacation. The body of my letter includes correct grammar, spelling, capitalization, and punctuation.</i> | <b>5</b>            |                       |
| <i>I have chosen an appropriate closing for my friendly letter.</i>   | <b>2</b>            |                       |
| <i>I remembered to sign my name.</i>  | <b>1</b>            |                       |
| <i>I mailed or brought my addressed envelope including my letter to Miss Harmon at HFHN.</i>  | <b>5</b>            |                       |

**Total number of points earned: \_\_\_\_\_ out of 20 points**



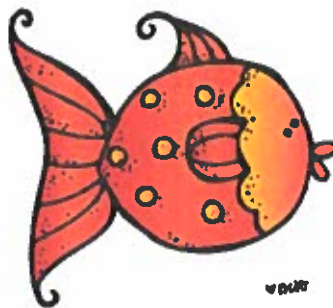
### *Directions/Grading Rubric for the New Bedford Scavenger Hunt*

*This year in Social Studies, we will be learning about our great state, Massachusetts. During your summer adventures, take your camera and explore these attractions around the city. Have an adult take pictures of your sight-seeing! By visiting them and exploring the city of New Bedford you will have a better understanding of points of interests, landmarks, and the rich history this city has to offer. Choose a minimum of ten attractions to visit and display on your poster board. Remember you must be in each picture! If you find all twenty items on the list below you will be awarded a homework pass.*

- 1. New Bedford Whaling National Historical Park*
- 2. Rotch-Jones-Duff House*
- 3. Seamen's Bethel*
- 4. Whaleman's Statue at Liberty Square*
- 5. New Bedford Fire Museum*
- 6. America's Oldest Elevator at City Hall*
- 7. Sgt. William H. Carney House*
- 8. Fishing Boats on the State Pier*
- 9. Gateway to the Feast of the Blessed Sacrament at the intersection of Acushnet Ave. and Earle St.*
- 10. Fredrick Douglas Mural*
- 11. Fort Taber-Fort Rodman*
- 12. Harbor Walk*
- 13. Schooner Ernestina-Morrissey*
- 14. Butler Flatts Lighthouse*
- 15. Sea Flower located outside of the Courthouse*
- 16. Stations of the Cross inside of Saint Anthony of Padua*
- 17. Buttonwood Park or the Buttonwood Park Zoo*
- 18. Blue Man Mural on William St.*
- 19. Giant Squid at the Whaling Museum*
- 20. Big Red Kettle on Johnny Cake Hill*

| <i>Expectations:</i>  | <i>Point Value:</i> | <i>Points Earned:</i> |
|---|---------------------|-----------------------|
| <i>I have included the title:<br/>New Bedford,<br/>Massachusetts on my<br/>poster board.</i>              | <i>5</i>            |                       |
| <i>I have displayed a<br/>minimum of 10 pictures<br/>on my poster board and I<br/>am in each picture.</i> | <i>20</i>           |                       |
| <i>I have written the<br/>appropriate caption under<br/>each picture.</i>                                 | <i>5</i>            |                       |

*Total number of points earned: \_\_\_\_\_ out of 30 points*



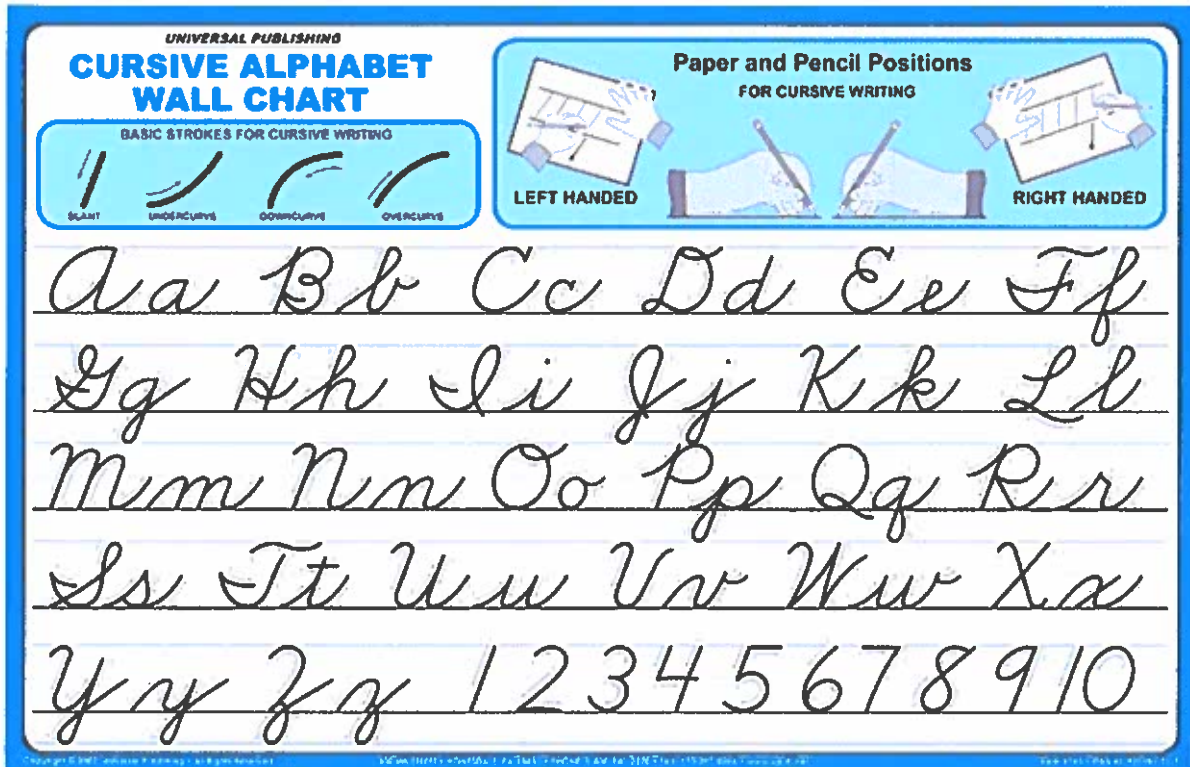
*Multiplication Tables 1- 12*  
*Study Sheet*

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| $1 \times 1 = 1$   | $2 \times 1 = 2$   | $3 \times 1 = 3$   | $4 \times 1 = 4$   |
| $1 \times 2 = 2$   | $2 \times 2 = 4$   | $3 \times 2 = 6$   | $4 \times 2 = 8$   |
| $1 \times 3 = 3$   | $2 \times 3 = 6$   | $3 \times 3 = 9$   | $4 \times 3 = 12$  |
| $1 \times 4 = 4$   | $2 \times 4 = 8$   | $3 \times 4 = 12$  | $4 \times 4 = 16$  |
| $1 \times 5 = 5$   | $2 \times 5 = 10$  | $3 \times 5 = 15$  | $4 \times 5 = 20$  |
| $1 \times 6 = 6$   | $2 \times 6 = 12$  | $3 \times 6 = 18$  | $4 \times 6 = 24$  |
| $1 \times 7 = 7$   | $2 \times 7 = 14$  | $3 \times 7 = 21$  | $4 \times 7 = 28$  |
| $1 \times 8 = 8$   | $2 \times 8 = 16$  | $3 \times 8 = 24$  | $4 \times 8 = 32$  |
| $1 \times 9 = 9$   | $2 \times 9 = 18$  | $3 \times 9 = 27$  | $4 \times 9 = 36$  |
| $1 \times 10 = 10$ | $2 \times 10 = 20$ | $3 \times 10 = 30$ | $4 \times 10 = 40$ |
| $1 \times 11 = 11$ | $2 \times 11 = 22$ | $3 \times 11 = 33$ | $4 \times 11 = 44$ |
| $1 \times 12 = 12$ | $2 \times 12 = 24$ | $3 \times 12 = 36$ | $4 \times 12 = 48$ |
| $5 \times 1 = 5$   | $6 \times 1 = 6$   | $7 \times 1 = 7$   | $8 \times 1 = 8$   |
| $5 \times 2 = 10$  | $6 \times 2 = 12$  | $7 \times 2 = 14$  | $8 \times 2 = 16$  |
| $5 \times 3 = 15$  | $6 \times 3 = 18$  | $7 \times 3 = 21$  | $8 \times 3 = 24$  |
| $5 \times 4 = 20$  | $6 \times 4 = 24$  | $7 \times 4 = 28$  | $8 \times 4 = 32$  |
| $5 \times 5 = 25$  | $6 \times 5 = 30$  | $7 \times 5 = 35$  | $8 \times 5 = 40$  |
| $5 \times 6 = 30$  | $6 \times 6 = 36$  | $7 \times 6 = 42$  | $8 \times 6 = 48$  |
| $5 \times 7 = 35$  | $6 \times 7 = 42$  | $7 \times 7 = 49$  | $8 \times 7 = 56$  |
| $5 \times 8 = 40$  | $6 \times 8 = 48$  | $7 \times 8 = 56$  | $8 \times 8 = 64$  |
| $5 \times 9 = 45$  | $6 \times 9 = 54$  | $7 \times 9 = 63$  | $8 \times 9 = 72$  |
| $5 \times 10 = 50$ | $6 \times 10 = 60$ | $7 \times 10 = 70$ | $8 \times 10 = 80$ |
| $5 \times 11 = 55$ | $6 \times 11 = 66$ | $7 \times 11 = 77$ | $8 \times 11 = 88$ |
| $5 \times 12 = 60$ | $6 \times 12 = 72$ | $7 \times 12 = 84$ | $8 \times 12 = 96$ |

|                     |                      |                      |                      |
|---------------------|----------------------|----------------------|----------------------|
| $9 \times 1 = 9$    | $10 \times 1 = 10$   | $11 \times 1 = 11$   | $12 \times 1 = 12$   |
| $9 \times 2 = 18$   | $10 \times 2 = 20$   | $11 \times 2 = 22$   | $12 \times 2 = 24$   |
| $9 \times 3 = 27$   | $10 \times 3 = 30$   | $11 \times 3 = 33$   | $12 \times 3 = 36$   |
| $9 \times 4 = 36$   | $10 \times 4 = 40$   | $11 \times 4 = 44$   | $12 \times 4 = 48$   |
| $9 \times 5 = 45$   | $10 \times 5 = 50$   | $11 \times 5 = 55$   | $12 \times 5 = 60$   |
| $9 \times 6 = 54$   | $10 \times 6 = 60$   | $11 \times 6 = 66$   | $12 \times 6 = 72$   |
| $9 \times 7 = 63$   | $10 \times 7 = 70$   | $11 \times 7 = 77$   | $12 \times 7 = 84$   |
| $9 \times 8 = 72$   | $10 \times 8 = 80$   | $11 \times 8 = 88$   | $12 \times 8 = 96$   |
| $9 \times 9 = 81$   | $10 \times 9 = 90$   | $11 \times 9 = 99$   | $12 \times 9 = 108$  |
| $9 \times 10 = 90$  | $10 \times 10 = 100$ | $11 \times 10 = 110$ | $12 \times 10 = 120$ |
| $9 \times 11 = 99$  | $10 \times 11 = 110$ | $11 \times 11 = 121$ | $12 \times 11 = 132$ |
| $9 \times 12 = 108$ | $10 \times 12 = 120$ | $11 \times 12 = 132$ | $12 \times 12 = 144$ |

### Cursive Writing Alphabet Chart

You can put this chart inside of a plastic page protector sleeve and use it with a dry erase marker to practice your cursive strokes. You also may use this as a guide to practice. We do write everything in cursive in grade three. The more you practice, the easier and clearer your writing will flow.



**UNIVERSAL PUBLISHING**  
**CURSIVE ALPHABET WALL CHART**

**BASIC STROKES FOR CURSIVE WRITING**

- SLANT
- UNDERCURVE
- OVERCURVE
- OVERCURVE

**Paper and Pencil Positions FOR CURSIVE WRITING**

LEFT HANDED      RIGHT HANDED

Aa Bb Cc Dd Ee Ff  
Gg Hh Ii Jj Kk Ll  
Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx  
Yy Zz 1 2 3 4 5 6 7 8 9 10

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### Grade 3 prayers

#### The Apostles Creed

I believe in God, the Father almighty, Creator of heaven and earth.  
I believe in Jesus Christ, His only Son, our Lord.  
He was conceived by the power of the Holy Spirit and born of the Virgin Mary.  
He suffered under Pontius Pilate, was crucified, died, and was buried.  
He descended to the dead. On the third day He rose again.  
He ascended into heaven and is seated at the right hand of the Father.  
He will come again to judge the living and the dead.  
I believe in the Holy Spirit, the holy Catholic Church, the communion of saints,  
the forgiveness of sins, the resurrection of the body, and the life everlasting.  
Amen.

#### Prayer of Saint Francis

Lord, make me an instrument of your peace.  
Where there is hatred, let me sow love;  
Where there is injury, pardon;  
Where there is doubt, faith;  
Where there is despair, hope;  
Where there is darkness, light;  
Where there is sadness, joy.

O divine Master, grant that I may not so much seek  
To be consoled as to console,  
To be understood as to understand,  
To be loved as to love;  
For it is in giving that we receive;  
It is in pardoning that we are pardoned;  
It is in dying to self that we are born to eternal life.  
Amen.



## **Diocese of Fall River Prayer List**

*This list is designed to note the grade level at which these prayers are to be **known by heart**.*

*What is essential is that the texts that are memorized must at the same time be taken in and gradually understood in depth...It should be introduced through a process that, begun early, continues gradually, flexibly, and never slavishly. In this way certain elements of Catholic faith, tradition and practice are learned for a lifetime, form a basis for communication, allow people to pray together in a common language, and contribute to the individual's continued growth in understanding and living the faith. (National Directory for Catechesis, pp102-103)*

*These basic Catholic prayers may be introduced to the students in the years prior to required memorization. It is expected that these prayers will be used regularly in the prayer life of the school in all grades. Additionally, all students should be exposed to the prayers and devotions found on the supplemental list at a number of points during their elementary/middle school experience.*

- By the end of Preschool:
  - Sign of the Cross
  - Our Father
  - Hail Mary
  - Grace before meals
- By the end of Kindergarten:
  - Same as above
  - Glory Be to the Father
  - Guardian Angel Prayer
- By the end of grade 1:
  - Same as above
  - Grace after meals
  - Morning Offering
- By the end of grade 2:
  - Same as above
  - Act of Contrition
  - A Decade of the Rosary
  - Mass Responses/Aclamations
- By the end of grade 3:
  - Same as above
  - Rosary (basic)
  - Apostle's Creed
  - Prayer of St. Francis
- By the end of grade 4:
  - Same as above
  - Angelus
  - Hail Holy Queen
- By the end of grade 5:
  - Same as above
  - Rosary (all mysteries)
  - Prayer for the Dead (Eternal Rest...)
  - Divine Praises
- By the end of grade 6:
  - Same as above
  - Parish Devotional Prayer\*
  - Magnificat
- By the end of grade 7:
  - Same as above
  - Prayer to the Holy Spirit
  - Memorare
- By the end of grade 8:
  - Same as above
  - Nicene Creed (able to pray communally)



"Top List" for suggested websites

Here is a list of suggested websites to explore that connect with things we will be covering this year in grade three.

[www.timeforkids.com](http://www.timeforkids.com)

[www.sec.state.ma.us/cis/ciskid/kididx.htm](http://www.sec.state.ma.us/cis/ciskid/kididx.htm)

[www.sadlier-oxford.com/math](http://www.sadlier-oxford.com/math)

[www.sadlierreligion.com/webelieve](http://www.sadlierreligion.com/webelieve)

[www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)

[www.sadlier-oxford.com/grammar/grammarworkshop.cfm](http://www.sadlier-oxford.com/grammar/grammarworkshop.cfm)

[www.pearsonrealize.com](http://www.pearsonrealize.com)

[www.nancylarsonscience.com](http://www.nancylarsonscience.com)

Here are some apps to try out for tablet users:

3<sup>rd</sup> Grade Splash Math

News-O-Matic, Daily Reading for Kids

Brain POP Featured Movie

Barefoot World Atlas

Brain Quest Wisdom Islands

IXL CHALLENGE:

Please login and complete a total of 8 hours of IXL to keep your skills up over the summer. You should complete 4 hours of Reading/ELA skills practice and 4 hours of Math skills practice to total 8 hours. This breaks down to just 10 minutes a day or one hour a week. I will be tracking your progress over the summer and I look forward to seeing what academic gains you make. The student who has the most practice hours will be rewarded.



