

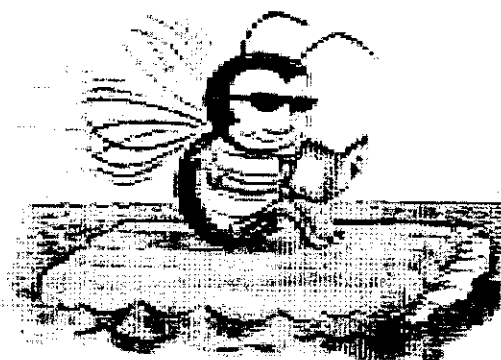
Bridgeport Public Schools

Summer Reading Activities

Third Grade

Name: _____ **School:** _____

Parent/Guardian Signature: _____



**Reading Department
948 Main Street-5th floor
Bridgeport, CT 06604**



Bridgeport Public Schools
2010 – 2011

ADMINISTRATIVE OFFICES BUILDING
948 Main Street – 5th Floor
Bridgeport, Connecticut 06604
Telephone (203) 275-1371 Fax (203) 337-2520

VICTORIA EGRI
Director of Reading/Literacy
VEgri@bridgeportedu.net
June 2010

Dear Parents/Guardians,

Summer is a time for students to celebrate the completion of a successful school year, and to continue to enjoy reading by choosing books that are of interest to them.

This packet has been developed to assist you in continuing to enhance your child's literacy experiences during the summer months. As your child reads through the summer he/she will build new vocabulary as they improve their ability to read fluently and with comprehension. This packet includes:

- *Summer Reading Lists;*
- *Reading logs for the Connecticut Governor's Reading Challenge;*
- *Sight word vocabulary practice;*
- *Story Maps; and*
- *CMT practice activities.*

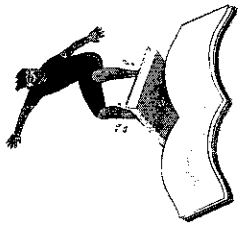
This Summer Packet is not intended to be done during one sitting, but spread throughout the summer months. Set aside a time each day, or a few days a week, when your child will read a book from the list for at least 20 minutes a day.

Please take your child to the public library where there is a special section of books specifically for Bridgeport Public School Students. The librarians will assist in choosing appropriate books to read. You may even find a book that you would love to read! Then encourage your child to complete one of the response activities.

The completed packet should be brought to school in August. If you have any questions, please contact the Reading Department at 203-275-1374. We wish you a safe and relaxing summer!

Sincerely,

Victoria Egri
Director of Reading/Literacy



**CONNECTICUT
READS 2010**
The Governor's Summer
Reading Challenge



Name _____

Grade _____

School _____

Town _____

My favorite book was _____

I liked this book because _____



CONNECTICUT READS 2010
The Governor's Summer Reading Challenge
Summer Reading Journal



MAKE WAVES at your library!

CONNECTICUT READS 2010

THE GOVERNOR'S SUMMER READING CHALLENGE

Title of Book

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

Title of Book

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

Title of Book

Title of Book

of Pages
(Grades 6-12)

Total number of pages read (Grades 6-12 only) _____

**BRIDGEPORT PUBLIC LIBRARY
SUMMER READING LIST: 2010**

GRADE 3

ATWATER	MR. POPPER'S PENGUINS
AUCH	I WAS A THIRD GRADE SCIENCE PROJECT And other books by Mary Jane Auch
CAMERON	THE MOST BEAUTIFUL PLACE IN THE WORLD
CLEMENTS	FRINDLE And other books by Andrew Clements
CLIFTON	THE LUCKY STONE
DUFFEY	THE GADGET WAR And other books by Betsy Duffey
KINNEY	DIARY OF A WIMPY KID Series
KLINE	THE HERBIE JONES Series
MCDONALD	THE JUDY MOODY Series BOOKS ABOUT STINK
SCIESZKA	THE TIME WARP TRIO Series
SOTO	THE SKIRT
WALTER	JUSTIN AND THE BEST BISCUITS IN THE WORLD



Third Grade Suggested Summer Reading List



Note: The following books are only suggestions. Please feel free to add any books that are appropriate for your reader. The staff in the children's area of the public library will also have many wonderful suggestions for you.

Research has shown that the single greatest factor in predicting reading success is whether a child is read to when young. Here are some titles to get you started! Please note that the reading level of the books suggested varies. If your child is already reading, have him or her read a page of the book aloud to you to see if it is a good fit. If they struggle with more than a few words on the page, it is probably too difficult, but the book would still be a great book to read aloud to your child.

School Stories

- *Kirsten Learns a Lesson: A School Story* by Janet Beeler Shaw
- *Ramona Quimby Age 8* by Beverly Cleary

Animal Stories

- *The Adventures of Paddington* by Michael Bond (book and tape series)
- *Babe: The Gallant Pig* by Dick King-Smith
- *Catwings* by Ursula K. Le Guin
- *The Lion's Whiskers: An Ethiopian Folktale* by Nancy Raines Day
- *Rats on the Roof and Other Stories* by James Marshall

Books About Friends

- *The Candy Corn Contest* by Patricia Reilly Giff
- *Pinky and Rex* by James Howe

Historical Fiction

- *Ben and Me* by Robert Lawson
- *Changes for Addy* by Connie Rose Porter (and other American Girl books)
- *If You Grew Up with George Washington* by Ruth Belov Gross
- *Kate Shelley and the Midnight Express* by Margaret K. Wetterer
- *Kibitzers and Fools: Tales My Zayda Told Me* by Simms Taback
- *Pink and Say* by Patricia Polacco
- *Snowflake Bentley* by Jacqueline Briggs Martin
- *Teammates* by Peter Golenbock

Folktales

- *Iktomi and the Berries: A Plains Indian Story* by Paul Goble
- *Mirandy and Brother Wind* by Patricia C. McKissack

- *Raven: A Trickster Tale from the Northwest* by Gerald McDermott
- *The Talking Eggs* by Robert D. San Souci

Great Series Books

- Amelia Bedelia series by Peggy Parish
- American Girl series
- Arthur series by Marc Brown
- Berenstain Bears series by Jan and Stan Berenstain
- Boxcar Children by Gertrude Chandler Warner
- Encyclopedia Brown by Donald J. Sobol
- Eyewitness Science Explorers
- Henry and Mudge series by Cynthia Rylant
- Horrible Harry series by Suzy Kline
- Little House series by Laura Ingalls Wilder
- Nancy Drew Notebooks by Carolyn Keene early series
- Pee Wee Scouts by Judy Delton
- Polk Street School by Patricia Reilly Giff

Award Winners

- *The Cat Who Went to Heaven* by Elizabeth Jane Coatsworth
- *Doctor De Soto* by William Steig
- *How Much Is a Million?* by David M. Schwartz
- *Jumanji* by Chris Van Allsburg
- *Mercy Watson to the Rescue* by Kate DiCamillo
- *Mirette on the High Wire* by Emily Arnold McCully
- *Prehistoric Pinkerton* by Steven Kellogg
- *Rabbit Hill* by Robert Lawson
- *The Village of Round and Square Houses* by Ann Grifalconi



Enjoy!

Bridgeport Public Libraries Current Children's Magazines

American Girl (ages 8-11)
Appleseeds (ages 8-11)
Boy's Life (ages 11 and up)
Cobblestone (ages 9-14)
Cousteau Kids (ages 8-12)
Cricket (ages 9-14)
Faces (ages 9-14)
Hopscotch for Girls (ages 6-12)
Humpty Dumpty (ages 4-6)
National Geographic World/Kids (ages 6-14)
New Moon (for girls ages 8-14)
Ranger Rick (ages 6-12)
Sports Illustrated for Kids (ages 8 & up)
Your Big Backyard (ages 3-7)

Narrative Story Map




Title _____ Author _____

The Setting Characters: 	 Time:	Place:
Script- What would you expect to find there?		



Initiating Event 
--



Reaction/Feeling 		The Plan 
--	---	--





Action/Attempts <ul style="list-style-type: none">> First> Next> Then> Finally
--



Consequence/Resolution

Narrative Story Map


Title _____ Author _____




The Setting Characters: 		Time: Place:
---	---	-----------------

Script- What would you expect to find there?



Initiating Event



Reaction/Feeling 		The Plan 
---	---	---



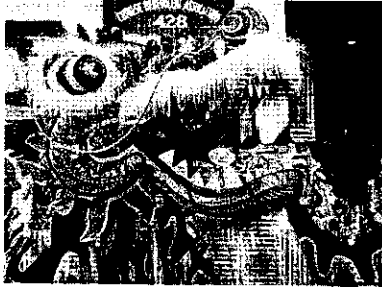
Action/Attempts

- > First
- > Next
- > Then
- > Finally



Consequence/Resolution

Dancing, music, prizes, and even a fire-breathing dragon! Sound like fun? These are just a few of the exciting things that go on during Chinese New Year. Read the story to find out more about this celebration.



Chinese New Year

1. Hector had never heard such noise! He laughed and covered his ears. His friend Lian shouted to be heard.
2. "I told you it was fun, didn't I?"
3. Hector and Lian were right in the middle of a Chinese New Year celebration. At first Hector hadn't wanted to come. He didn't think New Year's parties were much fun. They happened at night when he was asleep. Even if he woke up, all he heard were horns tooting. But Lian said a Chinese New Year party was much different! The fun went on for days. And Lian had been right!
4. A dancer whirled and pranced in front of a store. He wore a huge, brightly colored lion's head. Around him, other costumed dancers beat drums and clashed cymbals. Firecrackers exploded like noisy popcorn.
5. "That's the lion dance," shouted Lian. "The lion scares bad luck away from the stores. Then business will be good all year."
6. In front of each store, a red envelope hung on a pink cord. Next to it was a piece of lettuce. The lion dancer pranced and roared for several minutes. Then he snatched the envelope and lettuce. He put them in his mouth and danced to the next store.
7. "There are coins in the envelope. They call that lucky money," said Lian. "At the end of the day, the lion dancers give it to charity."
8. Lian took Hector away from the noisy street. They went to Lian's house. It was filled with beautiful flowers. Many were red. Lian explained that red was the color of good luck.
9. Lian's mother served a delicious meal. Hector ate a dessert called thousand-layer sweet cake. "The many layers are a sign of long life," Mrs. Young explained.
10. Many of Lian's relatives visited during the day. This was also a New Year tradition. There was candied fruit on an eight-sided tray. Someone would take a piece of the fruit. The person would put a tiny red package in its place. Hector learned that the packages held coins. They were for the kids.
11. The most exciting part came that night. Hector went with the Young family to the big parade. People waved red, yellow, and silver flags. Bands played. Cymbals clanged. There were more noisy firecrackers. A huge, ferocious-looking dragon danced down the street. Its body was made of gold, green, and pink paper. People were carrying the dragon. Hector and Lian saw their legs and feet. Then the dragon swung its tail and snapped its jaws. Its red eyes flashed to scare off any bad luck for the year.
12. When the dragon came close, Hector and Lian screamed and laughed at the same time. Chinese New Year really was exciting! Hector hoped that Lian would invite him again next year.

GO ON

Chinese New Year

(D2 Extension and Synthesis)

1. Based on the story, what would Hector MOST LIKELY do next?
- A. Plan on skipping next year's celebration.
 - B. Tell Lian Chinese New Year was boring.
 - C. Say that red is a lucky color.
 - D. Tell his own family how wonderful Chinese New Year was.

(B1 Structure)

2. Which paragraph answers this question? "What do the lion dancers do with the money they collect?"
- A. paragraph 4
 - B. paragraph 5
 - C. paragraph 7
 - D. paragraph 10

(D2 Extension and Synthesis)

3. Which sentence would BEST fit at the end of paragraph 9?
- A. "We want everyone to have a long and happy life."
 - B. Hector wondered why red was a lucky color.
 - C. Hector was ready to go home.
 - D. Hector had two eggrolls for dinner

(A1 Main Idea)

4. Paragraph 3 of the article is mostly about:
- A. Lian telling Hector all about what happens on Chinese New Year
 - B. lucky money goes to kids
 - C. a New Year's party that Hector had attended the night before
 - D. Lian convincing Hector that Chinese New Year was not boring

GO ON

(B2 Conclusions)

5. What details support the conclusion that the Chinese people were trying to bring good luck for the New Year? Give at least two details.

(D2 Extension and Synthesis)

6. Imagine you were going to tell your class about the Chinese New Year celebration. What two ideas from the story would you include?

GO ON

Have you ever had the hiccups? Find out what happened to a man who had them for 68 years. Read on.



Have You Ever Had Hic-Hiccups?

1. Have you ever had a bad case of the hiccups? These sudden halts in breathing accompanied by short gulping sounds can be quite uncomfortable. Charles Osborne of Anthon, Iowa had the longest hiccupping fit ever recorded. He started hiccupping in 1922, while he was weighing a hog before slaughtering it. His hiccups went on until February of 1990! The attack ended as mysteriously as it began. Mr. Osborne led a normal life in spite of his hiccups. He married twice and fathered eight children. He did complain, however, that he had trouble keeping his false teeth in place.
2. No one knows exactly what gets hiccups started. But we do know that hiccups occur when a large muscle in the chest contracts in jerks. This muscle, called the diaphragm, usually moves up and down in rhythm with a person's breathing. To stop an attack of hiccups, something must happen to shock the diaphragm out of its contractions.

3. There are lots of so-called "cures" for hiccups. And every single one of them works – sometimes. The next time you start hiccupping, try one of these diaphragm-shockers:

- eating a spoonful of crushed ice
- swallowing a large spoonful of dried breadcrumbs
- sucking on a lemon
- standing on your head and breathing through your nose
- holding your breath
- pressing gently on your closed eyes
- gulping down a tablespoon of peanut butter
- eating a spoonful of sugar
- drinking a big glass of water in one gulp
- an extreme fright

GO ON

Have You Ever Had Hic-Hiccups?

(B1 Structure)

7. Paragraph 3 is:

- A. a question and answer
- B. a main idea and details
- C. a sequence of events
- D. an order

(B2 Purpose)

8. The reason the author wrote the article is:

- A. to write a story about a time he had hiccups
- B. to help doctors cure hiccups
- C. to explain what hiccups are and how to cure them
- D. to tell us how to never get hiccups again

(A1 Main Idea)

9. Write another title for the article. Use information from the passage to tell why you think your new title is a good one.

GO ON

(A1 Main Idea)



















10. Write a few sentences telling what this article is mainly about.

Fry's Sight Words 1-25

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
the	☺	☹
of	☺	☹
and	☺	☹
a	☺	☹
to	☺	☹
in	☺	☹
is	☺	☹
you	☺	☹
that	☺	☹
it	☺	☹
he	☺	☹
was	☺	☹
for	☺	☹
on	☺	☹
are	☺	☹
as	☺	☹

1-25



















with		
his		
they		
I		
at		
be		
this		
have		
from		

Fry's Sight Words 26-50

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
or	☺	☹
one	☺	☹
had	☺	☹
by	☺	☹
word	☺	☹
but	☺	☹
not	☺	☹
what	☺	☹
all	☺	☹
were	☺	☹
we	☺	☹
when	☺	☹
your	☺	☹
can	☺	☹
said	☺	☹
there	☺	☹

26-50



















use		
an		
each		
which		
she		
do		
how		
their		
if		

Fry's Sight Words 51-75

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes ☺	No ☹
will	☺	☹
up	☺	☹
other	☺	☹
about	☺	☹
out	☺	☹
many	☺	☹
then	☺	☹
them	☺	☹
these	☺	☹
so	☺	☹
some	☺	☹
her	☺	☹
would	☺	☹
make	☺	☹
like	☺	☹
him	☺	☹

51-75



















into		
time		
has		
look		
two		
more		
write		
go		
see		

Fry's Sight Words 76-100

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
number	☺	☹
no	☺	☹
way	☺	☹
could	☺	☹
people	☺	☹
my	☺	☹
than	☺	☹
first	☺	☹
water	☺	☹
been	☺	☹
call	☺	☹
who	☺	☹
am	☺	☹
its	☺	☹
now	☺	☹
find	☺	☹

76-100



















long		
down		
day		
did		
get		
come		
made		
may		
part		

Fry's Sight Words 101-125

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
over	☺	☹
new	☺	☹
sound	☺	☹
take	☺	☹
only	☺	☹
little	☺	☹
work	☺	☹
know	☺	☹
place	☺	☹
year	☺	☹
live	☺	☹
me	☺	☹
back	☺	☹
give	☺	☹
most	☺	☹
very	☺	☹

161-125



















after		
thing		
our		
just		
name		
good		
sentence		
man		
think		

Fry's Sight Words 126-150

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
say	☺	☹
great	☺	☹
where	☺	☹
help	☺	☹
through	☺	☹
much	☺	☹
before	☺	☹
line	☺	☹
right	☺	☹
too	☺	☹
mean	☺	☹
old	☺	☹
any	☺	☹
same	☺	☹
tell	☺	☹
boy	☺	☹

126 150



















follow		
came		
want		
show		
also		
around		
farm		
three		
small		

Fry's Sight Words 151-175

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
set	☺	☹
put	☺	☹
end	☺	☹
does	☺	☹
another	☺	☹
well	☺	☹
large	☺	☹
must	☺	☹
big	☺	☹
even	☺	☹
such	☺	☹
because	☺	☹
turn	☺	☹
here	☺	☹
why	☺	☹
ask	☺	☹

151-175



















went		
men		
read		
need		
land		
different		
home		
us		
move		

Fry's Sight Words 176-200

Directions: Can you read the words? Circle 😊 for Yes. Circle ☹️ for No.

	Can I read it?	
	Yes 😊	No ☹️
try	😊	☹️
kind	😊	☹️
hand	😊	☹️
picture	😊	☹️
again	😊	☹️
change	😊	☹️
off	😊	☹️
play	😊	☹️
spell	😊	☹️
air	😊	☹️
away	😊	☹️
animal	😊	☹️
house	😊	☹️
point	😊	☹️
page	😊	☹️
letter	😊	☹️

176-200

mother		
answer		
found		
study		
still		
learn		
should		
America		
world		

PHRASES WITH FRY INSTANT WORDS

Fry Instant Words are high-frequency words occurring in reading. By practicing reading these phrases containing these words, students can improve skills in both speed and accuracy. There are approximately 150 words on each page. An acceptable fluency level would be for the student to read each page (two columns) in one minute. An untimed pre-test should be given to make sure students can read the phrases correctly before emphasizing fluency.

<u>Group 1</u>	<u>Group 2</u>
1. <u>the</u> little boy	1. <u>he</u> is it
2. <u>a</u> good boy	2. <u>I</u> can go
3. <u>is</u> about me	3. <u>they</u> are here
4. then <u>you</u> give	4. one by <u>one</u>
5. was <u>to</u> come	5. <u>good</u> and wet
6. old <u>and</u> new	6. came with <u>me</u>
7. what <u>we</u> know	7. <u>about</u> a dog
8. <u>that</u> old man	8. <u>had</u> a hat
9. <u>in</u> and out	9. <u>if</u> you come
10. <u>not</u> up here	10. <u>some</u> good candy
11. good <u>for</u> you	11. <u>up</u> and down
12. down <u>at</u> work	12. <u>her</u> green hat
13. <u>with</u> his cat	13. say and <u>do</u>
14. <u>it</u> was new	14. <u>when</u> they come
15. work <u>on</u> it	15. <u>so</u> I went
16. <u>can</u> come here	16. <u>my</u> little house
17. they <u>will</u> go	17. <u>very</u> good girl
18. <u>are</u> so long	18. <u>all</u> around
19. three <u>of</u> them	19. <u>would</u> you like
20. before <u>this</u> one	20. <u>any</u> good book
21. <u>your</u> little boy	21. have you <u>been</u>
22. <u>as</u> long as	22. we are <u>out</u>
23. <u>but</u> not me	23. here and <u>there</u>
24. <u>be</u> here again	24. <u>from</u> my mother
25. have <u>been</u> good	25. a nice <u>day</u>

PHRASES WITH FRY INSTANT WORDS

Group 3	Group 4
1. to <u>go</u> home	1. <u>who</u> am I
2. <u>see</u> the dog	2. <u>an</u> old cat
3. <u>then</u> they went	3. in <u>their</u> car
4. look at <u>us</u>	4. <u>she</u> had some
5. yes and <u>no</u>	5. a <u>new</u> school
6. play with <u>him</u>	6. he <u>said</u> it
7. <u>by</u> the house	7. <u>did</u> not go
8. he <u>was</u> going	8. a good <u>boy</u>
9. <u>come</u> to me	9. <u>three</u> little dogs
10. <u>get</u> the cat	10. <u>up</u> and down
11. in <u>or</u> out	11. go to <u>work</u>
12. one, <u>two</u> , three	12. <u>put</u> it out
13. to the <u>man</u>	13. we <u>were</u> there
14. a <u>little</u> dog	14. <u>before</u> you go
15. he <u>has</u> it	15. <u>just</u> one day
16. sit by <u>them</u>	16. about this <u>long</u>
17. <u>how</u> do you	17. <u>here</u> it is
18. <u>like</u> the book	18. get the <u>other</u>
19. in <u>our</u> car	19. our <u>old</u> car
20. <u>what</u> do you	20. then <u>take</u> it
21. do you <u>know</u>	21. <u>cat</u> has been
22. <u>make</u> a book	22. <u>again</u> and again
23. <u>which</u> one is	23. would <u>give</u> him
24. this <u>much</u> is	24. day <u>after</u> day
25. about <u>his</u> frog	25. <u>many</u> of them

PHRASES WITH FRY INSTANT WORDS

Level 2

Group 5	Group 6
1. <u>saw</u> a cat	1. such a <u>big</u> box
2. at <u>home</u> again	2. <u>where</u> it was
3. as <u>soon</u> as	3. I <u>am</u> not
4. <u>stand</u> on the	4. a great <u>ball</u>
5. in the <u>box</u>	5. yesterday <u>morning</u>
6. <u>upon</u> a time	6. <u>live</u> in a
7. the <u>first</u> one	7. <u>four</u> of them
8. <u>came</u> up to	8. at <u>last</u> a
9. a tall <u>girl</u>	9. <u>color</u> the box
10. a big <u>house</u>	10. putting <u>away</u> her
11. <u>find</u> a rock	11. tall <u>red</u> hat
12. <u>because</u> it was	12. <u>friend</u> of the
13. <u>made</u> me mad	13. to look <u>pretty</u>
14. <u>could</u> I go	14. much to <u>eat</u>
15. in the <u>book</u>	15. <u>want</u> to say
16. <u>look</u> at that	16. one <u>year</u> old
17. is my <u>mother</u>	17. the <u>white</u> pine
18. <u>run</u> out of	18. <u>got</u> a cup
19. at <u>school</u> today	19. wanted to <u>play</u>
20. with the <u>people</u>	20. <u>found</u> his dog
21. all last <u>night</u>	21. that was <u>left</u>
22. <u>into</u> my room	22. <u>bring</u> her home
23. began to <u>say</u>	23. <u>men</u> were there
24. I <u>think</u> that	24. as you <u>wish</u>
25. on the <u>back</u>	25. red and <u>black</u>

PHRASES WITH FRY INSTANT WORDS

Group 7	Group 8
1. <u>may</u> come to	1. dog <u>ran</u> fast
2. he <u>let</u> us	2. <u>five</u> blue balls
3. was to <u>use</u>	3. <u>read</u> very well
4. <u>these</u> big chairs	4. <u>over</u> the hill
5. turn <u>right</u> at	5. <u>such</u> a treat
6. who were <u>present</u>	6. on the <u>way</u>
7. we should <u>leave</u>	7. eat <u>too</u> much
8. her left <u>hand</u>	8. <u>shall</u> sing for
9. <u>more</u> people can	9. my <u>own</u> bed
10. <u>why</u> not make	10. <u>most</u> of all
11. be done <u>better</u>	11. <u>sure</u> am happy
12. it was <u>under</u>	12. saw a <u>thing</u>
13. <u>while</u> the rain	13. <u>only</u> for fun
14. <u>should</u> we do	14. <u>near</u> the dog
15. <u>never</u> would come	15. older <u>than</u> me
16. two books <u>each</u>	16. in the <u>open</u>
17. was the <u>best</u>	17. <u>kind</u> and good
18. at <u>another</u> time	18. <u>must</u> go now
19. it would <u>seem</u>	19. <u>high</u> in the
20. the pretty <u>tree</u>	20. <u>far</u> and near
21. was her <u>name</u>	21. <u>both</u> of you
22. very <u>dear</u> to	22. <u>end</u> of the
23. the <u>tall</u> oak	23. would go <u>also</u>
24. <u>next</u> to the	24. <u>until</u> we see
25. <u>please</u> come to	25. <u>call</u> me so

