

# 3<sup>RD</sup> GRADE



**DISTRICT  
SCHOOL  
SUPPORT**



**FAMILY &  
COMMUNITY  
SUPPORT**



**IMPROVED  
LITERACY  
OUTCOMES**



**3<sup>RD</sup>  
GRADE  
READINESS**



# COMMITMENT

**3GC Support Packet  
First Grade**



**Jaron K. Carson**  
**Chief of Academics**  
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Shelby County Schools has identified student achievement as its highest priority. To support this priority, we are dedicated to assisting schools, teachers, parents, and the community around the goal of all SCS students attaining reading readiness by the time they reach the 3rd grade. Third grade has been identified as important to literacy because it is the year students are no longer “learning to read” but they are “reading to learn.” Research has shown that if our students are not proficient readers by the time they reach the third grade, they fall further behind and will continue to get further behind as time goes on.

Shelby County Schools is dedicated to our students and the 3<sup>rd</sup> Grade Commitment. The 3<sup>rd</sup> Grade Commitment is our pledge that we will work collaboratively with schools, parents, and the community to ensure SCS students reach reading readiness by the time they enter 3rd grade.

As we work to ReImagine 901, we will continue to work with our parents at home so that they can support literacy. To do this we need your support. Shelby County Schools wants to keep the learning alive over the holiday break. To help your child get ahead of the learning curve, we have created 3<sup>rd</sup> Grade Commitment Support Packets for students in grades K-2. The packet is full of fun and engaging activities that your child can complete over the holiday break to keep them sharp and prepared to continue the learning when they return to the classroom in January. Just a few minutes a day will make a tremendous difference. Help us help your child!

For more information about the 3<sup>rd</sup> Grade Commitment including additional resources and how it applies to your child, please visit the Shelby County Schools webpage using the link below.

<http://www.scsk12.org/commitment/parent?PID=1490>

Sincerely,

*Jaron K. Carson*

Jaron K. Carson,  
Chief of Academics



# Home Engagement Incentive Program

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SCS is providing PreK through 3rd grade students with fun and engaging videos to master literacy at home. Nov. 15 through Jan. 7, students who watch the video content for **at least 100 minutes a week\*** are eligible to receive weekly prizes! That's as simple as 20 minutes of content a night for 5 days a week!

Parents, teachers, and principals have the opportunity to win **\$1,000** for encouraging student participation! Students can access the content through the Literacy at Home desktop app on their district-issued devices or online through any device at [www.scsk12.org/literacyathome](http://www.scsk12.org/literacyathome).

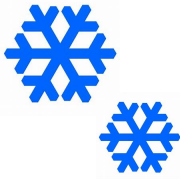
For more program details, please visit [www.scsk12.org/literacyathome](http://www.scsk12.org/literacyathome).

## If you participate, you could win!

\* Only minutes logged after 2:30 p.m. and before 8:30 a.m. on school days and anytime on weekends or holiday breaks count toward the incentive program.

Please contact the SCS help desk at 901-416-5300 if you have issues logging into the platform.





# 3GC Winter Break Support Packet



## 10 Days of Fun with Literacy

- Literacy Everywhere Activities
- Daily Calendar Practice Activities
- High Frequency Word Practice



# 1<sup>st</sup> Grade Literacy Everywhere



Literacy is everywhere! Here are some activities you can engage your child in at home, in a restaurant, and in the car.

Home	Restaurant	Car
Use magnetic letters to spell words on the refrigerator or baking sheet.	Read menus. Find words with the same ending sound (salad, bread).	Practice naming things and sorting them into categories, such as things in the sky or things on the ground.
Read directions for putting together new Christmas toys.	Listen for items that have the same beginning sound (soup, sandwich).	Play games like I-Spy with letters and words.
Identify letters, words, and sounds in the newspaper.	Video your child describing his/her favorite dish.	Point out and discuss what you see. What color is the tree? What sounds do you hear in the word "tree?" Try to spell tree.
Compose a text message to a loved one; use proper grammar, spelling & punctuation.	Discuss daily happenings (Family Talk).	
Watch interactive educational videos/TV shows and retell the events in order.	Be a food critic and write a review of one of the menu items ordered.	Keep books in the back seat of the car for children to read during travel.

# 1<sup>st</sup> Grade

## High Frequency Word Fun!

Read each high frequency word. Challenge yourself with the list of activities below.







1 <sup>st</sup> Grade		
does	fun	could
not	make	live
school	they	one
what	too	then
down	jump	three
out	move	eat
up	run	no
very	two	of
become	again	under
good	help	who
pull	new	all
by	there	call
many	use	day
place	now	her
walk	some	want
away	today	around
	way	why

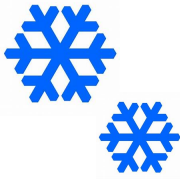
1. Sort words by the number of letters in each word.
2. Identify the words in a story or write a story using the words.
3. Say and write simple sentences using each word.
4. Spell words with shaving cream, playdough, sand, or sugar.
5. Cut letters from magazines, ads, or newspapers to spell each word.

# First Grade Daily Literacy Practice

Complete a practice task each day during Winter Break. Use the blank space below and a separate sheet of paper to write your response.

## December 2021

<p><b>20</b> Look through a magazine to find words that begin with bl-, cl-, pl-, and fl-. How many did you find?</p>	<p><b>21</b> Write br-, cr-, and gr- at the top of your paper. Think of words that begin with these blends. Which blend has the most words?</p>	<p><b>22</b> Write -ack in the middle of your paper and circle it. Draw webs and write -ack words.</p> 	<p><b>23</b> Draw 5 pictures that end in the -ip family.</p> 	<p><b>24</b></p> <table border="1" data-bbox="1564 479 1858 600"> <tbody> <tr> <td>sl</td> <td>sm</td> <td>sp</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Write words that begin with these blends.</p>	sl	sm	sp						
sl	sm	sp											
<p><b>27</b> List 3 words that have a <b>ch</b> like <u>ch</u>erry and 3 words that have a <b>tch</b> like wat<u>ch</u>. Write sentences using the words.</p>	<p><b>28</b> Read a book. How many words can you find that begin with <u>sh</u>, <u>wh</u>, and <u>ph</u>?</p> 	<p><b>29</b> Add an <b>e</b> to the end of these words: <i>rat</i>, <i>hat</i>, <i>can</i>, <i>plan</i>. Read the old and new words.</p> 	<p><b>30</b> Think of rhyming words that end in <u>-atch</u>. Chant them, spell them, read them.</p> 	<p><b>31</b> Gem has a soft g. Cut out words from a magazine that have the soft g like gem</p> 									



# 3GC Winter Break Support Packet



## Foundational Skills Practice



Name \_\_\_\_\_

**A. Read the words in the box. Then sort the words using the word endings.**

hit

kiss

miss

pin

sit

win

Words with <u>iss</u>	Words with <u>it</u>	Words with <u>in</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

**B. Think of words that have the same word endings. Add them to the chart.**

Name \_\_\_\_\_

When a word ends with two consonants that are the same, the letters together make one sound.

willjazzpass

Read each sentence. Underline the word that ends with the same two consonants. Write the word on the line.

1. Cam will hit.

\_\_\_\_\_

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\_\_\_\_\_



2. Dan can pass.

\_\_\_\_\_

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\_\_\_\_\_



3. Matt has a big hat.

\_\_\_\_\_

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\_\_\_\_\_



4. Pam has to miss school.

\_\_\_\_\_

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\_\_\_\_\_



Name \_\_\_\_\_

The words in a sentence must be in the right order.

The order must make sense.

Correct: Tim has a tan cap.

Not correct: cap a has Tim tan.



**A. Circle the sentences that have the words in the right order.**

1. tag can Dan play.
2. Bill can go here.
3. cat hid The bag in a.
4. Sam is a big pig.
5. Sid and Pat can go.

**B. Write your own sentence. Check that your words are in the right order from left to right.**

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Name \_\_\_\_\_

A. Read each word in the box. Use a word from the box to complete each sentence.

clap flag slam black glad

1. We are \_\_\_\_\_.



2. Matt and Kim \_\_\_\_\_.



3. Do not \_\_\_\_\_ the door!



4. I can see a \_\_\_\_\_.



B. Add one letter to make a new word with a blend. Then write the word.

\_\_\_\_\_

1. back \_\_\_\_\_

2. sip \_\_\_\_\_

Name \_\_\_\_\_

The letter o stands for the short o sound you hear in sock and dot.



A. Read the words in the box. Listen for the short o sound. Write the word that names each picture.

mop      hop      clock      box

1.

\_\_\_\_\_

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\_\_\_\_\_



2.

\_\_\_\_\_

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\_\_\_\_\_



3.

\_\_\_\_\_

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\_\_\_\_\_

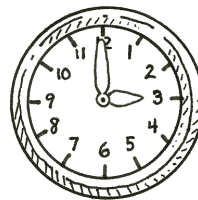


4.

\_\_\_\_\_

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\_\_\_\_\_



B. Circle and write each word that has the short o sound.

5. can      mom      clip

\_\_\_\_\_

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\_\_\_\_\_

6. fin      mat      top

\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the words in the box. Then sort the words using the word endings.**

hog      hop      hot      log      lot      top

Words with <u>og</u>	Words with <u>ot</u>	Words with <u>op</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

**B. Think of words that have the same word endings. Add them to the chart.**

Name \_\_\_\_\_

**A. Read the words in the box. Use a word in the box to complete each sentence.**

dress

bread

ten

pet

egg

head

1. Ben has \_\_\_\_\_ hats.



2. Dan will have \_\_\_\_\_.



3. This nest has an \_\_\_\_\_.



4. Max is a good \_\_\_\_\_.



**B. Change one letter to make a new word with the short e sound. Then write the word.**

1. man \_\_\_\_\_

2. pat \_\_\_\_\_

Name \_\_\_\_\_

A **contraction** is when you put two words together to make one word. Read the words: **he is**. Now read the contraction: **he's**.

The apostrophe (') stands for the missing letter i in is.

**A. Read the two words. Write and read the contraction.**

1. she is \_\_\_\_\_

2. he is \_\_\_\_\_

3. it is \_\_\_\_\_

4. let us \_\_\_\_\_

**B. Read the sentences out loud. Circle the contractions.**

1. Let's go to the store.

2. Do you know if it's cold out?

3. She's bringing her coat.



Name \_\_\_\_\_

**A. Read the words. Circle the word that has the long i sound. Write the word on the line.**

1. will                      slide                      slid

\_\_\_\_\_

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\_\_\_\_\_

2. nine                      his                      nip

\_\_\_\_\_

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\_\_\_\_\_

3. fin                      pin                      fine

\_\_\_\_\_

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\_\_\_\_\_

4. bit                      lick                      bite

\_\_\_\_\_

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\_\_\_\_\_

5. pine                      pin                      dip

\_\_\_\_\_

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\_\_\_\_\_

**B. Add one letter to make a new word with the long i sound. Then write the word.**

1. quit

\_\_\_\_\_

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\_\_\_\_\_

2. rip

\_\_\_\_\_

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\_\_\_\_\_

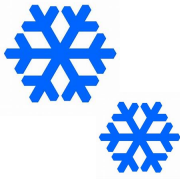
Name \_\_\_\_\_

**A. Read the words in the box. Then sort the words using the word endings.**

age      ledge      nice      page      rice      wedge

Words with <u>ge</u>	Words with <u>ce</u>	Words with <u>dge</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____

**B. Think of words that have the same word endings. Add them to the chart.**



# 3GC Winter Break Support Packet



## Reading Comprehension Practice

# Tamika's Trip to the Zoo

by ReadWorks



Tamika and her father planned a trip to the zoo. The new baby polar bears were there. They were called Milly and Tilly. Tamika would meet her friend Jesse near the polar bears.

Tamika's father drew a map of the path they would follow. He drew a picture of the zoo's front gate. That is where they had to show their tickets. He drew a path from the gate to the polar bears. The path turned left. Then it went straight. The polar bears would be right there. He drew a picture of a baby polar bear on the map.

When they got to the bear house, Jesse was there!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1.** What did Tamika and her father use to plan the path that they would follow at the zoo?

- A. a map
- B. a list
- C. an iPhone

**2.** Who does Tamika plan to meet at the zoo?

- A. her friend Jesse
- B. her dad
- C. Milly and Tilly

**3.** Tamika's father draws a picture of a baby polar bear on their map. Why does he draw a baby polar bear?

- A. Tamika wants to see the baby polar bears.
- B. The polar bear on the map marks where the polar bears are at the zoo.
- C. Polar bears are Tamika's favorite animal.

4. What is "Tamika's Trip to the Zoo" mostly about?

- A. Tamika and Jesse's day at the zoo
- B. what animals Tamika wants to see
- C. Tamika planning her trip to the zoo and how she will find Jesse

5. What animal house is on the map that Tamika's father drew?

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6. What did you learn from "Tamika's Trip to the Zoo"?

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7. **Class Discussion Question:** Why did Tamika and her father draw a map before they went to the zoo?

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8. Draw a picture of the map that Tamika's father drew.

# What Is a Bird?

by Rachelle Kreisman



A bird is an animal with feathers and wings. Most birds can fly. Birds have two legs. They can walk, run, or hop.

All birds have a backbone. It is also called a spine. Birds have many hollow bones. Hollow bones have empty space inside. They make a bird's body lighter. That helps birds fly.

Birds are warm-blooded. They make their own body heat.

Birds lay eggs. The shells are hard. Birds keep the eggs warm. How? They sit on them until the eggs hatch! Then the bird takes care of its chicks.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What makes a bird's body lighter?

- A. two legs
- B. feathers and wings
- C. hollow bones with empty space

2. How does the text describe birds?

- A. Birds are colorful and noisy, and they are messy pets.
- B. Birds are cold-blooded and have scales.
- C. Birds have feathers, wings, two legs, and a backbone.

3. Baby birds are called chicks, and they come from bird eggs. What part of the text tells us that this is true?

- A. Birds have many hollow bones.
- B. When a bird's eggs hatch, the bird has chicks to take care of.
- C. Birds keep their eggs warm by sitting on them.

4. What is "What Is a Bird?" mainly about?

- A. how birds have babies
- B. the characteristics of birds
- C. bird backbones

5. What do birds have that help them walk, run, or hop?

Birds have

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6. What did you learn from "What Is a Bird"?

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**7. Class Discussion Question:** Use information from the text to explain how birds keep their eggs warm.

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**8.** Draw a picture of a bird.