

3RD GRADE



**DISTRICT
SCHOOL
SUPPORT**



**FAMILY &
COMMUNITY
SUPPORT**



**IMPROVED
LITERACY
OUTCOMES**



**3RD
GRADE
READINESS**



COMMITMENT

**3GC Support Packet
Second 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 3rd Grade Commitment. The 3rd 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 3rd 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 3rd 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

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.

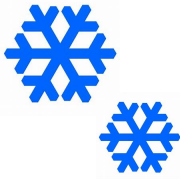
For more program details, please visit www.scsk12.org/literacyathome.

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



2nd 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.

2nd Grade High Frequency Word Fun!

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







2 nd Grade		
ball blue both even for help put there why yellow could find funny green how little one or see wash baby early cheer fall five look open should won	sounds boy by girl he here she small want were what another done into move now show too water year change walk their yes almost buy food out pull start	your all any goes new number other right says work cold family friends have know off picture school took eight because these try saw sky straight under learn seven isn't

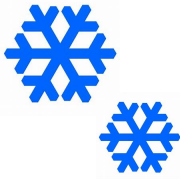
1. Sort words by the number of letters in each word.
2. Identify the words in a story or write a story using the words.
3. Say and write simple sentences using each word.
4. Spell words with shaving cream, playdough, sand, or sugar.
5. Cut letters from magazines, ads, or newspapers to spell each word.

2nd 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>20 When watching TV or reading, write all the words that have a long /o/ and /u/ sound like <i>boat</i> and <i>tune</i>.</p>	<p>21 Read a book. How many words can you find with vowel digraphs <i>ai</i>, and <i>ay</i>? Ex. <i>brain</i> and <i>say</i></p> 	<p>22 Go on a scavenger hunt in your house and look for items that have the long /a/ sound as in <i>tape</i>.</p> 	<p>23</p> <table border="1" style="margin: 0 auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">o</td> <td style="padding: 2px 10px;">oa</td> <td style="padding: 2px 10px;">ow</td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Write words that have the vowel combinations above.</p>	o	oa	ow							<p>24 Take a scavenger hunt around your room and write items that have the long /i/ sound.</p> 
o	oa	ow											
<p>27 <i>Boy</i> and <i>coin</i> have vowel combinations <u>oy</u> and <u>oi</u>. Write 5 other words that have these combinations.</p> 	<p>28 The base word in taller is <i>tall</i>. Write the base word for each word: <i>faster</i>, <i>smaller</i>, <i>louder</i>, <i>quieter</i>, <i>slower</i>, <i>lower</i>, <i>harder</i>.</p>	<p>29 Add <u>-ing</u> to these words: <i>cry</i>, <i>watch</i>, <i>yell</i>, <i>drink</i>. Create a sentence using each word.</p> 	<p>30 Put the words together to make compound words. Write sentences with the new compound words.</p> <table border="1" style="margin: 0 auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">foot</td> <td style="padding: 2px 10px;">coat</td> </tr> <tr> <td style="padding: 2px 10px;">rain</td> <td style="padding: 2px 10px;">ball</td> </tr> <tr> <td style="padding: 2px 10px;">ear</td> <td style="padding: 2px 10px;">ring</td> </tr> </table>	foot	coat	rain	ball	ear	ring	<p>31 Add an s to each word: <i>play</i>, <i>eat</i>, <i>sleep</i>, <i>walk</i>. Write a story with the new words.</p> 			
foot	coat												
rain	ball												
ear	ring												



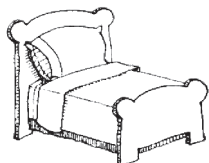
3GC Winter Break Support Packet




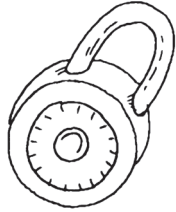


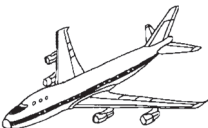

Foundational Skills Practice

Name _____

The letter *e* can stand for the sound you hear in *bed*. The letter *o* can stand for the sound you hear in *dog*. The letter *u* can stand for the sound you hear in *bug*.

bed**dog****bug**

A. Circle the word that names each picture.

1.  ball bet bell	2.  lock sick rock	3.  rug rag bug
4.  dock sick sock	5.  jog fed jet	6.  nut cut not

B. Read each word. Write a word from the box that rhymes.

tug

beg

bum

dig

hog

1. fog _____ 2. egg _____

Name _____

To figure out new words, look at word parts. A root word may have the ending *-s*, *-es*, *-ed*, or *-ing*. The endings *-s*, *-es*, and *-ing* mean the action is happening now. The ending *-ed* means the action happened in the past.

Write the meaning of each underlined word. Circle whether the action is happening now or in the past.

1. "Will you help me fix my bike?" Squirrel asked.

Meaning: _____

now

past

2. "I'd like to help, but I am too busy cooking soup," said Fox.

Meaning: _____

now

past

3. "I'm too busy right now washing clothes."

Meaning: _____

now

past

4. Squirrel explained the problem.

Meaning: _____

now

past

5. Rabbit looked over the bike.

Meaning: _____

now

past

Name _____

Some words begin with a blend of sounds. Listen to the beginning sounds in the words crab and stamp. You can hear the sound for each letter in the blend.

crabstamp

A. Look at each picture. Write the name of the picture on the line.

step

clap

grass

stack

crack

grill

1.



2.



3.



4.



5.



6.



B. Choose the word that completes each sentence. Then write the word on the line.

frog

track

clip

stick

7. Tom threw the _____ to his dog.

8. Dan ran on the _____.

9. Ben has a pet _____.

10. Do you have a paper _____?

Name _____

did

fin

pick

line

pipe

tip

mix

five

side

hike

A. Write the spelling words that have the short *i* sound spelled *i* as in *big*.

1. _____

3. _____

5. _____

2. _____

4. _____

B. Write the spelling words that have the long *i* sound spelled *i_e* as in *time*.

6. _____

8. _____

10. _____

7. _____

9. _____

C. Write a spelling word that rhymes with each word below.

11. bike _____

16. ride _____

12. hid _____

17. ripe _____

13. fine _____

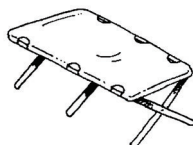
18. dive _____

14. lick _____

15. fix _____

Name _____

The letter **o** can stand for the short **o** sound you hear in **cot**.

cot

A. Look at each picture. Read the words and circle the one that names the picture. Write the word.

1.



robe rob rub

2.



con cone clap

3.



lot glob globe

4.



note nut not

5.



slop stop slope

6.



lob lobe log

B. Go back and underline the letters that stand for the long o sound in the answers above. Circle the letters that stand for the short o sound in the answers above.

Name _____

Some words can be split into two syllables. Sometimes one syllable has a consonant, a vowel, a consonant and a final e. These are called CVCe syllables. Usually these syllables have a long vowel sound and the final e is silent.

ninety 90

A. Write a CVCe word to name each picture. Draw a line between the syllables. Circle the CVCe syllable.



B. Split these words into two syllables. Circle the CVCe syllable.

5. combine _____

6. impose _____

7. define _____

8. useful _____

9. refuse _____

Name _____

Sometimes the letter **c** stands for the **s** sound, as in **face**.

The letter **g** can stand for the **j** sound, as in **gel**.

The letters **dge** can stand for the **j** sound, as in **fridge**.

face



gel



fridge



A. Fill in the blank with the word that completes each sentence.

1. A penny is worth one _____.
a. cent b. can
2. Sam likes _____ ball.
a. dog b. dodge
3. Grace makes spicy _____.
a. rice b. rack
4. My mom has a big _____ in her ring.
a. gum b. gem
5. Madge has a _____ on her leg.
a. black b. brace

B. Circle the letters that stand for the *s* and *j* sounds in each answer above.

Name _____

Digraphs are groups of letters that stand for a single sound.
The letters *sh*, *th*, and *ng* are digraphs.

fishthinkring

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

math

brings

sang

wish

bath

- Chad makes his dog take a _____.
- Seth thanks Sam for the "get well" _____.
- Shane _____ cash to shop.
- The class has a _____ test.
- Tish _____ the song.

B. Circle the word that names the picture. Underline the digraphs *th, sh, or -ng*.

6.



wing

wig

7.



ship

sip

8.



path

pat

9.



top

tooth

Name _____

The letters *eigh* and *ey* can also stand for the long *a* sound.

eight

they



A. Use a word from the box to complete each sentence.
Then circle the letters that stand for the long *a* sound.

pay

mail

weigh

obey

vein

- We had to _____ for the snack.
- A scale tells how much you _____.
- She had to _____ a letter to her dad.
- You should _____ your mom and dad.
- I can see a _____ through the skin of your hand.

B. Write the word with the long *a* sound on the line.



6. baby



apple _____



7. hat



break _____

Name _____

nail	train	main	hay	stay
break	steak	weigh	sleigh	prey

A. Look at the spelling words in the box. Fill in the blanks with spelling words that match each vowel digraph.

Write the words with the long a sound spelled *ai*.

1. _____ 2. _____ 3. _____

Write the words with the long a sound spelled *ay*.

4. _____ 5. _____

Write the words with the long a sound spelled *ea*.

6. _____ 7. _____

Write the words with the long a sound spelled *igh*.

8. _____ 9. _____

Write the word with the long a sound spelled *ey*.

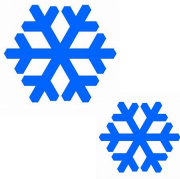
10. _____

B. Write the missing letter in the box. Then write the spelling word correctly on the line.

11. ma n _____ 12. ha _____

13. pre _____ 14. st ak _____

15. we gh _____



3GC Winter Break Support Packet



Reading Comprehension Practice

Oh Nuts!



Chestnut and Daisy were two young squirrels. They were born in the same spring month. They had been best friends ever since.

The two friends had fun all summer. They raced each other along the top of the long fence around the park. They climbed to the tops of the tallest trees. They took naps under the raspberry bush. They ate delicious scraps of food that people left behind in the park.

Then fall came. Chestnut didn't want to play anymore. He spent every day collecting the nuts that fell from the trees. Then he buried them all over the park. "Nuts, nuts, nuts," said Daisy. "Can't you think about anything else?"

"But winter is coming soon," Chestnut warned her. "We'll need something to eat then."

"We can eat scraps that people leave behind, like we always do," Daisy said. "Maybe we can," Chestnut said. "But I'd rather be safe than sorry."

So Chestnut kept collecting nuts. But Daisy ran along the top of the fence by herself. She climbed the tops of the tallest trees. She took lots of naps.

Then winter came. People stopped coming to the park. There were no scraps of food to eat. Daisy became very hungry. But Chestnut had plenty of nuts to eat. "Chestnut, can I please have some of your nuts?" Daisy asked.

"Of course you can," Chestnut said. "Just promise you'll help me collect nuts next fall."

"I will!" Daisy promised. "You were right all along!"

Name: _____ **Date:** _____

1. What kinds of activities did Chestnut and Daisy do together?

2. Why might Chestnut have decided to share his nuts with Daisy?

3. What words would you use to describe Chestnut?

4. What is the moral of the story?

5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Chestnut had plenty to eat during the winter _____ he collected so many nuts in the fall.

- A. but
- B. so
- C. because

Water Takes Three Forms

by Rachelle Kreisman



Water comes in three forms: liquid, solid, and gas.

Water can be a liquid. It flows. It has no shape of its own. A liquid takes the shape of its container.

Water can be a solid. Solids have their own shape. Water in its solid form is called ice.

Water can be a gas. Gas has no shape. Water in its gas form is called vapor.

You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer. The next day, the water will have turned into ice.

Ice can change back to liquid water. Observe this: Take ice cubes from the freezer. Put a few of them on a plate. They will melt and turn into liquid water.

Heat can change liquid water to a gas. What happens when a pot of water boils? Bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor.

Water vapor also can turn back into a liquid. That happens when the vapor loses heat. The process of water vapor becoming liquid is called condensation.

Name: _____ Date: _____

1. How many forms does water come in?

- A. three
- B. two
- C. one

2. What does this article describe?

- A. food that can be cooked in a pot of water
- B. liquid water changing into a gas
- C. steps you can take to observe condensation

3. Read this paragraph from the article.

"You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer. The next day, the water will have turned into ice."

What can you conclude from this information about the difference in temperature between water as a liquid and water as a solid?

- A. Water as a solid is colder than water as a liquid.
- B. Water as a solid is warmer than water as a liquid.
- C. Water as a solid and water as a liquid are almost the same temperature.

4. Based on the information in the article, what is probably true about gas in a container?

- A. Gas in a container will cause the container to melt.
- B. Gas in a container will take the shape of the container.
- C. Gas in a container will turn into ice after one day.

5. What is the main idea of this article?

- A. If you pour water into a cup and put it in the freezer, the water will turn into ice.
- B. Water has three forms and can change from one to another.
- C. When water is a liquid, it flows and takes the shape of its container.

6. Read this paragraph from the article.

"Heat can change liquid water to a gas. What happens when a pot of water boils? Bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor."

What does the word "evaporate" mean here?

- A. turn into a gas
- B. turn into a solid
- C. turn into a liquid

7. Choose the answer that best completes this sentence.

A solid does not take the shape of its container _____ it has its own shape.

- A. so
- B. because
- C. but

8. What form of water has its own shape?

9. Describe water as a gas.
