

3RD GRADE



DISTRICT
SCHOOL
SUPPORT



FAMILY &
COMMUNITY
SUPPORT



IMPROVED
LITERACY
OUTCOMES



3RD
GRADE
READINESS

COMMITMENT

3GC Support Packet
Kindergarten



Jaron K. Carson
Chief of Academics
carsonjk@scsk12.org



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.

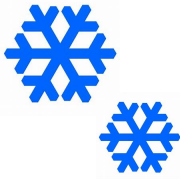
For more program details, please visit www.scsk12.org/literacyathome.

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



Kindergarten 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.

Kindergarten High Frequency Word Fun!

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








Kindergarten
I
can
the
we
see
a
like
to
and
go
you
do

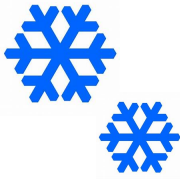
1. Sort words by the number of letters in each word.
2. Identify the words in a story or write a story using the words.
3. Say and write simple sentences using each word.
4. Spell words with shaving cream, playdough, sand, or sugar.
5. Cut letters from magazines, ads, or newspapers to spell each word.

Kindergarten 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 Write 3 words that begin like "sun" /s/. Draw a picture for each word.</p>	<p>21 Clap the syllables for each picture.</p> 	<p>22 Write 4 words that begin like "mop" /m/. Use the words in a sentence.</p> 	<p>23 Go on a Scavenger Hunt around the house to find things with the short /i/ sound like lip.</p> 	<p>24 Write your first and last name. Then, trace the consonants with a blue crayon and the vowels with a red crayon.</p>
<p>27 Clap the syllables for each picture.</p> 	<p>28 Write the uppercase and lowercase Nn 5 times. Find five items that begin with "n" around your room.</p>	<p>29 Draw 3 pictures that rhyme with the picture below.</p> 	<p>30 Clap the syllables for each picture.</p> 	<p>31 Go on a Scavenger Hunt around your house for things that rhyme with socks.</p> 



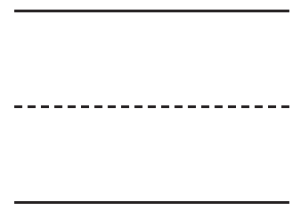
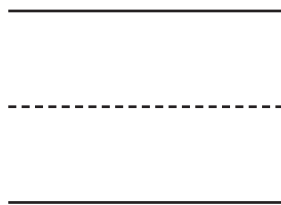
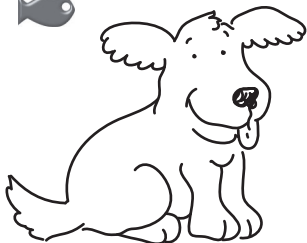
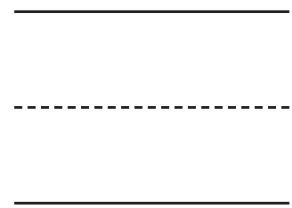
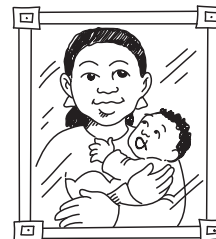
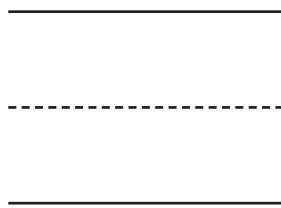
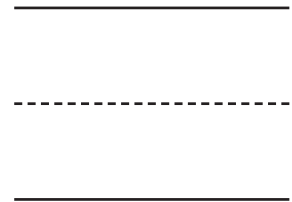
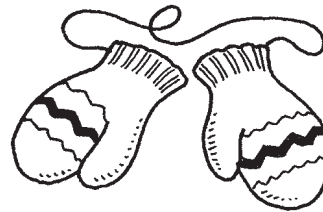
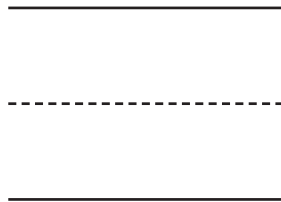
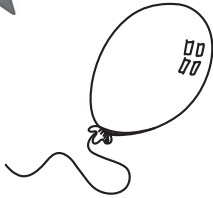
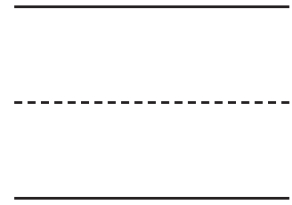
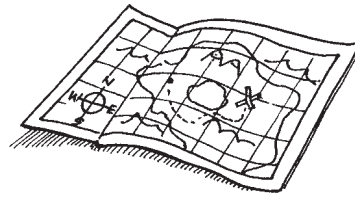
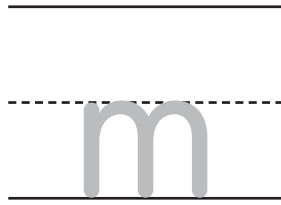
3GC Winter Break Support Packet



Foundational Skills Practice



Name _____



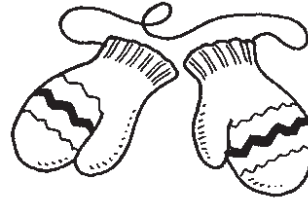
Phonics: /m/m

Point to and say the name of the picture of the moon. Tell children that the word *moon* begins with the /m/ sound. Explain that the letter *m* stands for the /m/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *m* next to the picture if its name begins with /m/ sound as in *moon*. Tell children to look at the pictures in each row from left to right.



Name _____

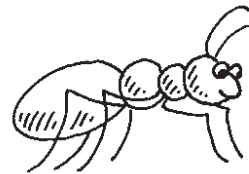




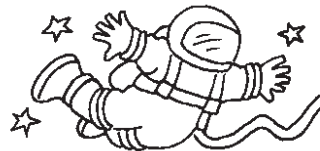










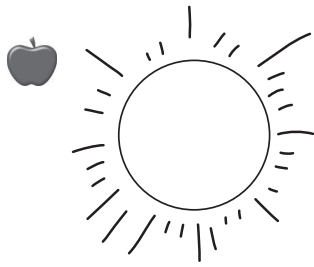


Phonics: /a/a

Point to and say the name of the picture of the apple. Tell children that the word *apple* begins with the /a/ sound. Explain that the letter *a* stands for the /a/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *a* next to the picture if its name begins with the /a/ sound as in *apple*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

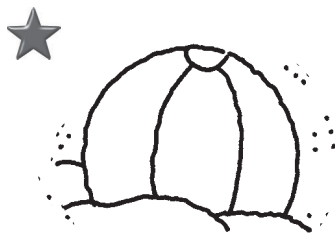


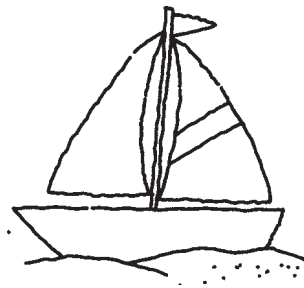
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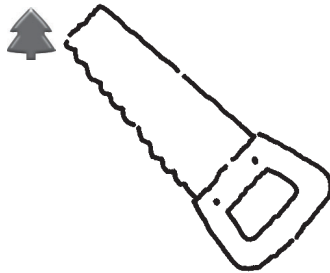


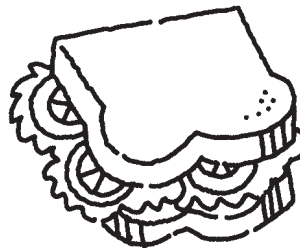
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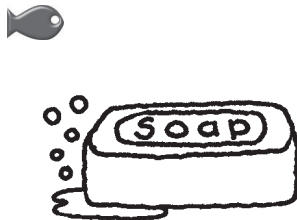


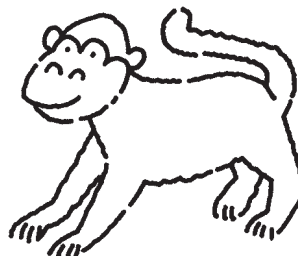












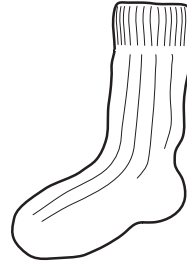
Phonics: /s/s

Point to and say the word *sun* in the apple row. Say that it begins with the /s/ sound. Explain that the letter *s* stands for the /s/ sound. Now point to and say the name of each picture. Have children write the letter *s* next to the picture if its name begins with the /s/ sound as in *sun*. Remind children to look at the pictures in each row from left to right and to work their way from the top to the bottom of the page.



Name _____

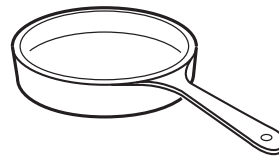
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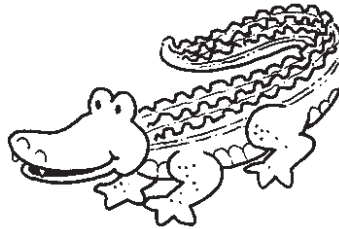
a



m



s



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Phonics: Letter/Sound Match

Point to the *p* and explain to children that this letter stands for the /p/ sound. Model drawing a line from the letter *p* to the picture of the pan. Then say the name of each picture. Tell children to draw a line from each letter to the picture whose name begins with that letter.



Name _____

t



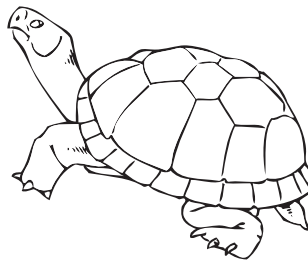
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m



p



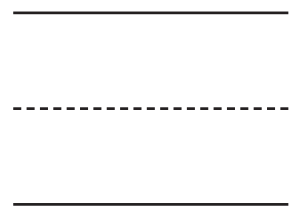
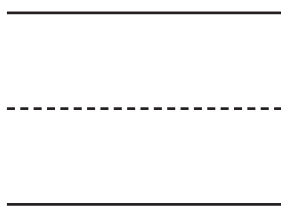
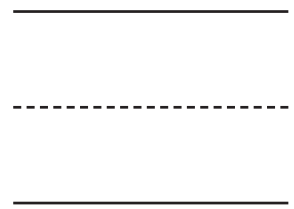
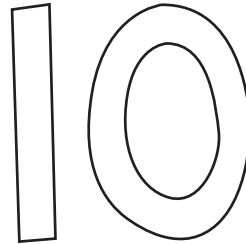
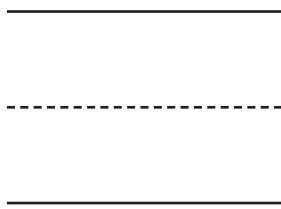
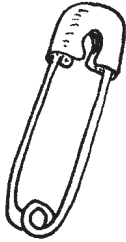
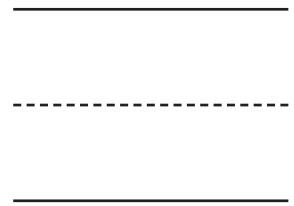
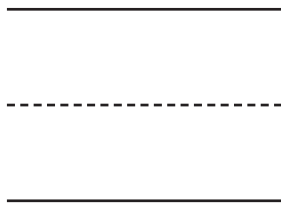
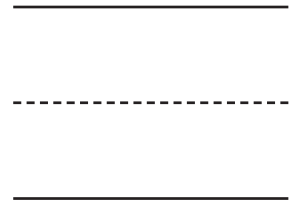
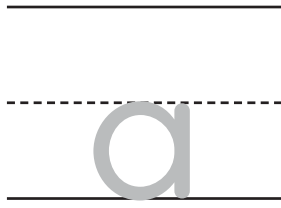
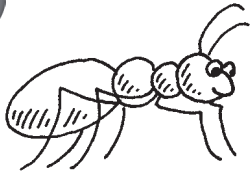
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Phonics: Letter/Sound Match

Point to the first letter and explain to children that this letter stands for the /t/ sound. Say the name of each picture. Then tell children to draw a line from each letter to the picture whose name begins with that letter.



Name _____

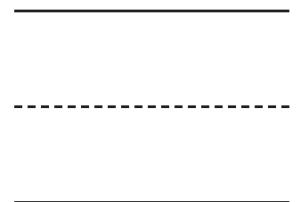
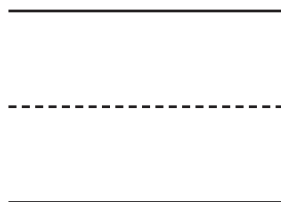
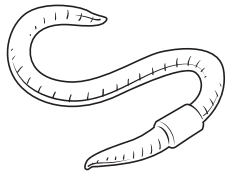
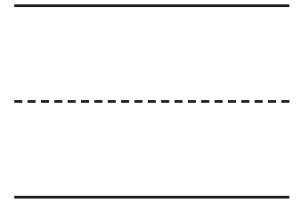
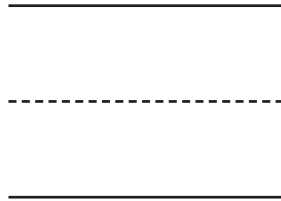
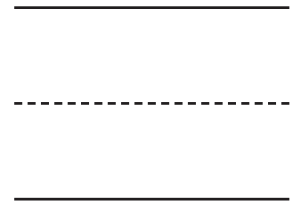
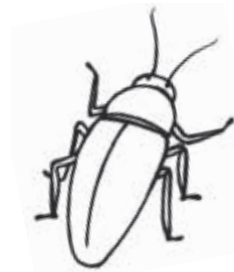
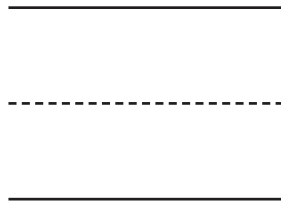
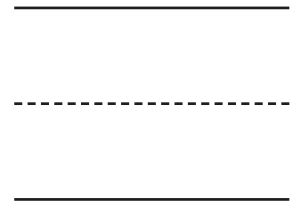
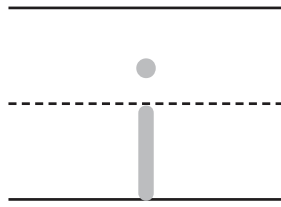
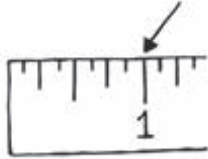


Review Phonics: /m/m, /a/a, /p/p, /s/s, /t/t

Point to and say the word *ant* in the apple row. Say that it begins with the /a/ sound. Explain that the letter *a* stands for the /a/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter that stands for the first sound in the picture name on the lines. Remind children to look at the pictures in each row from left to right and work their way from the top of the page to the bottom.



Name _____

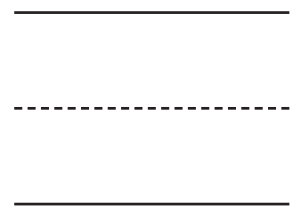
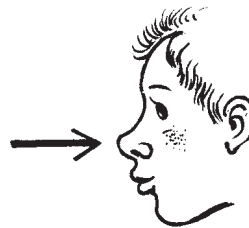
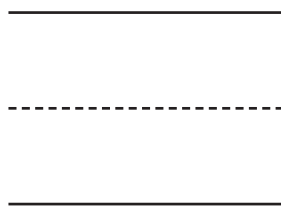
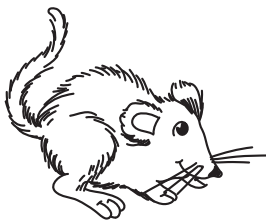
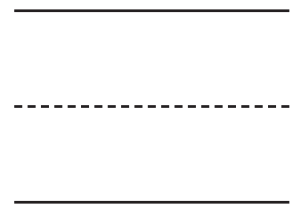
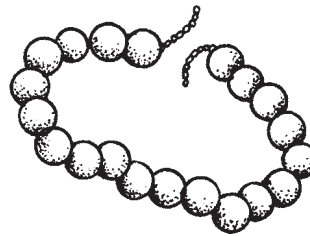
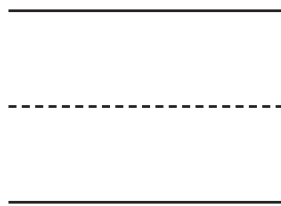
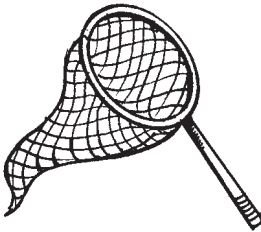
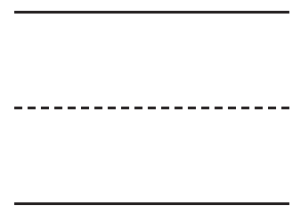
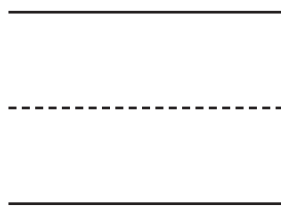
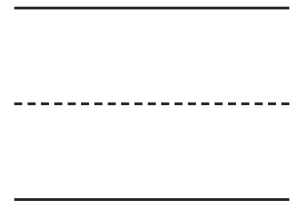
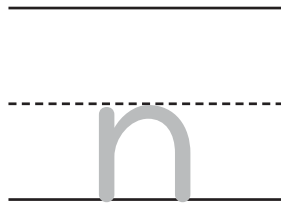


Phonics: /i/

Point to and say the word *inch* in the apple row. Say that it begins with the /i/ sound. Explain that the letter *i* stands for the /i/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *i* next to the picture if its name begins with the /i/ sound as in *inch*. Remind children to look at the pictures in each row from left to right and work their way from the top of the page to the bottom.



Name _____

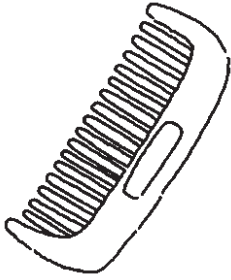


Phonics: /n/n

Point to and say the name of the picture of the newspaper. Tell children that the word *newspaper* begins with the /n/ sound. Explain that the letter *n* stands for the /n/ sound. Now point to and say the name of the rest of the pictures on the page. Have children write the letter *n* next to the picture if its name begins with the /n/ sound as in *newspaper*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.



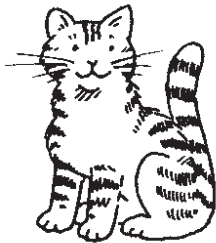
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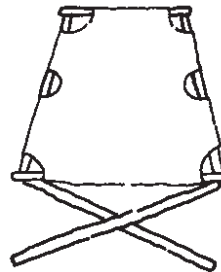


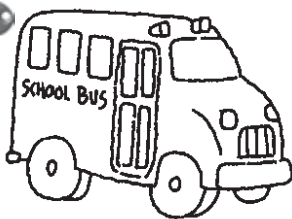


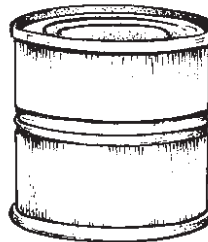












Phonics: /k/c

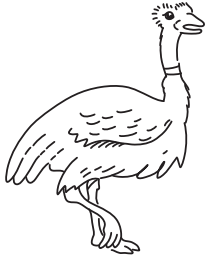
Point to and say the name of the picture of the comb. Tell children that the word *comb* begins with the /k/ sound. Explain that the letter *c* stands for the /k/ sound. Now point to and say the name of the rest of the pictures on the page. Have children write the letter *c* next to the picture if its name begins with /k/ sound as in *comb*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.



Name _____

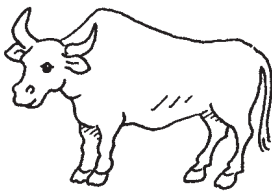


1.





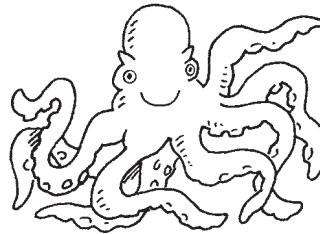
2.





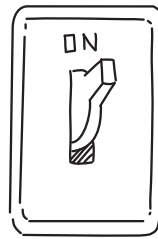
3.





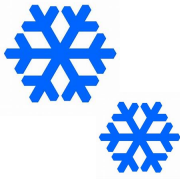
4.





Phonics: /o/o

Point to and say the word *ostrich* in the apple row. Say that it begins with the /o/ sound. Explain that the letter *o* stands for the /o/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *o* next to the picture if its name begins with the /o/ sound as in *ostrich*. Remind children to look at the pictures in each row from left to right and work their way from the top of the page to the bottom.



3GC Winter Break Support Packet



Reading Comprehension Practice

A Cool Pool!

by ReadWorks



The day was hot. The sunshine was warm. Ava's mother filled the wading pool.

"May I get in?" Ava asked.

She jumped into her pool. Brrrr! It felt cold. This was not fun! Ava's mother called her for lunch. Later, Ava got back into her pool. Now the water felt warm. Ava splashed and laughed.

Name: _____ Date: _____

1. What is the weather like in the story?



cool and cloudy



hot and sunny

2. What is Ava doing today?

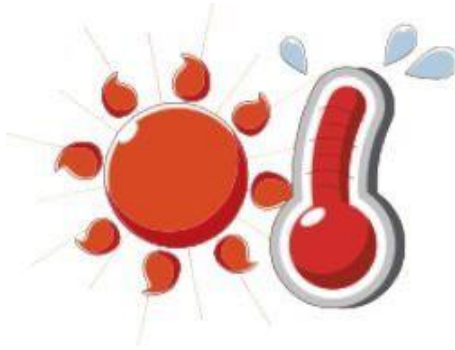


swimming in her pool



playing at the park

3. How did the water feel when Ava jumped into her pool in the morning?

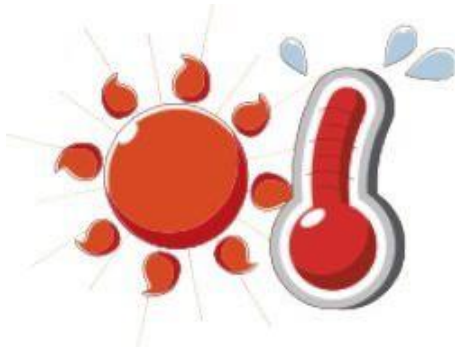


warm



cold

4. How did the water feel when Ava got back into her pool after lunch?



warm



cold

5. When does Ava have fun splashing and laughing in her pool?

6. What did you learn from "A Cool Pool"?

7. Draw a picture of Ava splashing and laughing in her pool.

A Very Big Book



Encyclopedia books are big! Why? They have information about so many different things. They have information about animals. They have information about people. They have information about places. That's not even all!

Libraries have encyclopedia books. Some people have them in their homes, too. People will look something up in an encyclopedia to learn more about it. Encyclopedia books have many articles. The articles in the books are in alphabetical order. So an article about birds will come before an article about cars.

What would you look up in an encyclopedia?

Name: _____ Date: _____

1. What book is this text about?



encyclopedia books



comic books

2. Where can you find encyclopedia books?



the grocery store



the library

3. What are in encyclopedia books?



candy



articles

4. Where is an article about candy in encyclopedia books?



*after an article about
dogs*



*after an article about
balls*

5. What do encyclopedia books have information about?

Encyclopedia books have information about _____.

6. What did you learn from "A Very Big Book"?

7. Draw a picture of an encyclopedia book.