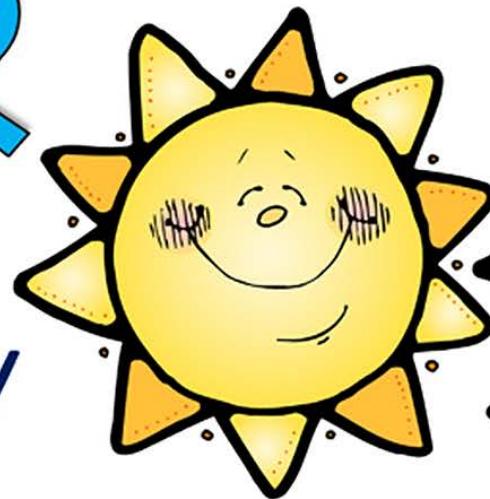




ACADEMIR CHARTER SCHOOL EAST

THIRD GRADE

SUMMER Packet



ABOUT ME

Name: _____

I am _____ years old.

This summer I _____

Summer Packet Due: August 23, 2021



ACADEMIR CHARTER SCHOOL EAST
"Expect Excellence"



To: Parent/Guardian(s)
From: Ms. Bernal, Principal
Re: Mandatory Summer Packet 2021

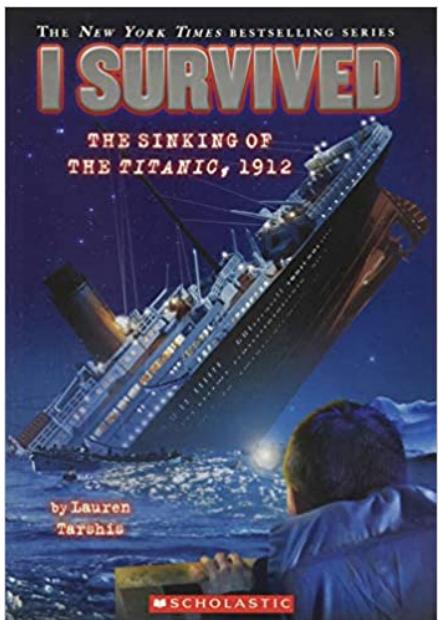
Between the end of one school year and the start of the next, every student risks summer learning loss. That is why AcadeMir Charter School at Doral is committed to promote learning over the summer break. We believe in the importance of reading to strengthen fluency, vocabulary, phonics, and comprehension throughout the summer, as well as reinforcing concepts learned in math and science. Therefore, Summer Assignments are once again upon us.

For the 2021-2022 school year, it is **mandatory** that all students:

- Read the **Required Summer Reading book** for his/her entering grade level
- Complete the book report for book assigned with parent/guardian assistance as needed
- Complete the entire Summer Booklet as they will be collected the first week of school.
Failure to complete these assignments will result in the student receiving zeros.

Have a great summer!

Ms. Olivia Bernal

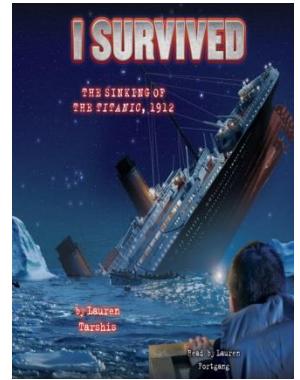


Required Summer Reading 2021-2022

I Survived The Sinking of The Titanic

By Lauren Tarshis

Ten-year-old George Calder can't believe his luck - he and his little sister, Phoebe, are on the famous Titanic, crossing the ocean with their aunt Daisy. The ship is full of exciting places to explore, but when George ventures into the first-class storage cabin, a terrible boom shakes the entire boat. Suddenly water is everywhere, and George's life changes forever. Lauren Tarshis brings history's most exciting and terrifying events to life in this fictional series.



I Survived the Sinking of the Titanic, 1912

by Lauren Tarshis

- Using details from the text in Chapter 1, describe what George can see, feel and hear.

- What can we infer happens to George at the end of Chapter 1? Use evidence from the text to support your answer.

- The author states the *Titanic* is "like a floating palace". What is the author trying to convey to the reader when describing the *Titanic*? Use evidence from the text to support your answer.

- Explain the events that led to Aunt Daisy being able to invite George and Phoebe to join her on the *Titanic* voyage.

5. What do the kids learn about the number of life boats? Why does this not concern them at all?

6. George makes an unusual discovery. What did he discover aboard the ship? How do his friends respond to his encounter?

7. Why does Phoebe leave her bed in the middle of the night? Use evidence from the text to support to explain your answer.

8. How does the author show the characters' disbelief about the events that are occurring in Chapter 10?

9. Explain the action steps that Marco takes in order to help find Phoebe.

- I0. Describe how George and Marco manage to survive in the water. Use evidence from the text to support your answer.

- II. Explain how the passengers are finally rescued.

- I2. What can you infer about what might happen with Marco and Aunt Daisy? Use evidence from the text to support your answer.

- I3. The author uses figurative language in order to allow the reader to better visualize the events of the story. Write two examples of each type of figurative language used and the page on which the example was found.

Simile: (pg. __) _____

Simile: (pg. __) _____

Metaphor: (pg. __) _____

Metaphor: (pg. __) _____

- I4. Historical Fiction is a genre in which the plot takes place in a setting located in the past. Use two examples from the text that show the reader specific characteristics about this time period in history.

Should School Be Year-Round?



Many students say that June is the best time of year. In most places, school lets out as summer begins. Some students don't spend summers at home or at camp, though. They are in school instead. That is because they go to year-round schools.

Students in some year-round schools go to school the same number of days as students in regular schools. But they get mini-breaks throughout the year instead of one long summer vacation. The mini-breaks are a few weeks long. For example, students at some year-round schools often get a few weeks off at Thanksgiving instead of just a few days.

More and more schools are becoming year-round places of learning. The National Association for Year-Round Education states that the number of students in year-round schools has tripled in the last ten years. By 2001, there were about 3,000 year-round schools.

Could your school be next? Would you want your school to be year-round? Read the arguments that follow. Then decide.

Yes Schools Should Be Year-Round.

Year-round schools are better than regular schools. Students in year-round schools have more breaks. They get to enjoy time off in every season.

Year-round schools allow families to plan vacations in times other than summer. Students in year-round schools are less likely to have to miss school for a trip.

Frequent breaks are good for students. They have less stress when they go back to school

after a break. They become more eager to learn. One student said, "I love it. Just about the time I'm really tired, I get a break."

Breaks also give teachers time to plan better lessons. Teachers in regular schools are so busy teaching that they have less time to plan lessons for their classes. Students in year-round schools tend to remember what they learn. That is because their breaks aren't too long. Teachers don't have to spend time going over things that students have forgotten over the summer. All schools should be year-round.

No Schools Should Not Be Year-Round.

Year-round schools are a bad idea. Summer is a great season. Students should be able to enjoy their summers.

Most families plan vacations over the summer. Year-round schools restrict family vacations. They also don't allow students to go away to camp or take on summer jobs to earn money for the future.

Too many breaks disrupt learning. The breaks allow teachers to focus on a topic for only a few weeks. During mini-breaks, students are away from school long enough to forget what they learned.

In regular schools, lessons are not broken up by frequent breaks. Teachers can spend more time on one topic. Teachers also don't have to plan around as many breaks. Summer can also be very hot. Many schools don't have air conditioning. How can students learn in a hot classroom?

Christopher Newland, a researcher at Auburn University, said that year-round schools do not help students learn. Newland said, "The evidence is that it would be as useful as changing the color of the school buses."

Regular schools work just fine. There is no need to change to year-round schools.

Name: _____ Date: _____

1. According to the passage, why might students have trouble learning in school during the summer?

- A. Many students would rather be at the beach than inside a classroom.
- B. Many schools do not have air conditioning, and students would be too hot to learn.
- C. Year-round schools make students more tired than schools with a long summer break.
- D. Many students are more likely to daydream when the weather outside is hot.

2. How does the author organize the information in this passage?

- A. The author describes a problem and several possible solutions.
- B. The author defines several different terms.
- C. The author describes an argument and then presents evidence to support both sides.
- D. The author gives evidence to support his opinion but ignores other opinions.

3. Read this statement: "Students feel like they need frequent breaks." Which piece of evidence from the text supports this statement?

- A. the information from the National Association for Year-Round Education
- B. the quote from a student
- C. the quote from the researchers
- D. the information about air conditioners

4. It can be inferred from the passage that

- A. students do not read during breaks
- B. teachers do not teach well enough during the school sessions
- C. teachers can get better at teaching during breaks
- D. students do not remember material after breaks

5. Read these sentences from the introduction:

"Is your school year-round? If not, would you want it to be? Read the arguments that follow."

In these sentences the author is

- A. summarizing his arguments
- B. stating his opinion and supporting it with evidence
- C. speaking directly to readers to increase their interest
- D. creating a mood of anger within the passage

6. This passage is mostly about

- A. reasons why year-round schools are or are not a good idea
- B. reasons why all schools should be year-round schools
- C. reasons why nine-month schools should offer longer vacations
- D. reasons why teachers would prefer to teach in year-round schools

7. Choose the answer that best completes the sentence below.

Students at a year-round school might get several weeks off at Thanksgiving

_____ a year-round schedule includes mini-breaks throughout the year rather than one long summer break.

- A. because
- B. however
- C. but
- D. although

8. What evidence is presented in the text to show that year-round schools are becoming more popular?

9. Summarize the five arguments for more year-round schools.

10. The author suggests that the decision about school schedules affects multiple groups of people. List the groups of people and describe why this decision may affect each group.

Crossing the Finish Line

by ReadWorks



a marathon runner

Running a marathon is not easy. It takes hard work, practice, and patience. After all, to run a marathon, you have to run 26.2 miles by foot! Think about it this way: 26.2 miles is the same as running the length of a football field more than 460 times. It takes most people four or five hours to finish. In 2013, the world's fastest marathon runner finished the race in 2:03:23. Imagine running for over two hours without a break!

By the age of 30, Lea Tambellini had run more than five marathons and had no plans to stop. She had always been an athlete. When she was in high school, she swam on her school's swim team and ran to stay healthy and active. Her mom and dad ran marathons, and when she was 22, they helped her train for her first marathon.

Lea's first marathon took place in Cincinnati, Ohio, and was called "The Flying Pig."

"I was very nervous," she said, "but I had my mom there, so that helped."

Running the race was hard, but the hardest part was when she ran past a cookie factory and smelled cookies at mile 18. "I just wanted to be done," she said. "I was spent, but my mom kept me going. It was already her 15th marathon."

The word "marathon" comes from a Greek legend. In the legend, a brave soldier ran all the way from the battlefield of Marathon to Athens, Greece to tell everyone the Greeks had won the battle against the Persians. It is said that he ran the entire way without stopping-a distance equal to a modern marathon.

Today, thousands of people run marathons every year. Runners train for months to get ready. To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances-13 miles, 15 miles, and 20 miles!

"I don't mind training because I get excited about working toward something. And I love running with a group of friends and working toward the goal together. But it does take a lot of time."

Running a marathon is a great achievement. "It's a great feeling of accomplishment and nothing feels as wonderful as reaching my goal when I cross the finish line," Lea explained. "I can't wait for the next one!"

Name: _____ Date: _____

1. What did Lea Tambellini train for when she was 22?

- A. her first marathon
- B. her first relay race
- C. her first swim meet
- D. her first baseball season

2. What does this text describe?

- A. This text describes the fight between the Greeks and the Persians on the battlefield of Marathon.
- B. This text describes how the marathon known as "The Flying Pig" got its name.
- C. This text describes marathons and the experience of someone who runs them.
- D. This text describes what Lea Tambellini's dad felt like when he ran his first marathon.

3. Running a marathon takes hard work, practice, and patience. What evidence in the text supports this statement?

- A. Runners train for months to get ready for a marathon.
- B. Lea Tambellini had run more than five marathons by the time she was 30 years old.
- C. There is a marathon in Ohio called "The Flying Pig."
- D. The word "marathon" comes from a Greek legend.

4. How did Lea's feelings about running a marathon change?

- A. At first she felt excited, but later she felt nervous.
- B. At first she felt bored, but later she felt scared.
- C. At first she felt scared, but later she felt bored.
- D. At first she felt nervous, but later she felt excited.

5. What is the main idea of this text?

- A. It takes most people four or five hours to run a marathon.
- B. Running a marathon is hard work, but Lea Tambellini enjoys it.
- C. The hardest part of Lea Tambellini's first marathon was running past a cookie factory.
- D. Lea Tambellini loves running with a group of friends and working toward a goal with them.

6. Read these sentences from the text.

To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances-13 miles, 15 miles, and 20 miles!

Why might the author have included an exclamation point here?

- A. to help readers imagine what running 20 miles would be like
- B. to show amazement at how far Lea was running on the weekends
- C. to suggest that Lea should not have run so many miles on the weekends
- D. to support the statement that running a marathon is not easy

7. Read these sentences from the text.

Running a marathon is not easy. It takes hard work, practice, and patience.

What does the pronoun "it" refer to here?

- A. patience
- B. practice
- C. hard work
- D. running a marathon

8. Describe what Lea did to prepare for one of the marathons.

9. Describe how Lea feels when she crosses the finish line of a marathon.

10. The author states that "running a marathon is a great achievement." Based on the information in this article, explain whether Lea would probably agree or disagree with that statement.

Write the correct answer.

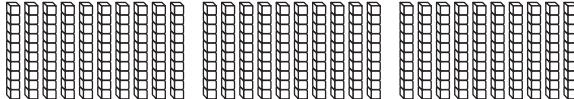
1. Amy has sixty-three stamps in her collection. Write sixty-three another way.

_____ tens _____ ones

2. Harry counts by tens. Write the number that Harry will say next.

150, 160, 170, 180, _____

3. Mr. Jenkins uses blocks to model a number. Write how many hundreds his model shows.



4. There are 257 sports books in the school library. Write the value of the digit 5 in the number 257.

5. Aiesha wrote this number pattern. What two numbers are next in the pattern?

168, 268, 368, 468, _____, _____

6. Sam sees 5 red balloons, 8 blue balloons, and 2 yellow balloons. Write the sum to name how many balloons he sees in all.

$$\begin{array}{r} 5 \\ 8 \\ + 2 \\ \hline \end{array}$$

_____ balloons

7. Jeremiah uses related facts to solve a subtraction problem. Write the sum and difference.

$$8 + 3 = \underline{\hspace{2cm}}$$

$$11 - 8 = \underline{\hspace{2cm}}$$

GO ON

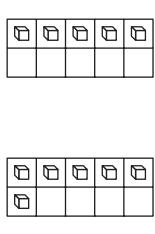
Name _____

Prerequisite Skills
Inventory for Grade 3
Page 2

8. Amara puts 4 blocks in each tower.
How many blocks are in 3 towers?

9. There are 34 girls and 29 boys in the school play. How many girls and boys are in the school play?

10. Juan adds $35 + 16$.

| Tens | Ones |
|---|---|
|  |  |
| | |

Draw to show the regrouping. Write how many tens and ones are in the sum $35 + 16$.

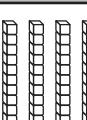
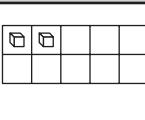
_____ tens _____ ones

11. What is the sum?

| Tens | Ones |
|----------------------|------|
| <input type="text"/> | |
| 5 | 7 |
| + | 2 |
| | 6 |

12. Mr. Stapp baked 24 blueberry muffins and 36 banana-nut muffins. Write a number sentence that tells how many muffins he baked.

13. Finn subtracts 16 from 42.

| Tens | Ones |
|--|---|
|  |  |
| | |

Draw to show the regrouping. Write how many tens and ones are in the difference $42 - 16$.

_____ tens _____ ones

GO ON 

Name _____

14. What is the difference?

| Tens | Ones |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
| 6 | 2 |
| 3 | 5 |
| — | |
| | |

15. There were some grapes in a bowl. Jess ate 14 grapes. Now there are 29 grapes in the bowl. How many grapes were in the bowl to start?

Write a number sentence for the problem. Use a ■ for the unknown number. Then solve.

grapes

16. Ty scored 12 points in the basketball game. Kevin scored 4 more points than Ty. How many points did Ty and Kevin score in all?

_____ points

17. There are 725 people sitting in the airport waiting area. There are another 119 people standing in the airport waiting area. How many people in all are in the airport waiting area?

_____ people

18. On Saturday 452 people attend a boat show. 379 people attend the show on Sunday. How many people attend the show on both days?

_____ people

19. Crosby had 213 trading cards in his collection. He gave 117 cards to his younger brother. How many trading cards does Crosby have left?

_____ trading cards

20. A theater has 405 seats. The theater has sold 356 tickets for seats to a play on Friday. How many empty seats will there be at the play?

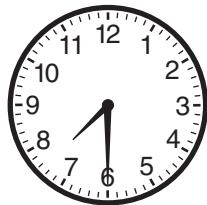
_____ seats

GO ON 

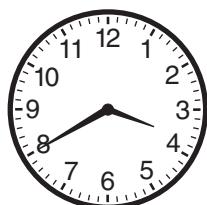
Name _____

**Prerequisite Skills
Inventory for Grade 3
Page 4**

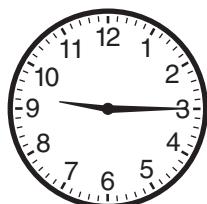
- 21.** Dominic gets on the bus at the time shown on the clock. What time does Dominic get on the bus?



- 22.** Debbie arrives home from school at the time shown on the clock. What time does Debbie arrive home from school?

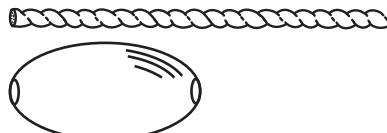


- 23.** Anna Lucia went to bed at the time shown on the clock.



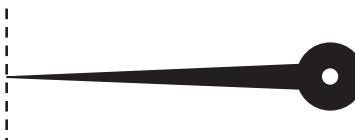
What time did Ana Lucia go to bed?

- 24.** Peter has some beads that are each 1 inch long. He wants to put them on this string.



What is the best estimate for the length of the string?

- 25.** Use an inch ruler. What is the length of the pin to the nearest inch?



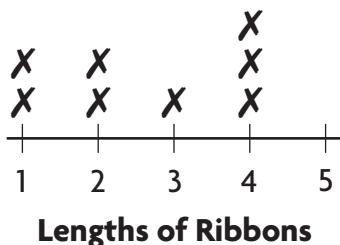
- 26.** Aubree started getting ready for school at the time shown on the clock.



What time did Aubree start getting ready for school?

Name _____

- 27.** Hannah measured ribbon pieces to the nearest inch. She recorded some of the data in the line plot.



Two more pieces each measured 5 inches. How can she show this in the line plot?

- 28.** Use a centimeter ruler. What is the length of the worm to the nearest centimeter?



- 29.** Ella made the tally chart shown.

Favorite Fruit

| Fruit | Tally |
|---------|-------|
| Bananas | |
| Apples | |
| Oranges | |
| Peaches | |

Which fruit did the most classmates choose?

- 30.** The picture graph shows the favorite playground activities of some students in Andy's class.

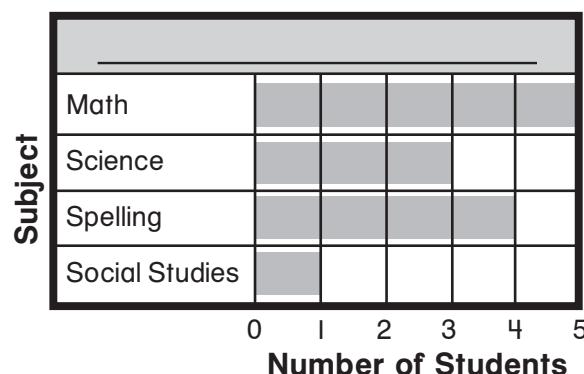
| Favorite Playground Activity | | | | |
|------------------------------|---|---|---|---|
| Swings | 😊 | 😊 | 😊 | |
| Slide | 😊 | 😊 | 😊 | 😊 |
| Teeter totter | 😊 | 😊 | 😊 | |
| Monkey bars | 😊 | 😊 | | |

Key: Each 😊 stands for 1 student.

How many students in all chose the swings or the slide?

_____ students

Use the bar graph for Questions 31 and 32.



- 31.** Write a title for the bar graph.
-

- 32.** How many students chose spelling?

_____ students

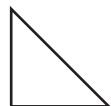
GO ON

Name _____

**Prerequisite Skills
Inventory for Grade 3
Page 6**

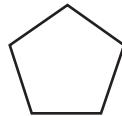
- 33.** Max draws a quadrilateral. What shape could he have drawn?

- 34.** How many sides and vertices does the triangle have?



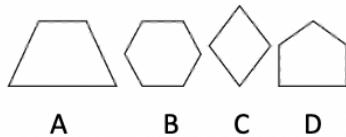
_____ sides _____ vertices

- 35.** Belinda drew a shape. How many vertices does her shape have?



_____ vertices

- 36.** Which shapes have more than four sides? Write the letters of those shapes.



- 37.** How many equal parts are in the whole? Write *halves*, *thirds*, or *fourths* to name the equal parts.



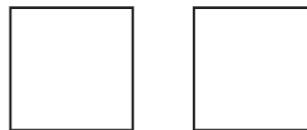
_____ parts

- 38.** How many equal parts are in the whole? Write *halves*, *thirds*, or *fourths* to name the equal parts.



_____ parts

- 39.** Mrs. Parker has two pizzas that are the same size. Draw to show two different ways she can divide the pizza into fourths.

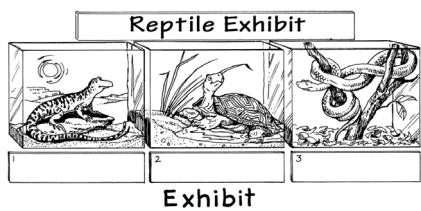
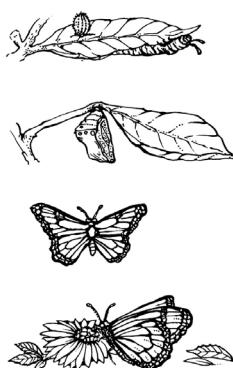


SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

Investigate Questions About the Natural World

Think Like a Scientist

Science is a way of looking at the world and asking questions about how things work. When you think like a scientist, you try to answer your questions by doing investigations. Then they draw conclusions and arrive at answers that can be shared.



Observe and Explore

Any time you use your five senses to notice details, you observe. As you observe and think about it, you begin to infer, or offer an explanation of what you observed. Some science questions can be answered by exploration. If you observe the same thing over and over, you can classify or group your observations. You can draw conclusions based on the evidence you found through your observations.

Investigate Through Experiments

In science, an **investigation** is a planned way of finding answers to questions. If you cannot investigate with real things because they are too big, too small, or too difficult to obtain, you can use a model. For example, you may use a raft made of sticks to model a real boat and investigate how it floats on the water. An investigation starts with a question. Then you form a **hypothesis**, or a statement, that could answer your question. Your hypothesis is based on what you already know, but it may or may

not be correct. That is what the investigation is for! To start the investigation, identify the variable that needs to be tested. Be sure to keep the other variables the same. The experiment is a way to test your hypothesis. Through these tests, you will gather evidence. You then analyze your results and draw a conclusion. Next, you see if the results support the hypothesis. If not, you may need to revise your hypothesis. As a scientist, your final step in an investigation is to share your conclusions.



Student-Response Activity

- 1 Define these terms about scientific investigations:

observe _____

infer _____

investigation _____

predict _____

hypothesis _____

variable _____

experiment _____

model _____

evidence _____

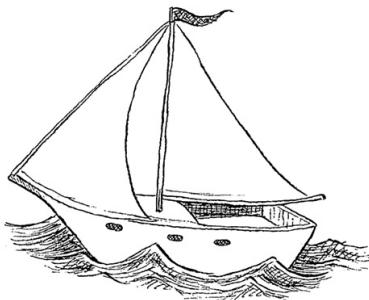
conclusion _____



Benchmark Assessment SC.3.N.1.1

Fill in the letter of the best choice.

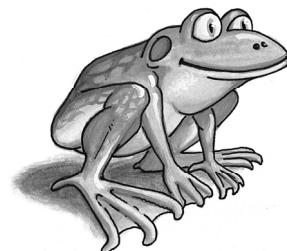
- 1 You observe this sailboat. Which is a prediction you may make about it?



- (A) The sailboat is fast.
- (B) The sailboat traveled a long way.
- (C) The sailboat will go faster with higher winds.
- (D) The sailboat is sailing across the wind.

- 2 Which is a good practice when doing experiments?
- (F) Try many different things at one time.
 - (G) Make a hypothesis after you draw a conclusion.
 - (H) Use only evidence that supports the hypothesis.
 - (I) Change only one variable at a time.

- 3 Which statement about this frog is an inference?



- (A) The frog has been sitting for a minute.
- (B) The frog has webbed feet to help it swim.
- (C) The frog's front legs are shorter than its rear legs.
- (D) The frog is green with spots on its back.

- 4 What are you doing when you observe something?

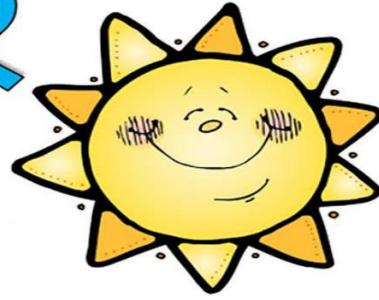
- (F) using at least one of your senses
- (G) figuring out what will happen next
- (H) using only your eyesight
- (I) waiting for exactly one change to happen

- 5 What do you use to draw a conclusion?

- (A) prediction
- (B) variable
- (C) hypothesis
- (D) evidence

SUMMER

S.T.E.M CHALLENGE



Invent It, Build It

Using e-waste and recyclable materials invent an ordinary useful item that solves a problem.

Project Guidelines:

- 🐾 Identify a need. You can find a need in your home, school, or community.
- 🐾 Design a machine/object using e-waste and other recyclables
- 🐾 Use your invention to solve a problem
- 🐾 Give your invention a name
- 🐾 Be able to explain why reusing recyclables and e-waste are important. Explain how your invention solves a problem.

Example:

Need: Holding onto items when you only have one hand available because you have crutches.

Materials: Cardboard box, scissors, ruler, tape, glue, index card, rubber bands, small cup, paper tube

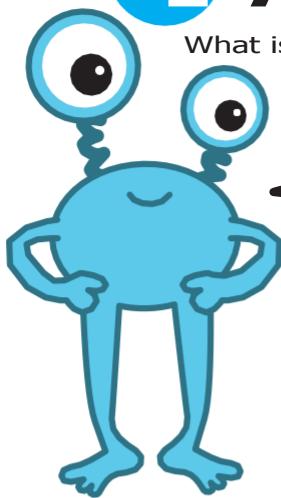
Invention Name: The portable crutch holder



Explanation: Using recycled material to create the portable crutch holder is great for the environment and people that use crutches to get around. There are plenty of facts out there on why recycling is important. The world population is growing, not shrinking, and currently each human being adds significant waste to the planet over his or her lifetime. However, the effort involves not only recycling existing products, but purchasing products that have already been recycled. By gaining more participation in recycling we can significantly reduce the volume of waste in landfills, and by extension, the number of landfills needed! My invention is great for the planet, and for people who use crutches to get around. Using my invention lets people carry any necessary items while saving the planet.

STEM Engineering process

1 Ask



What is the problem
I need to solve??

2 EXPLORE

what are some ways
to solve this problem?



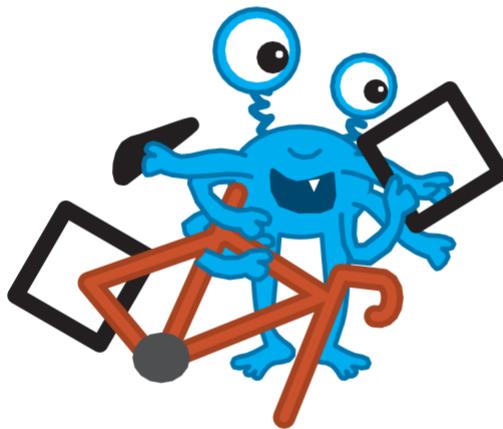
3 MODEL

WHAT ARE YOU GOING TO DO TO
SOLVE THE PROBLEM? DRAW A
PICTURE OF YOUR FINAL DESIGN.



4 create

Let's build it!!!



5 EVALUATE

DID YOUR MODEL SOLVE THE PROBLEM?



6 EXPLAIN

What can we do to make
it better?



SUMMER STEM CHALLENGE

ASK

What is the problem?

Model

Draw a picture of your final design.

Explore

How can you try to solve the problem?

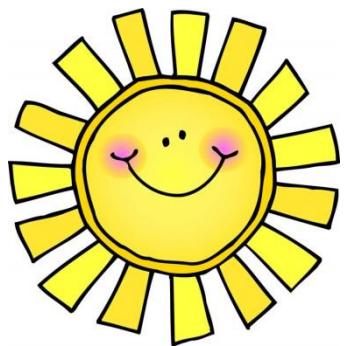


Did your model solve the problem?

EVALUATE

EXPLAIN

How would you change your design? How would these changes improve your design?



SUMMER

Summer
Fun!

STEM Challenge

Picture of your design



Did your model solve the problem? Explain one weakness and one strength of your model.

stay connected



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Third Grade
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Receive announcements, reminders, and updates
right to your phone!

Important Dates:

Back to School Orientation: August 19, 2021

Kindergarten: 9:30 am

1st Grade: 12:30 pm

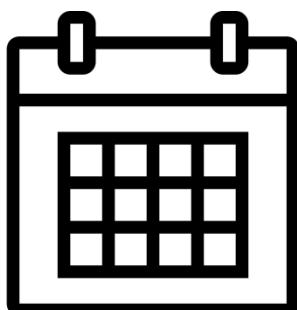
2nd Grade: 3:00 pm

Back to School Orientation August 20, 2021

3rd Grade: 9:30 am

4th Grade: 12:30 pm

5th Grade: 3:00 pm



*First Day of School: August 23, 2021

