

ACSP

Summer Gazette

2020-2021 Edition

ENTERING 3RD GRADE

- CURRICULUM
- UNIFORMS
- CONTACT INFO

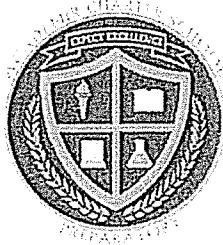
STUDENT NAME:

Academir Charter School Preparatory

19185 SW 127 Ave.

Miami, FL 33177





AcadeMir Charter School Preparatory
"Expect Excellence"

AcadeMir Charter School Preparatory is proud and excited to offer all students our summer assignments. This summer magazine contains all REQUIRED Reading, Mathematics, and/or Science project based learning activities for your child's incoming grade. Enclosed you will also find other pertinent information to help your family prepare for the upcoming school year. As always, use these assignments as a way to connect with your child and acclimate students to what will be expected next year. ALL magazines will be collected during the first week of school and will be evaluated for a participation grade. We hope you have a wonderful and restful summer.

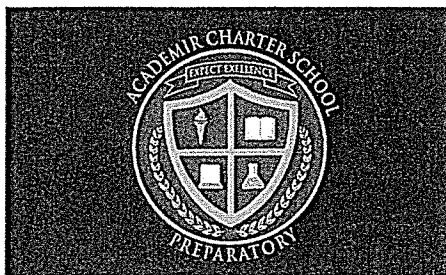
Sincerely,

M. Kristina Ledo Ed. D.
Principal

AcadeMir Charter School Preparatory está orgulloso y emocionado de ofrecer a todos los estudiantes nuestras asignaciones de verano. Esta revista de verano contiene todas las actividades de aprendizaje basadas en proyectos de Lectura, Matemáticas y / o Ciencias REQUERIDAS para el grado de su hijo. Adjunto encontrará también otra información pertinente para ayudar a su familia prepararse para el próximo año escolar. Como siempre, utilice estos proyectos como una manera de conectarse con su hijo y aclimatar a los estudiantes a lo que pueden esperar el próximo año. TODOS los proyectos se recogerán durante la primera semana de la escuela y serán evaluados para un grado de participación. Esperamos que tengan un maravilloso y tranquilo verano.

Sinceramente,

M. Kristina Ledo Ed. D.
Principal



Academir Charter School Preparatory



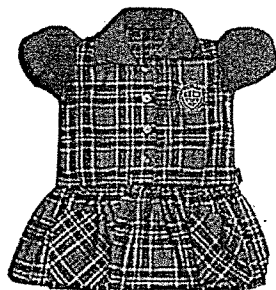
Unisex Polo Spandex



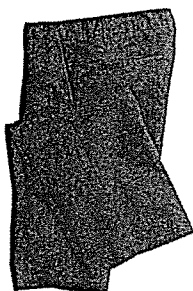
Polo Rugby



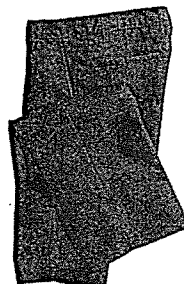
Oxford Gala



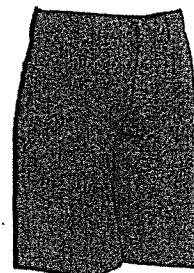
Polo Dress
\$34.99 - \$36.99



Flat Front Pant
\$23.99



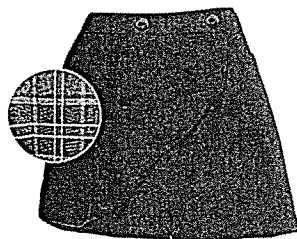
Flat Front Pant
\$19.99



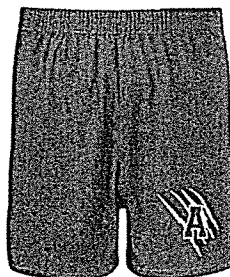
Flat Front Short
\$14.99 - \$19.99



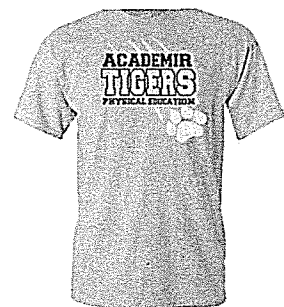
Tie



Skort With Flap Plaid



Pe Short



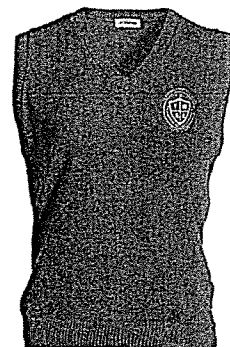
Pe T-Shirt



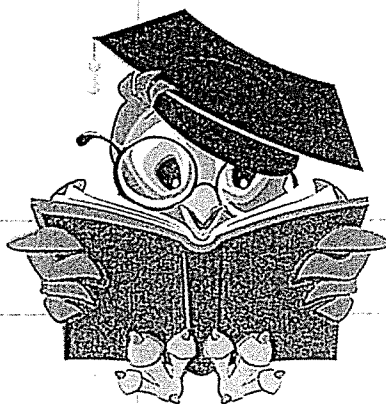
Snap Fleece Jacket



V-Neck Cardigan



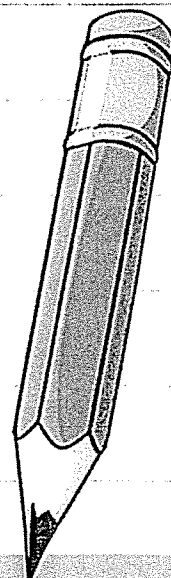
V-Neck Vest -Gala



School Ready

STRESS-FREE SUMMER & HASSLE-FREE
BACK-TO-SCHOOL!

- ✓ NO WORRY OF OBTAINING SCHOOL SUPPLIES.
- ✓ NO WAITING IN LONG LINES.
- ✓ NO STRESS OVER SOLD-OUT ITEMS.
- ✓ ALL SUPPLIES SHIPPED IN ONE DELIVERY TO THE SCHOOL.
- ✓ ALL SUPPLIES LABELED WITH STUDENT NAME & CHARACTER.
- ✓ NO CARRYING OF BAGS OR BOXES.
- ✓ NO DELIVERY FEE.
- ✓ OPTION TO ORDER ONLINE
- ✓ OPTION TO BUY HEADPHONES SEPARATELY.
- ✓ OPTION TO BUY SUPPLY KITS BY CATEGORY.



WWW.SCHOOLREADYSUPPLIES.COM

Third Grade

Classroom Supplies

1	Headphones (No Ear buds)
2 Packs	24 Pack of Crayon
1 Pack	24 Pack Colored Pencils
2 Packs	#2 Ticonderonga Pencils
1 Pack	4 - Elmer Glue Sticks
1	Scissor
2 Packs	Wide Ruled Paper
5	Composition Books (2-Math , 3-ELA)
5	Plastic Folders with inner pocket *Yellow-Science / SS * Blue-Math * Green-ELA * Red-Homework *Purple- Communication
2	1 Inch Binders
1 Pack	Highlighters
1	Ruler (Inches & Centimeters)
2	Reams of white Copy Paper
1 Pack	Thick Dry Erase Markers Varied Colors
1 Pack	3 White Polymer Erasers
1 Pack	3x5 Index Cards
2	Hand Sanitizers
2	Boxes of Tissue
1	Soft Pencil Pouch
1	Clorox Wipes
1	Roll of Paper Towel (BOYS)
1	Large Lysol Spray (BOYS)
1	Baby Wipes (GRLS)
1	Ziploc Bags (GRLS)

Please Note: If supply states "BOYS ONLY" only boys purchase this item. If supply states "GIRLS ONLY" only girls purchase this

Special Area

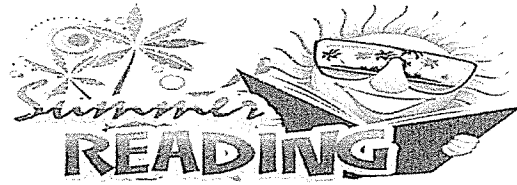
Classroom Supplies

<u>MUSIC</u> 2 nd - 5 th Grade Only	Recorder Copy Paper Notebook Staff Paper
<u>ART</u> 2 nd - 6 th Grade Only	1 Canvas bag or Tote to carry art Supplies 1 Watercolor brushes 1 Pack of 24 Crayons 1 Pack of thick Markers 1 Sketch book (9X12) 3 Glue Sticks 1 Set of oil Pastels 3 Permanent black Markers Pencils Erasers 1 Pack of Color Pencils
<u>SPANISH</u> 2 nd - 6 th Grade Only	Copy paper Index cards College ruled paper or composition notebook

WISH LIST ITEMS

Reams of Copy Paper Manila Folders Clorox Wipes Lysol Spray Baby Wipes Pencils Erasers Scissors Glue Sticks Markers Band-aids	Paper Towels Mr. Clean Magic Erasers Kleenex Tissue Hand Sanitizer Water Color Paint Color Tissue Paper Construction Paper Crayons Salt Rubbing Alcohol Eye Droppers
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Please Note: If supply states "BOYS ONLY" only boys purchase this item. If supply states "GIRLS ONLY" only girls purchase this



Dear ACSP Families:

Books can take your imagination to faraway places, on fantastic adventures, or back in time. You can learn about new things, meet new characters, and experience other cultures when you read. Reading can be relaxing, fun and rewarding - we know that people become better readers by reading!

This summer, we want you to take some time to *READ*. You can either enjoy the book on your own or read it with a grown-up. Our Grade Level Reading List can be found below. After you read your book, *complete the summer reading activity that has been assigned to your grade level*. Please bring your finished project in during the first week of school and give it to your teacher. It will be shared and displayed in class!

If you have any questions, please call our school office (305) 964-7542. Have a wonderful summer!

<i>Grade Level</i>	<i>Book</i>
<i>Entering Kindergarten</i>	<i>All Are Welcome by Alexandra Penfold</i>
<i>Entering 1st grade</i>	<i>The Little Butterfly that Could by Ross Burach</i>
<i>Entering 2nd grade</i>	<i>Jabari Jumps by Gaia Cornwall</i>
<i>Entering 3rd grade</i>	<i>Ranger in Time: Hurricane Katrina Rescue by Kate Messner</i>
<i>Entering 4th grade</i>	<i>Ways to Make Sunshine by Renee Watson</i>
<i>Entering 5th grade</i>	<i>Key Hunters: The Mysterious Moonstone by Eric Luper</i>
<i>Entering 6th grade</i>	<i>I Survived the American Revolution, 1776 by Lauren Tarshis</i>
<i>Entering 7th grade</i>	<i>I Survived the Battle of Gettysburg, 1863 by Lauren Tarshis</i>
<i>Entering 8th grade</i>	<i>The Big Game by Tim Green</i>

Students Entering Grades 1-3

- *In addition to the summer reading books above, students entering grades 1-3 will be required to complete 45 minutes Lexia weekly.*

Students Entering Grades 4-8

- *In addition to the summer reading books above, students entering grades 4-8 will be required to complete Reading Plus weekly.*

Total to be completed by August 1 :

- *10 See Readers reading comprehension activities*
- *10 Read Arounds vocabulary activities*

My FICTION BOOK REPORT

by:

(your name)

Title:

Author:

GENRE

- | | |
|---|--|
| <input type="checkbox"/> realistic fiction | <input type="checkbox"/> scary fiction |
| <input type="checkbox"/> historical fiction | <input type="checkbox"/> fantasy |
| <input type="checkbox"/> science fiction | <input type="checkbox"/> other |

Name and describe
the main characters

Describe the main
conflict in this story.

Tell how the
conflict was resolved.

Setting

This story mostly takes place _____

Draw the main setting.

I rate this book



CHAPTER 1 REVIEW

Read the passage.

Raven Gives the World Light

Back a long time ago, animals were much like you and me. They talked and lived in houses and did many other things the way we do. At that time, Raven and Seagull lived by the sea in the far North. They were close friends and had houses near each other.

Raven was a clever fellow. He didn't mind lying to other animals or tricking them to get what he wanted. Seagull was quite different. He was as honest as could be and would never try to trick anyone. Perhaps because of his honesty, he never suspected anyone would try to deceive him.

In those days, the world was dark. The only light was from the stars. That was because Seagull owned all the light in the world. He kept it in a box in his house. He only used a little bit from time to time for himself. Light was helpful when he went from place to place.

As you can guess, the other animals wanted light, but Seagull was stingy and wouldn't share. "No. It is mine," he would say. "I want to keep it for myself."

So one day, Raven decided he would trick Seagull into giving him some light. Raven collected thorns and spread them thickly along the path from Seagull's house. Then he returned to Seagull's house and knocked on the door.

"Come quickly," Raven called. "Our canoes are getting caught by the waves. They will get loose and drift away."

Seagull jumped out of bed, where he had been sound asleep. He ran barefoot out the door and down the path. The sharp thorns lodged in his feet, and he screamed in pain. Seagull turned and hobbled back to his house. "Let the canoes float away," he moaned. "My feet are killing me."

Raven muffled a laugh and pretended to pull the canoes up away from the waves. Then he returned to Seagull's house, where Seagull was trying to remove the thorns.

"Here," Raven said. "Let me help. I have done this many times, and I am a very good doctor." Raven picked up a piece of whalebone and began poking at the thorns. Instead of pulling them out, though, he pushed them in more deeply. Seagull howled in pain. "I'm sorry," Raven said. "I can't see in here. It's so dark. Please just let out a little light so I can see what I'm doing."

Seagull had no choice. He unlocked the box containing the light and raised the cover slightly to let just a sliver of light escape.

"That's a little better," Raven said. "I'll try again to get the thorns out."

Once more, Raven set to work, and again he only pushed the thorns deeper.

Seagull yowled loudly and his eyes filled with tears. "You're hurting me!" he screamed.

"Don't complain to me," Raven said. "It's still too dark in here. Why are you so stingy with your light when it's you in such pain?" Then Raven jumped up, pretending to be upset, and in doing so he stumbled against Seagull, who bumped into the box and tipped it over. Light rushed out of the box and spread throughout the world.

Seagull, seeing the light escape, let out the loudest yowl yet. "Look what's happened!" he cried. He tried as hard as he could to collect the light, but it could never be put back into the box.

Raven finished pulling the thorns from Seagull's feet and then walked home. He laughed with glee and looked around at the bright daylight of the world.

Answer the following questions.

- 1** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

With which statement would the narrator of the story **most likely** agree?

- A.** Raven is honest and fair.
- B.** It is unfair of Seagull to keep the light for himself.
- C.** Raven should be punished for hurting Seagull.
- D.** The other animals do not deserve to have light.

Part B

Do you agree or disagree with the statement you chose in Part A? Why or why not?

- 2** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read each word in the box. Decide whether the word describes Raven or Seagull. Write the word in the correct column in the chart.

clever	selfish	honest
trusting	crafty	dishonest

Raven	Seagull

Part B

Choose a word that describes Raven. Underline a detail in the passage that shows why the description is true. Circle a word that describes Seagull.

- 3 Read each sentence from the passage on the left. Draw a line from the sentence to the part of the passage it **best** represents.

A. Raven was a clever fellow.
He didn't mind lying to other animals or tricking them to get what he wanted.

B. "Come quickly," Raven called.

C. In those days, the world was dark.

D. So one day, Raven decided he would trick Seagull into giving him some light.

1. setting

2. characters

3. plot event

4. dialogue

- 4 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence below. Underline a word that contains a root word and an affix. Circle the affix in the word.

Light was helpful when he went from place to place.

Part B

Write the meaning of the word you chose in Part A on the lines below. Also, write the meaning of the affix it contains.

- 5 Read these sentences from the passage.

Seagull jumped out of bed, where he had been sound asleep. He ran barefoot out the door and down the path. The sharp thorns lodged in his feet, and he screamed in pain.

Describe what Raven does as a result of this event. How does it lead to the light being released? Include details from the text to support your answer.

Read the passage.

Raven Has a Feast

One summer many, many years ago, Raven played all summer long. It should come as no surprise that Raven enjoyed having a good time and didn't like to work. When Squirrel mentioned that Raven should be putting away food for winter, Raven only laughed. "There's still time for that," he said and flew off to have more fun.

"You'll change your tune when winter arrives," Squirrel called after him. And he was right.

One day, the first flurries of snow drifted from the sky. Soon it was snowing harder, and the earth became covered in its winter blanket. The food that Raven had found so easily all summer was buried.

Feeling hungry, Raven flew over to Squirrel's house. Squirrel had food stashed everywhere. "Squirrel," Raven said, "I'm hungry. Why not share some of your nuts with me?" Squirrel only scolded him. Finally, he shut the door in Raven's face.

Raven flew to the top of a tree and sat thinking. Then he hit upon a plan and flew off to see his cousin Crow.

"Hi, Crow," Raven called out. "I'm looking forward to your feast. Are you going to sing?"

Crow looked puzzled. "I'm not having a feast," he said.

"But you must sing at your feast," Raven said. "You have such a wonderful voice. Everyone wants to hear you."

Crow was flattered by the compliments. In fact, back in those times, Crow did have a nice voice. He started to think maybe he *should* have a feast. "Do you really think I should sing?" he asked.

"Of course," Raven said. "I'll invite everyone to your feast."

Raven visited all the animals. "I'm having a feast," he told each one. "I'm having it at Crow's house, and he will sing for us. Please join me at my feast. I'll have lots of food for everyone."

Then Raven flew back to Crow's home and said, "Prepare all your food, Crow. Everyone is coming, and they are excited to know that you will be singing." Crow got started right away.

On the day of the feast, Raven arrived early and found Crow still cooking. "You finish in the kitchen," Raven said, "and I'll greet the guests as they arrive."

So Raven went to the door. "Welcome to my feast," he said to each guest. "Please eat your fill. It's my great pleasure to have this feast for you."

All the animals sat down at the feast table. When Crow came to join them, Raven spoke up. "Oh please sing for us now, Crow. You cannot sing well on a full stomach." Crow couldn't resist and broke into song. Each time he paused to join the feast, Raven called, "Oh please, one more song. You are in such great voice today." So Crow kept singing, and his voice got tired and hoarse.

When everyone got up from the table to leave, Crow had still not had a bite to eat, and all the food was gone. He was very hungry, and there was no food left in his house. He knew that everyone was grateful, though, and he felt that they would each invite him to a feast. He would not go hungry that winter. But as it turned out, Crow was never invited to any meals. All the animals thought that Raven had given the feast, so they invited him to their meals. Raven did not have to provide for his own winter food for many years.

Poor Crow was left to beg for food from humans and eat the scraps they left. You still see him today hopping about in parks and yards, searching for food and squawking a raspy "Caw! Caw! Caw!"

Answer the following questions.

- 6** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Underline an example of nonliteral language in the paragraph below.

One day, the first flurries of snow drifted from the sky. Soon it was snowing harder, and the earth became covered in its winter blanket. The food that Raven had found so easily all summer was buried.

Part B

Choose the **best** meaning of the nonliteral language you underlined in Part A.

- A.** It snowed lightly at first, and then harder.
- B.** Raven could not find food.
- C.** The ground was cold.
- D.** Snow covered the ground.

- 7** These events are from the story, but they are out of order. Write the numbers 2, 3, 4, 5, or 6 to put the events in the correct order.

- Raven did not gather food for winter.
- Crow became hoarse from singing.
- All the animals came to Crow's house for a feast.
- Raven thanked Crow for inviting him to his feast.
- Raven invited the animals to a feast.
- Squirrel refused to give Raven any food.
- Raven was invited to many feasts.

CHAPTER 3 REVIEW

Read the passage.

excerpted from

Letters to His Children

by Theodore Roosevelt

Theodore Roosevelt was the president of the United States from 1901 to 1909. He was also the father of six children: Alice, Ted, Kermit, Quentin, Archie, and Ethel. Roosevelt's job meant that he was often away from his children. To stay in touch, he wrote them dozens of letters. In 1919, many of the letters were published in a book.

Roosevelt wrote this letter to Quentin during a trip to California. He describes what it was like to be away from home.

Del Monte, California, May 10, 1903

DEAREST QUENTY-QUEE:

I loved your letter. I am very homesick for Mother and for you children; but I have enjoyed this week's travel. I have been among the orange groves, where the trees have oranges growing thick upon them, and there are more flowers than you have ever seen . . . Whenever I see a little boy being brought up by his father or mother to look at the procession as we pass by, I think of you and Archie and feel very homesick. Sometimes little boys ride in the procession on their ponies, just like Archie on Algonquin.

Roosevelt's children sometimes traveled from the White House, too. Roosevelt wrote this letter to Ted, who was away at school. He describes life at the White House.

White House, May 28, 1904

DEAR TED:

Life is lovely here. The country is beautiful, and I do not think that any two people ever got more enjoyment out of the White House than Mother and I. We love the house itself. . . . We love the garden. And we like Washington. We almost always take our breakfast on the south portico. Then we stroll about the garden for fifteen or twenty minutes, looking at the flowers and the fountain and admiring the trees. Then I work until between four and five. If Mother wants to ride, we then spend a couple of hours on horseback.

In this letter to Kermit, Roosevelt talks about winter in the White House.

White House, December 17, 1904

BLESSED KERMIT:

For a week the weather has been cold—down to zero at night and rarely above freezing in the shade at noon. . . . I have been so busy that I have been unable to get away until after dark, but I went in the fur jacket Uncle Will presented to me . . . , and the moonlight on the glittering snow made the rides lovelier than they would have been in the daytime. Sometimes Mother and Ted went with me, and the gallops were delightful. Today it has snowed heavily again, but the snow has been so soft that I did not like to go out, and besides I have been worked up to the limit. There has been skating and sleigh-riding all the week

In this letter, the president updates Quentin on the family's cat, Slippers. He also talks about how much he misses his family when they are away.

White House, April 1, 1906

DARLING QUENTY-QUEE:

Slippers and the kittens are doing finely. I think the kittens will be big enough for you to pet and have some satisfaction out of when you get home The house feels big and lonely and full of echoes with nobody but me in it; and I do not hear any small scamps running up and down the hall just as hard as they can; or hear their voices while I am dressing; or suddenly look out through the windows of the office at the tennis ground and see them racing over it I love you very much.

Answer the following questions.

- 1 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence **best** states Roosevelt's opinion about living in the White House when his children are not there?

- A. It is fun to play in the snow and on the grounds.
- B. The grounds are beautiful year-round.
- C. It is too quiet.
- D. The kittens provide company.

Part B

Underline **one** detail from the passage that supports your response to Part A.

- 2 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence from the passage. Underline the conjunctions in the sentence.

Today it has snowed heavily again, but the snow has been so soft that I did not like to go out, and besides I have been worked up to the limit.

Part B

Choose one of the conjunctions you identified in Part A. On the lines, describe how it connects ideas in the sentence.

- 3** Read all parts of the question before responding.

Part A

A student has written the following sentences for a report about Theodore Roosevelt's children. Circle the sentence that would make the best topic sentence. Cross out the sentence that would not belong in the report.

Theodore Roosevelt had six children.

Roosevelt's oldest child, Alice, was born in 1884.

The teddy bear was named after Roosevelt.

Roosevelt enjoyed spending time with his children at the White House.

Roosevelt's youngest son, Quentin, was killed during World War I.

Part B

What additional information might the student include in the report? Choose **all** that apply.

- A.** laws that were passed while Roosevelt was president
- B.** ages of Roosevelt's children when they lived in the White House
- C.** why a national park was named after Theodore Roosevelt
- D.** description of his daughter Alice's wedding at the White House
- E.** names of the Roosevelt children's pets
- F.** information about Roosevelt's early years as president

Part C

Underline **one** detail from the passage that the student might include in the report.

Read the passage.

Growing Up in the White House

Our country's presidents are not the only people who have lived in the White House. Children have lived there, too. The granddaughter of John Adams was the first child to live in the White House. More recently, Barack Obama's daughters, Sasha and Malia, live there.

Being a "first kid" can be fun. But living in the White House with a parent as president can be hard at times, too.

White House Lives

Children in the White House do many of the same things you do. They play games. They have friends spend the night. They have swim parties at the White House pool and play baseball on the lawn. They bowl in the bowling alley and watch movies in the movie theater. Sometimes they even go on trips with their families. George W. Bush's daughters, Barbara and Jenna, went to Africa with their parents.

In other ways, the lives of presidents' children are very different from those of other kids. First kids must have a security person with them at all times to keep them safe. And even though White House children get to go to many events, they may not always want to do so. Some people did not like it when President Jimmy Carter's daughter, Amy, read a book during a fancy dinner. When she wanted to be alone, Amy often went to the tree house built behind the White House.

Just like you, kids in the White House go to school. However, their school experiences can look very different. Abraham Lincoln's son, Tad, had a private tutor come to the White House. John F. Kennedy's daughter, Caroline, went to first grade in the White House, too. Her parents set up a classroom on the third floor for Caroline and ten other children. Amy Carter attended public school. President Bill Clinton's daughter, Chelsea, went to a private school.

Family Pets

The White House has seen its share of first pets. President Barack Obama's family has two dogs, Bo and Sunny. They go for walks and sometimes greet people touring the White House. President Bush's dog, Barney, could be viewed on a webcam on the White House Web site. President Kennedy's family brought two hamsters, a cat, and a bird to the White House. They added ponies and a dog while living there.

Theodore Roosevelt's children brought many pets to the White House. They had cats, dogs, a snake, a raccoon, a bird, and a pony named Algonquin. When Archie Roosevelt was sick one day, his brother, Quentin, snuck the pony into the White House to cheer him up. Algonquin and Quentin rode the elevator up to Archie's room!

Fun at Home

Many presidents' children have used the White House as a giant playground. The Roosevelt children played leapfrog and climbed on the furniture. They crawled through the spaces between the ceilings and floors. They even roller-skated and rode bikes in the White House. They also did quiet things like reading in the White House library.

President Kennedy's son, John, loved to play hide-and-seek. His father even had a secret door made in his desk so John could hide in his office. While playing outside one day, John fell into a fountain on the White House lawn. The fountain was full of mud, and his mother also fell in while trying to help her son. Someone then had to throw a rope to the first lady and her son to get them out of the fountain. Just another everyday adventure at the White House!

Answer the following questions.

- 4 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Based on the the passage "Growing Up in the White House," which of the following statements is true?

- A. All presidents' children have enjoyed living in the White House.
- B. All presidents' children have had pets in the White House.
- C. Presidents' children need protection to stay safe.
- D. Presidents' children do better in school than other children.

Part B

Underline a detail from the passage that **best** supports your response to Part A.

- 5 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Tessa is doing additional research for a report on the children of President John F. Kennedy. Circle the two **best** sources for information that relates to her topic.

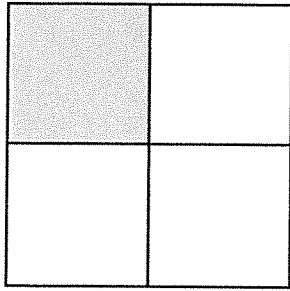
Research Sources	a biography about John F. Kennedy and his family
	the White House Web site, www.whitehouse.gov
	a blog about a student's visit to the Kennedy library
	a fictional story about the Kennedy children's pony

Part B

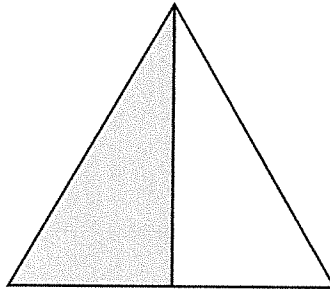
Explain why the sources you chose in Part A are the most useful.

Write the fraction for the shaded part of each shape.

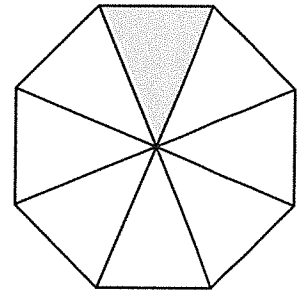
1.



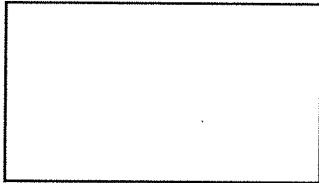
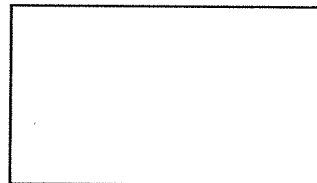
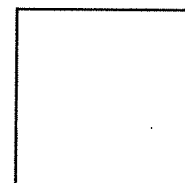
2.



3.

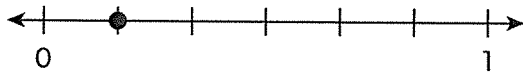


Model each fraction.

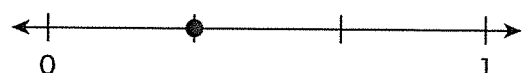
4. $\frac{1}{6}$ 5. $\frac{1}{8}$ 6. $\frac{1}{3}$ 

Write the fraction.

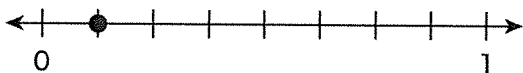
7.



8.



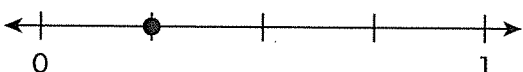
9.



10.



11.



12.



Choose the best answer.

13. Miguel divides a hexagon into 6 equal parts. He shades 1 part. What fraction of the hexagon did Miguel shade?
- A. $\frac{1}{8}$
B. $\frac{1}{6}$
C. $\frac{1}{4}$
D. $\frac{1}{2}$
14. Tara cuts a pan of brownies into 8 equal pieces. She gives 1 piece to a friend. What fraction of the pan of brownies did Tara give to her friend?
- A. $\frac{1}{3}$
B. $\frac{1}{4}$
C. $\frac{1}{6}$
D. $\frac{1}{8}$
15. An orange is split into 2 equal slices. Mr. Chung eats 1 slice. What fraction of the orange did Mr. Chung eat?
- A. $\frac{1}{2}$
B. $\frac{1}{3}$
C. $\frac{1}{4}$
D. $\frac{1}{6}$
16. Lauren folds a sheet of paper into 4 equal parts. She covers 1 part in stickers. What fraction of the paper is covered with stickers?
- A. $\frac{1}{8}$
B. $\frac{1}{6}$
C. $\frac{1}{4}$
D. $\frac{1}{3}$

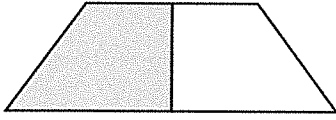
Solve.

17. Sylvia drew a circle to model $\frac{1}{6}$ by splitting it into 6 parts that are not equal and shading 1 part. Does Sylvia's model show $\frac{1}{6}$? Explain.

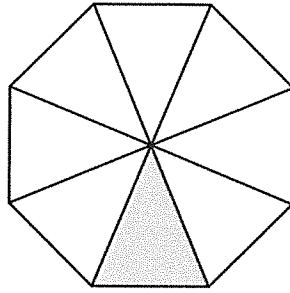
18. Erik shaded $\frac{1}{2}$ of a triangle by shading one of two parts. Does that mean that the two parts of the triangle are equal? Explain.

Write the fraction for the shaded part.

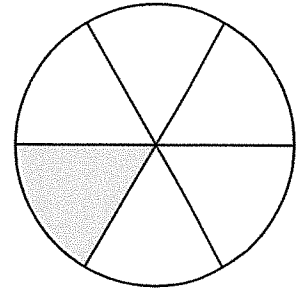
1.



2.

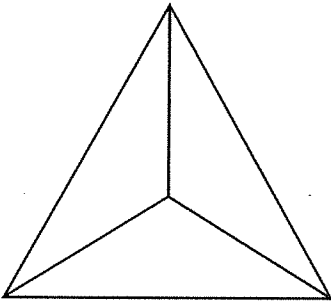


3.

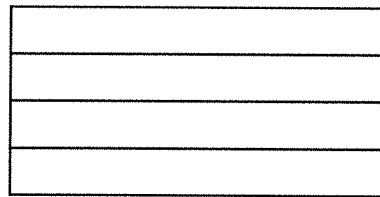


Shade one part. Write the fraction for the shaded part.

4.

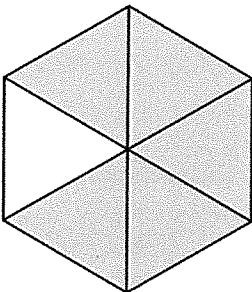


5.



Write the fraction for the part that is shaded.

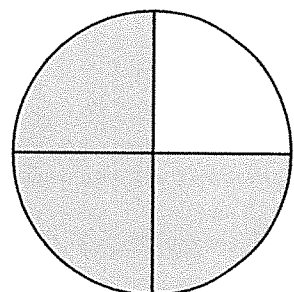
6.



7.

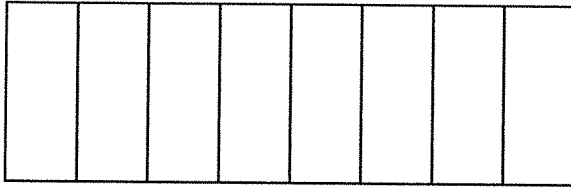


8.

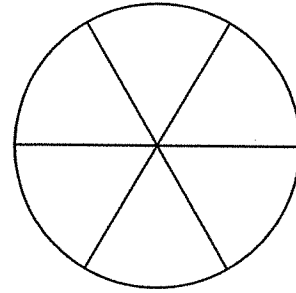


Shade the figure to show the fraction.

9. $\frac{3}{8}$



10. $\frac{4}{6}$



Choose the best answer.

11. Selena cut a watermelon into 8 equal pieces. Five pieces were eaten during lunch. What fraction of the watermelon was eaten?

A. $\frac{3}{8}$

C. $\frac{8}{5}$

B. $\frac{5}{8}$

D. $\frac{8}{3}$

12. Mr. Tao divided a hexagon into 6 equal parts. He colored 4 parts blue. What fraction of the hexagon did Mr. Tao color blue?

A. $\frac{6}{2}$

C. $\frac{4}{6}$

B. $\frac{6}{4}$

D. $\frac{2}{6}$

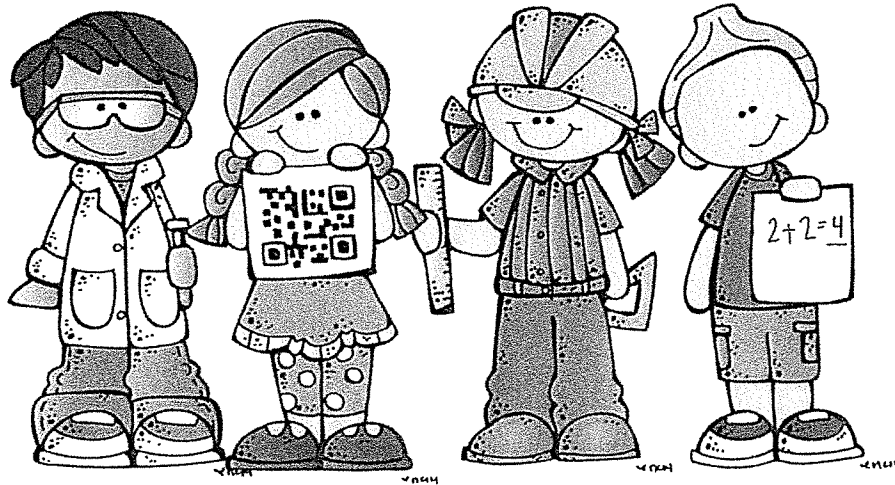
Solve.

13. Marco is using a number line to show the fraction $\frac{5}{6}$. He begins by separating the number line into 5 equal parts. Can Marco show $\frac{5}{6}$ on his number line? Explain.

14. Elin showed the fraction $\frac{3}{6}$ by drawing a square, separating it into 3 equal parts, and shading all 3 parts. Is Elin correct? If not, explain what fraction Elin's model shows.

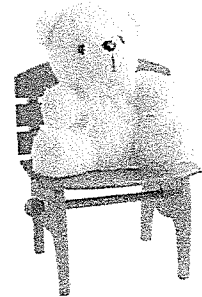
THIRD GRADE

Summer STEM challenge



Stem Challenge:

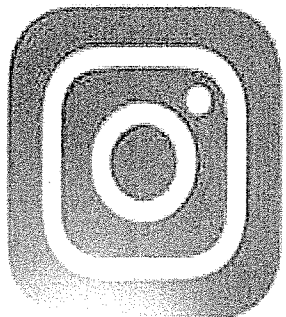
Build a chair that can hold
a teddy bear or stuffed animal..



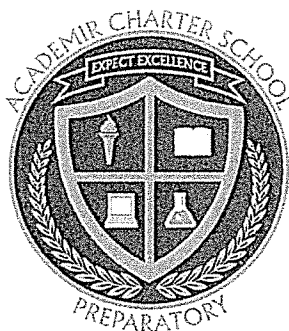
Materials: Aluminum foil, Straws, Paper,
Newspaper, Masking tape (10 inches),
Popsicle sticks, Plastic cups, and
a teddy bear or stuffed animal.

STEM PARENT NOTES:

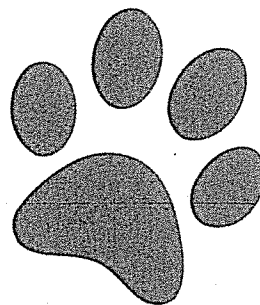
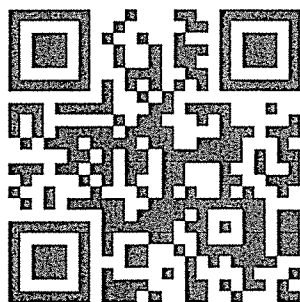
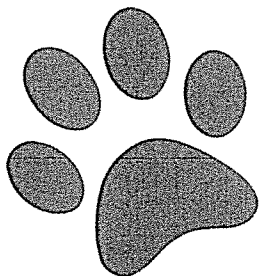
- Parents May assist their child with this challenge.
- Students do not need to bring in actual project but may provide a picture of student with completed project instead.



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texto, directamente a su teléfono móvil con
información importante sobre eventos, cierres de
escuelas, alertas de seguridad y mucho más.

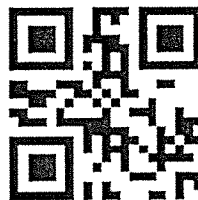
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escuela, 67587.

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móvil ahora!



Sólo tiene
que enviar
"Y" o "Yes"
a 67587

