

3rd Grade Supply List

Welcome to 3rd grade! Here are items students will need for the entire school year to make sure they're successful. Items may be replaced as necessary. Please label all supplies with your child's name.

Personal Student Use

- 6 composition notebooks
- 2 pocket folders
- 3 packs of index cards
- 3 ring binder
- Post it notes
- 1 backpack and lunchbox **please send your child to school with a healthy snack and lunch daily*

Writing Instruments

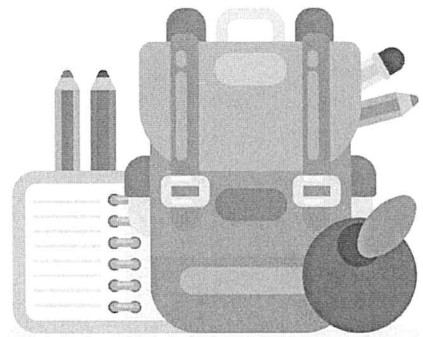
- 1 pencil box
- 2 packs of #2 pencils
- 2 packs of erasers
- 2 pack of highlighters
- 1 pack of blue/ red pens
- 1 sharpener
- 1 pack of dry erase markers

Art Supplies

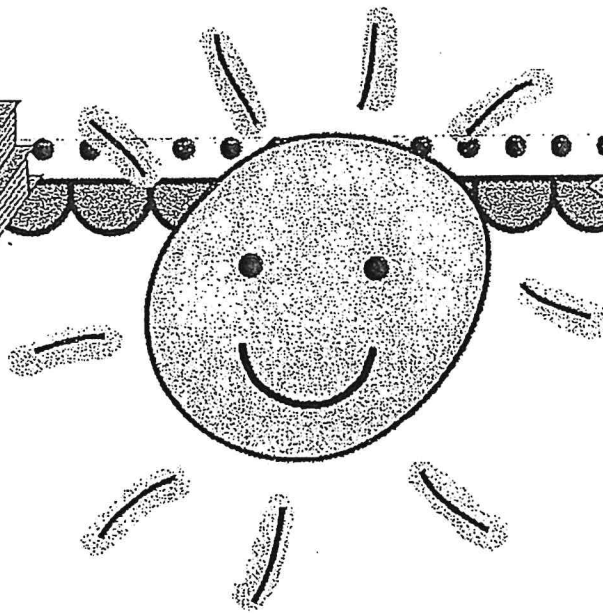
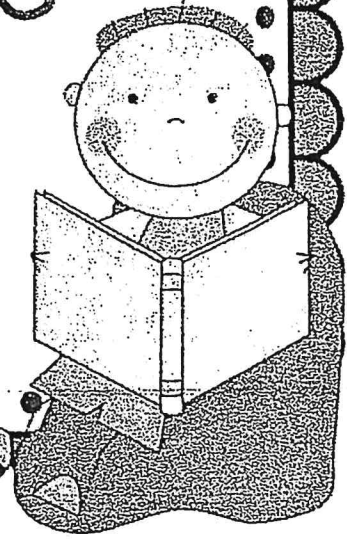
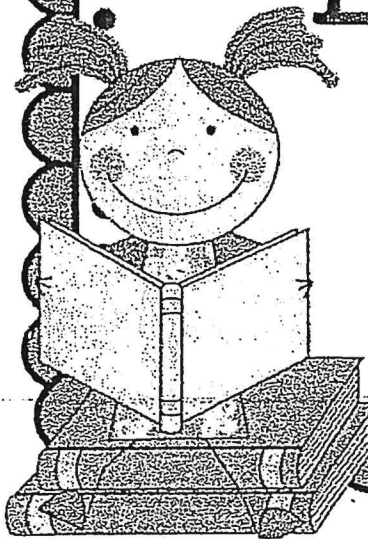
- 1 pack of crayons
- 1 pack of markers
- 3 glue sticks
- Scissors
- Ruler

Classroom Use

- 4 boxes of tissues
- 3 paper towel rolls
- 2 hand sanitizers
- 3 packs of baby wipes
- 3 packs of Clorox wipes
- 3 reams of copy paper
- 3 reams of cardstock paper
- \$5 for homework planner



English Language Arts

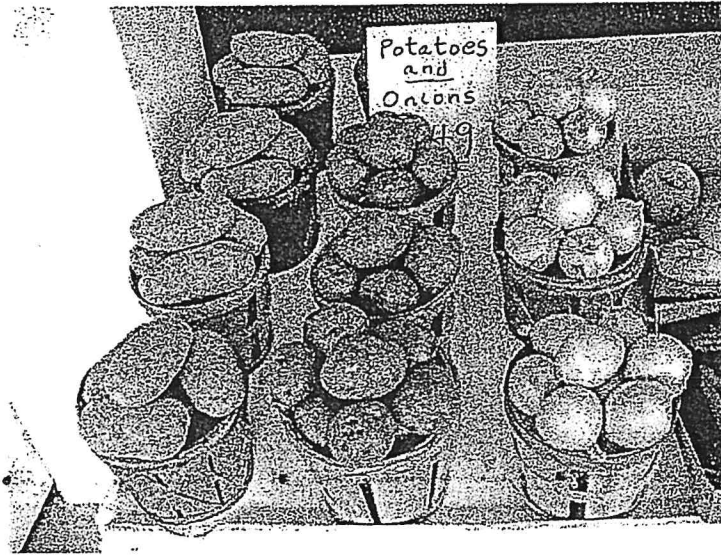


3rd Grade

Summer Packet

A Visit to the Farmer's Market

By Susan LaBella



Tara and Todd were at the farmer's market with their mom. The children liked looking at the fresh fruits and vegetables, homemade breads, and jars of jam.

Tara noticed Mr. Walsh at a table with big bags of potatoes.

"Hi, Mr. Walsh," she called. "You have a lot of potatoes!"

"Yes," replied the farmer. "I have been growing potatoes for years. My farm is perfect for that."

"What do you do with all those potatoes?" Todd asked.

"I sell them!" Mr. Walsh replied. "I sell some to grocery stores. I sell others to factories that make potato chips. The stores and factories pay me for my potatoes. They order more from me each year."

"Wow," said Tara. "What do you do with the money they pay you?"

"I use it to buy supplies for my farm," he answered. "I also use it to pay the people who work for me."

"But do you grow anything besides potatoes?" asked Tara.

Just then, Tara's mom walked over. "Mr. Walsh," she asked, "may I please have two bags of potatoes? And do you have any of your great carrots this week?"

"Yes, indeed," Mr. Walsh replied. "See, Tara, I grow carrots, too!"

Name: _____ Date: _____

1. Whom does Tara notice at a table with big bags of potatoes?

- A) her mom
- B) Todd
- C) Mr. Walsh

2. Where does this story take place?

- A) at a grocery store
- B) at a farmer's market
- C) at Mr. Walsh's farm

3. Read these paragraphs from the article.

"Hi, Mr. Walsh," she called. "You have a lot of potatoes!"

"Yes," replied the farmer. "I have been growing potatoes for years. My farm is perfect for that."

What can you conclude from these paragraphs about Mr. Walsh?

- A) Mr. Walsh grows carrots as well as potatoes.
- B) Mr. Walsh sells some of his potatoes to grocery stores.
- C) Mr. Walsh is a farmer.

4. Based on the story, what is the best definition of a farmer's market?

- A) A farmer's market is a place where farmers go to buy the supplies they need for their farms.
- B) A farmer's market is a place where farmers grow fresh fruits and vegetables.
- C) A farmer's market is a place where farmers sell food they have grown themselves.

5. What is the main idea of this story?

- A) Tara and Todd learn about potatoes and farming when they visit a farmer's market.
- B) Mr. Walsh uses the money he makes from selling his potatoes to buy supplies for his farm and to pay the people who work for him.
- C) Tara's mom walks over to Mr. Walsh's table and asks him for two bags of potatoes.



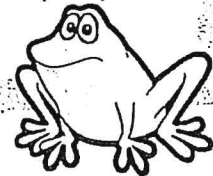
Name: _____

Class: _____

Read each text.

What is the author's purpose?

Are you wondering if poisonous frogs live near you?
Only one kind of poisonous frog lives in the United States. It is the pickerel frog. It is found in the eastern United States. These frogs usually live in wooded areas away from where most people live.



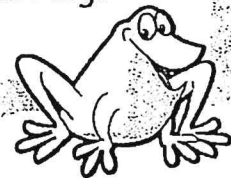
1 What is the purpose of this text?

to describe

to explain

to answer a question

Frogs need to be near water. Their skin is smooth and damp. Their eyes bulge. They have narrow bodies and long back legs that help them to jump high.



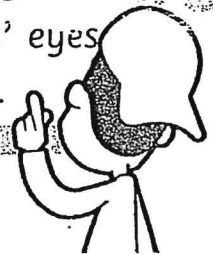
2 What is the purpose of this text?

to describe

to explain

to answer a question

Here is how to tell a frog from a toad. First, look at the skin. Frogs have smooth, damp skin, but most toads have wet, bumpy skin. Next, look at how it moves. Does it crawl more or hop more? If it mostly crawls, it is probably a toad. If it mostly hops, it is probably a frog. Finally, look at the eyes. Frogs' eyes stick out from their heads. Toads' eyes are usually golden.



3 What is the purpose of this text?

to describe

to explain

to answer a question

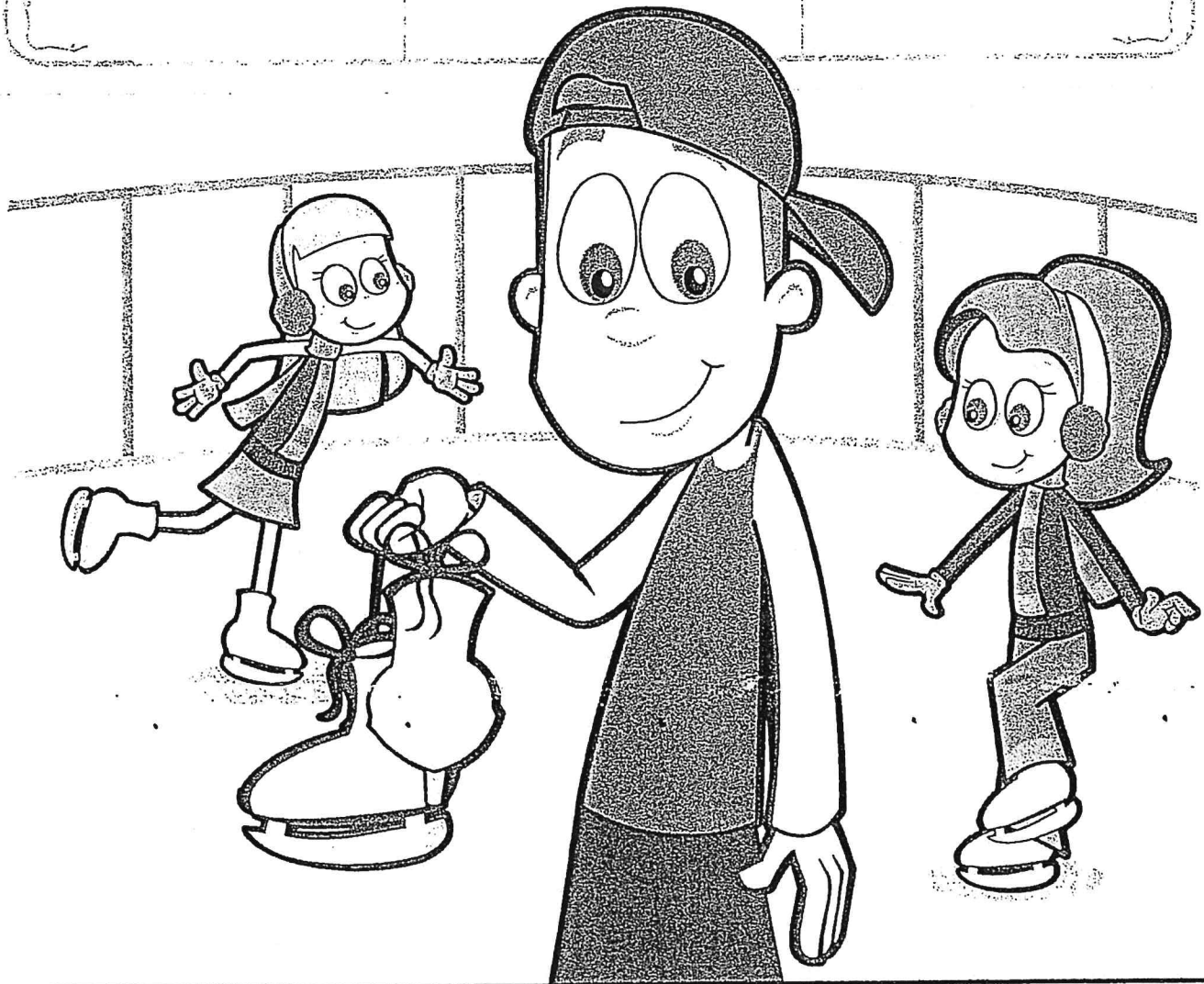


Name: _____

Class: _____

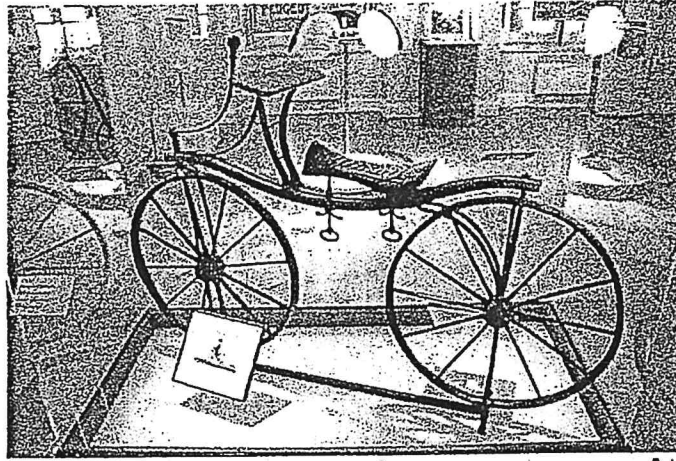
Use the words and pictures to help you complete the chart.

Characters	Setting	Plot



Building a Better Bicycle

By Linda Ruggieri



Bicycles have a long, interesting history. The first bicycle was developed more than two hundred years ago. Early bicycles, however, did not look like today's bikes.

One of the first bicycles was called the hobby horse. It was made of wood! People rode by pushing their feet along on the ground.

Later, a bicycle that had pedals and metal tires was invented. It was not comfortable. It was called the boneshaker. Inventors kept working to make bicycles more comfortable.

Next, the high wheeler was developed. It had a very big wheel in the front. This bicycle was not easy to ride, because the rider sat high up on the bike. The rider could be badly hurt in a fall.

Then bicycles began to have two wheels that were the same size. Those bikes looked more like bicycles today.

More than one hundred years ago, bicycles began to have rubber tires filled with air. That was a solution to the problem of a bumpy ride. The new tires made riding smoother.

Today, children's bicycles and racing bikes are popular. People ride bikes to get exercise. Bicycling is safer, too. Now people wear helmets, and bikes have reflectors on them.

Name: _____ Date: _____

1. What was developed more than two hundred years ago?

- A) the first bike with pedals
- B) the first bicycle
- C) the first high wheeler

2. One problem with early bicycles was that they were bumpy to ride. What was used as the solution to this problem?

- A) wooden bikes without pedals
- B) bikes with metal tires and pedals
- C) bikes with rubber tires filled with air

3. Early bicycles were very different from today's bicycles.

What evidence from the text supports this conclusion?

- A) The first bicycle was developed more than two hundred years ago.
- B) The hobby horse was made of wood, and people rode it by pushing their feet on the ground.
- C) People today ride bicycles to get exercise, and wear helmets as they ride.

4. The bicycle with pedals and metal tires was called the boneshaker. What can you infer about the bicycle based on this name?

- A) It was smooth to ride, but the seat made people's bones hurt.
- B) People liked riding this bicycle more than earlier bicycles.
- C) It was bumpy, shaky, and not comfortable to ride.

5. What is the main idea of this article?

- A) Bicycles have changed and gotten better in many ways since they were first developed.
- B) The first bicycle was developed more than two hundred years ago.
- C) Rubber tires are very important to bicycles today because they make riding smoother.

Blends

Name _____

Initial sounds

Lesson 111 • Worksheet 1

1 Follow the track. Write each word you make.

cr tr fl

y ab ee

2 Complete each word with **pl**, **br** or **cl**. Draw a picture.

____ ock

____ ate

____ oom

3 Color **sl** words red. Color **fr** words yellow.

frog

fridge

slug

fry

slip

slot

free

slam




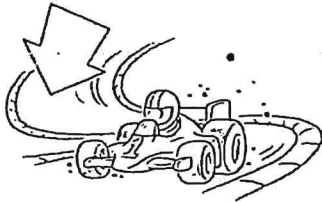


Name _____

Blends

Lesson 111 • Worksheet 2

Vocabulary

1 Match each word to a picture.

	<input type="text" value="crab"/>	
	<input type="text" value="truck"/>	
	<input type="text" value="track"/>	
	<input type="text" value="tree"/>	
	<input type="text" value="cry"/>	
	<input type="text" value="friends"/>	

2 Read the clue. Write the word.

<p>I have branches and green leaves. I am a t_____.</p>	<p>Trains can travel on me. I am a t_____.</p>
<p>I have lots of wheels. I can carry heavy things. I am a t_____.</p>	<p>I live in the sand. I have six legs. I am a c_____.</p>

Name _____

Blends

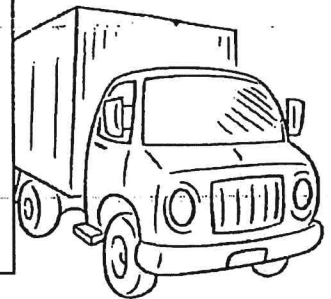
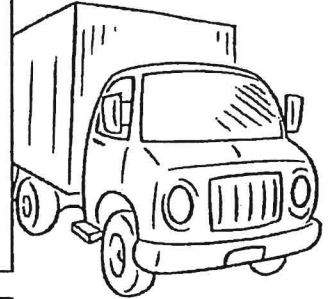
Lesson 111 • Worksheet 4

1 Write the words on the correct truck.

track
truck
crash
try
crab
crown

cr

tr



2 Complete the sentences.

friends cry truck trip

Brad wants to go on a _____.

The _____ is stuck, and so is Brad.

Brad the crab had a bit of a _____.

The three crabs are Brad's _____.

Afternoon on a Hill

by Edna St. Vincent Millay

I will be the gladdest thing
Under the sun!

I will touch a hundred flowers
And not pick one.

I will look at cliffs and clouds
With quiet eyes,

Watch the wind bow down the grass,
And the grass rise.

5

And when lights begin to show
Up from the town;

I will mark which must be mine,
And then start down!

10

Name: _____ Date: _____

1. What does the speaker look at in this poem?

- A. the sun and moon
- B. cliffs and clouds
- C. bugs in the grass

2. Which of these phrases from the poem describes part of the setting?

- A. "which must be mine"
- B. "with quiet eyes"
- C. "a hundred flowers"

3. The speaker of the poem wants to enjoy nature without hurting it in any way.

Which evidence from the poem best supports this conclusion?

- A. I will touch a hundred flowers / And not pick one.
- B. I will mark which must be mine, / And then start down!
- C. I will be the gladdest thing / Under the sun!

4. Where is the speaker of the poem spending an afternoon?

- A. on a hill
- B. in a forest
- C. in a town

5. What is this poem mostly about?

- A. enjoying nature without leaving a mark on it
- B. the effects of wind on grass, cliffs, and clouds
- C. travelling from a hill down to a town

6. What are three things the speaker will see during the afternoon on the hill?

7. What are two things the speaker will do while spending time on the hill?

8. Based on this poem, how does the speaker feel about spending time in nature? Use evidence from the poem to support your answer.

Syllables

Name _____

Lesson 112 • Worksheet 1

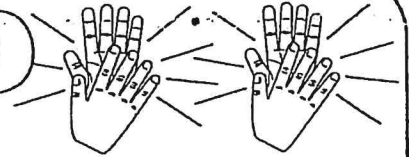
- 1 Clap the syllables as you say each word.
Write the words in the correct boxes.

cup happy eating cake
wombat hotter crab slam

1 clap



2 claps



- 2 Color 1 syllable words **blue**. Color 2 syllable words **yellow**.

flower

Brad

track

Flossy

clam

plum

crying

sister

Name _____

Syllables

Lesson 112 • Worksheet 2

Spelling

1 Write the missing syllable to complete each word.

rot er bit on ing



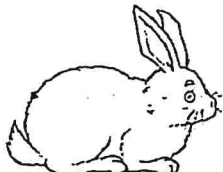
flow_____



car_____



lem_____



rab_____



wat_____



eat_____



ex_____cise



sleep_____

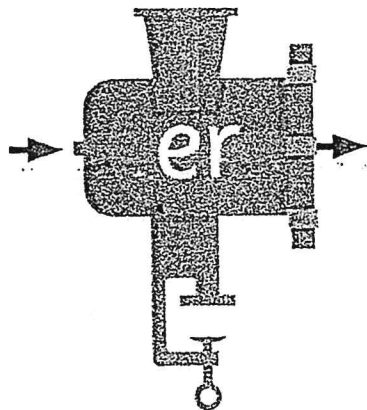
2 Join each word to the **er** machine. Write each word you make.

help

long

hard

small



Name _____

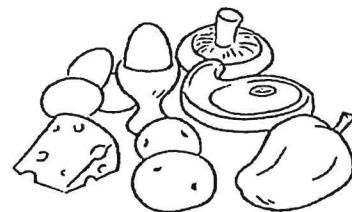
Syllables

Lesson 112 • Worksheet 4

Check

1 Write the words in the correct box.

water home sleep
healthy growing food



1 syllable

2 syllables

2 Complete the sentences.

grow water clothes eat

I need food to _____.

I need _____ to drink.

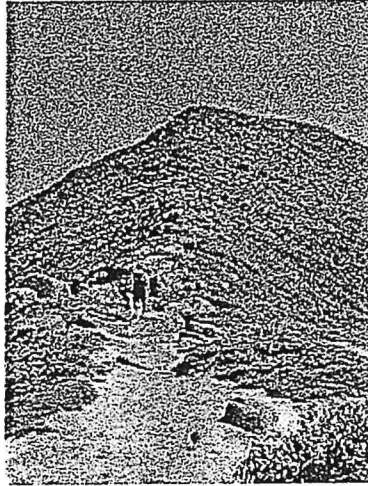
Exercise helps us to live and _____.

We need _____ to wear.



Hiking the Appalachian Trail

By Kate Paixão



Eight-year-old Maya and her parents were on vacation. They were hiking in the Appalachian Mountains. The Appalachians are the longest group of mountains in eastern North America. These mountains start in the northern U.S. state of Maine. They end in the southern state of Georgia.

Maya's family was walking on a road that goes from one end of the Appalachians to the other. It is called the Appalachian Trail. Maya and her family had started near their home in Maryland. A **native** of Maryland, Maya had never left her state before. A native is someone who was born in a place. The family's first stop was in West Virginia.

Every evening, Maya and her family would make a campfire. She loved that! She also enjoyed sleeping in a tent each night. Maya wanted to remember everything that happened on her vacation. Whenever she came across a new animal, such as a beaver or a quail, she would draw a picture of it in her journal.

Maya learned that she had to be quiet if she wanted the animals to stay. She also drew a field of daisies. Maya thought that flowers were easier to draw than animals. They didn't run away!

Name: _____ Date: _____

1. What were Maya and her parents doing on their vacation?
 - A) sleeping
 - B) hiking
 - C) driving

2. Where does this story take place?
 - A) in a town in Maryland
 - B) on a trail in the Appalachian Mountains
 - C) on a highway in West Virginia

3. The Appalachian Mountains start in the northern state of Maine and end in the southern state of Georgia. Maya and her parents started hiking the Appalachian Trail near Maryland. Based on this evidence, what can you conclude about where Maryland is?
 - A) It is between Maine and Georgia.
 - B) It is south of Georgia.
 - C) It is north of Maine.

4. Based on the information in the story, how could Maya and her parents be described?
 - A) They are good at drawing flowers.
 - B) They like to spend time in nature.
 - C) They don't like Maryland very much.

5. What is the main idea of this story?
 - A) Maya has fun while hiking on the Appalachian Trail with her family.
 - B) Maya likes making campfires and drawing flowers and animals.
 - C) The Appalachian Trail goes from one end of the Appalachian Mountains to the other.

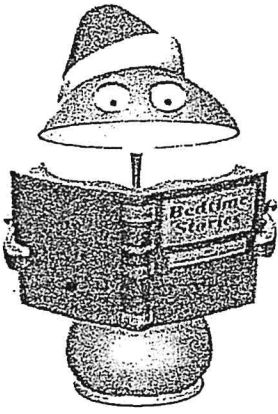
igh

Name _____

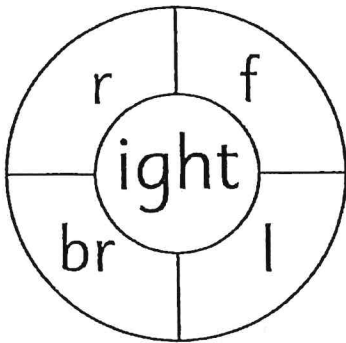
Phonics

Lesson 116 • Worksheet 1

1 Join the **igh** words to Nighty night light.

high		skip
knight		night
sing		sigh
fight		like

2 Use the wheel to make words. Write the words.



right _____

3 Complete the labels.



kn _____



n _____

Name _____

igh

Lesson 116 • Worksheet 2

Read and write

1 Complete the sentences.

night Bird high

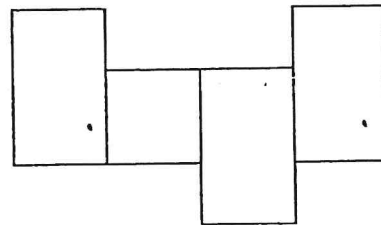
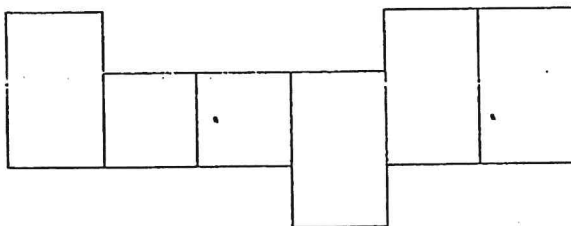
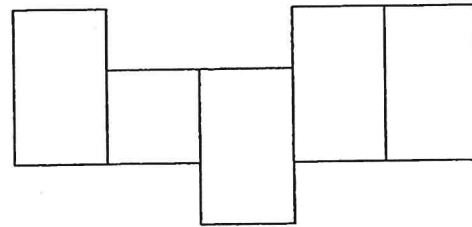
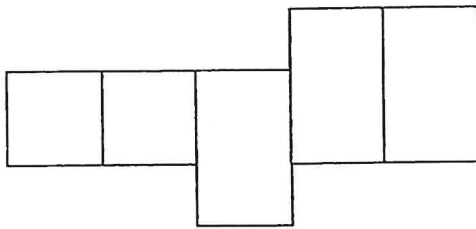
“I like to fly,” said _____.

“I can fly _____ in the sky,” said Bat.

Bat can fly all _____.

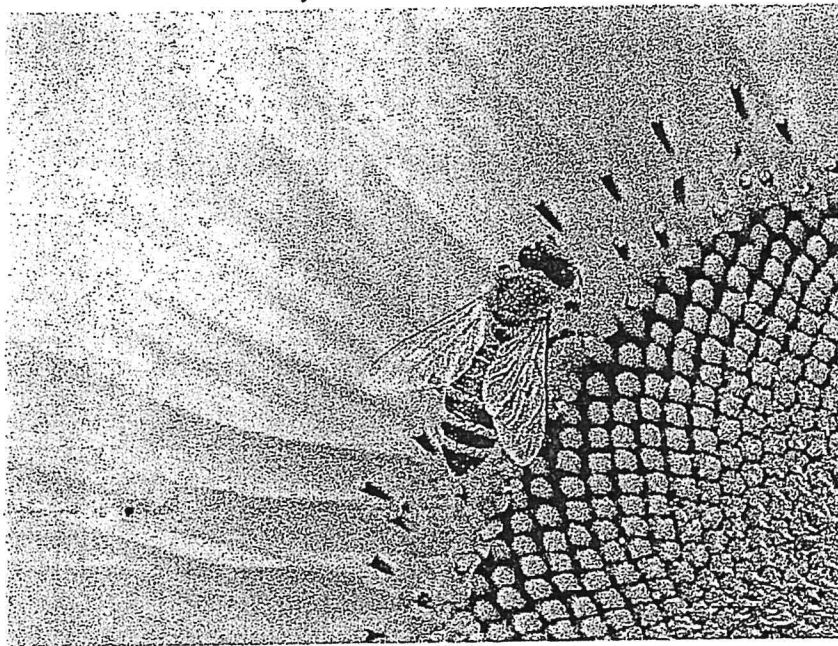
2 Guess the word by its shape. Write each word in a box.

high night knight light



Seeds Need to Move

by Rachelle Kreisman



A plant starts life as a seed. When that seed grows into a plant, that plant makes new seeds. Those seeds, too, can grow and turn into more new plants.

But did you know that not every seed grows into a plant? To become a plant, a seed has to travel. That is because seeds need room to grow. A seed has to be far enough away from other plants so that it gets the sunlight and water it needs. If a seed falls to the ground too close to its parent plant, it may not grow.

Of course, wind can spread the seeds for many plants. But some plants depend on animals to move their seeds. Those seeds are called hitchhiker seeds. They travel on something else that moves!

Many hitchhiker seeds are prickly. They have tiny rows of hooks. The hooks can stick to fur or feathers. Hitchhiker seeds can travel for miles on an animal's body. Then they fall off or are removed. If they fall in a place that is good for growing, the seeds will grow into plants, too!

Name: _____ Date: _____

1. What do seeds need to do to become a plant?

- A. stay near other plants
- B. make new seeds
- C. travel away from other plants

2. What kind of seed does this passage describe in detail?

- A. sunflower seed
- B. hitchhiker seed
- C. an animal's seed

3. Some plant seeds are made a certain way so that they will be able to travel.

What evidence from the text supports this conclusion?

- A. If a seed falls to the ground too close to its parent plant, it may not grow.
- B. Not every seed grows into a plant, because a seed needs to travel to become a plant.
- C. Hitchhiker seeds have tiny hooks so they can stick to animal fur or bird feathers.

4. Why might a seed not grow if it falls to the ground too close to its parent plant?

- A. The parent plant might take up all the sunlight and water that the seed needs to grow.
- B. The seed might not get pushed into the soil if it falls too close to the parent plant.
- C. The parent plant might give the seed all of its water, which is not good for the seed.

5. What is the main idea of this article?

- A. A seed has to move far away enough from other plants to become a plant because seeds need room to grow.
- B. Hitchhiker seeds can travel for miles on an animal's body, then fall off and grow into a plant.
- C. All seeds grow into plants, but only some plants are able to make new seeds.

6.9: Why do seeds need room in order to grow?

7.10: Read these sentences from the text.

"Hitchhiker seeds can travel for miles on an animal's body. Then they fall off or are removed. If they fall in a place that is good for growing, the seeds will grow into plants, too!"

What would a place that is good for the hitchhiker seed to grow be like? Use evidence from the text to support your answer.

Vocabulary

Name _____

Lesson 116 • Worksheet 3

1 Join the two words together. Write each new word.





moon + light = _____

good + night = _____

sand + paper = _____

ice + cube = _____

2 Join each word to a picture.

	moonlight	
	goodnight	
	sandpaper	
	seaweed	

3 Make two more compound words.



_____ light



_____ light

Name _____

igh

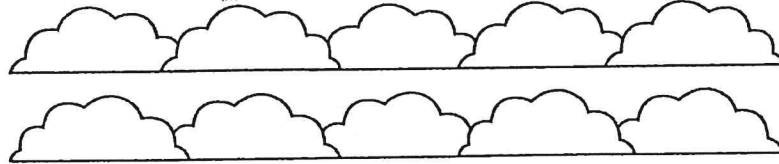
Lesson 116 • Worksheet 4

- 1 Circle the **i_e** words. Color the **_igh** words blue.
Color the **_y** words red.

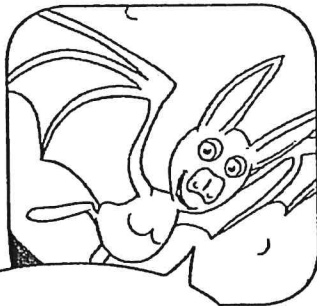


“I like to fly,” said Bird. “I can fly high.” “I like to fly high,” said Bat. “The sky is mine.” “Sigh,” said the Moon.

Color a cloud each time you find a word.



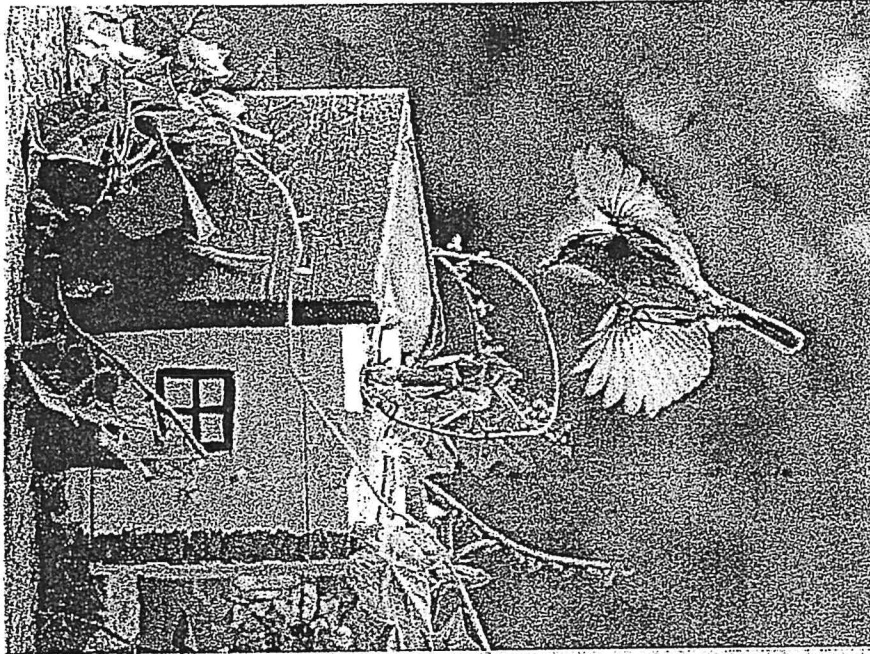
- 2 Write a sentence using Bat's word.



moonlight

Martin's Birdhouse

By Rachelle Kreisman



Drawing a picture can be fun. Drawing can also help people communicate. Putting an idea on paper is sometimes a good way to solve a problem.

Here is an example. Martin wanted to build a new birdhouse. The last one he had built fell apart after one windy night. This time, Martin knew he had to make a stronger birdhouse. He just was not sure how to do that.

Martin asked his friend Diego for help. Diego was good at building things. Martin explained his idea about the birdhouse, but Diego was confused. So Martin drew a picture to show what he was thinking.

Diego looked at the sketch carefully. "Why does the hole for the bird need to be so big?" he asked Martin. "It doesn't," said Martin. "You're right." Diego also suggested that the birdhouse could be attached to the tree in a much better way. He drew another picture to show Martin how that attachment would work.

After talking a while longer, Martin and Diego drew one more sketch. Then they began building the birdhouse together. "We are a good team," Martin told Diego. "I think your ideas will make my birdhouse stronger!"

Name: _____ Date: _____

1. What does Martin want to build?

- A) a birdhouse
- B) a tree house
- C) a dog house

2. When in the story do Martin and Diego begin building a birdhouse together?

- A) at the beginning of the story
- B) in the middle of the story
- C) at the end of the story

3. Martin says that he and Diego are a good team.

What evidence from the story supports the idea that Martin and Diego are a good team?

- A) The last birdhouse Martin built fell apart, so he asks his friend Diego for help.
- B) Martin explains his idea about the birdhouse to Diego, but Diego is confused.
- C) Martin and Diego communicate and work together to make the birdhouse stronger.

4. What does the first picture that Martin draws probably show?

- A) Diego's face
- B) a bird
- C) a birdhouse

5. What is the theme of this story?

- A) Drawing a picture can help people communicate.
- B) The last birdhouse Martin built fell apart after a windy night.
- C) Diego is good at building things.

6. Read these sentences from the story.

"Martin explained his idea about the birdhouse, but Diego was confused. So Martin drew a picture to show what he was thinking.

"Diego looked at the sketch carefully. 'Why does the hole for the bird need to be so big?' he asked Martin."

What does the word "sketch" mean here?

- A) book
- B) sentence
- C) picture

7. Choose the answer that best completes this sentence.

Martin asks Diego for help _____ he wants to build a stronger birdhouse.

- A) so
- B) because
- C) but

8. How does Diego feel when Martin first explains his idea about the birdhouse?

9. What does Martin do to show Diego what he is thinking?

10. How can drawing help people communicate? Support your answer with evidence from the story.

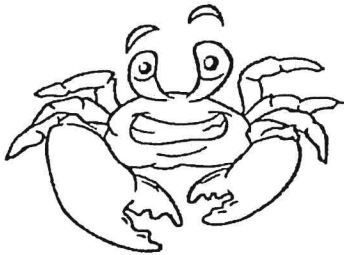
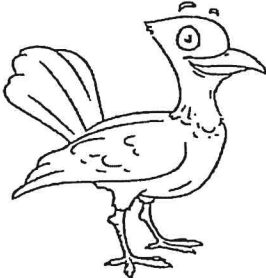

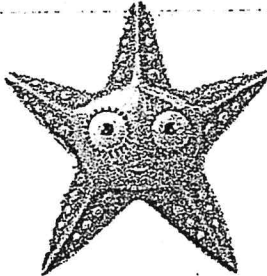
Verbs

Name _____

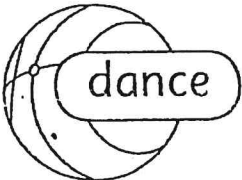
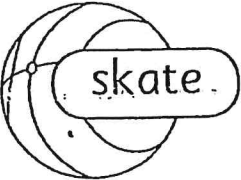
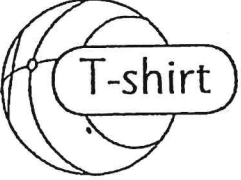
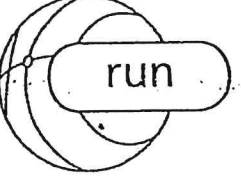
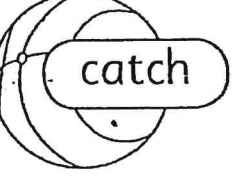
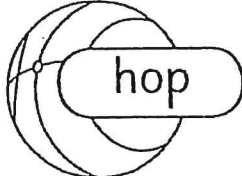
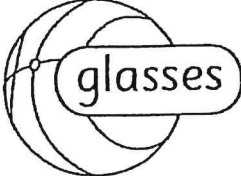
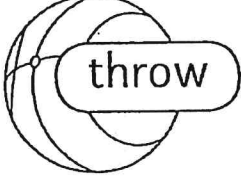
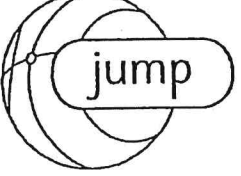
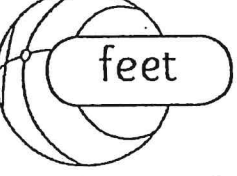
Action verbs

Lesson 119 • Worksheet 1

1 Match the animal to the correct verb.

 fly hop craw	 swoop wriggle creep
 swim run fly	 pounce creep stomp

2 Color the action verbs.

 dance	 skate	 T-shirt	 run	 catch
 hop	 glasses	 throw	 jump	 feet





Name _____

Verbs

Lesson 119 • Worksheet 2

Saying verbs

1 Match each saying verb to its picture.

	shout	
	sing	
	giggle	
	speak	

2. Cross out the word **says**. Choose a better verb from the list.

hisses barks roars asks

“What’s the time?” says Tick tock clock. _____

“I love to bake cakes,” says Jake the snake.

“Let’s go and play!” says Tom the dog. _____

“Vroom, vroom!” says Fast As. _____

3 Color the saying verbs.

shouts

runs

asks

screams

hops

Verbs

Name _____

Read and write

Lesson 119 • Worksheet 3

1 Circle the verbs.

Frank the skunk runs and stomps his feet. Blue wing hops along the ground and glides in the air. Brad the crab scuttles across the sand.

Color a starfish each time you find a verb.



2 Complete each sentence.

walks pounces clings flaps

Roary the lion runs and _____ on his food.

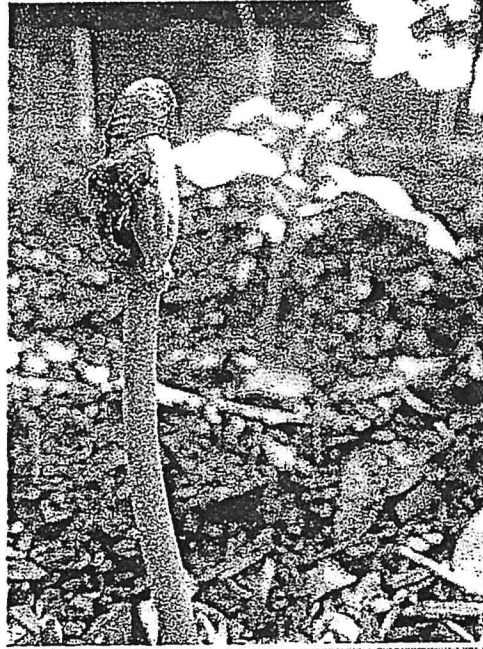
Coco the starfish _____ onto rocks with her feet.

Brad the crab _____ sideways on his eight legs.

Blue bird _____ his wings to fly.

My Bean Plant

By Rachelle Kreisman



My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean project ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing! Over the next few weeks, more stems and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.

Name: _____ Date: _____

1. What did Grandpa give to the main character?

- A) green bean seeds
- B) a fully-grown bean plant
- C) some green beans

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?

- A) The soil got dry right away.
- B) A tiny stem grew after some time.
- C) The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A) The main character has taken care of many different plants in the past.
- B) The main character is doing a good job of taking care of the bean plant.
- C) The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

- A) because the main character normally hates the taste of green beans
- B) because the main character is way better at growing plants than Grandpa
- C) because the main character put work into taking care of the beans



Name: _____ Class: _____

Read the text and look at the image.

It is always fun to visit the Statue of Liberty.

Plan to wait. There can be long lines.

10 people
can stand in
the torch.

40 people
can stand in
the head.

There are
354 stair
steps in the
statue.



1 What does the image add to the text?

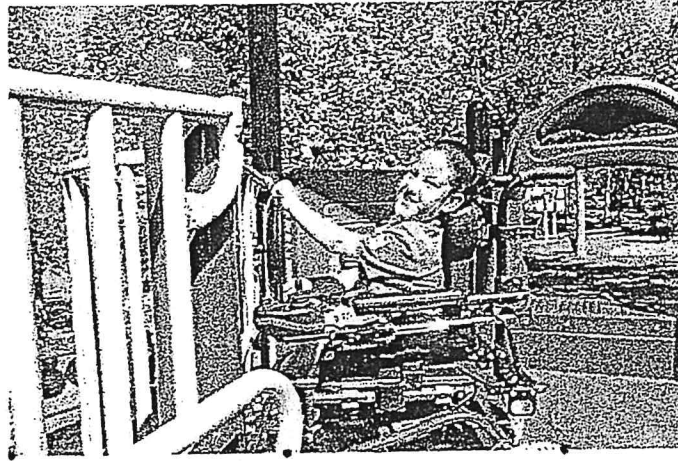
The Empire State building is fun during the day and night.
During the day, you can see many buildings.
At night, you can see all the lights.

Empire State Building	
8 AM to 2 AM The last elevator leaves at 1:15 AM	Open 365 days a year

2 What does the chart add to the text?

Playgrounds for Everyone

Linda Ruggieri



Playgrounds are places built for kids to have fun in. The best playgrounds are set up so that children can play safely while getting exercise. Lots of playgrounds include swings, slides, climbers, and other things.

Playgrounds were not always fun for all kids, however. Children in wheelchairs and kids with vision or hearing problems found it difficult to get around a playground. Some could not walk up or down steps. Others could not sit on the swings. The playgrounds were not safe places for them.

A few years ago, some people wanted to fix that problem. They found a solution. They raised money to build playgrounds where all kids can play together.

New playgrounds were built with low steps or ramps. Those changes have made it easier for some children. The new equipment also has handrails for kids to grab and pull themselves up.

Other changes have made playgrounds more fun for all children. Some playgrounds now have drums, chimes, and other instruments to play. Kids can turn a rain wheel and listen to the sound of rain.

These new playgrounds help everyone get in on the fun!

Name: _____ Date: _____

1. What are places built for kids to have fun in?

- A playgrounds
- B steps
- C ramps

2. Playgrounds were not safe for some children. What was the solution to this problem?

- A People raised money to build playgrounds where all kids can play.
- B Children in wheelchairs found it difficult to get around a playground.
- C Lots of playgrounds include swings, slides, and climbers.

3. Playgrounds were not always fun for all kids. What evidence from the text supports this conclusion?

- A "Some playgrounds now have drums, chimes, and other instruments to play. Kids can turn a rain wheel and listen to the sound of rain."
- B "Children in wheelchairs and kids with vision or hearing problems found it difficult to get around a playground."
- C "Lots of playgrounds include swings, slides, climbers, and other things."

4. Read this paragraph from the article.

"New playgrounds were built with low steps or ramps. Those changes have made it easier for some children. The new equipment also has handrails for kids to grab and pull themselves up."

Based on this paragraph, what have changes to playgrounds made it easier for children to do?

- A The changes have made it easier for children to see and hear at playgrounds.
- B The changes have made it easier for children to play on swings at playgrounds.
- C The changes have made it easier for children to get around playgrounds.



Name: _____ Class: _____

Read the passages.

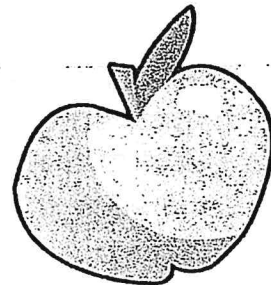
Pine Trees

There are many kinds of pine trees.
They can look very different,
but all pines have tall trunks covered in bark.
They all grow green needles.
Some trees lose their leaves, but not pine trees.
The needles stay on the tree all year long.
Many pine trees grow pinecones.
The pinecones can grow new pine trees.

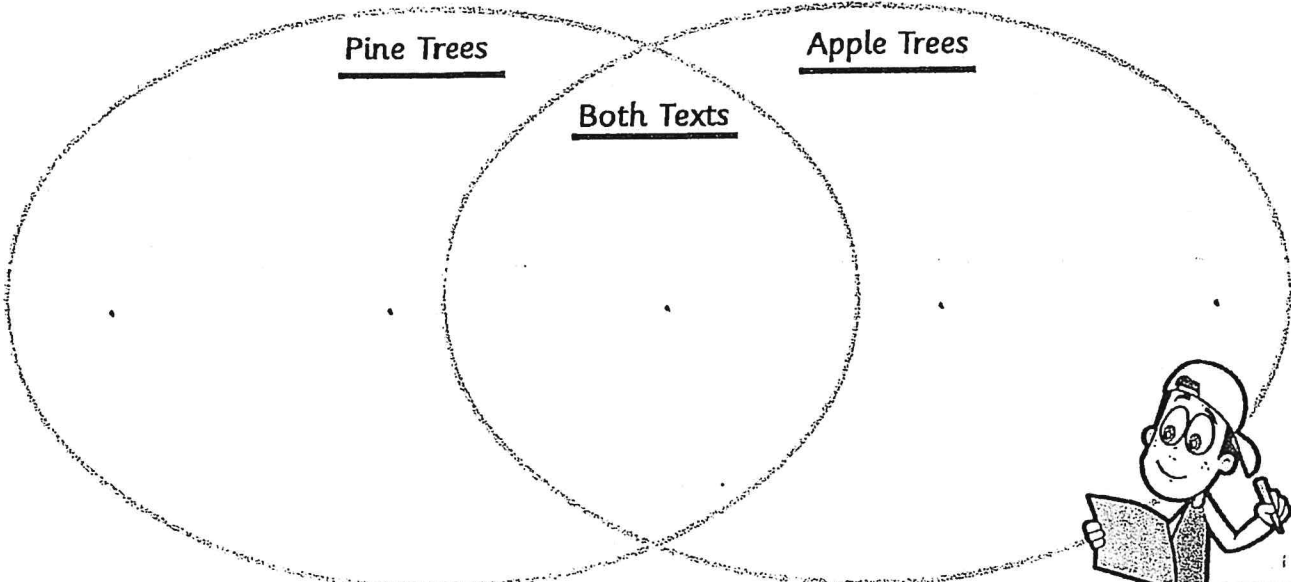


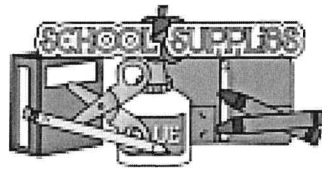
Apple Trees

Apple trees have long branches.
They have tall trunks covered in bark.
They grow green leaves in the spring.
In the fall, the leaves fall off.
In the winter, the branches are bare.
In the spring, the trees grow flowers.
The flowers help the apples to grow in the summer.
The apples have seeds.
These seeds can grow new apple trees.



Compare and contrast "Pine Trees" with "Apple Trees".



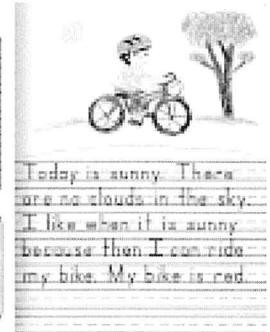


Immaculate Heart of Mary School First Grade Supply List 2023-2024

Welcome to 1st grade! The following is a list of supplies that your student will need for the school year. Please bring all supplies to our Back-to-School social. Thank you for all of your support and cooperation!

- Book bag or backpack (No wheels please!)
- Lunch pail (for snacks/lunch)
- Reusable water bottle
- Three (3) boxes of Kleenex Tissue
- One (1) roll of paper towels
- One (1) box of baby wipes
- One (1) Clorox/Lysol disinfecting wipes
- One (1) large bottle of hand sanitizer
- Two (2) boxes of Ziploc bags (1 quart, snack size & 1 gallon)
- Three (3) reams of white copy paper
- One (1) ream of white cardstock paper
- Two (2) plastic folders with pockets (colors: yellow & blue please)
- One (1) Mead K-2 primary journals
- One (1) composition notebook
- 1 pencil box (big enough to hold box of crayons, scissors, pencils, and erasers)
- One (1) pair of children's scissors with rounded tips
- Headphones or earphones compatible with iPad Air 2
- Ziplock bag with a change of clothing (in case of a bathroom accident)
- \$20 for other school supplies

Sample Picture of K-2 Primary Journal



Students need to have the following items consistently throughout the year:

- One (1) Elmer's glue stick
- One (1) box of Crayola crayons (no more than 24 in a pack)
- One (1) pack of washable markers (8-10 count)
- One (1) set of watercolors with brush
- At least three (3) #2 pencils (**Please bring sharpened daily**)
- At least one (1) big eraser
- One (1) Highlighter and One (1) Red pen

*You will be notified if additional supplies are needed throughout the year.

Thank you in advance,

*Please make sure your child brings a healthy snack and drink to school every day.

Mrs. R Leider
1st Grade Teacher

