



**WARDLAW + HARTRIDGE**

**LOWER SCHOOL**



## **Summer Home-to-School Connections**

### **Rising Third Grade**

Dear Second Grade Families,

It has been a wonderful year full of learning and fun! Our students have worked incredibly hard and have grown tremendously as learners. We are proud of all of the progress they made during the 2017-2018 school year.

As the school year winds down, we encourage you to plan for a summer of reading, writing and mathematics with your children. It is so important that we continue to expose our youngest learners to quality literature, mathematical thinking, while modeling a love for reading, writing and mathematics, even when school is not in session!

Of course, the summer is a time for vacations, camp and pursuing new interests. However, we do encourage you to make time to read aloud with your child, write stories, and play educational games.

We respect your vacation time and the need for children to play in the summer is paramount. The activities and suggestions on the following pages are recommended, yet they remain optional.

Have a safe, healthy and happy summer!

The W+H Lower School Teachers

# Summer Home-to-School Connections

## Rising Third Grade

In the following pages, you will find activities and guidance for academically supporting your child over the summer months.

### READING ACTIVITIES:

- All Lower School Summer Read
- Summer Reading Scavenger Hunt
- Reading at Home Tips
- Sight Word Tips & Games
- Responding to Reading Tips
- Suggested Reading List

### WRITING ACTIVITIES:

- Writer's Journal
- Writing at Home Tips
- Summer Themed Writing Prompts
- Summer Postcards

### MATHEMATICS ACTIVITIES:

- Math Practice

### ADDITIONAL ACTIVITIES:

- Apps to Support Learning
- Self-Help, Self-Control and Routines
- Guidance to Support the Related Arts

THE MOST IMPORTANT THING OF ALL...PLAY.

# Summer Home-to-School Connections

## Rising Third Grade

### All Lower School Summer Read

This summer the Lower School will be embarking on a special project, an all-school book club. We are joining a national program, *One School, One Book*, which is sponsored by the non-profit organization, Read to Them ©. This organization's mission is to promote family literacy by creating a culture of literacy in every home.

Every student is receiving a copy of the same book, Roald Dahl's *James and the Giant Peach*. We have chosen this title as it is one which can be understood by our youngest readers, yet still hold the interest of our eldest readers. We ask that you read it together over the summer. We ask you to take the time so that your family can participate in this special activity. With older readers, you can take turns reading to them and having them read to you. There is great importance in reading aloud at home. A growing body of research describes the complex and permanent effects of reading aloud. Reading aloud at home is valuable because it better prepares your child to be an effective reader, and it is also a fun, worthwhile family activity. Children who are read to learn to read more easily and become better readers. Literacy skills provide the basis for a lifetime of learning and productivity.

We know that you'll enjoy this special reading time with your child. When we return in the Fall, we hope to talk with all of our families about James, his horrible aunts, and the fascinating new friends he makes inside the mysterious and magical peach.

"When a whole school reads a book, there's a lot to talk about."

If you carve out about ten to fifteen minutes a day, two to three times a week, you'll be able to enjoy James' adventures all summer.

Students have also received paper to create a poster about the book to bring back to school in the Fall. We can't wait to see what they come up with!

# Summer Home-to-School Connections

## Rising Third Grade

### Summer Reading Scavenger Hunt

Can you read in 100 places this summer?

Have someone else take photos of all the places you read!

- |  |  |
|--|--|
| <input type="checkbox"/> 1. on my bed              | <input type="checkbox"/> 26. on a pillow             |
| <input type="checkbox"/> 2. next to a dresser      | <input type="checkbox"/> 27. in a sleeping bag       |
| <input type="checkbox"/> 3. in a soft chair        | <input type="checkbox"/> 28. on the top step         |
| <input type="checkbox"/> 4. in a hard chair        | <input type="checkbox"/> 29. on the bottom step      |
| <input type="checkbox"/> 5. in a rocking chair     | <input type="checkbox"/> 30. under a table           |
| <input type="checkbox"/> 6. in a kitchen chair     | <input type="checkbox"/> 31. in the garage           |
| <input type="checkbox"/> 7. In a little chair      | <input type="checkbox"/> 32. on the front porch      |
| <input type="checkbox"/> 8. on a couch             | <input type="checkbox"/> 33. with a flashlight       |
| <input type="checkbox"/> 9. at the table           | <input type="checkbox"/> 34. while someone's cooking |
| <input type="checkbox"/> 10. by a door             | <input type="checkbox"/> 35. while Mom/Dad reads     |
| <input type="checkbox"/> 11. on my bed             | <input type="checkbox"/> 36. to my friend            |
| <input type="checkbox"/> 12. next to my toys       | <input type="checkbox"/> 37. after breakfast         |
| <input type="checkbox"/> 13. by a window           | <input type="checkbox"/> 38. after lunch             |
| <input type="checkbox"/> 14. on a piano bench      | <input type="checkbox"/> 39. after dinner            |
| <input type="checkbox"/> 15. at a desk             | <input type="checkbox"/> 40. after snack             |
| <input type="checkbox"/> 16. in the living room    | <input type="checkbox"/> 41. before bed              |
| <input type="checkbox"/> 17. in the basement       | <input type="checkbox"/> 42. after a bath            |
| <input type="checkbox"/> 18. upstairs              | <input type="checkbox"/> 43. by the washer/dryer     |
| <input type="checkbox"/> 19. downstairs            | <input type="checkbox"/> 44. on a rug                |
| <input type="checkbox"/> 20. in my bedroom         | <input type="checkbox"/> 45. on a hard floor         |
| <input type="checkbox"/> 21. sitting on a box      | <input type="checkbox"/> 46. by a fan                |
| <input type="checkbox"/> 22. under a blanket       | <input type="checkbox"/> 47. against the fridge      |
| <input type="checkbox"/> 23. inside an indoor tent | <input type="checkbox"/> 48. in the hall             |
| <input type="checkbox"/> 24. in a closet           | <input type="checkbox"/> 49. lying on my stomach     |
| <input type="checkbox"/> 25. in my playroom        | <input type="checkbox"/> 50. lying on my back        |

- 51. on a swing
- 52. on a playset
- 53. on a lawn chair
- 54. under a tree
- 55. in a tree
- 56. leaning against a house
- 57. on the grass
- 58. on the pavement
- 59. next to flowers
- 60. by the pool
- 61. in the sun
- 62. in the shade
- 63. by a body of water
- 64. in a tent (outside)
- 65. in a playhouse
- 66. on a deck
- 67. on a slide
- 68. on a log
- 69. on the sidewalk
- 70. on the driveway
- 71. in a car
- 72. in a plane
- 73. in a boat
- 74. in a hotel
- 75. at someone's house
- 76. at the doctor's office
- 77. in a store
- 78. at a picnic
- 79. at a playground
- 80. at a party
- 81. at a restaurant
- 82. while I'm waiting
- 83. in the forest
- 84. at the beach
- 85. at the library
- 86. at the zoo
- 87. to Mom
- 88. to Dad
- 89. to a grandparent
- 90. to a sibling/cousin
- 91. to an aunt/uncle
- 92. to a friend
- 93. to a neighbor
- 94. to a baby
- 95. to an older student
- 96. to a student my age
- 97. to a pet
- 98. to someone from W+H
- 99. \_\_\_\_\_
- 100. \_\_\_\_\_

# Summer Home-to-School Connections

## Rising Third Grade

### Reading at Home Tips

Read, read, read! Read aloud to your child each day in addition to their own independent reading. Being read to is one of the best ways to begin to develop as a reader. Read his/her favorite stories and have him/her read to you. Take your child to the library to let him/her choose books to read, but also choose some yourself.

This is an exciting time your child as a reader. We have a long summer to relax, so it is important that beginning readers continue to practice their reading skills every day to keep them sharp. As your child grows as a reader, it is also important to make sure that they are understanding what they are reading.

-  Children should continue to read out loud to you for 10-15 minutes per day from a “just right” book. A “just right” book should be a book that your child can read comfortably and understand with only a little help from you. They should additionally begin to read to themselves for the same amount of time per day.
-  Continue to read aloud to your child from a variety of different genres and from books on a variety of different topics. You never know what will spark interest.
-  Choose a series together to read over the summer and follow the same character through different adventures.
-  Encourage your child to reread for fluency or “reread until you sound like you are talking.”
-  Explore audiobooks! Listening to a book (while following along in print, or just listening) is a great option if a selected book is too challenging for the reader.
-  Read, and reread! Picture books are great ones to repeat to allow your child to see the words and connect them to what they hear.
-  Ask questions before, during and after reading. As you read together, ask your child questions about the story. These questions will help them develop strong reading comprehension skills, and at the same time, will help you monitor their comprehension. On the next page, find examples of questioning techniques.

# Summer Home-to-School Connections

## Rising Third Grade

### Choosing the Just Right Book

Children become good readers one book at a time. But, how do you help a child choose the right books? You don't have to be an expert to guide your child to books that are a good fit for them: entertaining, enlightening and challenging (but, not overwhelming).

You may be accustomed to choosing books for your child. But, did you know that selecting a book is a useful skill that children should fine tune at this age? Choosing a book independently teaches a child that we seek out books for different reasons. With the following easy strategies, you can coach your child to make this important decision for him/herself.

#### WHAT IS YOUR PURPOSE?

Introduce the idea that everyone reads with a purpose in mind, even if that purpose is pure enjoyment/entertainment.

Ask him/her:

- What type of book are you looking for today? Why?
- Are you looking for fiction or non-fiction?
- Tell me a little bit about why you picked this one.

#### SAY YES!

Give your child agency when choosing books. Say **yes** to their choice as often as you are able to. A book your child wants to read is the one you want to take home. Don't worry if you feel a book seems too short or too easy. All of those things are perfectly acceptable for leisure/pleasure reading.

#### USE THE FIVE FINGER RULE

A great rule of thumb is the Five Finger Rule. Open the book to a random page and have your child show one hand. Have your child read the page aloud to you. For each word they are not able to decode, count on a finger. If all five fingers are counted before the start of the next page, the book is most likely too challenging for the child to read independently.

#### TOO CHALLENGING?

If you find a book is too challenging for your child to read independently, not to worry. This is a great book for you to read together. Another great option is to pair the book with the audiobook. Listening to words read and following along with the text also helps readers grow.

# I-Pick Just Right Books

**I** choose a book

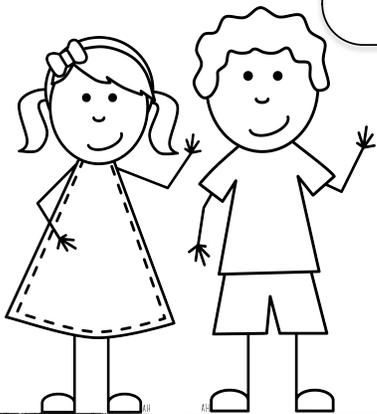
**P**urpose - Why do I want to read this book?

**I**nterest - Does it interest me?

**C**omprehend - Do I understand what I'm reading?

**K**now - Do I know most of the words?  
(5 finger rule!)

In school, we learn how to  
choose a book using the  
**I-PICK** acronym.



# Summer Home-to-School Connections

## Rising Third Grade

### Engaging Young Readers with Questioning

As your child grows as a reader, it is important to make sure they are understanding what they are reading. Here are some quick and easy prompts you can ask to encourage comprehension.

#### FICTION

-  Who are the characters? What are they like?
-  How did the character feel when \_\_\_\_\_? How do you know?
-  Why did the character \_\_\_\_\_?
-  Did the character change in the story? How?
-  What is the setting? Where does the story take place? When does the story take place?
-  What is the problem? How is the problem solved?
-  What lesson do the characters learn?
-  What do you predict will happen next?
-  How did the story begin?
-  What was your favorite part? Why was that your favorite part?
-  Why should other kids read this book?
-  How did the story end?

#### NON-FICTION

-  What did you learn about this topic?
-  What was the big idea in this book? What did the author want you to learn?
-  Do you think this is a good title for this book? Why or why not?
-  What are some new words you learned?
-  Do you have any questions after reading this book?

# Summer Home-to-School Connections

## Rising Third Grade

### Sight Word Tips

Sight words are words that do not follow conventional phonics rules. They also tend to be high frequency words, so it is important that students learn to recognize them with increasing automaticity. This year, your child was introduced to many new sight words. We recommend that rising Third Grade students practice reading the following words in isolation and in the context of familiar stories! Although many students can READ the words, they are often more challenging to spell. These words are those which you should hold your child accountable for spelling correctly.

pull	full	both	talk	walk	done	goes
pretty	again	please	animal	sure	use	used
against	knew	know	always	often	once	only
house	move	right	place	together	eight	large
change	city	every	family	night	carry	world
answer	picture	something	different	learn	earth	father
brother	mother	great	country	away	America	school
thought	whose	won	son	breakfast	head	ready
favorite	early	ocean	cousin	lose	tomorrow	beautiful
brought	bought	piece	enough	special	laugh	daughter
trouble	couple	young				

By the end of 2<sup>nd</sup> grade, students should also read and spell the days of the week and the months of the year correctly.

Sight words can be practiced in many fun and creative ways to keep learning interesting and hands-on for your child. Use the activities on the next page for ideas on engaging sight word practice. For a few activities you may like to have your child make flashcards by writing the words on index cards.

# Summer Home-to-School Connections

## Rising Third Grade

### Sight Word Games

#### **Can You Find?**

Lay cards down on a table, face up. Ask your child to find a given word. If they find it, they keep it. Keep going until all cards are picked up.

#### **Concentration**

Make two copies of the words, and take turns turning over two cards at a time trying to make a match. The player must read the word correctly to get the match.

#### **Go Fish**

Using the double copies of the word cards, pass out all but five or six of the words. Put these cards in a stack, face down on the table. Look for matches in your set of cards (each player must be able to read the word, or the set goes in the stack on the table). Take turns asking each other for the cards to make matches. The person with the most matches at the end is the winner.

#### **Who Has More?**

Flash the cards to your child. If they read the word within five seconds, they keep the card. If not, you keep the card. The goal is that your child has more than you at the end of the game.

#### **BINGO**

Draw a simple BINGO card (five boxes wide and five boxes high) and write the sight words in the boxes. You may like to repeat words to make it faster at first. On little slips of paper, put the coordinate locations (B1, N4, G8, etc.) To play, draw a slip of paper. Players should read the word in the box, and then they get to put a token (cereal piece, BINGO chip, penny, etc.) on that BINGO card. If they cannot read the word, the caller can put a token on their own corresponding BINGO card. The winner is the player who gets five in a row, horizontally or vertically.

# Summer Home-to-School Connections

## Rising Third Grade

### Sight Word Games

#### Chalk Writing

Use sidewalk chalk to practice writing the review sight words. Call out a word and have your child write the word out in the driveway or on the sidewalk.

#### Sidewalk Chalk Hop

Write the letters in random order all over the driveway or on a sidewalk. Call out a word and have your child hop to spell the word.

#### Scrambled Eggs

Write some of the words on a whiteboard or spell them out using letter tiles like Scrabble tiles, but do not spell them correctly. Mix the letters up in order. Time your child to see how fast they are able to unscramble the words to write or build them correctly.

#### Lego Spelling

Write letters on old Legos. You may want to duplicate the letters on several Legos including multiples of the vowels. Have your child build words by connecting the Legos.

#### Spelling Battleship

To play, make an 11X11 grid on paper. On the vertical axis, list the letters A through J. On the horizontal axis, list the numbers 1 through 10. Each player should choose five words and privately write them in a My Words list. Next, each player should spell their five chosen words in the grid boxes. Words may be spelled horizontally, vertically, or diagonally. Words may touch each other, but they may not overlap. For play to begin, players take turns calling out coordinates (A5, B3, etc.) If there is a letter in the box, the player says, "Hit." Then, discloses the letter which is in the box. The opponent then writes the letter in a list of Opponent's Words. If there is not a letter, the player says, "Miss." As letters are discovered, players mark the grid of the opponent to determine the location of words. As words are figured out, players must say and spell the words correctly to get a point. Continue until one player guesses all five words of the others.

# Summer Home-to-School Connections

## Rising Third Grade

### Responding to Reading

Writing about reading is a great way to practice both important skills in the summer. Your child can write in their journal about some of the books they read using the following prompts to help them get started. Each entry should have the title and author of the book so it can be referred to again.

#### FICTION

-  What was your favorite part of the story? Why was this part important?
-  How did the main character change in the story?
-  What lesson did the character learn in the story?
-  Does this book (or a part of the book) remind you of another book? Explain why.
-  Does this book (or a part of the book) remind you of someone or something in your life? Explain why.
-  What was the unique about the way the author wrote the book?
-  Describe the main character. What are some character traits that describe him/her? Use evidence from the book.
-  What was the setting? How does the setting impact the story?
-  What was the problem? How was the problem solved?
-  How are you similar or different to the main character? Use at least two reasons to describe your thinking.

#### NONFICTION

-  What new or interesting information did you learn in this book?
-  Describe two nonfiction text features that you noticed. How did they help you understand the topic?
-  What was the main idea of the book? What did the author want you to learn?
-  What is something unique about this nonfiction book?
-  Why do you think the author chose the title? Is it a good title? Why or why not? If not, come up with an alternate title.

# Summer Home-to-School Connections

## Rising Third Grade

### Suggested Reading List

#### FICTION

- 📖 The Stories Julian Tells – Ann Cameron
- 📖 The Hundred Dresses – Eleanor Estes
- 📖 Where the Sidewalk Ends – Shel Silverstein
- 📖 Henry Huggins – Beverly Cleary
- 📖 The Mouse and the Motorcycle – Beverly Cleary
- 📖 Frindle – Andrew Clements
- 📖 How to Train Your Dragon – Cressida Cowell
- 📖 Fantastic Mr. Fox – Roald Dahl
- 📖 The Tale of Despereaux – Kate DiCamillo
- 📖 Half Magic – Edgar Eager
- 📖 The Zoo at the Edge of the World – Eric Kahn Gale
- 📖 Bliss – Kathryn Littlewood
- 📖 Dragon Slayers Academy – Kate McMullan
- 📖 Harry Potter and the Sorcerer's Stone - J.K. Rowling
- 📖 Sideways Stories from Wayside School – Louis Sachar
- 📖 Encyclopedia Brown, Boy Detective – Donald Sobol
- 📖 The Boxcar Children – Gertrude Chandler Warner
- 📖 Charlotte's Web – E.B. White
- 📖 Mango and Bambang: The Not-a-Pig – Clara Vulliamy
- 📖 Olga and the Smelly Thing from Nowhere – Elise Gravel
- 📖 King of the Bench: No Fear! – Steve Moore
- 📖 Pip Bartlett's Guide to Unicorn Training – Maggie Stiefvater & Jackson Pearce
- 📖 Detective Gordon: A Case in Any Case – Ulf Nilsson
- 📖 Upside Down Magic: Showing Off – Sarah Mlynowski, Lauren Myracle & Emily Jenkins
- 📖 Marty Pants #1: Do Not Open! – Mark Parisi
- 📖 Harper and the Scarlet Umbrella – Cernie Bunnell
- 📖 Heartwood Hotel: A True Home – Kallie George
- 📖 Third Grade Mermaid – Peter Raymundo
- 📖 Jada Jones Series - Kelly Starling Lyons
- 📖 Fish Are Not Afraid of Doctors – J.E. Morris
- 📖 The Funniest Man in Baseball: The True Story of Max Patkin – Audrey Vernick
- 📖 Grilled Cheese and Dragons – Nancy Krulik
- 📖 Jasmine Toguchi, Drummer Girl – Debbi Michiko Florence

## NON-FICTION

- 📖 100 Things to Be When You Grow Up – National Geographic
- 📖 The Official DC Super Hero Joke Book – Michael Robin, Sarah Parvis & Noah Smith
- 📖 Seymour Simon Books
- 📖 If You Were a Kid... – Scholastic
- 📖 A Picture Book of...Biographies – David Adler
- 📖 Let's Read and Find Out Series
- 📖 True Books Series
- 📖 National Geographic Kids Readers
- 📖 10 Fascinating Facts About... – Rookie Star
- 📖 You're Pulling My Leg – Pat Street
- 📖 What Happens to Our Trash – D.J.Ward
- 📖 If Sharks Disappeared – Lily Williams
- 📖 Math for All Seasons – Greg Tang
- 📖 How Things Work in the House – Lisa Ernst
- 📖 National Geographic Weird But True Series
- 📖 Who Was... Biographies
- 📖 What Was...Series
- 📖 Around the World on Eighty Legs – Amy Gibson
- 📖 Scholastic True or False
- 📖 If You...Series
- 📖 Lincoln Tells a Joke: How Laughter Saved the President (And the Country) – Stacy Innerst
- 📖 Glow Animals with Their Own Night-Lights – W.H. Beck
- 📖 The Quickest Kid in Clarksville - Pat Zietlow Miller
- 📖 Beatrix Potter and the Unfortunate Tale of a Borrowed Guinea Pig – Deborah Hopkinson
- 📖 DNA Detective - Tanya Lloyd
- 📖 Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever – H. Joseph Hopkins
- 📖 The Notorious Benedict Arnold – Steve Sheinkin
- 📖 Nice Work, Franklin – Suzanne Tripp Juryman
- 📖 Mean Machines Customized Cars – Kane Miller
- 📖 The Kid from Diamond Street: The Extraordinary Story of Baseball Legend Edith Houghton – Audrey Vernick
- 📖 Hiawatha and the Peacemaker – Robbie Robertson
- 📖 I Am Series
- 📖 Yaks Yack Animal Word Pairs – Linda Sue Park
- 📖 Masterpieces Up Close Western Painting from the 14<sup>th</sup> to 20<sup>th</sup> Centuries – Claire d'Harcourt
- 📖 Biggest and Smallest! Guinness World Records Over 300 Fun Facts

# Summer Home-to-School Connections

## Rising Third Grade

### Writer's Journal & Writing at Home Tips

During the summer, routines are especially important, as your children are out of the school routine. Routines are as simple as when you get home - putting shoes in a specific place each time, but in this space, we are talking about the oft forgotten routine of daily writing.

A big part of writing is getting ideas out even prior to writing. Ask those open-ended questions about what they think about things to allow them to explore language and express their ideas.

Writing is also like a marathon, one needs to begin somewhere. Have children keep a writing journal, and remember, it doesn't have to be all narrative stories. They can keep a diary of their day, or special trips. They can create poems, acrostics, they can include photos of experiences and just label those photos with captions. They might cut things out of magazines or newspapers that they really like and caption those as well. They could make lists, even your grocery shopping list. Writing is writing and in the case of stamina, that's all that matters. Correct spelling is important for words they should know. Words which can be phonetically encoded, should be spelled correctly. However, words that are more challenging, may be spelled using their former inventive strategy. Try not to interfere too much with their spelling. Look for initial sounds, blends they know, and final sounds to be accurate with those next level words. (For example: **inspurashun** would be appropriate for **inspiration**). The goal at this point in their development is to let them continue to sound out/encode words, yet hold them accountable for other words. However, we know they have added many more sight words and encoding strategies to their toolbox. Encourage them to hear the sounds in the words, and encourage them to use resources where they might find words they look to spell. Keep a word list or word journal handy. As they learn correct spellings of new words, they can write them in alphabetical order as their own personal spelling dictionary.

Use your writing journal we have provided for this summer, and feel free to bring it back in the fall to show your teacher what your child worked on!

Finally, most often, good writers begin as good readers. Familiarity with quality literature and stories, opens your mind to creating your own. All of the reading tips help with writing. Additionally, there are great podcasts out which will continue the improvement in both areas.

# Summer Home-to-School Connections

## Rising Third Grade

### Summer Themed Writing Prompts

If your child has trouble thinking of what to write from time-to-time (or even most of the time!), give them the following prompts to get their juices flowing!

- ✎ What is your favorite family summer tradition?
- ✎ How would summer vacation be different if it was taken during the months of December through February?
- ✎ Describe how to build a sandcastle. Use sequence words to help you.
- ✎ Does your family have any special rules during the summer? What are they?
- ✎ What is your favorite summer memory so far?
- ✎ What is your favorite summer treat? Why?
- ✎ Should you catch lightning bugs and keep them in a jar? Why or why not?
- ✎ Is it better to be outside or inside during the summer? Explain your thinking.
- ✎ Bedtime should be later during the summer? Agree or disagree? Explain why.
- ✎ Should teachers assign summer homework? Why or why not?
- ✎ How did you spend the 4<sup>th</sup> of July?
- ✎ Which month of summer is best? Why?
- ✎ Write a poem describing a beautiful summer day. Use your five senses to help!
- ✎ Write a story from the perspective of a fish. What would it be like to live underwater?
- ✎ Write about the first time you jumped or dove into the deep end of the pool.
- ✎ Have you learned a new skill this summer? If so, write about it. If not, what would you like to learn?
- ✎ How are the beginning and end of summer different?
- ✎ Write about a summer camp experience.

# Summer Home-to-School Connections

## Rising Third Grade

### Summer Postcards

Feel free to send us postcards from your summer, whether you travel far and wide, or stay close to home! We would love to stay connected!

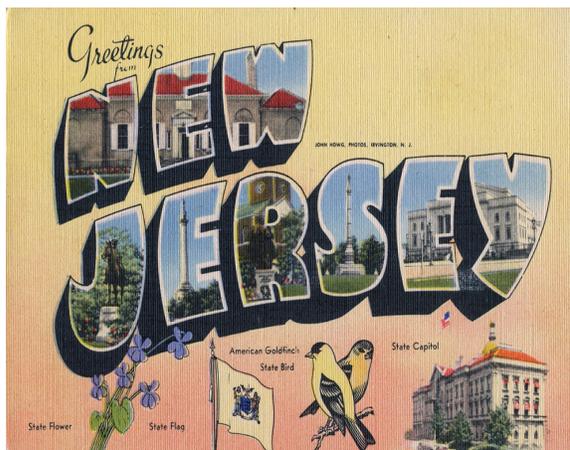
Please address postcards to:

The Wardlaw + Hartridge School

Lower School

1295 Inman Avenue

Edison, NJ 08820



POST CARD  
FOR CORRESPONDENCE      FOR ADDRESS ONLY



Dear Lower School Teachers,  
I am really loving the beginning of  
summer as I am spending it here  
at camp Funshine!  
See you soon!  
Love, Sally



The Wardlaw + Hartridge School

Lower School

1295 Inman Avenue

Edison, NJ 08820

# Summer Home-to-School Connections

## Rising Third Grade

### Math Practice

The best way to continue to develop your child's mathematic skills is to continue building their knowledge of addition, subtraction, multiplication & division facts, and reviewing concepts taught throughout their Second Grade school year. One of the most important concepts in this grade is building through tens. Children should work on their mental math skills by utilizing ten. For example,  $22 + 34 = ?$  {Think:  $20 + 34$  is  $54$ , so  $22 + 24$  is  $56$ .} In this case, don't write it down! They can practice their mental math this summer with anything! While children of this age have a varied set of knowledge and ability, as they enter Second Grade, the best way to review the important concepts taught in Second Grade is to play games, and to work through the Singapore Math Fact Fluency workbook provided. Whenever possible, provide concrete representations of the numbers/concepts. For example, if you are practicing addition stories, provide your child with items like Cheerios, Legos, marbles, etc. to allow them to "see" and visualize the numbers.

Here are a few tips, as well, for summer math learning:

- ↳ View road trips as a mobile classroom.  
Have children count cars, trucks, etc on the highway. Talk about shapes you see and make up addition and subtraction stories about your travels.
- ↳ Use every day errands as learning opportunities.  
At the grocery store, review numbers while you choose groceries, for example, adding the quantity of apples, and do simple number/cardinal ( $1^{st}$ ,  $2^{nd}$ ) recognition while standing in line.
- ↳ Transform routine chores into fun lessons for children.  
Sort laundry: colors, whites and darks; bake and cook together: measuring, counting, etc.
- ↳ Turn children's collections into math lessons.  
Children love to collect and gather items, especially at the park, beach, forest or even in the backyard. Encourage children to sort their items by size, color, shape or texture.

# Summer Home-to-School Connections

## Rising Third Grade

### Educational Apps to Support Learning

Authentic, tactile experiences will always be best for your child's learning. However, there are some excellent apps on the market, which are good supplemental ways to add to your child's learning experience. Below find a list of apps you might like to try.

- Short Vowel Word Study
- Long Vowel Word Study
- Speed Reading Academy
- EPIC Virtual Library
- Reading Rainbow
- Time for Kids
- Starfall
- Sight Words Learning Games
- Endless Spanish
- BOB Books
- Sight Word Ninja
- Dr. Seuss Treasury
- Splash Math
- Khan Academy
- FlowPlus
- Marble Math Junior
- Mental Math
- Bubble Math
- Lola's Fruit Shop Sudoku
- Mystery Math Town
- iTooch

# Summer Home-to-School Connections

## Rising Third Grade

### Self-Help, Self/Impulse Control & Routines

As children grow, their ability to care for themselves in small ways also grows. Help your child develop self-help skills over the summer. Your child is still learning and it's our job, as parents and teachers, to be patient and teach them these skills also.

Help your child learn to grow as a member of the classroom community by learning how to share, take turns, be kind, honest and respect others. You can also have them practice by following one and two step directions to follow within their routines. For example: When I get ready for bed, I use the bathroom, wash my hands and brush my teeth. Following some sort of daily routine that you determine will prepare students for the daily routines they will learn to follow independently in Third Grade. As your child grows, you will notice new developmental changes in their ability to be independent. Seven and eight-year-olds can make many choices on their own. Provide them with either/or choices throughout their days to allow them to exercise their growing need to do things themselves.

Fun games will also help them learn to use impulse control; it is a muscle that needs exercise to grow as well! Games like Simon Says, Red Light/Green Light, Hide-N-Seek, Statues, Freeze Tag & Duck, Duck Goose, all will help your child learn to wait, but in a fun way.

# Summer Home-to-School Connections

## Rising Third Grade

### Summer Ideas from Teachers of the Related Arts

There are also many things your family can do to support the work your child learned in classes such as Spanish, Music and Art.

#### ART

- Plan to visit some museums over the summer. Grounds for Sculpture in Hamilton is a great place for a day out with the family. The Princeton Museum at the University is also a nice first size museum to go to together.
- Have plenty of art supplies on hand, especially paper. Do art activities together, but also allow your child to have the gift of freedom of expression.
- As you read picture books with your child, have them describe to you not only what they see in the book, but also have them describe what they see in their mind.
- Limit time on devices, encourage building with blocks, playing board games, roller blading, ride bikes together. This helps them develop ideas for their drawings.
- Take day trips, make sure your child has a spiral bound sketchbook, pencils, and an eraser handy so that they can draw what they are experiencing, or draw in the car rather than watch a video or play a game on a device.

#### SPANISH

- Review what we studied in Second Grade using the LS Spanish Haiku Page by saying the words you find there, and have your child point them out on the webpage.
- Help your child become more familiar with Spanish by watching TV programs like "El Perro y el Gato" or using the website "Noah Comprende".
- Read bilingual books to your child checking them out from your local library.

## MUSIC

- Listen to music with your child! All types of music!
- Classical music is an excellent way to calmly start the day. Listen to classical music during breakfast, or a transition time.
- There are a wide variety of different musical toys to expose children to new instruments without making a financial commitment to the instrument itself.
- Podcasts designed for children are also a great way to develop your child musically.
  - PeaceOut
  - Saturday Morning Cereal Bowl
  - OKTK Kids' Music Monthly
  - KidsCorner

# Summer Home-to-School Connections

## Rising Third Grade

### PLAY

Most importantly, the best thing you can do with your child over the summer is to spend time together, rest, and let them play! Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them.

As outlined by the National Association for the Education of Young Children, play is the work of the child for many important developmentally crucial reasons.

1. **Children make their own decisions.**

When children choose how to play for themselves, they experience freedom in making those choices. They also begin to see connections between choice and the consequences or results of that choice. The type of toys or materials parents offer can help their children make more meaningful decisions. Open-ended materials can be used in many ways so children can decide for themselves how to use them. For example, a child can imagine a block to be a fire truck or any number of things. A toy fire truck, on the other hand, is usually used as a fire truck. Foam pieces, little wooden sticks, ribbon scraps, and other reusable resources are all open-ended materials that inspire creative thinking and delight when children use them to make something no one has ever made before.

2. **Children are intrinsically motivated.**

The impulse to play comes from a natural desire to understand the world. This play impulse is as strong as your child's desire for food or sleep. It is this intrinsic motivation that allows a child to regulate her own feelings and desires in order to keep playing. Because children eventually find it more important to be part of play with their friends than to satisfy their own wants and needs at that moment, children learn self-control. And self-control has been shown to lead to success in later years, especially in today's information age, where distractions are part of daily life.

3. **Children become immersed in the moment.**

In true play, children are so fully engaged that they lose awareness of their surroundings, time, and space. In this risk-free atmosphere where reality is suspended, children have the security and safety they need to experiment, try new ideas, and investigate the laws of nature. Although they are immersed in their play, children still can recognize reality versus fantasy, something parents often wonder about.

**4. Play is spontaneous, not scripted.**

Often, play is totally unplanned. Other times, play is planned but a child impulsively makes a change. One child changes his mind, or perhaps a toy does not cooperate. This sense of the unknown provides children with opportunities to develop flexibility in their thinking and decision making, which is a vital life skill.

**5. Play is enjoyable.**

Play always has an emotional response attached to it. Without this emotional connection, the experience is simply an activity; it is not PLAY. Enjoyment is the direct result of engaging in play. It is FUN! These five essential elements of play outline why play provides your child with a rich experience. And isn't that what we want for our children, to develop play memories that will become the "good old days"?

And so, all of the suggestions and recommendations we provide you with cannot take the place of play. They are all supplemental to the core of the work of the child. Let them play.

Have a great summer.

Your Lower School Teachers