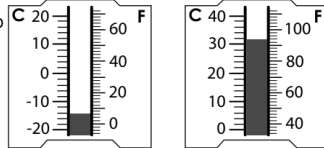
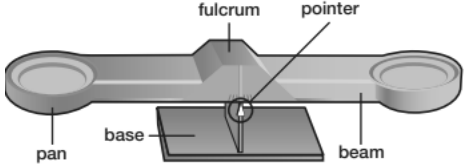


Daily Activities		
Day 1	Math You will explore “Add To Start Unknown” addition problems today. Read the lesson on pg. 5. Complete the word problems and fluency activity for Day 1 on pg. 7. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Social Studies Topic: The Elements of Culture Culture is a way of life for a particular group of people. Culture is made up of a number of elements including social organization, customs and traditions, beliefs and values, language, stories and art, rules, and wants and needs. We live in a diverse society made up of many different cultural beliefs and traditions. Because of this we must develop empathy and demonstrate respect so that our cultural differences draw us together rather than push us apart. Activity: Even simple, everyday things you do can be a reflection of your culture. Take a look at the elements of culture listed above, then draw and write about something you do in your daily life that reflects your culture. Share and discuss your work with an adult. (3.C.1.1) Optional Enrichment Resource: Cultures of the World - A fun overview of the world cultures for kids [9:27] https://bit.ly/2VFW8XQ
Day 2	Reading Optional: Watch the instructional video for Summer Learning Day 2 (http://bit.ly/cms2day2). Activity: With a family member, caregiver, or friend, view the photograph and read the article “These Brave Chinese Students Always Watch Their Step” on pg. 13. Use the note-catcher to write what you notice and wonder about the article. See pg. 14. (RI.3.1)	ALL Block Independent Activity: - Fluency/GUM- Read your favorite part of the “Bookmobiles Help Kids Around the World to Love Books” article fluently. Use the self-assessment checklist on the All Block Handout for Day 2. See pg. 16-17, 18. (RI.3.5) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RI.3.10, RI.3.10)
Day 3	Math You will explore “Take From Start Unknown” subtraction problems today. Read the lesson on pg. 6. Complete the word problems and fluency activity for Day 3 on pg. 7. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Social Studies Topic: Social Organization Social organization is simply how people are grouped together. We might belong to a number of groups like a family, our class, a team we’re on, or a club we participate in. While we belong to similar groups (like a family), these groupings don’t all share the same structure. For instance, some families have several children and others have only one child. Some families have grandparents that live with them, while others live far away. Activity: Draw and label a picture of a group you belong to doing something together that represents one of the elements of culture previously discussed. Write a paragraph to explain who each member is and the role they have, along with details about your group activity. (3.C.1.1) Optional Enrichment Resource: We Are Family by Patricia Hegarty [2:40] https://bit.ly/3bwGe80
Day 4	Reading Optional: Watch the instructional video for Summer Learning Day 4 (http://bit.ly/cms2day4). Activity: With a family member, caregiver, or friend, view the photograph and read the article “These Brave Chinese Students Always Watch Their Step” on pg. 13. Use the note-catcher to write about the learning challenges the students faced and suggestions on how they might overcome these challenges. See pg. 14. (RI.3.1)	ALL Block Independent Activity: - Word Study and Vocabulary- Create compound words on Day 4 of your ALL Block Handout. See pg. 18. (L.3.4) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RI.3.10, RI.3.10)
Day 5	Math Today, you will explore a mix of Add To/Take From Start Unknown problems. Review the lessons on pgs. 5-6. Complete the word problems and fluency activity for Day 5 on pg. 7. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Social Studies Topic: Customs & Traditions Another element of culture is customs and traditions. These are the way things are commonly done within the culture. Customs are things that have been done a certain way for a long time. Traditions are things that are practiced in a similar way at a particular time. Many people have traditions that they observe or participate in when celebrating different holidays or special events. Activity: Imagine that you have been asked to welcome a new student who will be moving here from another part of the world. Write a letter to tell him/her about several of the traditions and customs you have. Be sure to include lots of details (who, what, where, when, why, how). (3.C.1.1) Optional Enrichment Resource: School Lunches Around The World [1:19] https://bit.ly/2WyyCkR

Daily Activities		
Day 6	Reading Optional: Watch the instructional video for Summer Learning Day 6 (http://bit.ly/cms2day6). Activity: With a family member, caregiver, or friend, view the photograph and read the article “These Brave Chinese Students Always Watch Their Step” on pg. 13. Write an informational paragraph about the article. See pg. 14. (W.3.2)	ALL Block Independent Activity: - Writing- Write about two texts. Look back at the texts “Bookmobiles Help Kids Around the World to Love Books” and “Most Syrian Refugee Children Don't Go to School.” What are the similarities and differences between the two texts? Use the sentence frames on your ALL Block resource sheet Day 6 to help you. See pg. 16-17, 19. (RI.3.9) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.3.10, RI.3.10)
Day 7	Math You will practice solving Add To/Take From Start Unknown problems you learned this week. Review the lessons on pgs. 5-6. Complete the word problems and fluency activity for Day 7 on pg. 8. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Science Topic: Science Inquiry Think about the question: “What does a scientist look like?” Using your background knowledge draw an illustration of what you think a scientist looks like. Be as detailed as possible and include equipment that scientists may use. With your drawing, think and write about what a scientist does? What tools do they use? Where do they work? (NC 3rd Science As Inquiry)
Day 8	Reading Optional: Watch the instructional video for Summer Learning Day 8 (http://bit.ly/cms2day8). Activity: With a family member, caregiver, or friend, view the photograph and read the article “These Brave Chinese Students Always Watch Their Step” on pg. 13. Use the note-catcher to write the gist for each section of the article and identify the meaning of any unknown vocabulary. See pg. 14. (RI.3.7)	ALL Block Independent Activity: - Complex Text- Use the chart on pg. 19 for Day 8 to draw or write what you learned about life in Syria from the text “Most Syrian Refugee Children Don't Go to School” on pg. 17- 18. (RI.3.2) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.3.10, RI.3.10)
Day 9	Math You will solve Add To/Take From Start Unknown problems today. Review the lessons on pgs. 5-6. Complete the word problems and fluency activity for Day 9 on pg. 8. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Science Topic: Science Tools Scientists use various tools to conduct experiments such as a thermometer. Today we’re going to use our senses as a type of thermometer instead. Fill two containers with the same amount of water. Place one container in a shady place and the other in a sunny place. Predict what will happen. Which thermometer would represent the warmer temperature. Circle your answer. (NC 3rd Science As Inquiry) 
Day 10	Reading Optional: Watch the instructional video for Summer Learning Day 10 (http://bit.ly/cms2day10). Activity: With a family member, caregiver, or friend, view the photograph and read the article “These Brave Chinese Students Always Watch Their Step” on pg. 13. Reflect on all the kinds of learning challenges people face around the world. Write a reflection in response to the questions on the note-catcher. See pg. 14. (RI.3.7)	ALL Block Independent Activity: Fluency/GUM - Read two pages of your AIR book and self-assess how you did using pg. 19 for Day 10. (RF.3.5) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.3.10, RI.3.10)

Daily Activities		
Day 11	Math You will explore “Put Together Total Unknown” problems today. Read the lesson on pg. 9. Complete the word problems and fluency activity for Day 11 on pg. 11. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Social Studies Topic: Beliefs & Values An important element of culture is a group’s beliefs and values. These are how individuals and the culture together feel about deep questions like what is the meaning of life and what is important to focus on in life. There are many ways that people and groups practice their values and express the things that they believe in. Values are very personal but are influenced by what is valued within a culture. Activity: Today you are going to write answers to some questions to help you to begin thinking about your own values: [1] What are the two most essential qualities that you value in a friend? [2] What important rule do you think all people should follow? How would following this rule change the world we live in? (3.C.1.1) Optional Enrichment Resource: Cartoon for Kids !! What is Culture? Social Studies for Children [2:22] https://bit.ly/3dLTvLq
Day 12	Reading Optional: Watch the instructional video for Summer Learning Day 12 (http://bit.ly/cms2day12). Activity: With a family member, caregiver, or friend, read the article “8-year-old Living in Homeless Shelter Wins New York Chess Championship” on pg. 15. Use the note-catcher to write the “gist.” Then write the message or lesson the author wants you to take away from this text. See pg. 15. (RI.3.2)	ALL Block Independent Activity: - Word Study and Vocabulary- Revisit “Library Bus Brings Books to People New to Greece” on pg. 17 and find 2-3 unknown words. Add the words to your vocabulary log. See pg. 19. (L.3.4) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.3.10, RI.3.10)
Day 13	Math You will explore “Take Apart One Addend Unknown” problems today. Read the lesson on pg. 10. Complete the word problems and fluency activity for Day 13 on pg. 11. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Social Studies Topic: Language All cultures have a spoken language, and most cultures have written languages. Even when people of the same culture are far apart, language connects them to one another. Language is more than just what you say. It also includes the way you say things, how you use your body while talking, and the manner in which you talk to certain people. Sometimes these additional ways of communicating can create barriers between people of different cultures due to differences in what is considered respectful and appropriate. Activity: Think of ways that you communicate without using words. List five of these, then discuss with an adult any ways that this communication might be misinterpreted. (3.C.1.1) Optional Enrichment Resource: Hello in 50 languages Hello [2:29] https://bit.ly/2LwYGmg
Day 14	Reading Optional: Watch the instructional video for Summer Learning Day 14 (http://bit.ly/cms2day14). Activity: With a family member, caregiver, or friend, read the article “8-year-old Living in Homeless Shelter Wins New York Chess Championship” on pg. 15. Use the note-catcher to identify details from parts of the text that help to communicate this message. See pg. 16. (RI.3.2)	ALL Block Independent Activity: - Writing- Reread “These Brave Chinese Students Always Watch Their Step” on pg. 13 and respond to a prompt in your journal. See pg. 19. (RI.3.10) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.3.10, RI.3.10)
Day 15	Math You will explore a mix of Put Together Total Unknown and Take Apart One Addend Unknown problems today. Review the lessons on pgs. 9-10. Complete the word problems and fluency activity for Day 15 on pg. 11. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Science Topic: Tools Scientists also use a balance scale to compare the weights of two objects. Use your body as the fulcrum, or pivoting point, and your hands as the pans. Hold two objects and predict which one will be heavier. Was your prediction correct or incorrect? Why? Draw a picture of balance that has one object heavier than the other. What did you notice about the position of the heavier object? (NC 3rd Science as Inquiry) 

Summer Learning Plan

Days 1-20

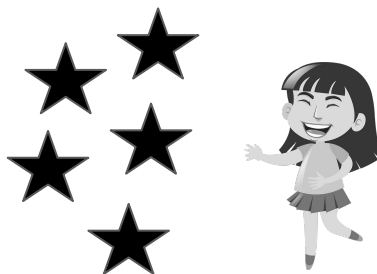
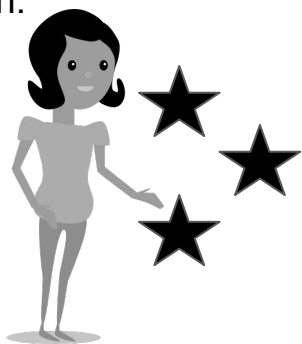
Second Grade

Day 16	Reading Optional: Watch the instructional video for Summer Learning Day 16 (http://bit.ly/cms2day16). Activity: With a family member, caregiver, or friend, read the article “8-year-old Living in Homeless Shelter Wins New York Chess Championship” on pg. 15. Use previous note-catchers to determine which learning challenge you are going to write your informational paragraph about. Write the introduction and focus statement of your informational paragraph. See pg. 16. (W.3.2)	ALL Block Independent Activity: - Complex Text- Reread “These Brave Chinese Students Always Watch Their Step” on pg 13 and underline or highlight one interesting fact and two things you learned. Share with a family member and complete the graphic organizer. See pg. 19. (RI.3.2) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.3.10, RI.3.10)
Day 17	Math You will practice solving Put Together Total Unknown and Take Apart One Addend Unknown problems that you learned this week. Review the lessons on pgs. 9-10. Complete the word problems and fluency activity for Day 17 on pg. 12. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Science Topic: Tools An object's length is how far it is from one end to the other. Rulers, yardsticks, and tape measures are tools you can use to measure length. The tool you choose depends on how big the object is. There are two systems for measuring length. The U.S. customary system is used in the United States and the units used are inches, feet, yard, and miles. Many countries, scientists and engineers use the metric system instead. Metric units consist of millimeters, centimeters and meters. Each unit is ten times longer than the next smaller unit. Which unit would you use (inches, feet, yards, or miles) to measure the length of a basketball court? Explain your thinking to another person. (NC 3rd Science as Inquiry)
Day 18	Reading Optional: Watch the instructional video for Summer Learning Day 18 (http://bit.ly/cms2day18). Activity: With a family member, caregiver, or friend, read the article “8-year-old Living in Homeless Shelter Wins New York Chess Championship” on pg. 15. Use previous note-catchers to write the facts and details for your informational paragraph and then create your conclusion statement. See pg. 16. (W.3.2)	ALL Block Independent Activity: - Fluency/GUM- Read your favorite part of the article “These Brave Chinese Students Always Watch Their Step” on pg. 13. Use the fluency self-assessment checklist for Day 18. See pg. 20. (RF.3.5) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.3.10, RI.3.10)
Day 19	Math You will solve Add To/Take From Start Unknown problems, Put Together Total Unknown problems and Take Apart One Addend Unknown problems today. Review the lessons on pgs. 5-6 and on pgs. 9-10. Complete the word problems and fluency activity for Day 19 on pg. 12. (NC.3.OA.8, NC.3.NBT.2) Optional: Log into DreamBox and continue working for 15 minutes.	Science Topic: Tools Often in science you need to measure time. You may want to know how long it takes for something to happen. Example: How long will it take for a plant to sprout? Or you may have a certain amount of time in mind and want to see how much of something happens during that time. Example: you might want to measure the number of times different birds chirp in a minute. To measure time you can use a clock, stopwatch, wristwatch, a calendar and other tools to measure time. Activity: Using a clock, stopwatch or a wristwatch record how many times you can do the following activities in 1 minute. Untie and tie your shoes, hop on one foot, write the word hippopotamus over and over (NC 3rd Science as Inquiry)
Day 20	Reading Optional: Watch the instructional video for Summer Learning Day 20 (https://youtu.be/Xv2Dd4GUZSQ). Activity: With a family member, caregiver, or friend, read the article “8-year-old Living in Homeless Shelter Wins New York Chess Championship” on pg. 15. Review the parts of your informational paragraph. Make any revisions to make sure they make sense and rewrite your paragraph with the revisions. See pg. 16. (W.3.2)	ALL Block Independent Activity: - Word Study and Vocabulary- Find 2-3 unknown words from “These Brave Chinese Students Always Watch Their Step” on pg. 13. Add the words to your vocabulary log. See pg. 20 (L.3.4) - Independent Reading- Read your independent text and complete a graphic organizer. See pg. 21-22. (RL.3.10, RI.3.10)

Day 1 Exploring Add To Problems

When we solve problems that involve getting more, then we are solving Add To addition problems. There are three types of Add To problems. Today, we will focus on Start Unknown.

(NC.3.OA.8)



Sonya had some star stickers. Mari gave her 5 more stickers. Now, Sonya has 8 stickers. How many stickers did Sonya have in the beginning?

Start Unknown

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Write an equation to represent what is happening. Is something being added? That's addition! Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a number line to represent what is being added in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example: Susan had some coins. Damario gave her 23 more coins. Now, she has 32 coins. How many coins did Susan have in the beginning?

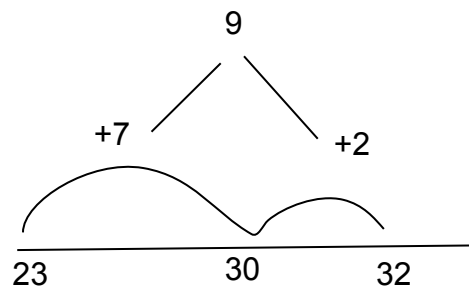
Think:

A girl had some coins. Someone gave her 23 more coins. Now, she has 32 coins. That's addition!

Represent:

$$\underline{\quad} + 23 = 32$$

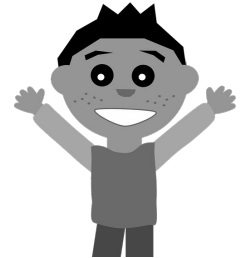
The blank is how many coins Susan had before she got more. That's what I need to find out.



This makes sense! 9 + 23 = 32

Day 3 Exploring Take From Problems

When we solve problems that involve taking from or removing items, then we are solving Take From subtraction problems. There are three types of Take From problems. Today, we will focus on Start Unknown. (NC.3.OA.8)



Miguel had some toy cars. He gave 3 toy cars to Travis. Now Miguel has 9 toy cars. How many cars did Miguel have in the beginning?

Start Unknown

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over, and retell the story of what is happening in your mind.
2. Write an equation to represent what is happening. Is something being taken away? That's subtraction! Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a number line to represent what is being taken away in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example: Cara had a pack of crayons. She lost 9 crayons. Now, Cara only has 39 crayons. How many crayons were in the pack in the beginning?

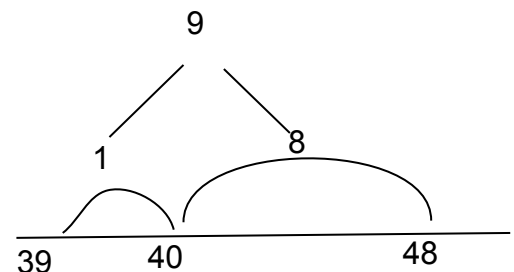
Think:

A girl had a pack of crayons, but she lost some. Now, she has 39 crayons. That's subtracting!

Represent:

$$\underline{\quad} - 9 = 39$$

The blank is how many crayons were in the pack before she lost some. That's what I need to find out.



This makes sense! 48 - 9 = 39

Day 1 Fluency

(NC.3.NBT.2)

Set 1:

$3 + 1 =$

$3 + 2 =$

Set 2:

$7 + 1 =$

$7 + 2 =$

Set 3:

$9 + 1 =$

$9 + 2 =$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 1 Problem Solving (NC.3.OA.8)

1. Shannon had some pencils. Jennifer gave her 8 pencils. Now, Shannon has 34 pencils. How many pencils did Shannon have in the beginning?
2. Erik had some marbles. His friend gave him 58 marbles. Now, Erik has 72 marbles. How many marbles did Erik originally have?
3. Jailyn found some seashells at the beach. Her sister gave her 38 seashells that she found. Now, Jailyn has 84 seashells. How many seashells did Jailyn find in the beginning?

Day 3 Fluency

(NC.3.NBT.2)

Set 1:

$10 + 1 =$

$10 + 2 =$

Set 2:

$16 + 1 =$

$16 + 2 =$

Set 3:

$18 + 1 =$

$18 + 2 =$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 3 Problem Solving (NC.3.OA.8)

1. Charlie had some dollars. He spent 15 dollars to buy his dog a chew toy. Now, Charlie has 52 dollars. How many dollars did Charlie have before he bought the chew toy?
2. Jose had some trading cards. He gave 24 cards to James. Jose has 44 trading cards now. How many trading cards did Jose have before he gave some away?
3. Some sea turtles were sitting on a beach. 23 turtles crawled into the ocean. Now, there are 48 sea turtles left on the beach. How many sea turtles were sitting on the beach in the beginning?

Day 5 Fluency

(NC.3.NBT.2)

Set 1:

$4 - 1 =$

$4 - 2 =$

Set 2:

$6 - 1 =$

$6 - 2 =$

Set 3:

$8 - 1 =$

$8 - 2 =$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 5 Problem Solving (NC.3.OA.8)

1. Isla had a bag of gummy candies. She ate 15 gummy candies. Now, Isla has 61 gummy candies. How many gummy candies were in the bag before she ate some?
2. Carlos had some comic books. Lochlan gave him 18 comic books. Now, Carlos has 75 comic books. How many comic books did Carlos have in the beginning?
3. Connor had a bag of water balloons. He threw 36 water balloons at his brother Hudson. Now, Connor has 64 water balloons. How many water balloons were in Connor's bag in the beginning?

Day 7 Fluency

(NC.3.NBT.2)

Set 1:

$$10 - 1 =$$

$$10 - 2 =$$

Set 2:

$$15 - 1 =$$

$$15 - 2 =$$

Set 3:

$$19 - 1 =$$

$$19 - 2 =$$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 7 Problem Solving (NC.3.OA.8)

1. Charlotte had some collector coins. Grace gave her 14 more coins. Charlotte has 53 coins now. How many coins did Charlotte originally have in her collection?
2. Aliyah found some rocks on a hike with her family. Her brother gave her 24 more rocks that he found. Now, Aliyah has 42 rocks. How many rocks did Aliyah find in the beginning?
3. Jayden had some action figures. He gave Gabriel 15 action figures. Now, Jayden has 42 action figures. How many action figures did Jayden have in the beginning?

Day 9 Fluency

(NC.3.NBT.2)

Set 1:

Does an even number plus 1 result in an even or odd number? (ex. $4 + 1 = 5$)

The sum is _____ (even, odd).
If you pair up the objects, every object **will not** have a partner.

Set 2:

Does an even number plus 2 result in an even or odd number? (ex. $10 + 2 = 12$)

The sum is _____ (even, odd).
If you pair up the objects, every object **will** have a partner.

What about an odd number plus 1? What about an odd number plus 2?

When we subtract a number of objects by 1, the difference is one _____ (more, less) than the objects.

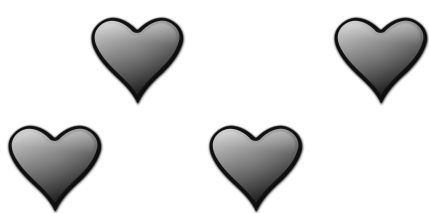
When we subtract a number of objects by 2, the difference is two _____ (more, less) than the objects.

Day 9 Problem Solving (NC.3.OA.8)

1. Grayson had some building blocks. He gave Graham 48 blocks to play with. Now, Grayson has 37 blocks. How many building blocks did Grayson have before he gave some away?
2. Lucas had a pack of sidewalk chalk. He used 18 chalk sticks. Now, Lucas has 42 sidewalk chalk sticks. How many sidewalk chalk sticks did Lucas originally have in the pack?
3. Addison had some books in a popular series. Her dad bought her 12 more books in the series. Now, Addison has 57 books. How many books in the series did Addison have in the beginning?
4. Brian had some pennies. He spent 25 pennies to buy gum. Now, Brian has 43 pennies. How many pennies did Brian have before he bought the gum?
5. Allison had some dolls. Hope gave her 21 more dolls. Now, Allison has 50 dolls. How many dolls did Allison have in the beginning?

Day 11 Exploring Put Together Total Unknown Problems

When we solve problems that involve putting parts or amounts together in order to find the total (whole), then we are solving Put Together Total Unknown problems. (NC.3.OA.8)



Juan has 4 heart stickers and 3 star stickers. How many stickers does Juan have?

Put Together Total Unknown

In Put Together Total Unknown problems, we know both parts. We put the parts together to find the total of the whole group.

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Write an equation to represent what is happening. Is one part missing? Are both parts missing? Is the total or whole amount missing? Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a bar diagram to represent what is being put together in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

Ray had 23 fiction books and 36 nonfiction books. How many books does Ray have?

Think:

Ray has two types of books, fiction and nonfiction. I need to find out how many altogether.

Represent:

$$23 + 36 = \underline{\quad}$$

This makes sense!

$$23 + 36 = \underline{59}$$

?	
23	36

The blank is Ray's total number of books. That's what I need to find out.

Day 13 Exploring Take Apart One Addend Unknown Problems

When we solve problems that provide the total amount and the value of one part, then we are solving Take Apart One Addend Unknown problems. (NC.3.OA.8)



Juan has heart and star stickers. He has 7 stickers. 4 of his stickers are hearts. How many of his stickers are stars?

Take Apart One Addend Unknown

In Take Apart One Addend Unknown problems, we know the whole and one part. We use that part to find the missing part.

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Write an equation to represent what is happening. Is one part missing? Are both parts missing? Is the total or whole amount missing? Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a bar diagram to represent the part that is missing in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

Maria has some green and blue sidewalk chalk. She has a total of 43 pieces of chalk. If 29 pieces of chalk are green, then how many pieces of chalk are blue?

Think:

A girl has some blue and green chalk. She has a total of 43 pieces. I know how much green chalk she has but not how much blue chalk. I can subtract the green chalk!

Represent:

$$43 - 29 = \underline{\quad}$$

This makes sense!

$$43 - 29 = \underline{14}$$

43	
29	?

The blank is how much blue chalk there is. That's what I need to find out.

Day 11 Fluency

(NC.3.NBT.2)

Set 1:

$3 + 3 =$

$4 + 4 =$

Set 2:

$6 + 6 =$

$5 + 5 =$

Set 3:

$7 + 7 =$

$8 + 8 =$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 11 Problem Solving (NC.3.OA.8)

1. There are 26 chocolate chip muffins and 17 apple muffins at the bakery. How many muffins are at the bakery?
2. At the park, there were 28 girls playing and 35 boys playing. How many kids were playing?
3. In the kitchen, there are 36 forks and 44 spoons. How many pieces of silverware are in the kitchen?

Day 13 Fluency

(NC.3.NBT.2)

Set 1:

$2 + 2 =$

$8 + 8 =$

Set 2:

$9 + 9 =$

$7 + 7 =$

Set 3:

$6 + 6 =$

$4 + 4 =$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 13 Problem Solving (NC.3.OA.8)

1. Sophia has 58 markers. Some are red and some are yellow. If Sophia has 29 red markers, then how many markers are yellow?
2. Dimitri has 75 video games. Some are racing video games and 37 are action games. How many racing video games does Dimitri have?
3. Roy is collecting seashells. He has round seashells and cone-shaped seashells. In all, Roy has 64 seashells. If 28 of his seashells are round, then how many of Roy's seashells are cone-shaped?

Day 15 Fluency

(NC.3.NBT.2)

Set 1:

$5 + 6 =$

$3 + 4 =$

Set 2:

$8 + 7 =$

$5 + 4 =$

Set 3:

$9 + 8 =$

$6 + 7 =$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 15 Problem Solving (NC.3.OA.8)

1. There were 28 Monarch Butterflies and 45 Painted Lady Butterflies in the garden. How many butterflies were in the garden?
2. Ben has 64 fossils in his collection. 29 of his fossils are wood and the rest are cast-mold. How many fossils are cast-mold?
3. Tavon is growing blueberries and strawberries in his school garden. He has a total of 55 fruit plants. If 26 of the plants are blueberries, then how many fruit plants are strawberry?

Day 17 Fluency

(NC.3.NBT.2)

Set 1:

$4 + 3 =$

$7 + 6 =$

Set 2:

$6 + 5 =$

$8 + 9 =$

Set 3:

$7 + 8 =$

$4 + 5 =$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 17 Problem Solving (NC.3.OA.8)

1. Iris bought some balloons for a birthday party. Her friend Jack gave her 18 balloons. Now, Iris has 43 balloons for the party. How many balloons did Iris buy?
2. The flower shop had daffodils and tulips for sale. There were 42 daffodils and 38 tulips in the shop. How many total flowers did the flower shop have available?
3. Rick had some beach toys in his garage. He gave 19 toys to his friend who was going to the beach. Now, Rick has 28 beach toys left in his garage. How many beach toys did Rick have before he gave some to his friend?

Day 19 Fluency

(NC.3.NBT.2)

Set 1:

$6 + 6 =$

$7 + 6 =$

Set 2:

$9 + 9 =$

$8 + 9 =$

Set 3:

$5 + 5 =$

$5 + 6 =$

Set 4:

$8 + 8 =$

$7 + 8 =$

How do doubles facts help you with near doubles facts?

How does adding 1 or subtracting 1 help you?

Look back at the week's near doubles problems. Which doubles fact did you use to solve each one? Explain why.

How could doubles facts help you with larger numbers?

Day 19 Problem Solving (NC.3.OA.8)

1. The shoe store has 72 pairs of shoes for sale. They are selling flip flops and sneakers. If the shoe store has 37 pairs of sneakers for sale, then how many flip flops are for sale?
2. Chris had some coloring books. He gave 22 coloring books to his friend. Chris has 28 coloring books left. How many coloring books did Chris have in the beginning?
3. There were 48 boys and 39 girls building sandcastles at the beach. How many kids were building sandcastles?
4. Lauren made some charm bracelets to sell at her school's fundraiser event. Her friends gave her 55 charm bracelets to sell. Now, Lauren has 91 bracelets to sell. How many charm bracelets did Lauren make?
5. 32 people are at the pool. 14 are adults and the rest are children. How many children are at the pool?

These Brave Chinese Students Always Watch Their Step
Tom Phillips, The Guardian adapted by Newsela 2016

Atuler village is on top of a mountain in southwest China. The children who live there have a very dangerous walk to school.

Their school is at the bottom of the mountain.

The students must climb down an 800-meter cliff to get to school. It is almost a 1/2 mile from the top to the bottom. The journey takes them down shaky ladders and over rocks. It takes about 90 minutes. The children are between 6 and 15 years old.



Pictures Upset Chinese People

A Chinese newspaper printed pictures of their climb. The story quickly went viral on the Internet. People around China saw it and became angry. Chinese officials then promised to help the people in the mountain village,

Chen Jie took the photos. He is a photographer and has won awards for his pictures.

Chen spent three days visiting Atuler. Chen was shocked to see the 15 village children climbing the cliff. He said the climb was very dangerous. He did it three times. You have to be very careful, he said. It is very easy to fall.

He said that he hoped his pictures could help to change things.

Api Jiti is the head of Atuler village. There are 72 families who live there. They grow peppers and walnuts. He said the village does not have enough room to build its own school.

Mountain Has Claimed Some Lives

Api said people have been killed and hurt going up and down the mountain. He once nearly fell from it himself.

The schoolchildren stay most of the time at the bottom of the mountain with other families. They return home to see their own families twice a month.

Chen Jigu lives in the village. He said the wooden ladders are hundreds of years old. Sometimes they discover one of the ladders has broken. Then they get a new one.

Government Promises To Step In

The Chinese government has promised to fix things. The area's top official said the government would build a steel staircase down the mountain. It will connect the village with the outside world. In the meantime, the government will try to find a better solution.

Photographer Chen said it was important to help the villagers. They are very poor. They do not even have furniture. They live on less than \$1 a day, he said.

Chen asked how people can live like that in the modern world?

Day 2: Notice and Wonder Note-catcher

Directions: Recreate this chart in your journal or on a piece of paper. Look closely at the picture in the text “These Brave Chinese Students Always Watch Their Step” and read the quote below. Fill out the note-catcher to tell what you notice and wonder. What do you think this article is mostly about?

What do you notice in the picture?	What do you wonder about the picture?
“Chen asked how people can live like that in the modern world?” <i>Source: Phillips, Tom “These Brave Chinese Students Always Watch Their Step”: The Guardian</i>	
After reading this quote, what do you notice and wonder?	
What do you think this article is mostly about?	

Day 4: Reading Research Note-catcher

Directions: Recreate this chart in your journal or on a piece of paper. “Research reading” is reading informational texts about the topic to help you build background knowledge and vocabulary.

Research question: What are the challenges people face when learning, and how do they overcome these challenges?

Focus Statement:
Source: “These Brave Chinese Students Always Watch Their Step”
Overcoming Learning Challenges in_____.
Who is facing the challenge?
What challenges are faced?
What possible solutions were suggested to overcome the challenge?

Day 6: In your journal or on a piece of paper, write a paragraph about the text.

Directions: Use your graphic organizer from Day 4 to write a paragraph about the article.

Day 8: Reading for Gist and Determining Meaning of Unfamiliar Vocabulary

Directions: Recreate this chart in your journal or on a piece of paper. After you reread the article, determine the “gist,” by sections and identify the meaning of any unfamiliar vocabulary.

Paragraph	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Introduction			
Pictures Upset Chinese People			
Mountain Has Claimed Some Lives			
Government Promises to Step In			

Day 10: Reflection on Overcoming Learning Challenges

Directions: In your journal or on a piece of paper, reflect on all the kinds of learning challenges people face around the world. Write a reflection in response to the following questions:

- What kinds of learning challenges do people face around the world?
- What learning challenges do I have? How might I overcome them?

8-year-old Living in Homeless Shelter Wins New York Chess Championship

By: Ashley May, USA Today 2019

An 8-year-old living in a homeless shelter has won the New York State chess championship for his age bracket.

"I want to be the youngest grandmaster," Tanitoluwa Adewumi told The New York Times. He is a Nigerian refugee who goes by Tani.

Tanitoluwa placed first in the New York State Scholastic Championships tournament for kindergarten through third grade. That's a remarkable win for anyone.

"It's unheard of for any kid, let alone one in a homeless shelter," Russell Makofsky told USA Today. Makofsky oversees Manhattan's P.S. 116 chess program.

Tanitoluwa hasn't had an easy life. His family left northern Nigeria in 2017 fearing attacks on Christians, The New York Times reports, and moved to New York City over a year ago where he learned how to play chess at school. He and his family live in a homeless shelter.

School chess coach Shawn Martinez saw Tanitoluwa's **potential** after observing him **excel** in the game a few weeks after first learning it early last year.

He reached out to Tanitoluwa's family about joining the school's chess program, and learned they were unable to pay the costs **associated** with membership. Makofsky decided to waive Tanitoluwa's fees, which can easily **exceed** thousands with travel and chess camp admissions.

A student gifted Tanitoluwa a chess clock. Tanitoluwa's mother took him to free regular three-hour practice sessions in Harlem. His dad lets him use a laptop to play chess online.

Seven trophies later, Tanitoluwa is one of the top players in the country for his age group.

"He works very hard at his game," Martinez said, estimating Tanitoluwa could **achieve** master status "in the next year or two." The world's youngest grandmaster qualified at the age of 12.

As Tanitoluwa's story hits national headlines, more people want to help.

Makofsky, who set up a GoFundMe account for Tanitoluwa, said the family has received offers for a car, legal services, jobs and even housing.

"My hope is that he'll be in a home tonight," Makofsky said.

That hope came true, as Tanitoluwa's family has moved out of the shelter and into a new apartment.



Day 12: Reading for Gist and Determining Meaning of Unfamiliar Vocabulary

Directions: Recreate this chart in your journal or on a piece of paper. After you read the article, determine the "gist," by answering the questions below. Then write the message or lesson the author wants you to take away from this text.

Text: "8-year-old Living in Homeless Shelter Wins New York Chess Championship"	What details from the story support your answers?
Who is the article about?	
What are the challenges or problems faced?	
What are the solutions to the problems?	
Message/Lesson: What is one idea the author wants you to take away from this text?	

Day 14: Close Read Note-catcher

Directions: Yesterday, you read the article for the gist. Today you will do a close read to identify details from part of the text that help to communicate this message. Recreate this chart in your journal or on a piece of paper.

Lesson/Message from Text:	
Details from Text	How does it help communicate the lesson/message?
1.	
2.	
3.	
4.	

Day 16: Informational Paragraph Draft

Directions: Use previous note-catchers to determine which learning challenge you are going to write your informational paragraph about. In your journal or on a piece of paper, write the introduction and focus statement of your informational paragraph.

Introduction:
Focus Statement:

Day 18: Informational Paragraph Draft

Directions: Use previous note-catchers to write the facts and details for your informational paragraph and then create your conclusion statement in your journal or on a piece of paper.

Facts & Details:
Conclusion Statement:

Day 20: Final Informational Paragraph

Directions: Review the parts of your informational paragraph above. Make any revisions to make sure they make sense and rewrite your paragraph with the revisions in your journal or on a piece of paper.

ALL Block Resource Pages - Summer Learning Days 1-20

Second Grade

"Bookmobiles Help Kids Around the World to Love Books" By Al Jazeera, adapted by Newsela staff on 4.27.18

A bookmobile is a traveling library. A new kind is bringing books to kids around the world. They are buses in Lagos and shipping containers in the Netherlands. Donkeys are even carrying books in Columbia. These libraries go from place to place. They go to distant areas that are hard to get to.

Bringing Books To Kids: iRead Mobile Library, Nigeria

Funmi Ilori is an education expert in Nigeria. She wants to bring books to children across her country in Africa. Ilori created the iRead Mobile Library. It is Nigeria's first bookmobile. She began by visiting houses with two baskets full of books. Now, iRead has four buses. Libraries are one of the most important places, she said. Each child who visits iRead can choose a book. Children also get a library bag and a notebook. In it, they can write down their ideas.

The Donkey Library: Biblioburro, Colombia

Luis Soriano began Biblioburro. It is a donkey-powered bookmobile. It travels around northern Colombia, a country in South America. Biblioburro takes its name from two Spanish words. The first is biblioteca, which means library. The second is burro, which means donkey. Soriano is a teacher. Many of his students were not doing well in school, and their families did not have many books. "So one day, I decided to visit them with books," he said. At first, he carried the books in his arms, but it was too far. That's when he decided to go by donkey. Each donkey can carry up to 150 books in saddlebags.

Education And Escapism: Mobile Library, Syria

Last summer, Syrian children saw a brightly colored van. It was full of books. Syria is a country in the Middle East. War broke

out there seven years ago. One in three schools is closed, said Save the Children. It is a charity that helps children. Last October 1.75 million children were out of school. Malek Refai is with Mobile Library. The bookmobiles help kids get an education, he said. It gives them a future.

The Reading Container: BiebBus, The Netherlands

The BiebBus looks like a long, narrow container. It opens up to show a "treasure room," where the books are kept. There is also a reading area and computers. It is in the Netherlands, a country in Europe. There is a reason for the strange design. The streets in the area are very narrow. A regular bookmobile wouldn't fit, said Pien Jongenelen. He works for The Library for Zaanstreek, which runs the BiebBus. "Children learn how to read at school and at the library," he said. They learn that reading is not only important. It can also be a lot of fun.

"Library Bus Brings Books to People New to Greece" By the Guardian, adapted by Newsela staff on 8.15.17

Laura Samira Naude and Esther ten Zijthoff are volunteers. They help at a refugee camp. The camp is the country of Greece. Refugees are people who leave their home country. They leave to escape war and other problems. Many end up in refugee camps in other countries. They stay there until they can find a safe place to live. Naude and Zijthoff realized something. The people they met needed more than food and shelter. They wanted to study and learn. This way, they could make better lives for themselves. The two women decided to help. They hoped to provide a quiet place for the refugees at the camp. In this new space, people could use their time well. They could plan for the future.

A Library Inside A Bus!

Naude and Zijthoff took action: They opened a library on wheels. Friends around the world helped them. Together, they raised money to build shelves inside a small old bus. They installed computers in it, too. Next, the women asked for book donations. They wanted to have books in many languages. Slowly, the library shelves filled up. The library opened in November. Today, it has about 1,300 books. Some books are being stored because they don't fit into the bus. The women welcome about 115 readers each week. So far, 904 books have been checked out. The library has lost some of its books, too. Sometimes people want to keep the books for a long time. This is mostly true for language-learning books. "We let people keep them," says Zijthoff. She and Naude want readers to have enough time to learn.

Waiting For The Word To Spread

Sometimes the bus isn't allowed to drive into the refugee camp. When that happens, the women park the bus outside the camp and wait for the word to spread. Those who come to the library love it. Children say it feels like home. A professor from the country of Syria used the books in the library to write his work in English. Others have used the library as a space to hold English language classes. Some refugees have even given the library their own books. Zijthoff and Naude have high hopes for their library on wheels. They think these could help people in many parts of Greece. Other countries with refugee camps could have them, too. Zijthoff hopes the idea will spread.

"Most Syrian Refugee Children Don't Go to School" By Associated Press, Adapted by Newsela staff on 7.26.16

SAADNAYEL, Lebanon — Saddam al-Khleif is 11 years old. He and his family used to live in Syria. War broke out about five years ago. Saddam and his family escaped. Now, they live in Lebanon. Both Lebanon and Syria are in the Middle East. Saddam and his family are refugees. They had to leave their country because it was not safe. War in Syria began in 2011. Since then, many Syrians have moved to Lebanon. Lebanon is now home to more than a million Syrian refugees. Life is not easy for these refugees. They cannot always move freely. They often do not have enough money.

Watching TV, And Playing Outside His Tent

Another big problem is that many refugee children do not go to school. Saddam is one of them. He spends most of his days either watching TV or playing outside his tent. Al-Khleif's two older brothers do not go to school either. Instead, they work to help their family. Their father, Hussein, has health problems. He is not able to work. There are many children like Saddam and his brothers. Tens of thousands of refugee children in Lebanon do not go to school. A group called Human Rights Watch (HRW) has been investigating the problem. HRW released a report on Tuesday. It says there are nearly 500,000 school-age Syrian children in Lebanon. More than half of them do not go to school. Lebanon allows Syrian children to go to schools for free. There is not always enough space in schools, though. Some Syrian children get turned away. Others do not go to school because they have to work to help their families.

More Must Be Done

Bassam Khawaja works at HRW. He said more needs to be done for Syrian children. He does not think they should miss out on school because of the war in their country. Lebanon is trying to fix the problem. Some schools now stay open later. This makes space for more students. The Education Ministry hopes to get 200,000 more Syrian refugees started at school.

Day 2: Fluency- Read your favorite part of the “Bookmobiles Help Kids Around the World to Love Books” article fluently. Rate how you did on reading fluently by referencing this table:

Fluency Self-Assessment Checklist	★★★★	★★★	★★	★
★ I can correct myself and reread when what I read was wrong and didn't make sense.				
★ I can read at a speed that is appropriate for the piece				
★ I can notice and read punctuation.				
★ I can read groups of related words and phrases together.				

Day 4: Word Study and Vocabulary- Making Compound Words

Compound words are words that are created by putting two (or more) individual words together. In the article, “Bookmobiles Help Kids Around the World to Love Books,” the author discusses bookmobiles. The word “bookmobile” is an example of a compound word. Use the Parts of Speech List below to create compound words. Write the words in a chart on notebook paper labeled Day 4. Draw 4 columns to match the example. Write at least two words in each category.

NOUN + NOUN	NOUN + VERB	ADJECTIVE + NOUN ADJECTIVE + VERB	ADVERB/PREPOSITION + NOUN ADVERB/PREPOSITION + VERB
book + mobile = bookmobile	break + fast = breakfast	bare + foot = barefoot	out + cry = outcry

PARTS OF SPEECH LIST					
NOUNS/ PRONOUNS		VERBS		ADJECTIVES	ADVERBS/ PREPOSITIONS
fire	house	wear	work	bare	under
horse	fly	look	note	white	out
back	moon	draw	come	fast	in
leader	self	cut	break	one	on
shop	bird	throw	cry	blue	back
eye	foot	put	pack	green	over
time	my	watch	guard		

Day 6: Writing- Look back at the texts “Bookmobiles Help Kids Around the World to Love Books” and “Most Syrian Refugee Children Don't Go to School.” What are the similarities and differences between the two texts? Use the sentence frames to help you.

- Both texts describe_____.
- “Bookmobiles Help Kids Around the World to Love Books” describes _____ but “Most Syrian Refugee Children Don't Go to School” describes _____.
- I see another _____ (difference/similarity) in the articles because _____.

Day 8: Complex Text- Reread “Most Syrian Refugee Children Don’t Go to School.” If possible, ask an adult or older sibling to read with you. Summarize the text using this sentence frame. Copy your work onto notebook paper labeled Day 8.

Summarize: “The main idea of this text is _____. It starts by explaining _____. But then _____ and _____. Finally, _____.”

Copy this chart **BIG** onto your notebook paper labeled Day 8. Draw or write facts about what you learned from the text about life in Syria. Two examples have been provided.

BOX 1: Many refugee children do not go to school.	BOX 2: Many Syrian children do not go to school.
Example: He spends most of his day watching tv or playing outside his tent.	Example: Some of them have to help their families.

Day 10: Fluency- Whisper read two pages of your AIR book working on being a fluent reader. Read the same two pages out loud being a fluent reader. Rate how you did on reading fluently by referencing this table:

Fluency Self-Assessment Checklist	★★★★	★★★	★★	★
★ I can correct myself and reread when what I read was wrong and didn’t make sense.				
★ I can read at a speed that is appropriate for the piece				
★ I can notice and read punctuation.				
★ I can read groups of related words and phrases together.				

Day 12: Word Study and Vocabulary- Revisit “Library Bus Brings Books to People New to Greece.” Find 2-3 unknown words. Create a vocabulary log like the sample below in your journal. Add the words to your vocabulary log.

Word	Definition	Sketch

Day 14: Writing- Read “These Brave Chinese Students Always Watch Their Step.” In your journal, respond to the following prompt: What do you think was the greatest challenge the Chinese students had to face? Why do you think this was the greatest challenge? What lesson can you learn from these students?

Day 16: Additional Complex Text- Revisit “These Brave Chinese Students Always Watch Their Step” and underline or highlight one interesting fact and two things you learned. Share with a family member. Create the chart below in your journal and complete.

Interesting fact from article:	Why was this interesting to you?
Something I learned:	What are your thoughts about this new learning?
Something I learned:	What are your thoughts about this new learning?

Day 18: Fluency/GUM- Read your favorite part of the article “These Brave Chinese Students Always Watch Their Step” fluently. Rate how you did on reading fluently by referencing this table:

Fluency Self-Assessment Checklist	★★★★	★★★	★★	★
★ I can correct myself and reread when what I read was wrong and didn’t make sense.				
★ I can read at a speed that is appropriate for the piece				
★ I can notice and read punctuation.				
★ I can read groups of related words and phrases together.				

Day 20: Word Study and Vocabulary

Revisit “These Brave Chinese Students Always Watch Their Step.” Find 2-3 unknown words. Create a vocabulary log like the sample below in your journal. Add the words to your vocabulary log.

Word	Definition	Sketch

AIR (Accountable Independent Reading) Graphic Organizers

Select which graphic organizer matches the genre of your book. Copy the graphic organizer onto notebook paper or print a full-size copy using this link: bit.ly/CMSBookLibrary.

Reading Response Sheet (Front) Full & Consolidated Phases

Name: _____ Date: _____

Text Title: _____

My Goal for Reading:	Evidence from the Text:
_____	_____
_____	_____
_____	_____
_____	_____

Main Characters:	Setting:
_____	_____
_____	_____
_____	_____
_____	_____

My Favorite Part of the Story or Favorite Characters:

Why This is My Favorite Part of the Story or Favorite Characters:

Reading Response Sheet (Back) Full & Consolidated Phases

In the beginning...	In the middle...	In the end...
_____	_____	_____
_____	_____	_____
_____	_____	_____

Problem- Use specific evidence/details from the text

Solution- Use specific evidence/details from the text

Nonfiction Reading Response Sheet Full & Consolidated Phases (front)

Name: _____ Date: _____

Text Title: _____

BEFORE READING

Topic	What I Already Know About the Topic
_____	_____
_____	_____
_____	_____
_____	_____

DURING READING

Connections	Evidence from the Text
_____	_____
_____	_____
_____	_____
_____	_____

Questions I Have About the Text While Reading

Nonfiction Reading Response Sheet Full & Consolidated Phases (back)

Name: _____ Date: _____

Text Title: _____

Topic	Most Important Thing the Author Wants Me to Know
_____	_____
_____	_____
_____	_____
_____	_____

Topic	Most Important Thing the Author Wants Me to Know
_____	_____
_____	_____
_____	_____
_____	_____

AFTER READING

Three Facts I Learned:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____