



*Holy Name of Jesus School*  
**Summer Reading and Math Work**  
**Students Entering Grade 3 – 2026/2027 School Year**

Dear Parents,

Please take time **throughout** the summer to work on the summer packet. Please do not wait until the last minute to complete this skill practice. It is essential to practice skills **throughout** the summer to ensure continued retention. One hour of practice per week will truly impact your child's retention and success in 3<sup>rd</sup> grade. We appreciate your interest in your child's education and success.

**READING:**

Students entering Grade 3 are **required** to read the following books:

- Choose one (1) *Magic Treehouse* (Osborne) books to read.
- Some suggested titles from the *Magic Treehouse* series:  
*The Knight at Dawn*  
*Night of the Ninjas*  
*Sunset of the Sabertooth*  
*Midnight on the Moon*  
*Revolutionary War on Wednesday*

**Assignment:**

Complete the provided Noteworthy News Reflection after reading.

Complete the Reading Skills worksheets and answer all of the questions.

**MATH:**

Students entering Grade 3 are required to complete the attached Math packet (9 pages).

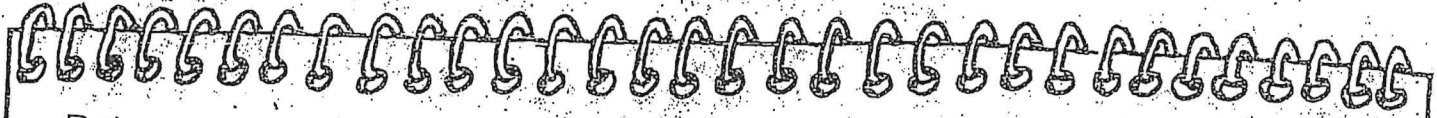
**LANGUAGE ARTS:**

Students are to complete the 4 grammar skills review worksheets.



# Noteworthy News

Imagine you are a reporter getting the "scoop" on books. This is the notebook where you keep facts and information about books so you can write your news articles later. Fill in this page of notes for the latest book you've read!



Date \_\_\_\_\_ Notes about \_\_\_\_\_

by \_\_\_\_\_ author . This book is \_\_\_\_\_ title  
fiction/nonfiction

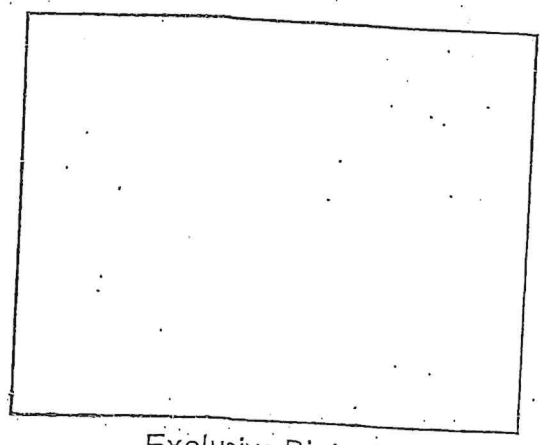
and is \_\_\_\_\_ pages long.  
number

Interesting things: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of the characters or subject: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My opinion of the book: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendation to others: \_\_\_\_\_  
\_\_\_\_\_



Exclusive Picture

My rating of the book (circle one):

(excellent) 10 9 8 7 6 5 4 3 2 1 (not good)

**Brainwork!** Write a news story about the book. Use your notes from above.

## Person, place or thing

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### Grade 3 Nouns Worksheet

Find the nouns and circle the **persons** in red, the **places** in blue and the **things** in black.

1. The actor won an award for his movie about Chicago.
2. The dog went swimming in the ocean.
3. Ice cream and cookies are the best dessert.
4. The pine trees in the forest are taller than most houses.
5. Stan wants to take a trip to the mountains.
6. I always wash my face before going to bed.
7. Zach collects model cars and boats.
8. My brother took a bus to the zoo to see the bears.
9. Grandpa lives in an igloo in Alaska.
10. The team does not practice volleyball in the summer.
11. Jenny rowed the boat across the pond to the clubhouse.
12. Parrots like to talk to people and eat crackers.

# Verbs and nouns

## Grade 3 Verbs Worksheet

Circle the verbs and underline the nouns.

Some words can be both a noun or a verb.

*The cats scratch the couch.  
There is a scratch on the table.*

walk pulley gear castle pioneer

merchant king village climb remember

think eat recliner table emotion

fight armor sword helmet run

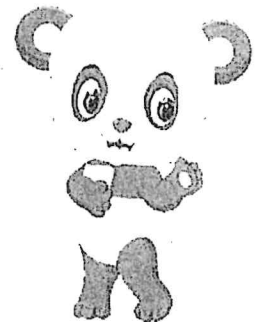
music violin dance sing court

cup drink fold finish start

page look talk see rug

window ceiling ball car lamp

turn rock believe life end



## Subject and predicate

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### Grade 3 Sentences Worksheet

Underline the subject.  
Circle the predicate.

**Subject:** Tells who or what the sentence is about.

**Predicate:** Tells what the subject is or does.

1. My little brother poured water on my head.
2. The tiny ferry will take us to Antarctica.
3. I think I could eat one million grapes.
4. The caterpillar is nervous to turn into a butterfly.
5. The poor man got attacked by a cloud of mosquitoes!
6. The brave squirrel ran into the bear's den.
7. Our science experiment caused a lot of smoke!
8. The donkey always thought he was a horse.

## Subject and predicate

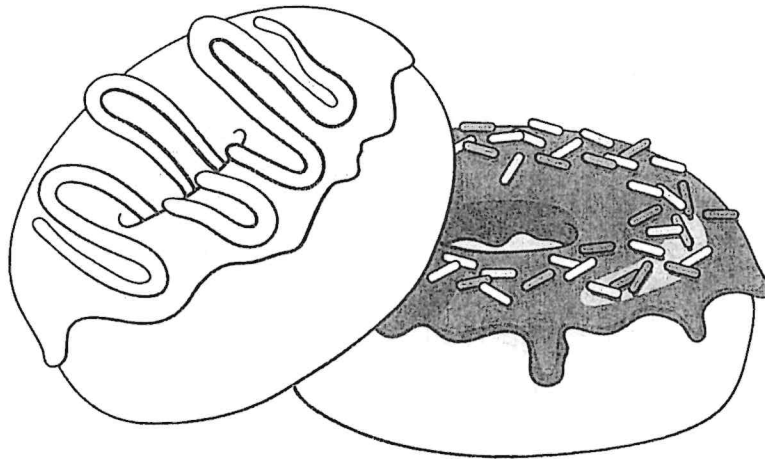
### Grade 3 Sentences Worksheet

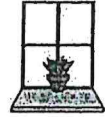
Underline the subject.  
Circle the predicate.

**Subject:** Tells who or what the sentence is about.

**Predicate:** Tells what the subject is or does.

1. The clumsy waiter dropped everyone's food!
2. I would like to buy one dozen doughnuts.
3. The little boy wishes he never had to comb his hair.
4. The teenage girl dreamed that she had a twin sister.
5. Grandma has a confession to make.
6. The funny boy ate his cone before his ice cream.
7. The confused cowboy couldn't find his horse.
8. The two friends jumped over the small creek.





## Main idea and details

### Reading Comprehension Worksheet

#### Practice

A parent or tutor should read to the student and help the student to record their answers.

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The **main idea** of a story is what the whole story is *mostly about*.

The **details** are *small pieces of information* that make the story more interesting.

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Listen to this story. Think about what the whole story is *mostly about*.

Luca's grandpa lives on a farm. His grandpa has a big garden, and many animals. When Luca was little, he was afraid of the chickens. When he helped his grandpa feed the chickens, the chickens chased him, crying, "Cluck, cluck, cluck!" But his grandpa showed him how to shoo the chickens away with his hand, saying, "Shoo chicks, shoo chicks!" Luca still doesn't like the chickens much, but he isn't afraid of them now. He feels very grown up.

1. What is this whole story mostly about? Circle your answer.

Grandpa's garden	Luca and the chickens	Luca's favorite animal
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2. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Luca drew a picture of the farm.	Luca helped pick the vegetables.	The chickens said "Cluck, cluck, cluck!"
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Listen to this story. Think about what the whole story is *mostly about*.

Alex's grandpa lives in a big city, on the 18<sup>th</sup> floor of an apartment building. From his grandpa's windows, Alex can see the whole city. Alex used to be afraid to look out the windows, because they were up so high. But his grandpa would sit with Luca, and point out all the interesting things in the city. Now Luca likes to look out his grandpa's windows. He can see the library, and the train station, and the park. He feels very grown up.

3. What is this whole story mostly about? Circle your answer.

Alex takes a train ride	Alex rides the elevator	Alex and his grandpa's windows
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4. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Grandpa's apartment is on the 18 <sup>th</sup> floor.	The train station is a busy place.	There is an elevator in Alex's grandpa's building.
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5. Make up one more detail that would make this story even more interesting.

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## Story elements Character, Setting, Plot, Solution

### Reading Comprehension Worksheet

#### Practice

A parent or tutor should read to the student and help the student to record their answers.

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Stories have a beginning, a middle, and an ending.

The beginning of a story tells you *who* the story is mostly about, and *where* the story mostly takes place.

The **characters** are *who* the story is mostly about.

The **setting** is *where* the story mostly takes place.

The middle of a story tells you the *things that happen* in the story.

The **events** are the *things that happen* in the story.

The **plot** is *all of the events* in the story. The plot usually includes some kind of *problem*.

The ending of a story tells *how the problem is solved*.

The **problem solution** is *how the problem is solved*.

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Think about these story elements as you listen to this story.

#### The Littlest Dragon

The littlest dragon on the mountain was called Sparkle, because his hide was pure white, and sparkly. Some of the dragons were blue, some were green, and some were red. But Sparkle was the only all-white dragon in their group.

One sunny day, Sparkle climbed up to the top of the mountain. He sat down on a big rock and looked out at the ocean. The mountain was on an island with long sandy beaches. Sparkle shook his head. He was worried. It was almost time for their group of dragons to fly south for the winter, and Sparkle had not yet learned to fly. His mom had tried to teach him. His dad had tried to teach him. His big sister had tried to teach him. But every time Sparkle jumped up and flapped his wings, he just tumbled down the hill.

Sparkle heard a sound, and turned to look. A gray seagull had flown down, and was perched on the rock beside the little dragon. It was a big seagull, but compared to Sparkle it was quite small. The seagull was about as big as one of Sparkle's feet.

"Why were you shaking your head?" the seagull asked.

"I have a bit of a problem," said Sparkle. "But who are you?"

"I am Sage," the seagull said. "I am called Sage because I am very wise. What is your problem? Maybe I can help you with it."

Sparkle lowered his large head. "I can't learn to fly," he said.

"Everyone has tried to teach me. But when I jump up in the air, I just tumble down the hill."

Sage moved his head slowly up and down, thinking. Then he looked at Sparkle. "Will you show me your take-off?" he asked.

Sparkle stood up. He jumped as hard as he could and started flapping his wings. He tumbled down the hill.

Again Sage moved his head slowly up and down. "I think I have the answer!" Sage cried. "You're trying to push yourself up with your legs. You have to pull yourself up with your wings! You have to start by raising your wings up high. Then move your wings down hard. You only have to jump a little bit."

Sparkle climbed back up the hill. He looked at Sage for a minute. He raised his wings up high. Then he pushed his wings down hard, and jumped just a little bit. He felt the air moving under his wings, and he flapped them some more. Then he stretched his wings out and soared. Sparkle was flying!

Sage flew up and joined his new friend, Sparkle. They flew up high. They flew down close to the ocean. They sailed around in circles.

After a while, Sage called, "Time for me to go home, Sparkle!"

"Goodbye, Sage!" Sparkle called back. "And thank you for this gift of flying! You are very wise!"

Now let's think about the **story elements**.

1. **Characters:** *Who* is this story mostly about?

Blue Dragon	Sparkle and Sage	Sparkle and his mom
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2. **Setting:** *Where* does this story mostly take place?

in the desert	on a beach	on a mountain
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3. **Problem:** What problem does one story character have?

Sparkle cannot fly, and it is time to fly south for the winter.	Sparkle is afraid to climb to the top of the mountain.	Sparkle does not have any friends.
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4. **Event 1:** Which event happens first in this story?

Sparkle shows Sage how he jumps when he tries to fly.	Sparkle climbs to the top of the mountain.	Sage comes and sits beside Sparkle.
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5. **Event 2:** Which event happens second in this story?

Sparkle shows Sage how he jumps when he tries to fly.	Sparkle climbs to the top of the mountain.	Sage comes and sits beside Sparkle.
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6. **Event 3:** Which event happens third in this story?

Sparkle shows Sage how he jumps when he tries to fly.	Sparkle climbs to the top of the mountain.	Sage comes and sits beside Sparkle.
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7. **Problem Solution:** How is one of the character's problem solved?

Sage shows Sparkle how to fly.	Sage tells Sparkle to pull himself up with his wings.	Sage tells Sparkle not to worry about learning how to fly.
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8. How does thinking about **story elements** help you to understand the story better?

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Using the information

**Drawing conclusions** - In the text and what you

Reading Comprehension Worksheet

Know in real life to make decision.

**Practice**

A parent or tutor should read to the student and help the student to record their answers.

**Drawing conclusions** means figuring something out for yourself. To draw conclusions, you need to think about what *makes the most sense*.

Here are some examples of things you can figure out for yourself. Put an X in the box for the **conclusion** that *makes the most sense*.

1. Laura sat down beside her friend Allie and opened her lunchbox.

This is probably because:

- Laura is going to draw a picture.
- Laura is going to eat lunch.
- Laura is going to take a nap.

2. The movie ended and everyone in the audience clapped.

This is probably because:

- They wanted to see another movie.
- The movie was beginning.
- They all liked the movie.

3. The students sat in a circle on the floor, and the teacher opened a book.

This is probably because:

The teacher is going to read a story.

The students are getting ready for recess.

It is time for lunch.

4. Marco's dad picked up his briefcase and went out to the car.

This is probably because:

Marco's dad is staying home from work that day.

Marco's dad is going to mow the lawn.

Marco's dad is leaving for work.

5. The pretty glass cup slipped out of Nina's hand, and there was a crashing sound.

This is probably because:

The cup broke.

The cup was made of plastic.

Nina dropped a glass plate.

6. The theater lights went off, and the big curtains opened. Two actors came out onto the stage.

This probably means that:

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# Tens and Ones

Name: \_\_\_\_\_ Score: \_\_\_\_\_

Fill in the correct number of tens and ones for the given numbers.

23    \_\_\_ tens    \_\_\_ ones

15 = \_\_\_ tens    \_\_\_ ones

47 = \_\_\_ tens    \_\_\_ ones

2 = \_\_\_ tens    \_\_\_ ones

82 = \_\_\_ tens    \_\_\_ ones

95 = \_\_\_ tens    \_\_\_ ones

19 = \_\_\_ tens    \_\_\_ ones

36 = \_\_\_ tens    \_\_\_ ones

67 = \_\_\_ tens    \_\_\_ ones

68 = \_\_\_ tens    \_\_\_ ones

Find the numbers given the tens and ones.

2 tens 0 ones = \_\_\_\_\_

1 ten 7 ones = \_\_\_\_\_

1 ten 2 ones = \_\_\_\_\_

0 tens 3 ones = \_\_\_\_\_

3 tens 8 ones = \_\_\_\_\_

8 tens 9 ones = \_\_\_\_\_

9 tens 5 ones = \_\_\_\_\_

2 tens 8 ones = \_\_\_\_\_

## Identifying Place Values

Identify the place value of each digit.

1) 185

Hundreds	Tens	Ones

2) 32

Hundreds	Tens	Ones

3) 479

Hundreds	Tens	Ones

4) 217

Hundreds	Tens	Ones

5) 391

Hundreds	Tens	Ones

6) 953

Hundreds	Tens	Ones

7) 48

Hundreds	Tens	Ones

8) 726

Hundreds	Tens	Ones

- 9) As of today, 117-year-old Violet Brown of Jamaica, is the oldest living person in the world. Find the place values present in the supercentenarians' age.

Hundreds	Tens	Ones

- 10) On the Fourth of July, 241 years ago, the Congress declared that all the 13 American colonies were no longer part of British Empire. Identify the number of ones, tens and hundreds in the number 241.

Hundreds	Tens	Ones

## Comparing Numbers

A) Write  $<$ ,  $>$  or  $=$  in each box.

1) 27  34

2) 8  8

3) 46  15

4) 24  36

5) 17  29

6) 19  9

7) 9  5

8) 51  51

9) 63  97

10) 16  11

B) Write out the words "is greater than", "is less than" or "is equal to" on each line.

11) 44 \_\_\_\_\_ 32

12) 6 \_\_\_\_\_ 16

13) 78 \_\_\_\_\_ 65

14) 27 \_\_\_\_\_ 27

15) 8 \_\_\_\_\_ 10

# Basic Addition and Subtraction

(III) Calculate

$$\begin{array}{r} 16 \\ + 9 \\ \hline \end{array}$$

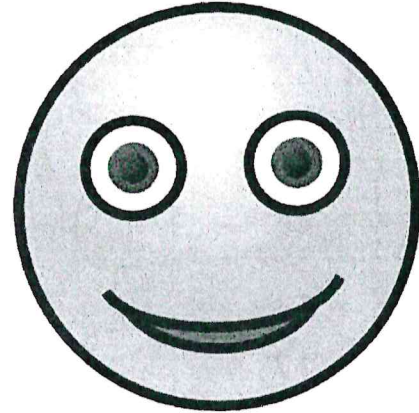
$$\begin{array}{r} 40 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 39 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 31 \\ \hline \end{array}$$



$$\begin{array}{r} 24 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 60 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 42 \\ \hline \end{array}$$

# Basic Addition and Subtraction

Calculate

$$\begin{array}{r} 42 \\ - 6 \\ \hline \end{array}$$

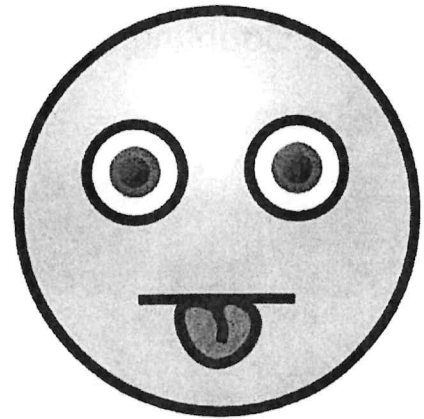
$$\begin{array}{r} 81 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ - 15 \\ \hline \end{array}$$



$$\begin{array}{r} 77 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 44 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 24 \\ \hline \end{array}$$

# Counting money - pennies, nickels, dimes & quarter

## Grade 2 Counting Money Worksheet

Add the coins.

1.  = \_\_\_\_\_

2.  = \_\_\_\_\_

3.  = \_\_\_\_\_

4.  = \_\_\_\_\_

5.  = \_\_\_\_\_

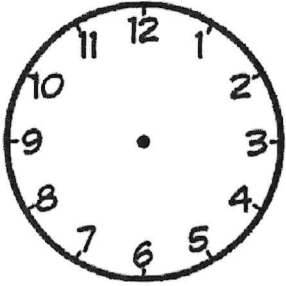
6.  = \_\_\_\_\_

7.  = \_\_\_\_\_

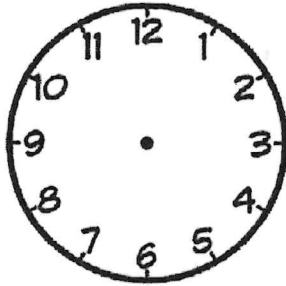
# Time

Name: \_\_\_\_\_ Class: \_\_\_\_\_

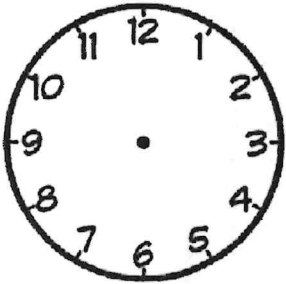
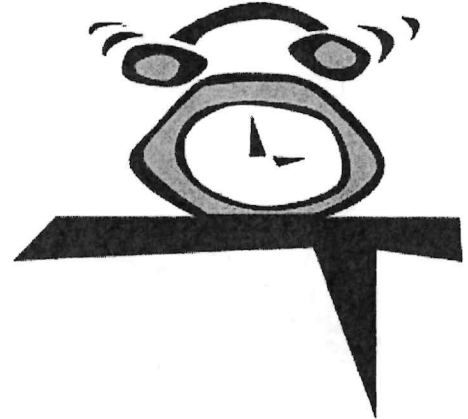
Draw the hour and minute hand on each clock



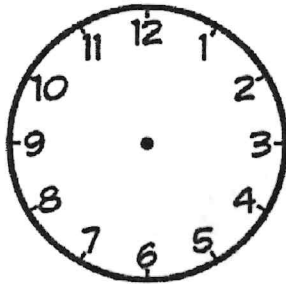
1:35



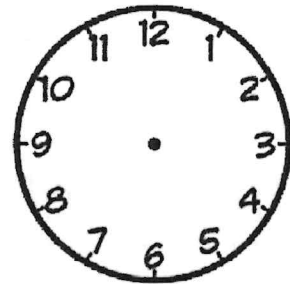
7:25



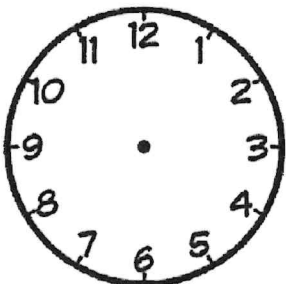
4:55



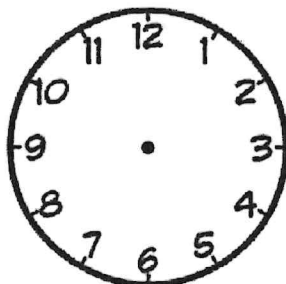
9:05



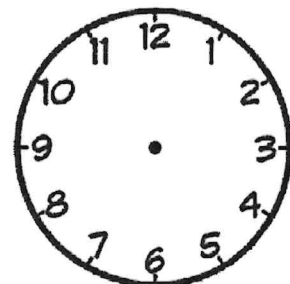
5:15



8:45



4:10

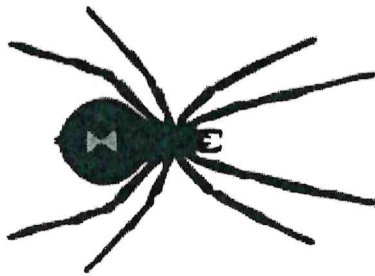


3:40

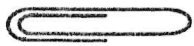
## Using a real ruler to measure lengths in inches

### Kindergarten Measurement Worksheet

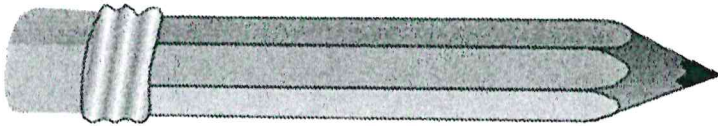
Measure the objects shown with a real ruler (or the cutout ruler below) and mark the length in inches.



\_\_\_ inches



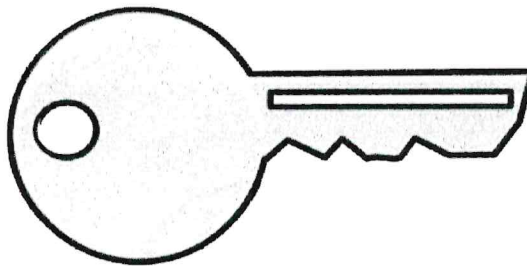
\_\_\_ inch



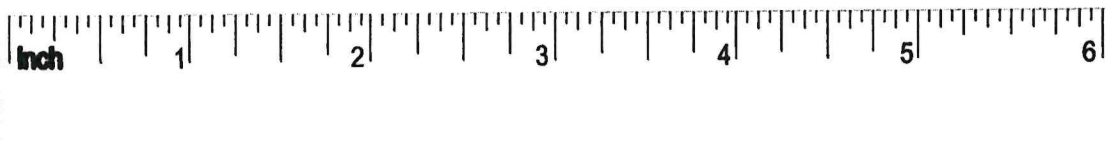
\_\_\_ inch



\_\_\_  
inches



\_\_\_ inches



# Measuring Length

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Use your ruler and measure the length of the following items. Round off to the nearest centimeter. Write your answers in the boxes.

