

TOP 5 FOR THIRD GRADE

- **Math** - Add and subtract from memory all single digits from $0+0=0$ to $10+10=20$
- **Math** - Add and subtract 2 2-digit numbers using place value
- **Reading/Writing** - Retell or tell (plan) a story across 5 fingers
- **Writing** - On 1 topic with a topic sentence, 2-3 detail sentences, and a concluding sentence in one sitting
- **Motor Skills** - Correct pencil/pen grip (perhaps use pencil finger placement grips —puppy grip—over the summer)

Math - Add and subtract from memory all single digits from $0+0=0$ to $10+10=20$

Looks like/includes:

- Doubles ($9+9$; $3+3$)
- Halves ($16-8=8$; $4-2=2$)
- Forward and backwards ($7+8=15$; $15-8=7$)

Games:

- **Shut the Box**
- **Chutes and Ladders:** revv up accuracy and attention... Mentally add move amount to location number and move in 1 jump. If Partner A catches a mistake on Partner B's turn, Partner A gets an extra turn. If Partner B knows (s)he made a mistake and Partner A doesn't notice or say anything, Partner B tells and then gets an extra turn.
- **Guess My Number Sentence:** One addend is even and the other is odd. My sum is between 10-14. My sum is greater than 11. What is my number sentence? ($5+8=13$) For this game, take turns making up riddles. Maybe collect some over time in a jar, and then you will have several when you play. Everyone contributes to the jar. Maybe a riddle doesn't work. Can your child identify the mistake and describe a way to fix it?
- Perhaps you have some favorite number games of your own that would work!

Math - Add and subtract 2 2-digit numbers using place value

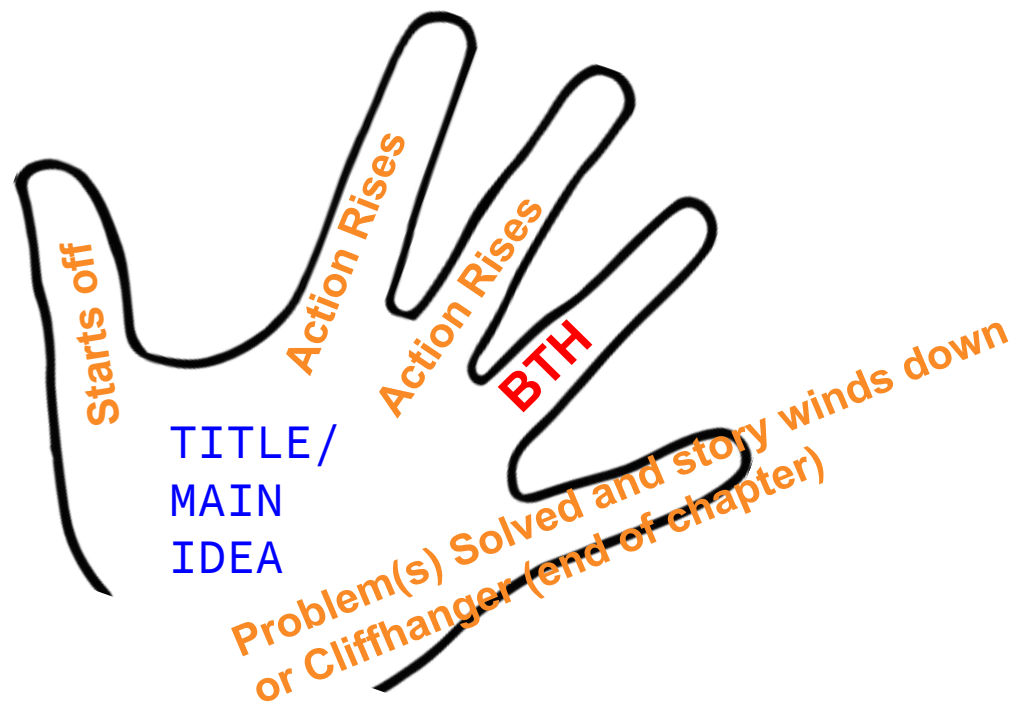
Strategy Ideas (these are just a few):

- **Expanded Form:** $35 + 42 \dots$
 $(30 + 5) + (40 + 2) =$
 $(3 \text{ tens} + 4 \text{ tens}) + (5 + 2) =$
 $7 \text{ tens} + 7 =$
 $70 + 7 = 77$
- Use a **Hundreds Chart** and make jumps adding and subtracting by 10s.
- Use a **number line** and make jumps adding and subtracting by groups of 10.

Ideas:

- **Use dimes** for 10's and include nickels and pennies for 1's
- **Roll for a Dollar:** To start, Player A rolls 2 6-sided dice and makes a 2-digit number with the smaller number in the 10's place and the larger in the 1's place. Player A rolls again, making a new 2-digit number the same way, and then adds the 2 2-digit numbers together. Player A now has this much money. Player B does the same for first turn. On all subsequent turns, players roll a new 2-digit number and add it to their "balance. Players continue taking turns this way until one player reaches 100 (100 cents = \$1) and wins. Try it backwards, starting at 100 cents and spend the money down on each roll. Or, maybe go for \$5!

Reading/Writing - Retell or tell (plan) a story across 5 fingers



5 PARTS:

- How story starts off... characters, setting
- One or more problems start to be noticed
- Problem grows
- BTH (Big Thing that Happens)-the climax of the story
- Problems are resolved-resolution-and story winds down (MAYBE resolution even touches a bit on lesson learned)

Last finger may be a cliffhanger, especially in mysteries; it leaves the reader invested and wanting to find out what happens next. :)

Writing - On 1 topic with a topic sentence, 2-3 detail sentences, and a concluding sentence in one sitting

The following are two 4-sentence examples. They both cover the same ideas but with very different degrees of detail. The differences are meant to show ways **to grow** beyond a short and basic sentence structure--Some students will be able to think and write descriptively, and most will be experimenting with degrees of detail and/or sentence structure variety. A wonderful goal would be someplace in between and with all sentences on topic!

Examples:

- This summer, I had the best time fishing and swimming at my uncle's home by the lake. Every afternoon my brother and I would run across the field screaming and hollering, jump into the lake, and race each other from the boat deck to the buoy. Uncle Bob taught me how to fish, and I even caught a trout big enough to barbeque and have for fish tacos! I can hardly wait until I get to go back to Uncle Bob's for more adventures out on the lake.
- I had fun at the lake. We had swim races. I caught a fish and we ate it. It was fun.

Writing Super Sentences:

- **Who** - names, relationships
- **When** - season, holiday, time of day
- **What** - what was happening? Add mini descriptions of the action
- **Where**
- **Why** - problem/celebration?
- **How** - could also include feelings

Motor Skills - Correct pencil/pen grip (perhaps use pencil finger placement grips —puppy grip—over the summer)

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