



Summer Bridge™

BRIDGING GRADES

2^{to}3

EXPLORATIONS

Get ready for the new school year with an engaging summer!

Monthly theme-based explorations involve:

- Math and Language Arts
- Science and Social Studies
- Character Education
- Fitness and Outdoor Learning



Section I Introduction

Theme: Learning in the Neighborhood

This month's explorations can be done close to home. They encourage your child to plan and carry out learning experiences both at home and in the neighborhood. Summer, with its more relaxed pace, is a great time for your child to explore the world nearby. Whether searching for insects in the backyard or at the park, attending a farmers' market or community festival, or taking a walk around the block, you will find many opportunities to help your child observe and learn.

To build language arts, reading, and writing skills this month, direct your child toward books or websites where she can learn more about her neighborhood. Suggest that she create a neighborhood guidebook or map that includes details about her favorite places and information on local landmarks. Or, she may like to write a neighborhood newsletter, prepare menus for a special picnic or barbecue, or brainstorm directions for a new game to play outside with friends.

To build math skills this month, look for ways to review time, money, and measurement basics while you are out and about with your child. For example, ask her to use a watch and keep track of how long it takes to drive to the grocery store. Compare weights and unit sizes in the canned-food aisle. After you check out, let her help you count the change. And once you're home, encourage her to create a chart that shows the different types of food and beverages you purchased.

Explorations

This month, your child will have a choice of two explorations. He may choose to follow steps for one or both. Review the explorations below with your child and help him make a choice. Emphasize that it is useful to have a path in mind from the start. Then, help your child find and complete the project activities according to his plan. Throughout the section, your child will see the icons shown below on pages that include directions directly related to one of the explorations. Emphasize that breaking a large project into smaller steps helps make it fun and easy to do.



Exercise Enthusiasts

With this exploration, your child will develop math, communication, and fitness skills by keeping an exercise log, helping friends and family track their exercise habits, and creating a weekly exercise calendar for the summer. Your child's math skills will get a workout as she tracks and organizes data using logs, charts, graphs, and calendars. She will learn to think creatively about exercise as she weighs which activities she does and enjoys most. Finally, her communication skills will be tested by the project's emphasis on getting others involved in building healthy exercise habits.

SECTION I

You can help your child with this exploration by encouraging and motivating her to stick with tracking her exercise. Give safety guidance, involve your child in your own exercise routines, and encourage her to try new activities and sports along the way. Since this project emphasizes involving friends and family in exercise tracking, fill out your own log so your child can make an exercise calendar for you, too.



Dance to the Rhythm

With this exploration, your child will develop math, creative thinking, writing, and fitness skills as he choreographs a tap dance routine and performs it for friends and family. Tap dancing's focus on rhythms, steps, and patterns will help sharpen your child's math skills. The process of choosing a song, choreographing a dance, and designing a routine will require creative thinking. Writing skills will come into play when your child designs a program to inform the audience about his dance. And fitness skills will be honed as your child gets on his feet and starts dancing!

You can help your child with this exploration by being an enthusiastic audience for his rehearsal. In addition, you can offer guidance by suggesting safe spots for him to practice tapping and by helping him come up with appropriate places and times for his performance. On the big day, help him transport and set up any electronic equipment he needs, and offer to help record the performance.

Learning Activities

Practice pages for this month review skills your child learned in second grade. They also focus on skills that support the explorations described above. Preview the activities and choose several that target skills your child needs to practice. Also select several relating to the exploration(s) your child plans to complete. You may wish to mark those pages with a star or other symbol to let her know to begin with those. Then, let your child choose practice activities that interest her and allow her to demonstrate her growing skills.



Exercise Enthusiasts, Step 1

Summer is a great time to get outdoors and exercise. This month, design an exercise routine for yourself, and spread the fun by designing routines for your friends and family members, too!

To design an exercise routine for yourself, start by making a chart that shows the kinds of exercise you get. Do you like to run, swim, play tag, jump rope, shoot baskets, or hike? Do you mow the lawn or carry groceries up the stairs? Keep track of everything you do and how often you do it. Each time you do an activity or exercise, check it off on your chart.

Amy's Exercises

Basketball	✓✓✓✓✓✓✓✓✓✓
Jump rope	✓✓✓✓✓✓✓✓✓✓✓✓
Jogging	✓✓✓
Soccer	✓
Tag	✓✓✓✓✓
Swimming	✓✓✓
Lawn mowing	✓
Hiking	
Softball	✓
Volleyball	✓✓

After you make a chart for yourself, talk to your friends and family members. Are any of them looking to get more exercise or keep better track of it? Talk to them about the kinds of exercise they get most. Then, make charts for them, too.

Ask them to keep track of their exercise the same way you are. Maybe they would even like to join you when you exercise!

Don't worry if not everyone you ask is able to fill out a chart. Some people won't want to or won't have time, and that's OK. Your goal is just to have fun and spread exercise enthusiasm!

The Synonym Song

Read the song.

Sometimes I talk, but other times I...
shout, whisper, yell, discuss, chatter, or gab.

Sometimes I walk, but other times I...
saunter, tromp, march, step, stroll, trudge, or trek.

Sometimes I run, but other times I...
skip, dash, flee, race, scramble, or scurry.

Sometimes I jump, but other times I...
leap, hop, spring, bound, or vault.

Sometimes I laugh, but other times I...
giggle, chuckle, titter, cackle, or snicker.

Sometimes I sleep, but other times I...
slumber, rest, doze, nap, or snooze.



Use the song to answer the questions.

- | | |
|--|---|
| 1. What is a synonym?
A. a word that means the opposite of another word
B. a word that sounds like another word but has a different meaning
C. a word that means the same as another word | 2. Draw a line between the synonyms.
talk leap
walk snooze
run giggle
jump chatter
laugh stroll
sleep dash |
|--|---|

Circle the word in parentheses that would fit best in each sentence.

- I will (whisper / shout) a secret in your ear.
- I will (saunter / march) to the rhythm of the drum.
- I will (skip / dash) to get some help.
- I will (cry / laugh) during the funny movie.
- I will (slumber / nap) all night.
- I (chuckled / cackled) at the comic in the newspaper.

A thesaurus is a book that lists synonyms of words. You can use a thesaurus to make your writing more interesting. Look at this page from a thesaurus. Then, answer the questions below.

sad (adj): unhappy, down, dismal, morose, miserable, cheerless, gloomy, forlorn, dejected, glum, depressed

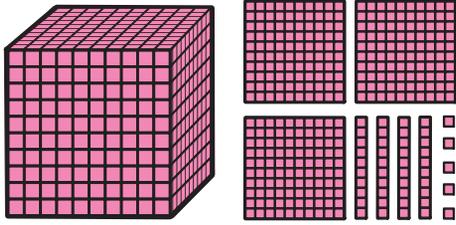
said (v): spoke, yelled, whispered, echoed, bellowed, whined, shouted, told, mentioned

- What does the (adj) after the word *sad* tell you?

- Rewrite this sentence using a synonym for the word *sad*. **The boy was feeling sad because he lost his puppy.**

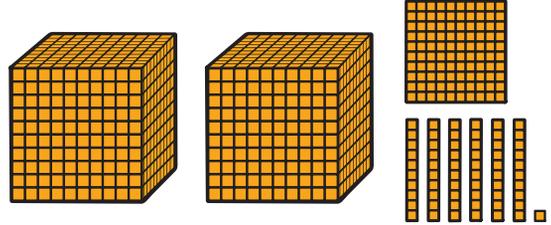
Write how many thousands, hundreds, tens, and ones. Then, write the total.

1.



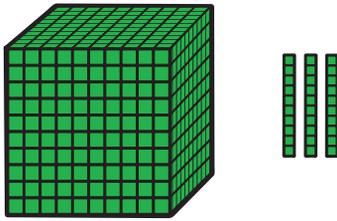
___ thousand(s) ___ hundred(s)
___ ten(s) ___ one(s) = _____

2.



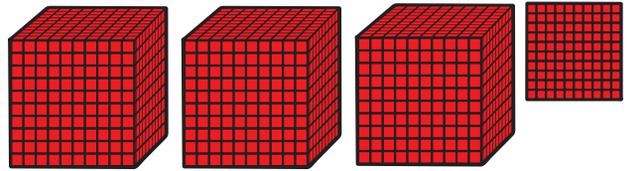
___ thousand(s) ___ hundred(s)
___ ten(s) ___ one(s) = _____

3.



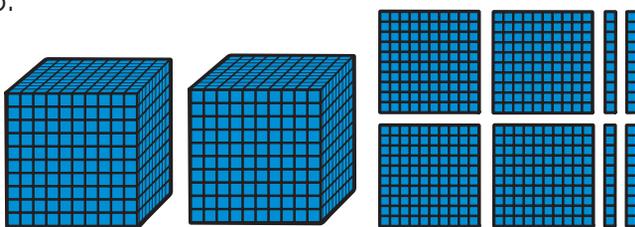
___ thousand(s) ___ hundred(s)
___ ten(s) ___ one(s) = _____

4.



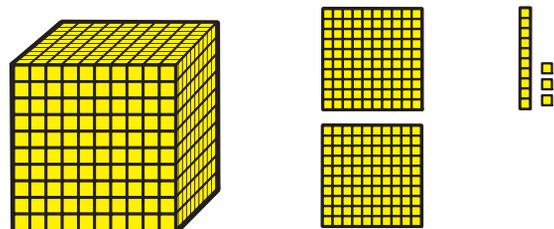
___ thousand(s) ___ hundred(s)
___ ten(s) ___ one(s) = _____

5.



___ thousand(s) ___ hundred(s)
___ ten(s) ___ one(s) = _____

6.



___ thousand(s) ___ hundred(s)
___ ten(s) ___ one(s) = _____

Combine each pair of sentences using the conjunction in parentheses (). In each new sentence, place a comma before the conjunction.

EXAMPLE: My grandma raises bees. She has only been stung once. (but)
My grandma raises bees, but she has only been stung once.

1. Liam wanted to bike to the park. He got a flat tire. (but)

2. Keisha is moving to Idaho. Her family hasn't found a house yet. (but)

3. The fireworks lit up the night sky. Everyone cheered. (so)

4. Mr. Gomez coaches our softball team. I think he does a great job. (and)

Read each word aloud. Listen to the vowel sounds. If the word has a short vowel sound, write S on the line. If the word has a long vowel sound, write L on the line.

EXAMPLE:

rust **S**

5. face _____

6. clock _____

7. cute _____

8. big _____

9. shut _____

10. bike _____

11. apple _____

12. boat _____

13. road _____

14. yell _____

15. read _____

Write each number in expanded form.

			Thousands	Hundreds	Tens	Ones
1.	9,516	=		+	+	+
2.	2,358	=		+	+	+
3.	1,407	=		+	+	+
4.	921	=		+	+	+
5.	7,800	=		+	+	+
6.	3,264	=		+	+	+
7.	5,182	=		+	+	+
8.	614	=		+	+	+
9.	4,073	=		+	+	+
10.	9,530	=		+	+	+

FITNESS FLASH: Stand up straight with a chair right behind you. Stretch your arms straight in front of you and slowly sit. Stop right before your bottom touches the chair and slowly stand up again. Repeat this 10 times.

Addition/Subtraction

Add to solve each problem.

$$\begin{array}{r} 1. \quad 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 0 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 17 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 15 \\ + 3 \\ \hline \end{array}$$

Subtract to solve each problem.

$$\begin{array}{r} 16. \quad 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 13 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 11 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 19 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 17 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 17 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 27. \quad 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 28. \quad 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 29. \quad 20 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 30. \quad 12 \\ - 4 \\ \hline \end{array}$$

FACTOID: Honeybees communicate with each other by dancing.

Aunt Antonym

Read the story.

We have a nickname for my mother's sister. We call her Aunt Antonym. She always says or does the opposite of what we say or do. At the zoo, we began at the north end of the park. My aunt began at the south end. At the monkey cage, we thought the monkeys were adorable. My aunt thought they were ugly. I said a zebra is a white horse with black stripes. My aunt said a zebra is a black horse with white stripes. At the dolphin show, we sat in the front. We like getting wet. My aunt sat in the back. She wanted to stay dry. Soon, we were hungry. My aunt was still full from breakfast. After lunch, we rode the train around the zoo. My aunt wanted to walk. Finally, my aunt said she was ready to go. We wished we could have stayed.

