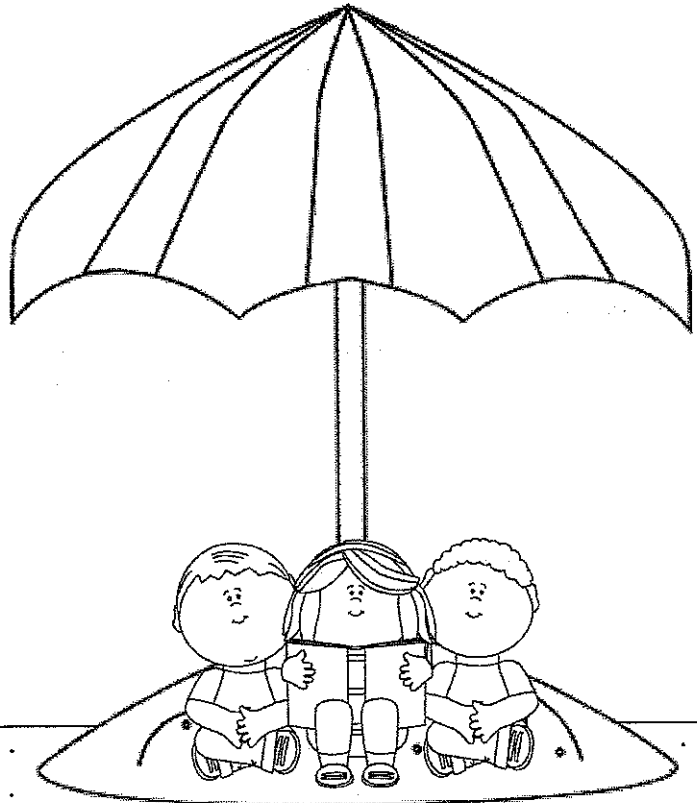
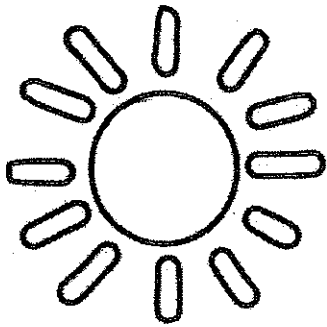


READING SUMMER PACKET

for incoming 3rd graders



Name: _____

Name: _____

LET'S READ!

Read the passage and answer the questions

BLAST OFF!

Maya stood at the edge of the launch platform, her helmet tucked under one arm and her stomach doing flips. She had spent weeks training for this kids-only mission to the Space Exploration Station, but now that the countdown had started, her confidence began to shrink. "What if I mess up?" she whispered. All around her, the other young astronauts looked calm and ready. Maya felt small, like she didn't belong.

Training had been tougher than she expected. There were spinning simulators that made her dizzy, complicated control panels to learn, and tests where she had to act fast under pressure. Maya had made a few mistakes—once she even pressed the wrong button and set off an alarm. "I'm never going to get this right," she had said. Her instructor placed a hand on her shoulder and said, "You belong here. Everyone has setbacks. What matters is how you respond."

Now, as the rocket engines hummed beneath her, Maya took a deep breath and remembered those words. She had studied hard, stayed late, and learned from her mistakes. "I do belong here," she whispered. She slid her helmet on, just as the final countdown hit zero.

In space, everything felt new. Maya floated weightlessly, laughing as her pen drifted away mid-sentence. The Earth glowed below like a marble, and Maya smiled. She almost let fear stop her—but now, she was ready to explore the stars.

1. What is a lesson readers can learn from Maya's experience?

Choose all that apply.

- It's okay to feel nervous when trying something new
- You should always be perfect in space
- Hard work and confidence can help you succeed
- Space training only takes a few days

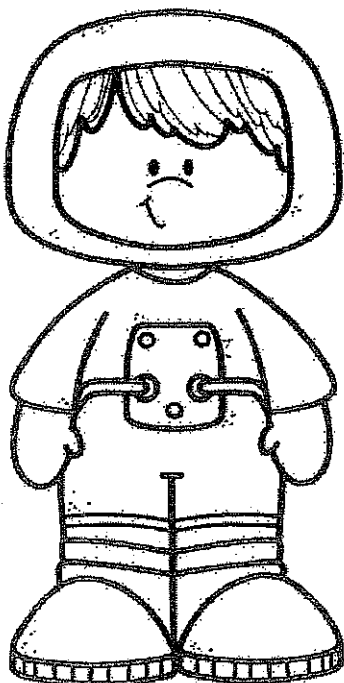
2. What is Maya doing at the start of the story?

- a) Talking with her teammates in space
- b) Getting ready to launch for her first space mission
- c) Practicing floating in zero gravity
- d) Eating breakfast from a pouch

3. How does Maya change from the beginning to the end of the story? Use details from the text to explain.

VOCABULARY BOOSTERS

Read the chart and complete the activity.



PREFIX	MEANING	EXAMPLE
re-	again	replay, rebuild
un-	not or opposite	unfair, unlock
pre-	before	preview, preheat

Write the meaning of each word using the prefix clues.

- 1. rebuild = _____
- 2. unpack = _____
- 3. pretest = _____

Name: _____

DAY 1

GRAMMAR IN ACTION: SUBJECT & PREDICATE

SUBJECT	who or what the sentence is about	The astronaut
PREDICATE	what the subject is doing	floated through the station.

Directions: Underline the subject and circle the predicate in each sentence below.

1. Maya trained for weeks before the big launch.
2. The rocket blasted off into the sky.
3. Her teammates floated around the space station.
4. The space shuttle launched early in the morning.
5. Maya's helmet rested near her seat.
6. Stars twinkled outside the spacecraft window.

FLUENCY PRACTICE

Read the paragraph below 3 times. Time yourself and track your progress!

Maya was nervous before the launch. She had worked hard and trained for weeks. As the countdown began, she took a deep breath and remembered what her instructor said: "You belong here."

READ #	Time in seconds
1	
2	
3	

 **COLOR HOW YOU FELT ABOUT READING TODAY:**

Struggled	Getting better	Smooth and Confident
-----------	----------------	----------------------

LET'S READ!

Directions: Read the passage and answer the questions

MAYA'S MISSION: A SPACE PROBLEM

Maya floated through the narrow hallway of the space station, gripping the handrails to guide herself. It had been three days since launch, and she was finally getting used to life in zero gravity. She could eat, sleep, and even do sit-ups while floating—space was starting to feel like home.

But that morning, Maya noticed something odd. A red light blinked next to the communication panel. She tapped her headset. "Commander Reyes, are we supposed to be losing signal?" His voice crackled in reply. "Maya, please run a diagnostic. I think we're losing contact with Earth."

Maya's heart pounded. She had practiced this during training, but now it was real. Carefully, she followed the steps: check wires, scan the system, reroute the signal. Finally, the light turned green.

"Great work," Commander Reyes said. "You just saved our connection." Maya smiled. She still got nervous, but she was learning that courage didn't mean having no fear—it meant acting anyway.

1. Why was Maya nervous during the mission? (RL.3.1)

- a) She had never floated in space before
- b) She had to fix the ship's communication system
- c) She was speaking to her teacher
- d) She missed Earth

2. What does this passage show about Maya's character? (RL.3.3)

Choose all that apply.

- She panics when something goes wrong
- She remembers her training
- She is becoming more confident
- She doesn't follow directions

3. What steps did Maya take to fix the problem on the space station? Use details from the text. (RL.3.1)

VOCABULARY BOOSTERS

Match each prefix word to its meaning. Then sort them into the correct prefix group.

rebuild

Do something again

unpack

Heat something before using it

preheat

Open something that was closed

redo

Build something again

unlock

Take things out of a container

Name: _____

DAY 2

GRAMMAR IN ACTION: SUBJECT & PREDICATE

SUBJECT	who or what the sentence is about	The astronaut
PREDICATE	what the subject is doing	floated through the station.

Each sentence below is missing either the subject or the predicate. Fix it so it becomes a complete sentence.

1. floated through the air.

2. The astronauts

3. did a health check every morning.

4. The space station

FLUENCY PRACTICE

Read the paragraph below 3 times. Time yourself and track your progress!

Maya noticed a red light on the control panel. She followed the steps she had learned during training. Slowly, the signal returned and the system was fixed.

READ #	Time in seconds
1	
2	
3	

COLOR HOW YOU FELT ABOUT READING TODAY:

Struggled	Getting better	Smooth and Confident
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Name: _____

LET'S READ!

Directions: Read the passage and answer the questions

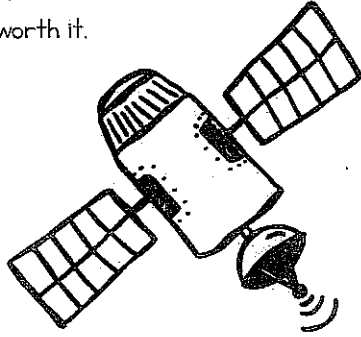
WHAT IT'S LIKE TO LIVE IN SPACE

Astronauts aboard the International Space Station live and work in zero gravity. That means they float through the air instead of walking. To move around, they push off walls or grip handrails. Even sleeping is different--they zip themselves into sleeping bags attached to the wall so they don't drift away.

Every morning, astronauts start their day with a health check. Then, they spend hours doing science experiments, fixing equipment, and talking with Mission Control. They also exercise for about two hours every day to stay strong in space.

Even meals are unusual. Food is packaged in special containers so it doesn't float. Astronauts eat with forks and spoons, but sometimes their juice or soup has to be sipped through a straw. On their free time, astronauts take pictures of Earth or video chat with family.

Living in space is a challenge, but many astronauts say the view makes it all worth it.



1. What are two things astronauts do each day to stay healthy in space? (RI.3.1)
 - a) Sleep on the floor and drink extra water
 - b) Take vitamins and write in journals
 - c) Do health checks and exercise regularly
 - d) Float near the windows all day

2. What makes daily life in space different from life on Earth? (RI.3.3)
Choose all that apply.

- Astronauts float instead of walk
- They cook meals on a stove
- Food is stored in special containers
- They play soccer on the space station
- They strap into sleeping bags to sleep

3. What is the main idea of the passage? Use details from the text to support your answer. (RI.3.2)

VOCABULARY BOOSTERS

Read each sentence and choose the correct prefix word to complete it. Then write what the word means.

WORD BANK	rebuild	unzip.	preheat	repack	unlock
------------------	---------	--------	---------	--------	--------

1. Astronauts must _____ their sleeping bags every morning.

Meaning _____

2. They often _____ tools or equipment if something breaks.

Meaning _____

3. The crew had to _____ the storage containers before the next launch.

Meaning _____

Name: _____

DAY 3

GRAMMAR IN ACTION: SUBJECT & PREDICATE

SUBJECT	who or what the sentence is about	The astronaut
PREDICATE	what the subject is doing	floated through the station.

Draw a line to match each subject to the correct predicate.

Maya

A. drifted through the hallway

Her headset

B. turned from red to green

The warning light

C. gave a fuzzy response

Commander Reyes

D. returned to normal

The signal

E. asked Maya to fix the problem

FLUENCY PRACTICE

Read the paragraph below 3 times. Time yourself and track your progress!

Astronauts live in zero gravity, which means they float instead of walk. They eat packaged food and sleep in special bags. Space life is different—but exciting!

READ #	Time in seconds
1	
2	
3	

 **COLOR HOW YOU FELT ABOUT READING TODAY:**

Struggled	Getting better	Smooth and Confident
-----------	----------------	----------------------

LET'S READ!

Directions: Read the passage and answer the questions

HOW DO ASTRONAUTS TRAIN FOR SPACE?

Before astronauts go to space, they go through months of training. They don't just study in classrooms—they practice in environments that feel like space. This helps them get ready for what they'll face on their missions.

To learn how to move in zero gravity, astronauts train underwater. They wear heavy suits and practice spacewalks in a giant swimming pool. It's the closest thing to floating in space!

They also practice working inside a space station. They learn how to fix machines, respond to emergencies, and live without gravity. They must be able to stay calm under pressure and work as a team.

Training is hard work, but it prepares astronauts for success. They must pass medical tests, study often, and solve problems quickly. The better they train on Earth, the safer they'll be in space.

1. Why do astronauts train underwater before going to space? (RI.3.3)

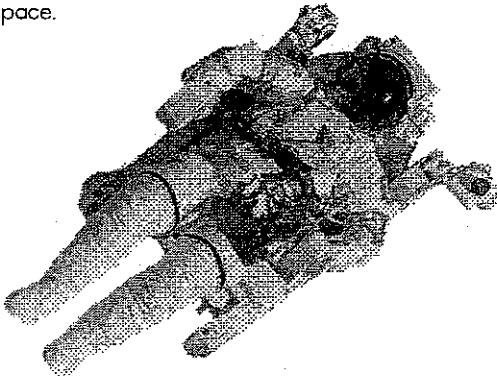
- a) To learn how to hold their breath
- b) To practice swimming
- c) To practice floating like they will in space
- d) To test how fast they can move in water

2. Which of the following are things astronauts practice before going to space? (RI.3.3)

Choose all that apply.

- Cooking meals on a spaceship
- Responding to emergencies
- Floating in zero gravity
- Playing sports in space
- Working as a team

3. How is the passage organized? What is the author's purpose for writing it?

**VOCABULARY BOOSTERS**

Read each sentence, underline the prefix word then explain what the underlined word means.

1. Before the rocket launch, the crew had to precheck every system.

Meaning _____

2. Maya had to reenter the password when the screen turned off.

Meaning _____

3. The team had to unpack the supplies once they arrived at the space station.

Meaning _____

4. The engineers had to rebuild part of the control panel after the system glitch.

Meaning _____

Name: _____

GRAMMAR IN ACTION: SUBJECT & PREDICATE

Each sentence has been split into a subject and a predicate.

 Color the SUBJECTS red

 Color the PREDICATES green

The space
shuttle

twinkled through the
space station window.

Stars

completed their
training mission.

The
astronauts

Maya

A floating
notebook

zipped herself into
her sleeping bag.

bumped into
the ceiling.

launched at
sunrise.

Write your own space-themed sentence below, and draw a line to split the subject and predicate, then color them!

FLUENCY PRACTICE

Read the paragraph below 3 times. Time yourself and track your progress!

Astronauts spend months getting ready for space. They train underwater to practice floating. They also learn how to stay calm and work as a team in tough situations.

READ #	Time in seconds
1	
2	
3	

COLOR HOW YOU FELT ABOUT READING TODAY:

Struggled	Getting better	Smooth and Confident
-----------	----------------	----------------------



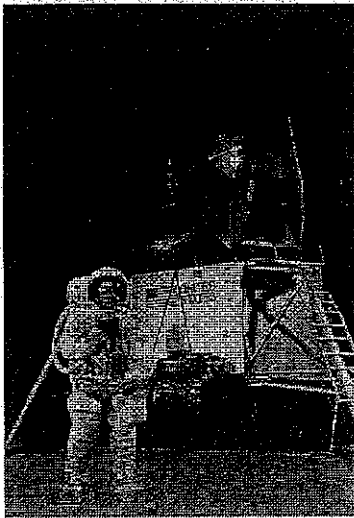
LET'S READ!

Directions: Read the passage and answer the questions

APOLLO II: THE FIRST TRIP TO THE MOON

In 1969, NASA launched Apollo II—the first mission to land humans on the moon. The crew included Neil Armstrong, Buzz Aldrin, and Michael Collins. After traveling over 200,000 miles, Armstrong and Aldrin landed on the moon's surface while Collins remained in orbit.

Armstrong took the first steps on the moon, saying, "That's one small step for man, one giant leap for mankind." The crew collected moon rocks, set up experiments, and returned safely to Earth after 8 days. This historic mission showed the world what space travel could achieve.

**PERSEVERANCE: A ROBOT ON MARS**

Launched in 2020, NASA's Perseverance rover was sent to Mars to explore the surface and collect rock samples. Unlike Apollo II, no astronauts were on board—Perseverance is a robot. It landed in an area called the Jezero Crater.

Perseverance uses cameras and tools to study the Martian soil. It sends data back to scientists on Earth. The rover's mission may help prepare for future human trips to Mars. Its discoveries could tell us if Mars once had life.



1. Which mission had humans land on another planet? (RI.3.3)

- a) Apollo II
- b) Perseverance
- c) Both
- d) Neither

2. What do the two missions have in common? (RI.3.9)

Choose all that apply.

- Both were launched by NASA
- Both landed humans on Mars
- Both collected rock samples
- Both used technology to explore space

3. What is one main difference between the Apollo II mission and the Perseverance mission? Explain using evidence from the passages. (RI.3.5)

Opinion Paragraph

An **opinion paragraph** tells what the writer thinks about a topic. It explains why he or she has this view.

Parts of an Opinion Paragraph

- A topic sentence that introduces the writer's opinion
- Reasons that support the point of view
- Linking words that connect the opinion to reasons
- A concluding statement that ties ideas together



Topic Sentence

Tells how the writer feels about the topic

Reasons

Explain why the writer has this opinion

Linking Words

Connect the opinion to the reasons

Conclusion

Restates the writer's opinion

Jack and the Beanstalk

Jack and the Beanstalk is the best fairy tale ever. One reason this is my favorite story is because so many things happen to Jack that never happen in real life. For example, who ever really gets to trade a cow for magic beans? That would be an amazing trade! Another reason this story is the greatest is that Jack gets to climb a huge beanstalk. Since I love to climb trees, I imagine climbing a beanstalk that is higher than the clouds would be so much fun. Also, Jack gets to have an adventure in a new place when he climbs into the sky. Going to someplace new is always exciting, so meeting a giant in his land would be so cool! I wish I could do all of the things Jack does. That is why I think *Jack and the Beanstalk* is the best fairy tale.

Linking Words

- Because
- Due to
- For example
- For this reason
- Since
- So
- Therefore

Name _____

Follow your teacher's directions to complete the frame.



One of the best books I have ever read was

I like it because _____

_____ For example _____

So _____

_____ That is why _____



On a separate sheet of paper, write an opinion paragraph about your favorite art activity.



On a separate sheet of paper, use your prewriting plan to write an opinion paragraph, or make a new plan to write about a job that you might like to have someday.

Action Verbs

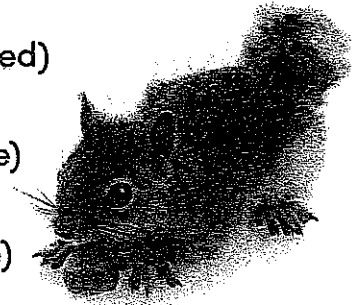
On the line, write the action verb in () that paints a clearer picture.

① A squirrel _____ an acorn. (took, snatched)

② It _____ the acorn open. (cracked, broke)

③ The squirrel _____ the nut. (nibbled, ate)

④ Then it _____ up the tree. (went, scrambled)



Circle each verb. Then write the verb from the box that gives a livelier picture of the action.

shouted honked bounced grabbed

① The bus driver blew the horn. _____

② The girl got her books. _____

③ She said "Good-bye" to her family. _____

④ The bus moved down the bumpy road. _____

Write two sentences that show action. Use the verb *dashed* in the first sentence. Use the verb *tiptoed* in the second sentence. Underline the verbs.

① _____

② _____

Action Verbs

Fill in the bubble next to the action verb in each sentence.

- ① Crystal's family arrived for dinner.
 dinner
 family
 arrived
- ② Her grandmother hugged everyone.
 grandmother
 hugged
 everyone
- ③ Her aunt and uncle roasted a turkey.
 roasted
 turkey
 aunt
- ④ Her mother baked a cake.
 mother
 baked
 cake
- ⑤ Everyone ate the delicious meal.
 ate
 Everyone
 meal
- ⑥ They cheered for the cooks!
 cooks
 They
 cheered

Read each sentence. Fill in the bubble next to the more vivid verb.

- ① The puppy _____ after the ball.
 went
 chased
- ② She _____ all around the house and yard.
 dashed
 went
- ③ A yellow cat _____ through the wooden fence.
 looked
 pecked
- ④ Then the puppy _____ high into the air.
 leaped
 moved
- ⑤ She _____ the ball.
 got
 grabbed
- ⑥ The cat _____ away.
 sprinted
 ran

Adjectives

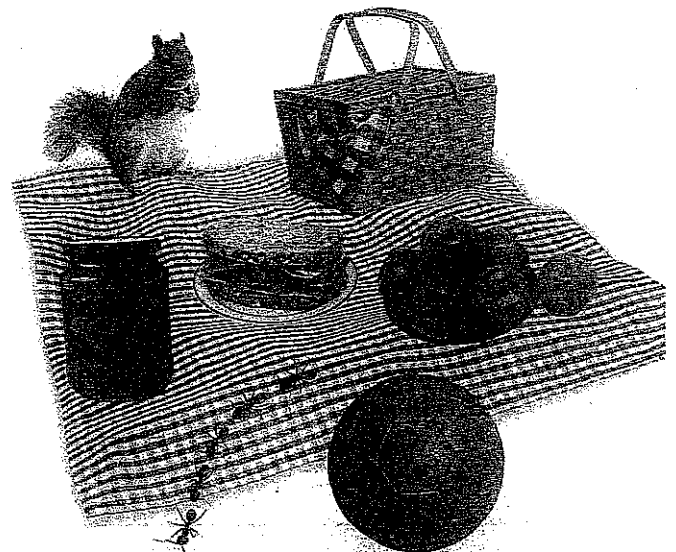
Read each sentence. Write the adjective that describes the underlined noun on the line.

An adjective is a word that describes a person, place, animal, or thing.

- 1 We live near a sparkling brook.
- 2 It has clear water.
- 3 Large fish swim in the brook.
- 4 Busy squirrels play near the brook.
- 5 You can enjoy breathing in the fresh air near the brook.

Complete each sentence by adding an adjective.

- 1 I love _____ apples.
- 2 I see a _____ ball.
- 3 I smell _____ flowers.
- 4 I hear _____ music.
- 5 I like the _____ taste of pickles.



On another sheet of paper, write three sentences that tell about the foods you like the best. Use adjectives in your descriptions.

Adjectives

Fill in the bubble next to the word that is an adjective.

- ① Several relatives from Mexico visited us.
 Several
 relatives
 visited
- ② The trip took six hours.
 trip
 six
 hours
- ③ They took many pictures of my family.
 took
 many
 pictures
- ④ My uncle wore a blue hat.
 uncle
 blue
 hat
- ⑤ My aunt wore a colorful serape.
 aunt
 wore
 colorful
- ⑥ We ate delicious food.
 food
 delicious
 ate

Fill in the bubble next to the adjective that best completes the sentence.

- ① There were _____ people in the restaurant.
 one
 many
 green
- ② My dad ordered _____ tortillas.
 sharp
 loud
 some
- ③ My cousin José ate _____ tamales!
 quiet
 five
 curly
- ④ Everyone had a _____ time!
 cold
 wonderful
 purple

Test Practice

Directions: Read each item carefully. Select the best answer and fill in the circle on your answer sheet.

1. Which word contains a *j* sound?

- (A) fence
- (B) price
- (C) page
- (D) dance

2. Tang was awake for about an hour last night because of the storm.

Which word in the sentence is spelled incorrectly?

- (A) awake
- (B) about
- (C) last
- (D) night

3. When Rita helps her dad wash the car, she always uses a clean cloth.

Which word in the sentence is spelled incorrectly?

- (A) wash
- (B) uses
- (C) clean
- (D) cloth

4. Which word is spelled correctly?

- (A) stich
- (B) speetch
- (C) swich
- (D) scratch

5. Which word is spelled incorrectly?

- (A) space
- (B) place
- (C) senter
- (D) above

6. I wanted more time to finish reading a great story about a dog that became a hero in its hometown.

Which word in the sentence is spelled incorrectly?

- (A) time
- (B) finich
- (C) reading
- (D) became

GO ON 

7. Cruz will test her bicycle tires to make shure they are filled with air.

Which word in the sentence is spelled incorrectly?

- (A) tires
- (B) shure
- (C) filled
- (D) air

8. When I was in the second grade, my freind Grace moved to another city.

Which word in the sentence is spelled incorrectly?

- (A) second
- (B) freind
- (C) moved
- (D) another

9. Which word is spelled correctly?

- (A) brook
- (B) stich
- (C) sprin
- (D) frech

10. I was so bizy last week, I didn't have time to watch TV.

Which word in the sentence is spelled incorrectly?

- (A) bizy
- (B) week
- (C) asleep
- (D) front

11. Which word is spelled incorrectly?

- (A) mother
- (B) chruch
- (C) chase
- (D) thick

12. Some parts of the world are covered in ise for much of the year.

Which word in the sentence is spelled incorrectly?

- (A) Some
- (B) parts
- (C) ise
- (D) year



Abstract Vowels: ou, oi

Connections



THINKING

Read the spelling words and sentences.

- 1. proud *proud*
- 2. boil *boil*
- 3. loud *loud*
- 4. house *house*
- 5. join *join*
- 6. cloud *cloud*
- 7. sound *sound*
- 8. voice *voice*
- 9. oil *oil*
- 10. round *round*
- 11. point *point*
- 12. south *south*
- 13. found *found*
- 14. soil *soil*
- 15. ground *ground*

I am **proud** of myself for getting an A.
 Water will **boil** when it gets very hot.
 The music was too **loud** for my ears.
 The Carters live in a large **house**.
 Roberto wants to **join** the team.
 We saw a dark **cloud** in the sky.
 The loud ringing **sound** made me jump.
 The singer had a beautiful **voice**.
 Salad dressing often includes **oil**.
 Put the dough in the **round** pan.
 Please sharpen the **point** of this pencil.
 North is the opposite of **south**.
 Rosa **found** her missing sock.
 Some plants need rich **soil** to grow well.
 It is hard to dig in the frozen **ground**.

Think & Sort the spelling words.

- 1-6. Write the words that have the /oi/ sound.
- 7-15. Write the words that have the /ou/ sound.

Remember

The /oi/ sound you hear in **oil** is spelled **oi**. The /ou/ sound you hear in **loud** is spelled **ou**.

Spelling Tutor



15. _____

14. _____

13. _____

12. _____

11. _____

10. _____

9. _____

8. _____

7. _____

6. _____

5. _____

4. _____

3. _____

2. _____

1. _____

Identify Rhyming Words

- 1-2. Write the spelling words that rhyme with **soil**.
- 3. Write the spelling word that rhymes with **coin**.
- 4-6. Write the spelling words that rhyme with **crowd**.
Circle the words that begin with a consonant blend.
- 7-9. Write the spelling words that rhyme with **sound**.
Circle the word that begins with a consonant blend.

Identify Rhyming Words

1.

2.

3.

4.

5.

6.

7.

8.

9.

Understand Word Structure

- 10. Change one letter in **mouse** to make a spelling word.
- 11. Change one letter in **paint** to make a spelling word.
- 12. Change the beginning sound in **choice** to make a spelling word.



Understand Word Structure

10.

11.

12.

Use the Dictionary

13.

14.

15.

Use the Dictionary

13-15. A dictionary lists words in alphabetical order. Write the three spelling words that begin with the letter **s** in alphabetical order.

Dictionary Check Be sure to check your answer in your **Spelling Dictionary**.