

SUMMER

Get Ready
for fun in
Grade 3!

Reading Catch-up • Week 1

BETWEEN GRADES 2 AND 3



Get Ready for Grade 3

Week 1

Reading skills focus

Phonics, Spelling, and Word Recognition

- Hear and identify the sounds **ay**, **ie**, **ea**, **oy**, **ir**, and match each sound to its letters.
- Practice breaking a word into its sounds, then blend the sounds to read the word.
- Build reading comprehension skills.
- Read and write the word **please**.
- Practice reading comprehension of fiction texts.

Comprehension: Fiction

- Literal comprehension: find facts and information.
- Inferential comprehension: predict actions, make connections, decide relevance, and draw judgments.
- Critical literacy: interpret character dialogue, behavior, feelings, and motivation.
- Vocabulary and usage: understand the meanings of words.

Grammar

- Grammar: **Nouns** (collective, irregular plurals, pronouns), **verbs** (irregular past tense)

Online

Fast Phonics Peak 15

- Letters and sounds focus: **ay**, **ie**, **ea**, **oy**, **ir**
- Split a word into its sounds for spelling.
- Read high frequency and tricky words – **being**, **called**, **comes**, **could**, **looked**, **Mr.**, **Mrs.**, **myself**, **often**, **or**, **other**, **please**, **people**, **should**, **would**
- Fast recall of the words: **away**, **bay**, **bird**, **boy**, **clay**, **could**, **crayon**, **day**, **dirt**, **first**, **girl**, **heap**, **joy**, **looked**, **Mr.**, **Mrs.**, **play**, **please**, **read**, **say**, **should**, **skirt**, **stay**, **third**, **today**, **toy**, **tray**, **would**
- Read 3 books and answer questions to build comprehension.

Reading Eggspress, Lesson 41

- Comprehension focus: **Think marks**
- Build comprehension skills by making predictions, making connections, deciding relevancy, and interpreting dialogue.
- Understand the meaning of the words: **fragment** (noun), **inspire** (verb), **realize** (verb), **sketch** (verb), **treasure** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

Reading Eggspress, Lesson 42

- Comprehension focus: **Making inferences**
- Build comprehension skills by making predictions, and interpreting character behavior, feelings, and motivation.
- Understand the meaning of the words: **itchy** (adjective), **cast** (noun), **rude** (adjective), **tickled** (verb), **wriggle** (verb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

To adjust your child's level, please see instructions on the previous page.

Worksheets

- Day 1:** Middle and end sounds **ay**, **ie**; Middle and end sounds **ay**, **ie**, **oy**, **ea**
- Day 2:** Making words; Word: **please**
- Day 3:** Missing words; Read. Draw. Write.
- Day 4:** Think marks
- Day 5:** Making inferences

Poster

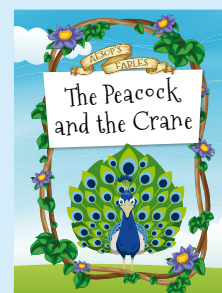
Sound Mat Peaks 15 to 20

Bonus worksheets

Collective nouns
Irregular plurals
Reflexive pronouns
Irregular past tense verbs

Additional Library Books

Fantastic Frogs by Cath Jones
Where is the Caterpillar? by Sara Leman and Katy Pike
The Peacock and the Crane retold by Amy Russo
Cheesecake with Frederick Douglass by Kyla Steinkraus
Bats by Stephen Rickard
Cows Don't Live in Trees by Clara MacCarland



Week 1 • Answers

Day 1

- ay: tray, crayon, clay ie: pie, bowtie, flies
- play, cries, railway
- ay: birthday, bay, plays ie: magpie, lies, fries
- ay: tray, crayon ie: ties, fries oy: boy
ea: beak, seal
- Color: ie, oy, ay, ea
- play, beads, pies, cowboy

Day 2

- g/ir/l, p/ie/s, r/ea/d
- play, clay, stay
- flies, tries, dries
- 4-7 Teacher check

Day 3

- clean, beach, people, each, sure, seabirds
- 2-4 Teacher check


Day 4

Imagine This, Imagine That

"It's easy. One person starts imagining something that doesn't exist, say a flying car, and the next person has to add to it," said Luke.

"So you could imagine a flying car shaped like a fish," said Aunt Stella.

Sophie understood. "And the flying car shaped like a fish could spray fireworks from its wheels."




1 a 2 b 3 d

Art Eyes

"Look out for colors, patterns, shapes, textures, and shadows that catch your attention. Draw them in your journal and collect as much treasure as you can!" Aunt Stella cried.

Sophie liked the shapes and colors of the shells. She collected lots of shells of all shapes, sizes, colors and patterns.

Sophie also rubbed some rock textures into her journal and drew a rough sketch of the beach. But her most precious find was a piece of blue, weathered glass.



- shells
- a sketch of the beach
- precious
- Teacher check

Day 5


SMELLY AND STUCK

Jake's toenail went PING! Jake spun around like a corkscrew. And there he stuck.

Everybody pushed and shoved. People with cameras took photos. People with notebooks asked questions.

"What does it feel like to be trapped by your toenail, Jake?" they asked.

The longest toenail in the world was no fun anymore.



1 b 2 d 3 a


SAM'S COOL IDEA

The longest toenail in the world was growing.

Longer and wider and taller! And it was growing FAST!

It curled three times round his body. It shot past his ears. It twisted over his head. It snaked up past the diving board.

Jake gasped as his toenail snaked and grew. As big as himself ... as tall as a tree ... as big as a house ... as tall as a crane.



- 4-5 Teacher check
- Jake gasped

Bonus Worksheet 1

- a flock b pride c pair
d pod e swarm f fleet
- a litter b school c band
- a gang/thieves b library/books
c bunch/flowers

Bonus Worksheet 2

- mice, women, people, oxen
- a teeth b children c geese
d feet e women
- sheep, deer, moose

Bonus Worksheet 3

- you: yourself, he: himself, she: herself, it: itself, we: ourselves, you: yourselves, them: themselves
- a himself b itself c themselves
d ourselves e himself
- a herself b themselves c ourselves
d himself e yourself

Bonus Worksheet 4

- a thought b bought c fell
d brought e went f felt
- a gave b ate c was
d won e stole f began
g had
- a knew b told c sat
d wrote e flew f saw
g made h taught

Week 1 • Sound Mat Peaks 15 to 20

ay



crayons

ou



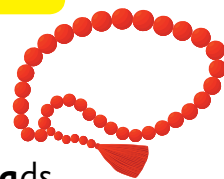
cloud

ie



tie

ea



beads

oy



boy

ir



girl

ue



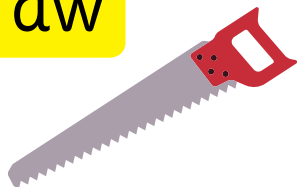
glue

ue



statue

aw



saw

wh



whale

wh



whole

ph



elephant

ew



stew

ew



screw

oe



toe

au



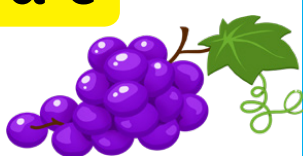
sauce

ey



key

a-e



grapes

e-e



concrete

i-e



slide

o-e



bone

u-e



flute

u-e



cube








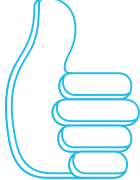


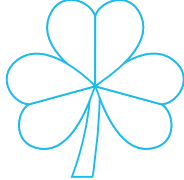

Week 1

Incentive chart for:

Color each one when you have completed each day's work.

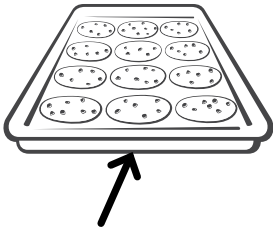
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Online Lesson	Peak 15	End of Peak 15 Quiz	Lesson 41	Lesson 42	Read Two Library Books

Worksheets					
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Day Done!					
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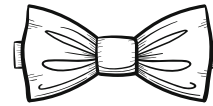
Notes/thoughts/ideas

1 Match each picture to its sound.



ay

ie



2 Complete each word.

ay

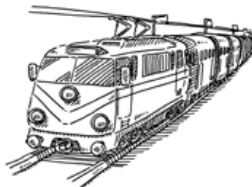
ie



pl_____



cr_____s



railw_____

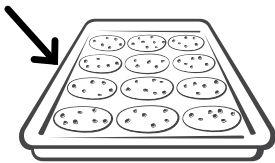
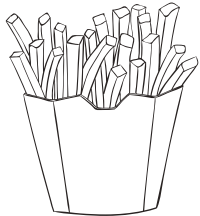
3 Write the words in the correct boxes.

birthday bay magpie plays lies fries

ay

ie

4 Match each picture to its sound.

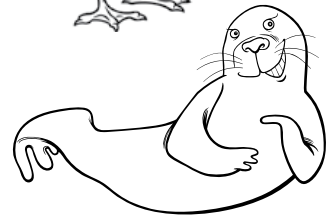
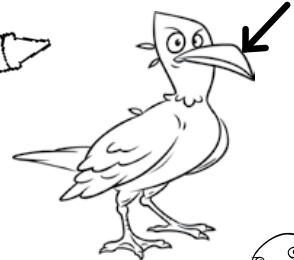


ay

ie

oy

ea



5 Color the sound for each picture.



ay ie
ea oy

ay ie
ea oy

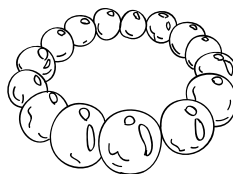
ay ie
ea oy

ay ie
ea oy

6 Unjumble the letters. Write each word.



l p ay



ea d s b



ie p s



o c b w oy





Making words


**FAST
PHONICS**

1 Say the word. Color its beginning, middle, and end sounds. Write the word.



p g | ar ir | d l

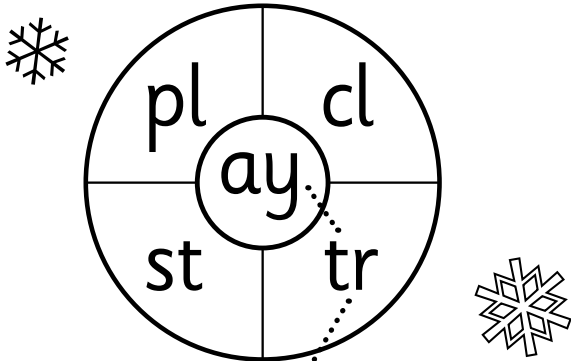


p b | ie ee | s d



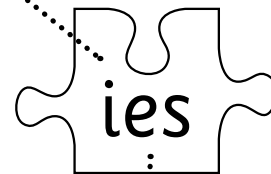
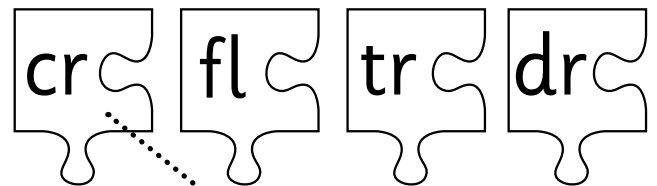
n r | ay ea | g d

2 Use the wheel to make words. Write the words.



tray

3 Join the puzzle pieces. Write each word.



cries



4 Make a rainbow  word.



please

5 Read **please** 3 times.

please

please

please

6 Circle every **please**.

p	l	e	a	s	e	l	p	s
l	p	l	e	a	s	e	l	p
e	p	l	p	l	e	a	s	e
p	l	p	l	e	a	s	e	p

7 Copy.

Please may I speak?



Missing
words



**FAST
PHONICS**




1 Read each sentence. Write the missing words.



people
seabirds
clean
sure
each
beach

You will need to bring the right things to
_____ up the _____.

These _____ have got grabbers to
pick up the litter.

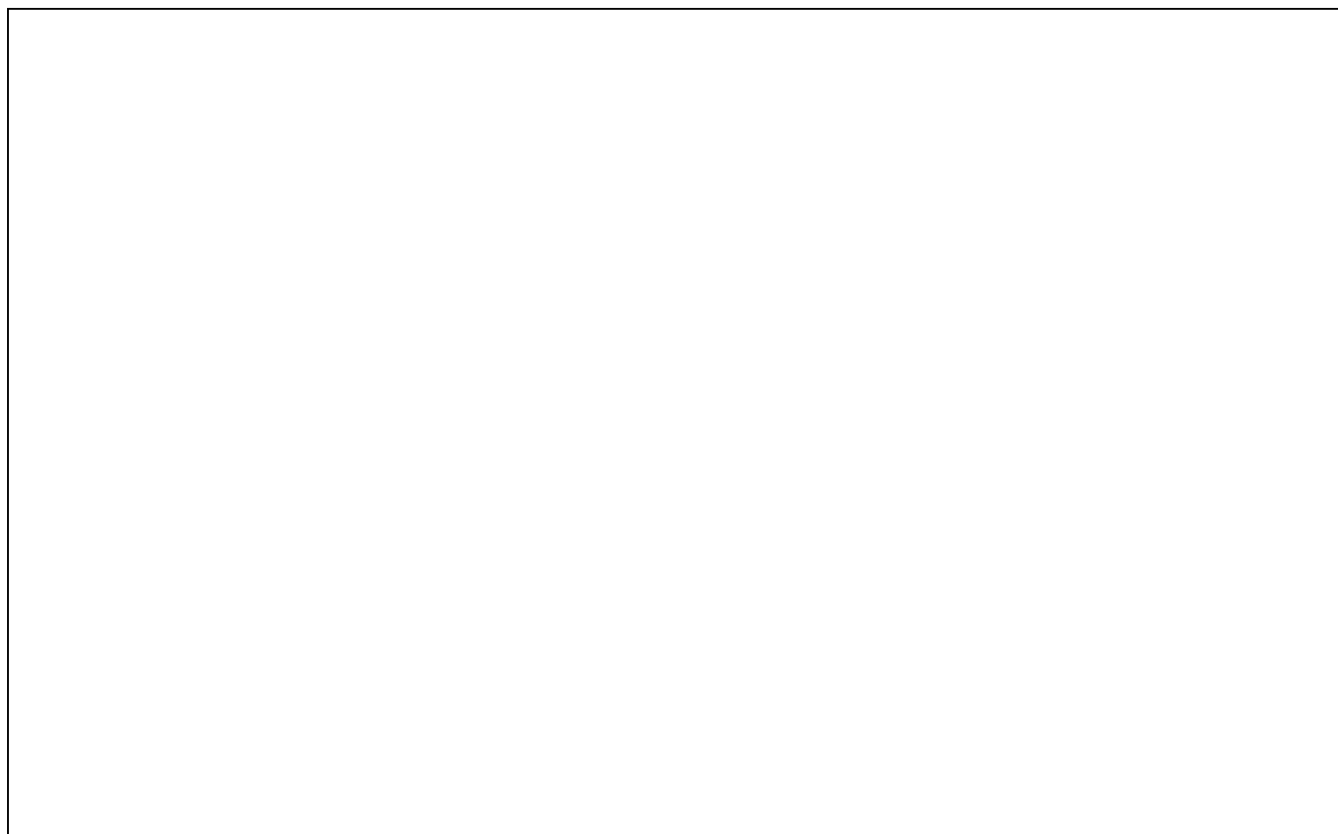
They _____ have a bag to drop
the litter in. When they get rid of the litter,
they can be _____ it will not harm
the _____, fish, and animals. 

Read.
Draw.
Write.

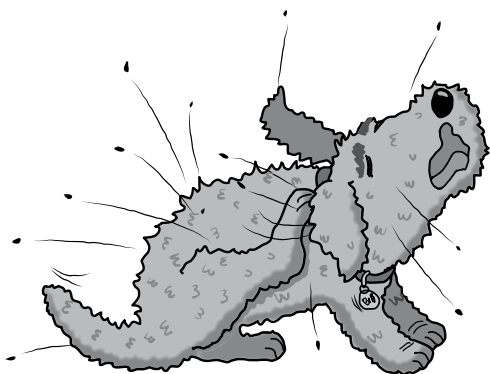
FAST
PHONICS

2 Read the words. **3** Draw the picture.

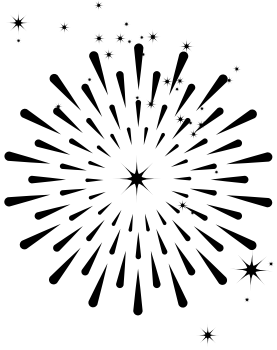
The girl enjoys peach pie and cream.



4 Look at the picture. Write a sentence.



Read the passage.



Color

who is in
the story

Circle

what Luke
imagined

Imagine This, Imagine That

"It's easy. One person starts imagining something that doesn't exist, say a flying car, and the next person has to add to it," said Luke.

"So you could imagine a flying car shaped like a fish," said Aunt Stella.

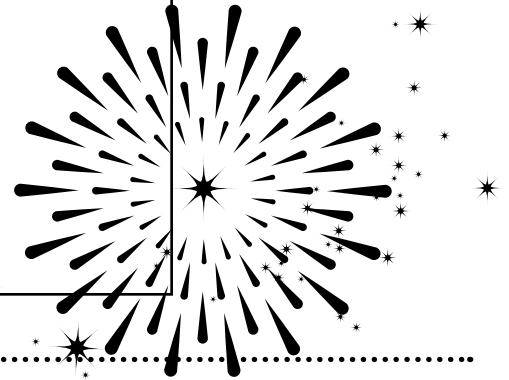
Sophie understood. "And the flying car shaped like a fish could spray fireworks from its wheels."

Box

what Sophie
imagined

Underline

what Aunt
Stella
imagined



Circle the correct answers.

1 What does Luke imagine?

- a a flying car
- b a fish in a flying car
- c a flying car that can swim
- d a fish spraying fireworks

2 Who is in the story?

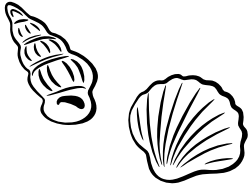
- a a fish, a flying car, Aunt Stella
- b Aunt Stella, Luke, Sophie
- c a fish named Fireworks, Aunt Sophie, a car
- d Luke, a flying car, Spray

3 Which word could replace *understood* in this story?

- a hugged
- b won
- c proved
- d followed



Read the passage.

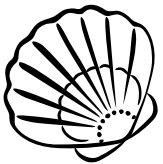


Box

what Sophie collected

Circle

adjectives
that describe
what Sophie collected

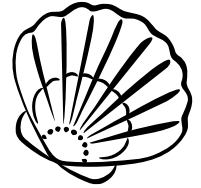
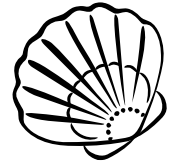


Art Eyes

"Look out for colors, patterns, shapes, textures, and shadows that catch your attention. Draw them in your journal and collect as much treasure as you can!" Aunt Stella cried.

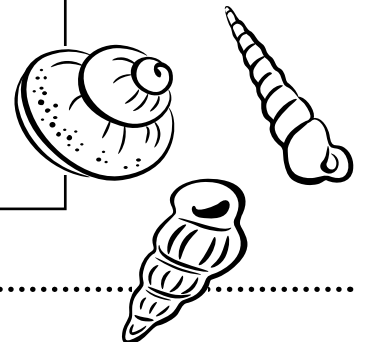
Sophie liked the shapes and colors of the shells. She collected lots of shells of all shapes, sizes, colors, and patterns.

Sophie also rubbed some rock textures into her journal and drew a rough sketch of the beach. But her most precious find was a piece of blue, weathered glass.



Color

what Sophie liked best



4 What did Sophie collect? _____

5 What did Sophie draw? _____

6 Which word helps you understand that Sophie *valued* the piece of glass?

7 Write about a time you found something precious.

Read the passage.

Circle
who was trapped

Underline
what trapped the person

SMELLY AND STUCK

Jake's toenail went PING! Jake spun around like a corkscrew. And there he stuck.

Everybody pushed and shoved. People with cameras took photos. People with notebooks asked questions.

"What does it feel like to be trapped by your toenail, Jake? they asked.

The longest toenail in the world was no fun anymore.

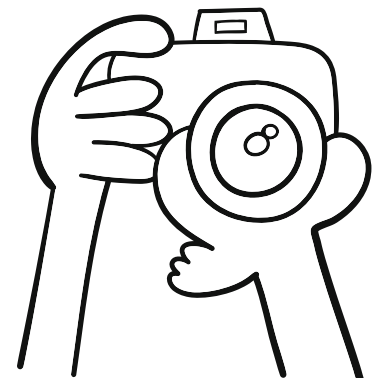
Box
what the people were doing

Color
how Jake felt

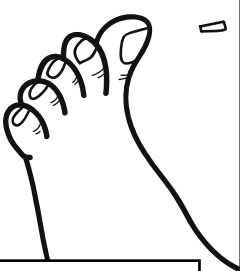


Circle the correct answers.

- 1 Which best describes how Jake was feeling?
a confused **b** unhappy **c** giddy **d** happy
- 2 Which clue tells you this?
a Jake's toenail went PING!
b People pushed and shoved.
c "What does it feel like to be trapped by your toenail, Jake?"
d The longest toenail in the world was no fun anymore.
- 3 What inference can we make about Jake?
a Jake is the center of attention.
b Jake wants the longest toenail in the world.
c Jake wants to travel the world.
d Jake likes having his photo taken.



Read the passage.



Circle
what was growing

Color
where the toenail grew


SAM'S COOL IDEA

The longest toenail in the world was growing.
Longer and wider and taller! And it was growing FAST!

It curled three times round his body. It shot past his ears. It twisted over his head. It snaked up past the diving board.

Jake gasped as his toenail snaked and grew. As big as himself ... as tall as a tree ... as big as a house ... as tall as a crane.

Underline
the speed of Jake's growing toenail



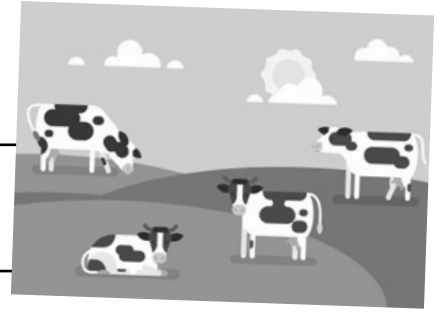
4 Draw Jake and his enormous toenail.

5 How would you feel about having a very long toenail?

6 We can infer that Jake was worried. What is the clue?

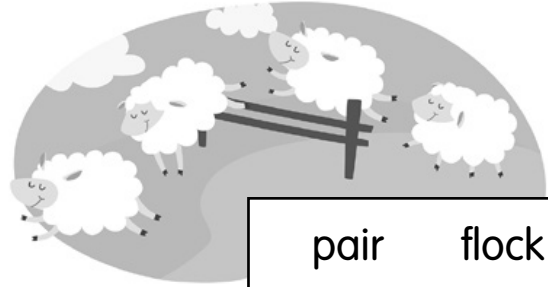
Collective nouns

A **collective noun** names a **group** of people, animals or things; e.g., a **crowd** of people, a **herd** of cattle.



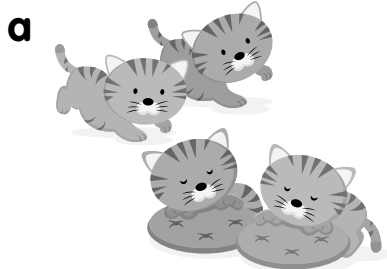
1 Complete each phrase with a noun from the box.

- a a _____ of sheep
- b a _____ of lions
- c a _____ of shoes
- d a _____ of whales
- e a _____ of bees
- f a _____ of ships



pair	flock
fleet	pride
swarm	pod

2 Draw lines to match the collective nouns to the pictures.



school

band

litter

3 Write the words next to each phrase under the correct headings.

Collective noun

Common noun

- a a _____ of _____
- b a _____ of _____
- c a _____ of _____

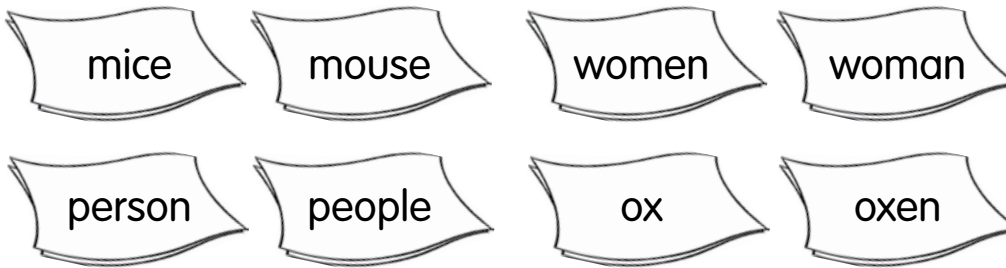
books	flowers
bunch	gang
thieves	library

Irregular plurals

A **plural noun** names **more than one** person, place or thing. Most plurals are formed by adding **s** or **es** to the singular; e.g., birds, peaches. Some nouns change in other ways when written in the plural; e.g., 1 goose → 2 geese. Others do not change at all; e.g., 1 sheep → 3 sheep.



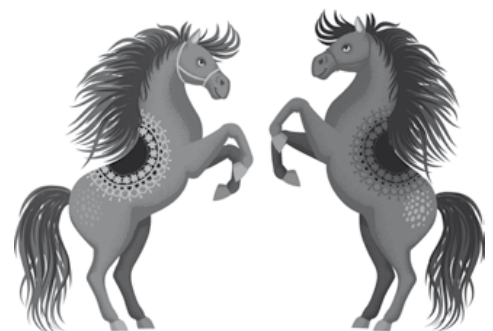
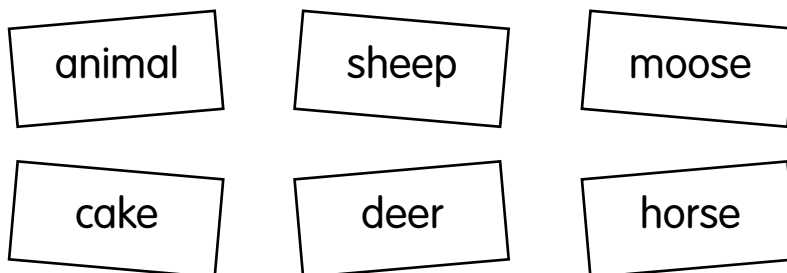
1 Color the notes with plural nouns.



2 Write the underlined word as a plural.

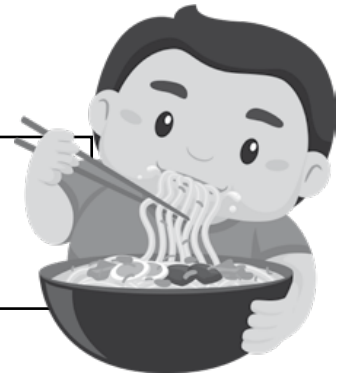
- The dentist filled two of my tooth _____.
- The child _____ were making a lot of noise.
- I spotted two wild goose _____ among the ducks.
- I put on socks because my foot _____ were cold.
- The woman _____ are watching the game on TV.

3 Color THREE nouns that stay the same in the plural.



Reflexive pronouns

Reflexive pronouns refer, or "reflect", back to a noun or pronoun; e.g., I made **myself** noodles. The reflexive pronouns are **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**.



1 Draw lines to match the pronouns.

Singular		Plural	
I	himself	we	themselves
you	itself	you	ourselves
he	myself	them	yourselves
she	yourself		
it	herself		

(Note: A line is drawn from 'I' to 'myself' in the original image.)

2 Circle the correct word.

- The man told (yourself, himself) not to panic.
- Our cat cleans (ourselves, itself) with its tongue.
- The babies feed (yourselves, themselves) with spoons.
- We are watching (yourselves, ourselves) on television.
- My father blamed (themselves, himself) for the mistake.



3 Complete each sentence with a reflexive pronoun.

- She made it for _____ and no one else.
- They looked at _____ in the mirror.
- We helped _____ to more ice cream.
- Dad hurt _____ when he slipped on the banana skin.
- You will burn _____ if you get too close to the fire.



Irregular past tense verbs

Past tense verbs show that an action has already happened. Some past tense verbs are formed by adding **ed** to the present form; e.g., They talked.

Irregular verbs change in other ways, or do not change at all; e.g., break → broke, read → read.



1 Draw lines to match the verbs.

Present tense

grow

a think

b buy

c fall

d bring

e go

f feel

Past tense

went

felt

brought

thought

grew

bought

fell

2 Write the following verbs in the past tense.

a give

b eat

c is

d win

e steal

f begin

g has

3 Write the words in the past tense to complete each sentence.

a I (know) _____ the answer.

b We (tell) _____ them what to do.

c They (sit) _____ on the bench.

d She (writes) _____ in her book.

e The bird (flies) _____ away.

f I (see) _____ a rhino at the zoo.

g He (makes) _____ a paper hat.

h She (teaches) _____ me to read.





Amazing

**You may now proceed
to Week 2!**



www.readingeggs.com