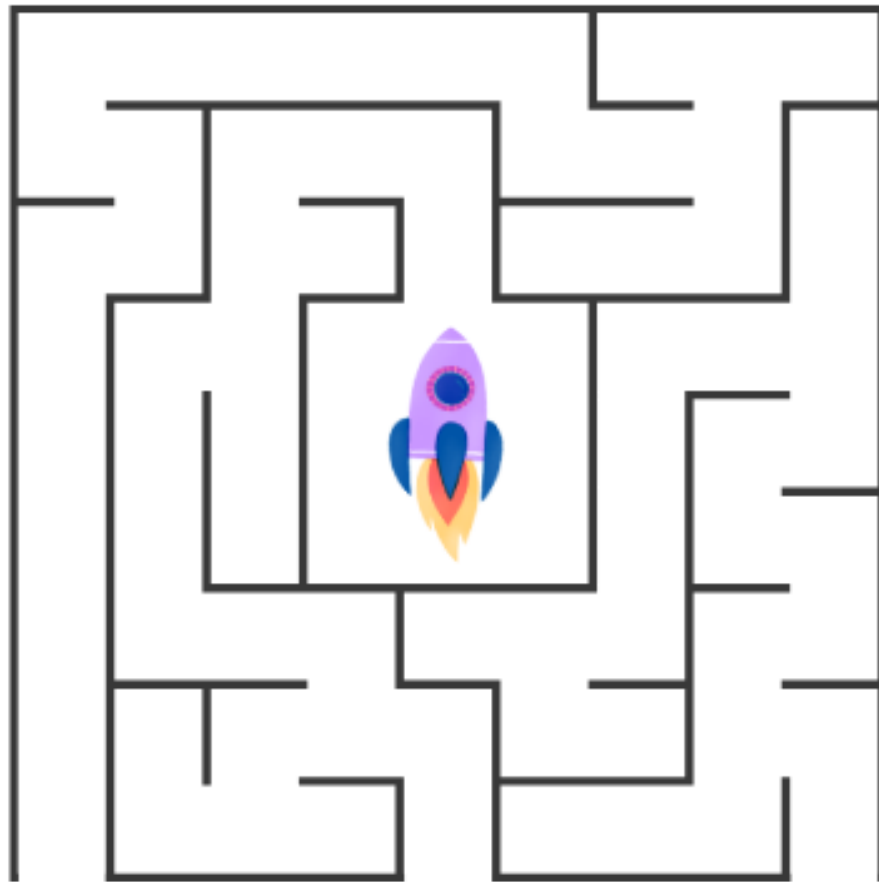


# SUMMER LEARNING PACKET

Bridgeport Public Schools

Students Entering: Third Grade



A

B

C

June 2025

Dear Bridgeport, Public School Families,

Can you believe summer is almost here? It is hard to believe! As the end of the year approaches, we want to take a moment to share some daily activities to keep your child engaged during the summer. The attached Summer Learning contains reading comprehension and activities that incorporate science and art. The Summer Learning Packet provides additional practice that will reinforce what was learned this school year. It will help your child stay prepared and geared up for the next grade level. Students should complete their work and return to their classroom teacher on the first day of school. Please encourage students to complete the activities and also read at least 30 minutes daily to complete the Governor's Reading Challenge. Also, your child can practice their reading skills by using the Lexia program they used this school year. Be sure to put your child's first name, last name, and grade level on the front of their notebook. When the new school year starts, s/he will bring the notebook to their teacher during the first week of school. Students will earn a certificate for completing the Summer Learning Packet. Let's keep our skills sharp. Have a great summer. We can't wait to see everyone again!

Thank you for sharing your children with us

Sincerely,  
Bridgeport Public Schools, Academic Directors

**Summer Literacy & Learning Packet Activities Directions:**

1. Reading: Directions: Read each passage using your close reading strategies. You may need to read it more than once. Then answer the matching question completely
2. Bingo Board Activity: Complete at least 5-7 activities and mark off that you completed by putting a star, dot or checkmark on the activity you did.
3. Hopes and Dreams- Think about Goals for the Upcoming School Year 25-26.

# Big Waves!

by Linda Ruggieri



Take a look at a world map. Can you find the Pacific Ocean? Japan is a country made up of many islands in that ocean. Most people in Japan live close to the waters of the Pacific.

A few years ago, people living in the Tohoku region of Japan saw something strange. Giant ocean waves were coming toward them. When the waves reached the beach, they did not stop. Streets and homes were flooded.

Giant waves like those are known as tsunamis (*soo-NAH-meess*). *Tsunami* is a Japanese word that means "harbor wave."

What causes a tsunami? An earthquake occurs in the ocean. The land below the water shakes. That causes water to swell into giant waves. The waves travel quickly across the ocean.

The tsunami that hit Tohoku started as an earthquake in the ocean eighty miles away. The quake was very strong. The tsunami waves it created kept coming for hours. The waves destroyed ships, cars, and many buildings.

Scientists are studying the events of the Tohoku tsunami. The scientists hope to learn things that will make people safer the next time a tsunami happens.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Which country was hit by a tsunami a few years ago?

- A. the United States
- B. Japan
- C. England

2. The article describes how earthquakes in the ocean can cause tsunamis. First, the land below the water shakes. What is the effect of this shaking?

- A. The earthquake gets bigger and bigger.
- B. The water swells into giant waves.
- C. The shaking land gets weaker.

3. The tsunami that hit Tohoku was very powerful.

What evidence best supports this conclusion?

- A. Tsunamis are caused by earthquakes in the ocean.
- B. The Tohoku tsunami started as an earthquake in the ocean eighty miles away.
- C. The tsunami waves destroyed ships, cars, and many buildings.

4. Most people in Japan live near the ocean. When the tsunami hit Japan, it damaged houses, ships, cars, and buildings.

Based on this evidence, what can you infer?

- A. The Tohoku tsunami was the worst tsunami to ever hit Japan.
- B. People in Japan have figured out a way to deal with tsunamis.
- C. The Tohoku tsunami probably affected a lot of people.

5. What is the main idea of this article?

- A. Earthquakes are a big problem for people in Japan.
- B. A few years ago, a tsunami hit Japan and caused lots of damage.
- C. Scientists hope to learn a lot more about tsunamis.

6. Read these sentences from the text.

"What causes a tsunami? An earthquake occurs in the ocean. The land below the water shakes. That causes water to swell into giant waves. The waves travel quickly across the ocean."

Why does the author ask a question at the beginning of this paragraph?

- A. to show that the author does not know the answer to this question
- B. to let readers know that the next sentences will answer the question
- C. to let readers know about a question that scientists are trying to learn more about

7. Choose the answer that best completes this sentence.

The tsunami waves were giant and kept coming for hours, \_\_\_\_\_ they destroyed many buildings.

- A. so
- B. because
- C. but

8. What event causes a tsunami?

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9. What were two effects that the tsunamis had on Tohoku, Japan?

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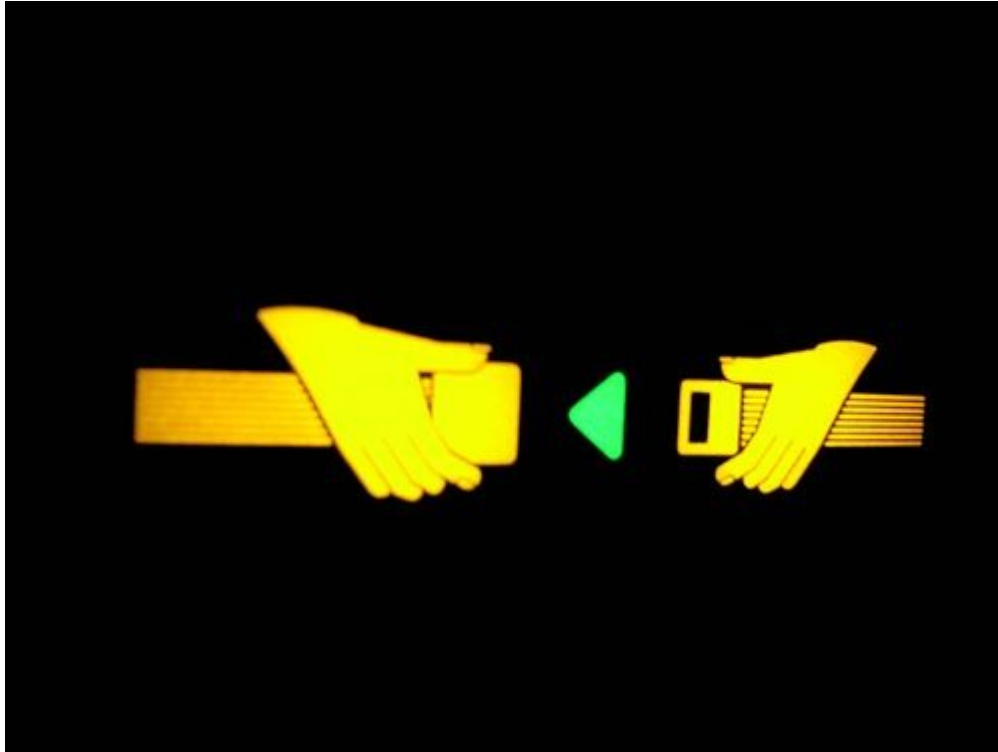
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10. Scientists are studying the events of the Tohoku tsunami to find ways to keep

# Seat Belts Mean Safety

by Linda Ruggieri



Seat belts have been keeping people safe in cars for more than fifty years. But cars did not always have seat belts.

If a car stops suddenly, people are pushed forward in their seats. In the days before seat belts, more people were thrown out of cars in accidents.

People started demanding that car companies do something to protect drivers and passengers. Companies began to develop seat belts. But designing the belts to work well was not a smooth process.

The first seat belts only went across a person's waist. These belts attached to the base of the seat in the car. These new belts held people in their seats. However, many people were still hurt in crashes.

New types of seat belts were tried. The best new ones went across a person's chest *and* waist. These belts keep a person's whole body from moving around. As a result, fewer people get hurt in car accidents.

Although seat belts helped keep people safe, some people did not want to wear them. Later on, states passed laws that said people must wear seat belts.

Today, all cars come with seat belts. Using seat belts makes everyone safer.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What have seat belts been doing for more than fifty years?

- A. causing drivers to get into accidents
- B. keeping people safe in cars
- C. causing problems for car companies

2. The development of seat belts was an effect. What was the cause?

- A. People demanded that car companies do something to protect drivers and passengers.
- B. States passed laws that said people must wear seat belts.
- C. The best new seat belts went across a person's chest and waist.

3. Read this sentence from the text.

"Using seat belts makes everyone safer."

What evidence from the text supports this statement?

- A. As a result of wearing seat belts, fewer people get hurt in car accidents.
- B. People started demanding that car companies do something to protect drivers and passengers.
- C. Over fifty years ago, cars did not have seat belts.

4. Why might people have started demanding that car companies do something to protect drivers and passengers?

- A. They did not want there to be laws about wearing seatbelts.
- B. They did not like the way that seat belts felt or looked.
- C. They did not want to get thrown out of a car in an accident.

5. What is the main idea of this article?

- A. The first seat belts went across a person's waist but not across a person's chest.
- B. Seat belts were developed to protect people in cars from getting hurt in accidents.
- C. People in a car are pushed forward in their seats when the car stops suddenly.

6. Read these sentences from the text.

"These belts keep a person's whole body from moving around. As a result, fewer people get hurt in car accidents."

Why does the author use the phrase "as a result" in the second sentence?

- A. to contrast an idea in the first sentence with an idea in the second sentence
- B. to compare an idea in the first sentence with an idea in the second sentence
- C. to connect an idea in the first sentence with an idea in the second sentence

7. Read these sentences from the text.

"Seat belts have been keeping people safe in cars for more than fifty years. But cars did not always have seat belts."

Choose the answer that is closest in meaning to the second sentence.

- A. However, cars did not always have seat belts.
- B. Instead, cars did not always have seat belts.
- C. For example, cars did not always have seat belts.

8. What part of a person's body did the first seat belts go across?

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# Who Wants a Spiny Snack?

by American Museum of Natural History

This article is provided courtesy of the American Museum of Natural History.



© iStock Photo/GlobalP

A hungry shark looks for its next meal. It spots a small fish.

But as the shark gets close, PUFF-PUFF-PUFF! The fish puffs out into a big ball. And it's covered with sharp spines! Ouch! The shark swims away. The small pufferfish is safe for now.



For a small fish, the ocean is full of danger. Bigger fish, sharks, and even birds eat small fish. Animals that hunt other animals are called predators. Pufferfish have their own way to stay safe from predators.



*A shark uses its sharp teeth to catch and eat fish.*

All animals have special ways to stay alive. These are called adaptations. An adaptation is a body part or action that helps an animal live. Predators have adaptations that help them hunt. Imagine a shark's sharp teeth. This adaptation helps a shark catch and eat fish.



Other fishes have adaptations too. These adaptations help keep them safe from predators. Some fish might be fast enough to escape a predator. Others might be able to blend in and hide on the ocean floor.



*Can you find the flounder?*

But some animals don't run or hide. They have bodies that are hard to eat. Porcupines have long sharp spines. So do sea urchins in the ocean. Spines protect these animals. Predators don't like spiny food!



*Porcupines have long sharp spines that protect them.*

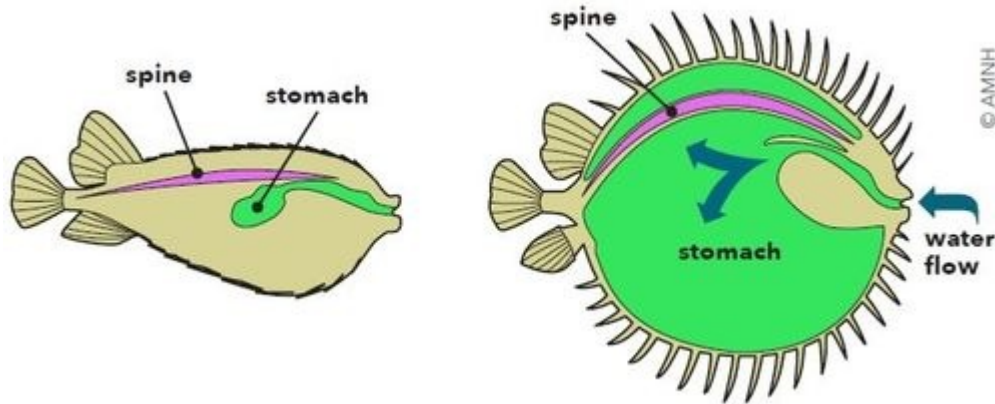
Some toads and snakes have another way to prevent a predator from trying to eat them. They puff up to look bigger. Pufferfish do both of these things. They puff up AND they have spines.



*A pufferfish's skin is hard and covered with sharp spines.*

Swimming along, a pufferfish looks like any other fish. When a predator gets close, the puffer swells up like a big balloon. Some people call it a balloon fish. But this fish is not soft and smooth like a balloon. Its skin is hard and covered with sharp spines. These spines usually lie flat on the side of the fish. When the fish puffs up, the spines stick out in all directions.

How does the puffer "puff" up? It's not filled with air like a balloon. It's full of water. The fish gulps lots of water into its stomach. Filled with water, its stomach becomes almost one hundred times bigger. Other body parts inside the puffer are pushed to the side to make room.



A puffer can turn into a spiny ball in a few seconds. Then only the biggest animals can eat it. The ocean may be full of dangers, but the puffer is ready. Adaptations like sharp spines and puffing up help keep the puffer safe.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. At the beginning of the text, what does the small fish do when the hungry shark gets close?

- A. It puffs out into a big ball covered with sharp spines.
- B. It shoots spines at the shark as the shark comes near.
- C. It swims away as quickly as it can.

2. What does the author describe in this text?

- A. how sharks stay safe from other predators
- B. how different kinds of toads puff up
- C. how the pufferfish puffs up

3. Read these sentences from the text.

"Other fishes have adaptations too. These adaptations help keep them safe from predators. Some fish might be fast enough to escape a predator. Others might be able to blend in and hide on the ocean floor."

What conclusion can you draw based on this information from the text?

- A. If a fish does not have any adaptations, it is important for it to be able to swim quickly.
- B. A fish that can swim quickly is more likely to stay safe than a fish that can blend in with the ocean floor.
- C. Being able to blend in with the ocean floor is an adaptation that can keep fish safe.

4. When a predator comes near a pufferfish, the fish puffs up to look bigger. Why might a pufferfish want to look bigger?

- A. to make the predator want to eat it
- B. to stop a predator from trying to eat it
- C. to fight the predator

5. What is the main idea of this text?

- A. Adaptations like sharp spines and puffing up help keep pufferfish safe in the ocean.
- B. Adaptations like sharp teeth help sharks catch and eat fish in the ocean.
- C. The ocean is full of dangerous predators that eat small fish.



6. Read this sentence from the text.

"When a predator gets close, the puffer swells up like a big balloon."

Why might the author have compared the pufferfish to a balloon in this sentence?

- A. to hint to the reader that balloons also swell up when large animals get close
- B. to show the reader that pufferfish and balloons are made of similar things
- C. to help the reader understand what it looks like when the pufferfish swells up

7. Read these sentences from the text.

"Spines protect these animals. Predators don't like spiny food!"

How could you rewrite these two sentences as one sentence without changing their meaning?

- A. Spines protect these animals because predators don't like spiny food.
- B. Spines protect these animals, so predators don't like spiny food.
- C. Spines protect these animals, but predators don't like spiny food.

8. What is an adaptation?

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# What Is a Budget?

by Susan LaBella



How much does your favorite snack cost? How many dollars do you spend each week? Can you spend less money to save some?

Making a budget is a good way to answer those questions.

A budget is a plan for how to spend and save money.

Companies and countries have budgets to manage their spending.

Putting together a budget can help you, too. Do you get a weekly allowance? That is a regular amount of money you might receive to pay for things such as snacks, games, and toys. What would happen to a boy who got his allowance on Monday and spent it all by Wednesday? He would not have any money to spend for the rest of the week!

You can avoid that problem by following a budget. First, figure out how much you have to spend. Include money you earn, gifts you receive, and money you have already saved. Next, write down what you spend money on each week.

Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is a plan for how to spend and save money?

- A. a gift
- B. a budget
- C. a company

2. The article lists a sequence of steps you can take to follow a budget. What is the first step?

- A. figuring out how much you have to spend
- B. cutting down on spending to help save money every week
- C. writing down what you spend money on each week

3. The author believes that saving money is better than spending all your money at once.

What evidence from the article best supports this conclusion?

- A. "Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!"
- B. "Do you get a weekly allowance? That is a regular amount of money you might receive to pay for things such as snacks, games, and toys. What would happen to a boy who got his allowance on Monday and spent it all by Wednesday?"
- C. "How much does your favorite snack cost? How many dollars do you spend each week? Can you spend less money to save some?"

4. Based on the information in the article, why might a person want to save money?

- A. to buy something special
- B. to answer questions about spending
- C. to receive an allowance

5. What is the main idea of this article?

- A. One way to save money is to buy fewer snacks.
- B. Putting together a budget can help you save money.
- C. A boy who gets his allowance on Monday and spends it all by Wednesday will not have any money for the rest of the week.

6. Read this paragraph from the article.

"Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!"

What does the phrase "cutting down" mean here?

- A. chopping off
- B. spending more
- C. spending less

7. Choose the answer that best completes this sentence.

A boy may not have any savings \_\_\_\_\_ he has spent all his money on snacks.

- A. so
- B. because
- C. but

8. What do budgets help companies manage?

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9. Based on the information in the article, what is one benefit of a budget?

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# My Bean Plant

by Rachelle Kreisman



My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean project ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window,

and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing! Over the next few weeks, more stems and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did Grandpa give to the main character?

- A. some green beans
- B. green bean seeds
- C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?

- A. The soil got dry right away.
- B. A tiny stem grew after some time.
- C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A. The main character has taken care of many different plants in the past.
- B. The main character is doing a good job of taking care of the bean plant.
- C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

- A. because the main character normally hates the taste of green beans
- B. because the main character is way better at growing plants than Grandpa
- C. because the main character put work into taking care of the beans



5. What is the main idea of this story?

- A. The main character takes care of a green bean seed and helps it start growing into a plant.
- B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
- C. The main character is excited to eat green beans because they are a tasty vegetable.

6. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

Based on this text, what does the phrase "depend on" most closely mean?

- A. need
- B. like
- C. change

7. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water."

Now read this sentence about the same information. Then, choose the answer that completes the sentence without changing the meaning from the story.

I put the pot in a sunny spot by the window, and I added some water \_\_\_\_\_  
Grandpa told me that plants depend on water and sunlight to grow.

- A. so
- B. because
- C. but

**8.** What do plants need so they can grow?

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**9.** What are two things the main character did to the bean plant to help it grow?

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**10.** What would happen to the bean plant if the main character forgot to give it water?  
Use evidence from the text to support your answer.

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- B. because
- C. but

**8.** What do plants need so they can grow?

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Use evidence from the text to support your answer.

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

**Bridgeport Public Schools**

*Summer Science Experiences 2025*

**Welcome to Science Bingo!**

*How to Play:*

- ★ **Pick Your Activities:** Look at the bingo card and choose the science experiences you want to try. You don't have to do them all—just pick the ones that sound fun to you!
- ★ **Get Creative:** Use your imagination and creativity for each activity. There are no right or wrong ways to explore science, so have fun and experiment!
- ★ **Mark Your Card:** When you complete an activity, mark the box on your bingo card. You can use stickers, stamps, or just draw a big checkmark.
- ★ **Reflection Questions:** After completing your BINGO card, answer the reflection question.

*Tips for Success:*

- ★ **Be Curious:** Ask questions and wonder about how things work. Curiosity is the heart of science!
- ★ **Stay Safe:** Always follow safety rules, especially when doing experiments. Ask an adult for help if you need it.
- ★ **Explore Together:** Invite friends or family to join you in your science adventures. It's more fun when you explore together!



**Summer Science Experience 2025**

Science <b>B</b>	Science <b>I</b>	Science <b>N</b>	Science <b>G</b>	Science <b>O</b>
Observe insects in a park	Make a paper airplane and test it	Observe and draw the phases of the moon	Identify and draw different types of clouds	Plant a seed in a cup and watch it grow
Build a simple circuit with a battery and bulb	Visit a local museum or science center	Make a homemade volcano with baking soda and vinegar	Find and identify different leaves	Create a rainbow with a glass of water and sunlight
Watch a science documentary	Make a weather diary for a week	Explore the properties of magnets	Build a sandcastle and explore the properties of wet and dry sand	Draw a map of your neighborhood
Look at the stars and identify constellations	Make a balloon rocket	Learn about recycling and sort items	Create a simple pulley system	Observe birds and make a list of different species
At the beach, find different shells and learn about the animals that made them	Build a structure with marshmallows and toothpicks	Learn about the water cycle and draw it	Make a sound experiment with different materials	Read a non-fiction book
Create a simple sundial and track the sun's movements	Participate in a beach or park clean-up	Test different materials for buoyancy (ability to float)	Learn about different types of rocks	Make a wind vane to measure wind direction
Experiment with static electricity using a balloon	Make a simple water filter	Learn about animal habitats and draw one	Read a science news article	Make a homemade barometer

## Summer Science Experience 2025

### *Reflection Questions*

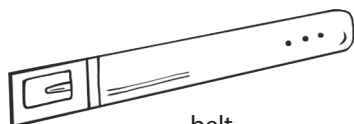
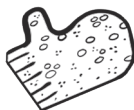
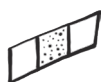
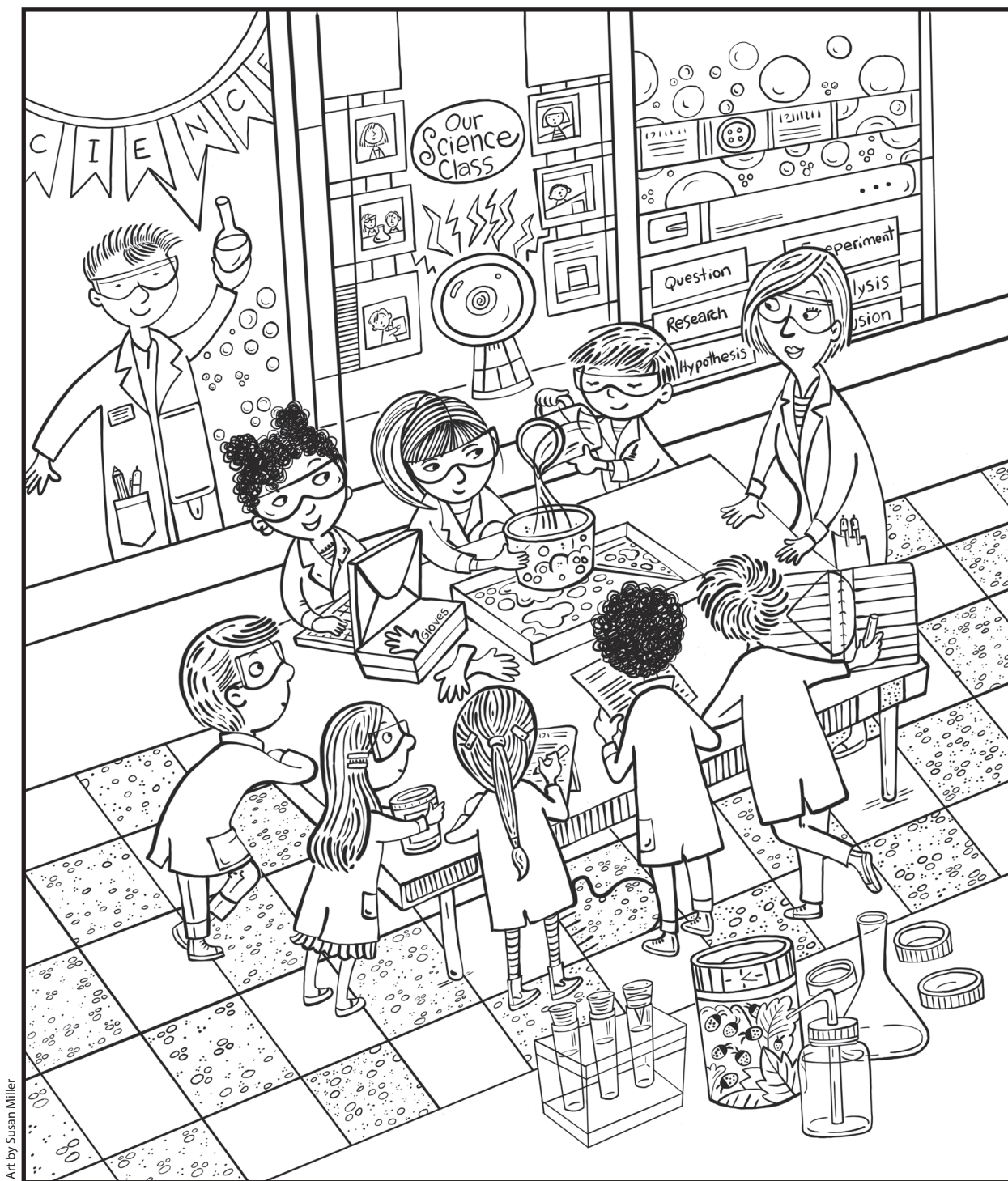
1. What was your favorite activity and why?

2. What did you learn from the activities you completed?

3. Did any activity surprise you? How?

4. How did you use your creativity in the activities?

5. What questions do you still have about the science topics you explored?



## Magic e With a-e

e	d	a	p	s	v	h	m	g
k	e	c	a	l	p	o	a	r
e	s	a	m	e	b	j	d	a
v	p	e	z	a	m	a	e	p
m	c	a	e	k	a	l	i	e
g	q	m	c	e	k	a	t	s
c	a	m	e	s	e	c	a	r
g	a	m	e	s	e	w	v	u
t	b	s	n	a	k	e	o	t

amaze

same

games

made

lake

race

came

spade

take

escape

snake

grapes

place

## Magic e With a-e

e	d	a	p	s	v	h	m	g
k	e	c	a	l	p	o	a	r
e	s	a	m	e	b	j	d	a
v	p	e	z	a	m	a	e	p
m	c	a	e	k	a	l	i	e
g	q	m	c	e	k	a	t	s
c	a	m	e	s	e	c	a	r
g	a	m	e	s	e	w	v	u
t	b	s	n	a	k	e	o	t

amaze

same

games

made

lake

race

came

spade

take

escape

snake

grapes

place

## Magic e With i-e

g	r	m	e	e	e	o	e	f
r	p	k	t	d	e	j	z	i
g	i	i	i	e	d	d	i	v
b	h	s	k	d	i	w	r	e
w	n	i	q	i	t	h	p	t
i	t	s	j	l	o	t	k	l
e	h	a	f	g	e	t	x	b
m	n	r	e	d	i	l	s	u
s	t	r	i	d	e	i	d	t

white

tide

slide

bike

glide

five

kite

prize

inside

stride

## Magic e With o-e

q	e	z	w	l	e	e	y	r
c	k	o	h	b	s	n	u	w
t	j	n	o	o	o	o	m	h
e	h	e	l	n	h	l	k	b
e	m	o	e	e	v	a	i	o
e	n	o	s	p	h	o	n	e
s	f	o	h	e	e	n	o	c
o	y	n	t	l	e	h	x	f
r	m	h	o	l	e	y	r	f

hole	cone	hose
whole	alone	those
bone	tone	rose
home	zone	phone

## Hopes and Dreams Activity

This summer, think about some things you want to do next school year. Maybe you want to read 2 books every month or make 3 new friends. Think about something you want to get really good at!

### Directions:

1. **Look at the cloud** and imagine your wishes and hopes for the school year.
2. **Draw or write** your wishes and hopes on the cloud. You can use pictures or words.
3. **Add one thing** you will do to make your wish come true.
4. **Think of one person** who can help you. This could be a family member, friend, or someone at school.
5. **Remember**, these are your hopes and dreams—a goal you want to accomplish next school year that you can share with your teacher or friends when you return.
6. *See you in August 2025!*

Person to Ask for Help:

