

# IXL Summer Learning Lineup

## Archdiocese of Washington Schools

Student Name:

Grade Level:

Summer Math - Rising 3<sup>rd</sup> Grade

Teacher Name: Ms. Dodson

IXL Skill	I achieved a SmartScore of 70 on (date)	I achieved a SmartScore of 80 on (date)	I achieved a SmartScore of 100 on (date)	Supporting Skills	Self-Assessment
<b>A.14</b> Counting patterns - up to 1,000				<b>A.2</b> Skip-counting sequences <b>A.3</b> Counting patterns - up to 100 <b>A.4</b> Number lines - up to 100	
<b>B.6</b> Greatest and least - word problems - up to 1,000				<b>B.3</b> Put numbers up to 100 in order <b>B.4</b> Put numbers up to 1,000 in order <b>B.5</b> Greatest and least - word problems - up to 100	
<b>C.2</b> Ordinal numbers up to 100th				<b>C.1</b> Ordinal numbers up to 10th	
<b>E.24</b> Write addition sentences for arrays: sums to 25				<b>E.21</b> Identify repeated addition in arrays: sums to 10 <b>E.22</b> Write addition sentences for arrays: sums to 10 <b>E.23</b> Identify repeated addition in arrays: sums to 25	
<b>F.12</b> Balance subtraction				<b>F.10</b> Complete the subtraction sentence - up to	

equations - up to 18				18 <b>F.11</b> Write the subtraction sentence - up to 18	
<b>G.12</b> Balance addition equations - up to two digits				<b>G.10</b> Complete the addition sentence - up to two digits	
<b>G.14</b> Add three numbers up to two digits each: word problems				<b>G.13</b> Add three numbers up to two digits each	
<b>J.4</b> Subtraction word problems - up to three digits				<b>J.2</b> Subtract three-digit numbers	
<b>P.5</b> Count money - up to \$5				<b>P.1</b> Names and values of common coins <b>P.2</b> Names and values of all coins <b>P.3</b> Count money - pennies, nickels, and dimes only <b>P.4</b> Count money - up to \$1	
<b>P.18</b> Purchases - do you have enough money - up to \$5				<b>P.15</b> Which picture shows more - up to \$5	
<b>R.5</b> Create bar graphs				<b>R.3</b> Interpret bar graphs <b>R.4</b> Which bar graph is correct?	
<b>R.9</b> Create pictographs				<b>R.8</b> Interpret pictographs	

<b>R.13</b> Count shapes in a Venn diagram				<b>R.12</b> Sort shapes into a Venn diagram	
<b>S.9</b> Which metric unit of length is appropriate?				<b>S.8</b> Measure using a centimeter ruler <b>S.2</b> Measure using an inch ruler	
<b>T.9</b> Congruent					
<b>T.12</b> Perimeter - word problems				<b>T.11</b> Perimeter	
<b>U.7</b> Compare fractions using models				<b>U.3</b> Identify the fraction <b>U.4</b> Which shape illustrates the fraction? <b>U.5</b> Parts of a group	
<b>V.1</b> More, less, and equally likely					
<b>V.2</b> Certain, probable, unlikely, and impossible					
<b>W.4</b> Relate addition and multiplication for equal groups				<b>W.1</b> Count equal groups <b>W.2</b> Identify multiplication sentences for equal groups	

+	I totally understand and <b>can help a friend</b>
✓	I understand and <b>can do it by myself</b>
✓-	I understand some, but have questions
-	I do not understand