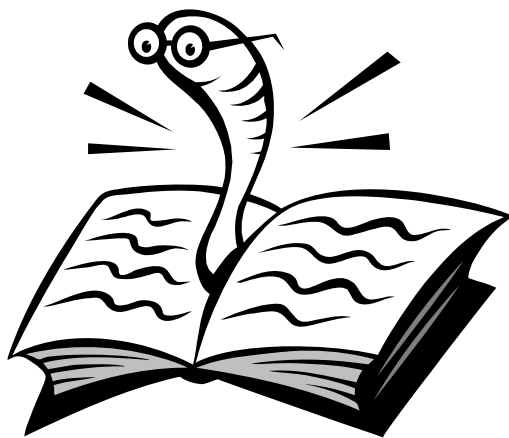


# **SPRING BREAK PACKET 2012 READING AND SOCIAL STUDIES**

## **Grade 3**



## **April 2-9, 2012**



**NAME:** \_\_\_\_\_  
**TEACHER:** \_\_\_\_\_

**Prince George's County Public Schools  
Division of Academics  
Department of Curriculum and Instruction**

## STUDENT AND FAMILY NOTES

### General Directions

- **Read the selection carefully** so that you can do your best when answering the Selected Response (SR) and Brief Constructed Response (BCR) questions.
- **Write your responses in this booklet**, unless your teacher gives you other directions.
- For SRs circle the answer that is your choice.
- For BCRs, use the response box. **Be sure to answer all parts of the question completely and provide appropriate details and examples.**
- You will see arrows at the bottom right corner of some pages. This tells you that the task continues onto the next page.
- Carefully review the **Questions to Remember When Answering Brief Constructed Responses** on page 5 before and after you have answered the BCR. This will help you be sure that you have written the best response you can!
- You want to take care to do a good job and complete the packet. Be sure to return the packet to your teacher on April 10, 2012.

## STUDENT AND FAMILY NOTES, CONTINUED

### Comprehending Narrative and Informational Texts

Comprehension means “understanding.” You have to do more than just read the words on a test. You have to *understand how the words go together and what it all means*. Here are some key terms that will help you comprehend the reading selections and answer the questions.

**Author’s Purpose** An author’s reason for creating a particular work is called the author’s purpose. The purpose may be to explain or inform, entertain, persuade, or reveal an important truth.

**Fact and Opinion** A fact can be proven true or false. An opinion is a personal judgment that someone thinks is true.

**Imagery** Poets use language that appeals to your five senses. Poets’ images might describe feelings, scenes, or objects. Images help you to picture things and imagine how things sound, smell, taste, and feel.

**Inferences and Conclusions** This is where the author wants you to be part of the story or article. You have to put details or references of something you have seen or read with something you already know to make inferences, draw conclusions, or make generalizations about what you are reading.

**Mood** The mood is the feeling that the text creates within a reader. Writers can choose words, phrases, or images to create a mood. A dark road, a heavy rainstorm, and roaring thunder can create a mood of fear while winning first place can create a mood of happiness.

**Organizational structure/pattern:** The way facts and details are arranged in a text that help the reader understand the text. The organizational structure/patterns are explained below:

- Chronological order—the writer tells a series of events in more or less the exact order in which they occurred. What happened first? Then what? It’s not always easy to figure out the order in a reading selection. Clue words (such as “first,” “then,” and “later”) are hints that can help you.

- Cause-Effect order—the writer explains how and why things happen. The selection may begin with the cause and move to the effect or begin with the effect and then explain the cause.
- Comparison-contrast order—the writer shows how one thing is like or unlike another.
- Similarities-Differences—the writer tries to group things to show how something is alike or different.
- Problem-solution—the writer first describes a problem and then gives one or more solutions.
- Main idea and supporting details—the main idea is what the author wants you to remember most. The main idea can come at the beginning, middle, or end. The supporting details are all of the specific information that a writer includes is there so that the main idea is clear.

**Plays** A form of literature, plays are usually fictional and include elements such as characters, setting, plot, and theme.

- A play can have any number of acts or scenes. A scene usually changes when ever there is a change in setting. Setting is the place and time in which the play takes place.
- Dialogue is the talking or conversation between characters in a play. You can learn a lot about the characters from what they say and how they say it.
- Stage directions describe details of the setting and sound effects as well as direct characters on how to speak their lines, move, act, and look.

**Summarizing and Paraphrasing** You may need to summarize to answer questions in writing. When you summarize, you retell the main ideas, events, or facts in your own words. The key to summarizing is picking out only the key points. When you paraphrase, you use your own words to tell about what you have read, seen, or heard. Paraphrasing can help whenever you are having trouble understanding a written passage or graphic.

**Text Features:** An important feature of informational text that facilitates understanding for the reader (i.e., title, illustrations, diagrams, labels, bulleted lists, captions, headings, etc.)

**Tone:** An author's attitude toward his/her subject revealed by choice of words and details.

## STUDENT RESPONSES AND THE MSA READING RUBRIC

Writing is a performance activity that allows students to reflect and elaborate on how they think and what they know. It is important to extend student understanding of the expectations of the rubric with repeated opportunities to write 5-7 minute Brief Constructed Responses.

This MSA Reading Rubric is one that many schools are using not only in Reading/English/ Language Arts but across the curricula. Your teacher will use this Reading Rubric to score the BCR in this packet.

As you complete your BCR response, you should refer back to this page so that you can check your response against *Questions to Remember When Answering Brief Constructed Responses*.



### Questions to Remember When Answering Brief Constructed Responses

- 1) Can my teacher tell that I read the passage?
- 2) Did I answer the question?
- 3) Did I support my answer with information (details) from the text?
- 4) Did I make a relevant inference or interpretation when answering my question?

## Phonics

Look at the word with the underlined letters. The underlined letters stand for a sound. Decide which of the other three words has the same sound in it. Then circle the letter for the answer you have chosen.

1. gym

- A. gas
- B. regular
- C. region

2. know

- A. opera
- B. coast
- C. now

3. thumb

- A. there
- B. path
- C. clothes

## Vocabulary

Choose the word or group of words that means the same, or about the same, as the underlined word. Then circle the letter for the answer you have chosen.

4. We check homework when we get to class.

- A. Dad wrote a check for the field trip.
- B. The waiter gave us the check to pay before leaving the restaurant.
- C. I will check the garage for old magazines.
- D. He remembered to check himself before he lost his temper.

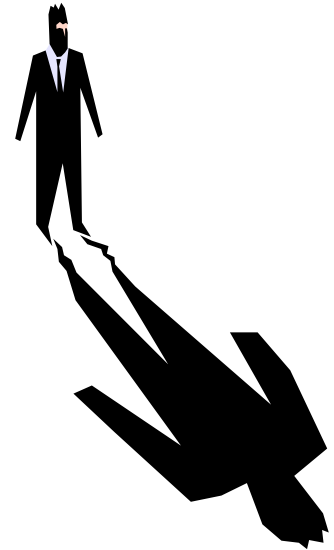
5. In the bottom of the closet, Tom found piles of rumpled clothing.

- A. new
- B. old
- C. ironed
- D. wrinkled

6. My teacher asked me to relay a message to my parents.

- A. race
- B. pass
- C. forget
- D. write

## My Shadow



- 1 I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.
- 5 The funniest thing about him is the way he likes to grow-  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all. He
- 9 hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way,  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie\* as that shadow sticks to me!
- 13 One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant\*\* sleepy-head,  
Had stayed at home behind me and was fast asleep in bed.

By Robert Louis Stevenson

Robert Louis Stevenson was a very famous poet. He lived a long time ago, so some words you might not have heard are explained below:

\*nursie: The person who took care of the child in the poem.

\*\*arrant: total, complete

7. What does the speaker of the poem mean when he says..."goes in and out with me"?
- A. His shadow is feeling bored.
  - B. His shadow is inside his body.
  - C. His shadow moves with him.
  - D. His shadow plays with him.
8. In line 9, the word "notion" means .....
- A. error
  - B. idea
  - C. rule
  - D. behavior
9. Which of the following words **best** describes the child in this poem?
- A. adventurous
  - B. exhausted
  - C. observant
  - D. lonely
10. What did the poet mean when he says that his shadow "...stayed at home behind me and was fast asleep in bed".
- A. His shadow was tired.
  - B. His shadow was worried.
  - C. He couldn't see his shadow without light.
  - D. He told his shadow that he didn't need him.
11. Explain how the speaker of the poem feels about his shadow. In your response, use details and examples from the poem to support your explanation.

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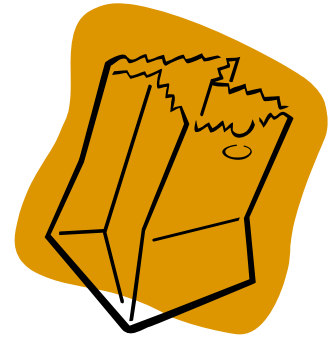


# Margaret Ethridge Knight (1838-1914)

## Inventor

"Paper or plastic?" If the shopper asks for paper, the bagger takes a brown paper bag from the top of a neat stack. With a quick flick of the wrist, the bag opens up. It stands on its rectangular bottom ready to be filled.

The next time you're in a supermarket, take a moment to appreciate the inventor of the paper bag machine.



## Growing Up

Margaret Knight always loved machines. Even when she was little, she'd rather be at a factory watching machines than at home playing with dolls.

Margaret Knight was born in Maine in 1838. The men in her town worked at a factory named Amoskeag Mills. Her brother and sisters also worked at the factory. "Mattie" joined her brothers there when she was ten. In 1848, there were no laws to keep children in school instead of at work.

Margaret worked thirteen hours a day in a building that contained over six hundred looms that wove cotton into cloth. The looms thundered away as their wooden and iron parts quickly wove the threads together. The shuttle was the loom's bullet-shaped handle. Sometimes the shuttle flew off and caused terrible accidents. One of Margaret's friends had been hurt this way. Another boy her age died. One day, after Margaret had seen yet another accident, she decided to invent a safer loom.

## First Invention

Margaret thought about looms during her long hours at work and during her chores at home. Finally, when she was twelve years old, she did it. She invented a safe shuttle. Instead of flying off when it came loose, Margaret's shuttle stopped and dropped. The invention was so good that Amoskeag Mills added it to all of its looms.

## Later Inventions

Margaret Knight kept on inventing. She worked for the Columbia Paper Bag Company. She worked on a machine to cut, fold and glue the bottom of paper bags. Soon after a visitor saw Knight's machine, he made a machine that looked like hers. She took him to court for stealing her idea. The man argued that no woman could possibly invent a machine. But Knight had kept careful notes. When she spoke in court, people could tell she was an expert. She won the case and received her first patent.

A patent gives an inventor the right to make and sell an invention without anyone copying it. By the end of her life, she had created 90 inventions. She received patents for nearly 30 of them. Knight later started her own paper bag company with her patented machine.

## Personal Life

Margaret Knight devoted her life to inventing. When she died in 1914, a newspaper compared her to Thomas Alva Edison.

*SIRS DISCOVERER March 27, 2002, Copyright © 2002, SIRS Publishing, Inc. All rights reserved.*

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12. The boxes show things that happened in Margaret E. Knight's life.

Margaret worked long hours at the factory with her brothers and sisters.		Margaret Knight invented a machine to cut, fold, and glue the bottom of paper bags.
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1

2

3

Which of these belongs in Box 2?

- A. Margaret invented a shoe-cutting machine.
- B. Margaret started her own paper bag company.
- C. Margaret invented a safe shuttle for the loom.
- D. Margaret received her first patent.

13. Which of these explains why this article is a reliable source of information?

- A. It has characters.
- B. It gives the author's opinion.
- C. It gives facts and details.
- D. It tells about paper bags.

14. Which word **best** describes what kind of person Margaret Knight was?

- A. amusing
- B. problem-solver
- C. dishonest
- D. lazy

15. What characteristic of this passage **most clearly** identifies it as a biography?

- A. It tells about the events in a real person's life.
- B. It tells how paper bags are made.
- C. It has subheadings.
- D. It gives the reader information.

16. In the section, **Growing Up**, the word "thundered" means...

- A. a storm
- B. a sound of rain
- C. a whistle
- D. a roaring sound

17. What conclusion can you draw about why Margaret Knight was a good subject for a biography? Support your conclusion with evidence from the text.

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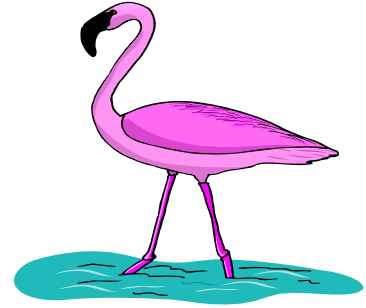
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# The Magic Flamingo



Cast      Narrator 1  
              Narrator 2  
              Old Man  
              Old Woman  
              Flamingo/Girl

## ACT ONE Scene One

**Narrator 1:**        Once upon a time, there was an old man who lived in the country with his old wife. They had no children. One day while the old man was walking along the road beside a field he heard a strange sound.  
                          *(flutter paper for wing flapping sound)*

**Narrator 2:**        Following the sound, he discovered a beautiful flamingo caught in a trap.  
                          *(trying to wiggle itself out of the trap)*

**Old Man:**         Oh, you poor creature! I will help you out of the trap.

**Narrator 1:**        The old man set the flamingo free, and it flew away into the sky.

## Act ONE Scene Two

**Narrator 2:**        After the old man got home he told his wife about the flamingo.  
                          Then there was a knock at the door. *(knock on table for knocking sound)*

**Girl:**                May I come in?

**Narrator 2:**        The old woman opened the door. There she saw a petite, attractive girl.

**Girl:**                I am lost. Please let me stay in your home tonight.

**Old Woman:**      Why, of course! We would be elated to have you stay with us.

**Girl:**                You are so kind. I have no parents of my own.

**Old man:**         Would you like to become our daughter and live with us?

**Girl:**                Oh, yes, I would! I really would!

## Act ONE Scene Three

- Narrator 1:** Three months passed. One day the girl went to her new parents and said something quite unusual.
- Girl:** I will weave some cloth for you on your weaving loom but you must promise never to look at me while I work. Don't look-not even once.
- Narrator 2:** The old man and old woman could hear the loom every day. Each day the little girl gave them a beautiful piece of cloth.
- Narrator 1:** It was beautiful cloth! All the neighbors came to see it.
- Narrator 2:** The old woman became more and more curious.
- Old Woman:** How can this little girl weave such beautiful and extravagant cloth? I'm going to look into her room while she is working to see how she creates it.
- Narrator 1:** When the little old woman looked into the room, she saw a gorgeous pink flamingo! It was using its gorgeous pink feathers to weave the cloth.
- Narrator 2:** When the old man came home that night, the little girl came out of the weaving room.
- Girl:** I am the flamingo that you saved. You were so kind to me that I wanted to **repay your kindness**, so I wove the cloth. Now, since you know my secret, I must leave.
- Old Woman:** (Crying) I'm so sorry that I broke my promise. Please don't go!
- Old Man:** (*Sadly*) I am sorry too. You have been such a sweet daughter.
- Girl:** I want you to understand. I really am a flamingo. The spell is broken now so I must return to my home in the sky. Good bye, and good luck. I love you.
- Old Man & Old Woman:** Good bye, I love you. (*The old man and woman hold each other and continue crying.*)
- Narrator 1 & Narrator 2:** Suddenly, the little girl changed into a stunningly beautiful pink flamingo. She rose easily into the air, dipped her wings, and bid them farewell. The old man and old woman never saw her again.

18. Which word could take the place of the word "cast" at the beginning of the play?
- A. characters
  - B. dialogue
  - C. setting
  - D. stage directions
19. What did the girl mean when she told the old man and old woman, "I wanted to **repay your kindness?**"
- A. She wanted to give them money.
  - B. She wanted to do something special for them.
  - C. She wanted to give them a ride on her wings.
  - D. She wanted a place to sleep.
20. What will the magical flamingo **most likely** do next?
- A. She will fly around the world.
  - B. She will come back and visit the old man and old woman.
  - C. She will continue to weave cloth.
  - D. She will turn back into a little girl.
21. An actor or actress would use the words in parentheses to decide \_\_\_\_\_?
- A. what the setting is
  - B. who the other characters are
  - C. which lines to speak
  - D. what they are supposed to do
22. Summarize the play. Use information from the beginning, middle, and end in your summary.

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## Lend a Helping Hand

### VOCABULARY

**volunteer:** (noun)-a person who offers his or her time in service to others; (verb) doing free service for others

**student service learning:** a project that helps others in need

**knack:** a clever or skillful way of doing something

**food bank:** a place that stores food to give away to those in need

**tradition:** passing beliefs or habits from grandparents to parents to children

Being a part of a **volunteer** project is an important community service. Our schools call this **student service learning**. No matter where your community is, there is always a person or a group who can use your help.

Do you want to take the time to help someone in need? You can start your own service project. Here are some helpful hints:

- First, figure out what your community needs. Ask your teachers, parents, and friends what they think your neighborhood needs the most. It is possible they will have an idea you didn't even think about.
- Make it a group effort. Invite your family and friends to get involved and to work as a team. Work with your school on a service learning project.
- Have fun! Helping and meeting new people and knowing that you are making a difference can be a lot of fun.

Once you identify a problem, learn more about it. Then think about what you can do to help. Use your interests and talents to decide what you want to do. If you are a baker at heart, bake cookies. If you have a **knack** (*nak*) for crafts, make something! Here are some things you can do in your own school or neighborhood:

- Make and deliver get well cards for sick children who are in the hospital.
- At the end of the school year, collect unused or "gently used" school supplies to donate.
- Sponsor a food drive. Many schools have a food drive near holidays like Thanksgiving. However, this idea can be used at any time of the year. Donate the food you collect to a local **food bank**.

- Have a bake sale. This **tradition** is still one of the most popular ways to raise money because everybody loves to eat! Donate all of the money you make to an organization.
- Clean up! The spring is a great time to enjoy the outdoors, but sometimes the scenery is not very clean. Grab an adult and some friends and start cleaning your school or neighborhood by picking up papers, cans, and other trash.
- Recycle! Every time you have an empty soda can or piece of scrap paper, recycle it. In some states you can even make some money by taking the items to the recycler yourself. Your school may already even have a recycling program. Donate the money you make to a service group.

Community service is an important part of being a good citizen. Do your part today!

*Reading adapted from  
Time for Kids (July 20, 2006)  
Found on [www.discover.sirs.com](http://www.discover.sirs.com)*

23. How is the selection *Lend a Helping Hand* organized?
  - A. cause and effect
  - B. sequential order
  - C. similarities and differences
  - D. main idea and supporting details
24. Where would this reading selection **most likely** be found?
  - A. in a dictionary
  - B. in a social studies textbook
  - C. in an encyclopedia
  - D. in a book of kids' poetry
25. With which sentence would the author **most likely** agree?
  - A. The best type of service project is a recycling plan.
  - B. Bake sales make more money than other projects.
  - C. All students should volunteer in their community.
  - D. Student service learning should begin in third grade.
26. Which question is not answered in the reading selection?
  - A. What are some ideas for volunteering in my neighborhood?
  - B. How do I know what service my neighborhood needs?
  - C. Why should I volunteer to do community service?
  - D. How old do I have to be before I can volunteer?





### Reading Log for Spring Break Grade 3

Read for a minimum of 15 minutes for 6 of the days of spring break. Please record what you read below.

Date	Title	Author	Pages Read	Minutes Read

Student's Name: \_\_\_\_\_ Parent/Guardian's Signature: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_