**SPRING STUDENT**

 **ENRICHMENT PACKET**

**READING AND SOCIAL STUDIES**

**Grade 3**



 **™**

Prince George’s County Public Schools

Office of Academic Programs

Department of Curriculum and Instruction



**Hot off the press!**

**Spring Student Enrichment Packet!**

You will notice Evidence-Based Selected Response (EBSR) questions in this year’s packet. EBSR questions are presented as a pair of related questions (Part A and Part B), where the second question asks students to select the evidence for the answer they chose in the first part of the question.

We have provided our students with many opportunities to practice answering Evidence-Based Selected Response questions, as we continue to prepare them for the Maryland Comprehensive Assessment Program (MCAP) assessments. With parents being our partners, we invite you to learn about EBSRs as you assist your children with completing the activities in this packet.

General Directions

Read the selection carefully so that you can do your best when answering the Evidence-Based Selected Response.

Write your responses in this booklet.

Circle the answer that is your choice.



![pe01503_[1]]()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 anindia-rubber ball,

And he sometimes gets so little that there’s none of him at all.

9 He 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, complete1. **Part A**

 Reread these lines. What does the speaker of the poem mean?

 “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.”

1. His shadow is feeling bored.
2. His shadow is inside his body.
3. His shadow moves with him.
4. His shadow plays with him.

**Part B**

Which phrase from the poem best supports the answer to Part A?

1. “a little shadow”
2. “goes in and out with me”
3. “be the use of him”
4. “more than I can see”

2. **Part A**

 Which of the following words **best** describes the child in this poem?

1. adventurous
2. exhausted
3. observant
4. lonely

**Part B**

Which line from the poem helps support your answer to Part A?

1. “And what can be the use of him is more than I can see”
2. “And can only make a fool of me in every sort of way”
3. “And he sometimes gets so little that there’s none of him at all”
4. “I’d think shame to stick to nursie as that shadow sticks to me”

# Margaret Ethridge Knight (1838-1914)

## Inventor

![j0325338[1]]()     "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.

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# 3. According to the biography, “Margaret Ethridge Knight (1838-1914),” which events had the most significant

#  impact on Margaret Ethridge Knight’s life? From the list, create a summary by writing the four most

#  significant events in chronological order into the table.

* Margaret Knight was born in Maine in 1838.
* Margaret worked long hours at the factory with her brothers and sister.
* Margaret Knight always loved machines.
* Margaret started her own paper bag company.
* Margaret invented a safe shuttle for the loom.
* Margaret received her first patent.

|  |  |
| --- | --- |
| Event1 |  |
| Event2 |  |
| Event 3 |  |
| Event4 |  |

4. **Part A**

Which word **best** describes the kind of person Margaret Knight was?

1. amusing
2. problem-solver
3. dishonest
4. lazy

**Part B**

Which detail from the passage best supports the answer to Part A?

1. “Margaret Knight always loved machines.”
2. “…there were no laws to keep children in school instead of at work.”
3. “…after Margaret had seen yet another accident, she decided to invent a safer loom.”
4. “She won the case and received her first patent.”

5. **Part A**

The word **thundered** is a multiple meaning word. What is the definition of **thundered**, as used in this sentence?

“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 iron parts quickly wove the threads together.”

1. a storm
2. a sound of rain
3. a whistle
4. a roaring sound

**Part B**

Which phrase from the sentence helps you understand the meaning of **thundered**?

1. “over six hundred looms”
2. “iron parts quickly wove”
3. “wove cotton into cloth”
4. “threads together”

**![j0269794[1]]()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.

Readers’ Theatre and Language Arts for Teachers [www.timelessteacherstuff.com](http://www.timelessteacherstuff.com)

6. **Part A**

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.

 **Part B**

 What sentence from the story helps support your answer to Part A?

1. “May I come in?”
2. “I am lost. Please let me stay in your home tonight.”
3. “I will weave some cloth for you on your weaving loom…”
4. “I really am a flamingo.”

7. **Part A**

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.

 **Part B**

 What detail from the play best supports the answer to Part A?

1. “The old man set the flamingo fee, and it flew away into the sky.”
2. “It was beautiful cloth! All the neighbors came to see it.”
3. “Would you like to become our daughter and live with us?”
4. “The spell is broken now so I must return to my home in the sky.”

8. In the play “The Magic Flamingo,” the relationship between the old man, the old woman, and the girl comes to an abrupt end because the spell was broken and she turns into a flamingo.

Write an original play to continue where the play ended. In your play, be sure to use what you learned about the characters as you tell what happens next.

To create a well-written play, remember to:

* + - Include a list of characters
		- Give a description of the setting
		- Develop dialogue between characters
		- Include stage directions

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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***

9. **Part A**

 What is one main idea of *Lend a Helping Hand*?

1. It’s fun to help others!
2. No matter your age, you can help others.
3. Use your talent to start your community project.
4. Schools collect food and supplies for those in need.

**Part B**

Which sentence from the text best supports the answer to Part A?

1. “If you have a knack for crafts, make something.”
2. “Your school may already even have a recycling program.”
3. “Community service is an important part of being a good citizen.”
4. “Ask your teachers, parents, and friends what they think your neighborhood needs the most.”

10. **Part A**

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.

 **Part B**

 Which detail from the text best supports your answer to Part A?

1. “If you are a baker at heart, bake cookies.”
2. “Being a part of a volunteer project is an important community service.”
3. “Every time you have an empty soda can or piece of scrap paper, recycle it.”
4. “No matter where your community is, there is always a person or a group who can use your help.”

**Reading Log for Spring Break Grade 3**



**Read for a minimum of 15 minutes for each day of Spring Break. Please record what you read below. Read books from home or the public library.**

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| **Date** | **Title** | **Author** | **Pages Read** | **Minutes Read** |
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