

Grade 3

Midwinter Packet



Name _____

Wednesday

Date: _____

Title: _____

Author: _____ Fiction OR Non-fiction

Thursday

Date: _____

Title: _____

Author: _____ Fiction OR Non-fiction

Friday

Date: _____

Title: _____

Author: _____ Fiction OR Non-fiction



Readorium

Building Comprehension for the Next Generation
541 Queen Anne Road Teaneck, NJ 07666
201-836-8403
www.readorium.com

Dear Parents/Guardians,

Our class will be using a powerful nonfiction comprehension program called *Readorium*. This program, funded by the US Department of Education, is designed to teach students to use research-based reading strategies to make sense of complex informational text.

Your child will be reading online books on a variety of topics that align with the latest national science standards. The program requires sustained reading, so your child will have the opportunity to become an expert on many different topics. The program includes a large selection of online science books and engaging strategy lessons. Children receive guided support throughout the program. They will be taught how to think strategically and answer questions thoughtfully. Each book comes with an online mentor who will help your child. To encourage independence, children will be rewarded for reading closely, using strategies, and answering questions correctly. The program is designed to give your child the minimum support he or she needs to be successful.

Your child will also have the opportunity to view science videos and read science magazine articles of special interest. Students earn rewards for successfully answering questions and completing other learning activities.

How can you help your child be as successful as possible? Students will be using the program in their class each week. They will also be able to access it at home, or in the library. To receive the full benefit from *Readorium*, please encourage your child to use the program at home *as often as possible*. Show you are interested in the topics your child is learning by engaging in conversations about them.

Technical Requirements:

Readorium works from all desktops, laptops, and tablets with internet connection. All academic parts of the program, including all learning games work on iPads. The only exception is the Game Garage section of the Readorium Village. Students can participate in these games using computers or other tablets. The program requires the latest edition of Flash and works best on the browser Google Chrome. These are both free downloads. (The system also works using the Safari and Firefox browsers but not on Internet Explorer.)

<http://get.adobe.com/flashplayer/>
www.google.com/chrome

Sincerely,
Third Grade Teachers
PS 38 Roberto Clemente



Estimados padres/guardianes:

Nuestra clase usará un programa poderoso para la comprensión de materias no ficción titulado "Readorium". Este programa, fundado por el departamento de educación de los EE.UU, es diseñado para enseñar a los estudiantes usar estrategias de lectura basadas en investigaciones para entender información compleja.

Su hijo/a estará leyendo libros en la computadora sobre una variedad de temas que se alinean con "Next Generation Science" y Common Core Standards". El programa requiere que el estudiante lee sin interrupciones para tener la oportunidad de ser experto en muchas diferentes temas. El programa incluye una gran variedad de libros de ciencia en la computadora y lecciones que emplean las estrategias que sean necesarias para la comprensión. Los niños reciben la ayuda que necesitan en cada fase del programa. Los estudiantes aprenderán como pensar estratégicamente y como contestar las preguntas inteligentemente. Para fomentar la independencia, siempre recibirán el apoyo mínimo que necesitan para tener éxito.

También, su hijo/a tendrá la oportunidad de ver videos de ciencia y leer artículos en revistas de su interés especial. Los estudiantes ganan recompensas cuando contestan las preguntas correctamente y completan otras actividades de aprendizaje.

¿Como puede usted ayudar a su niño/a tener éxito en este programa? Los estudiantes usarán el programa en la clase cada semana. Lo podrán acceder en su casa y en la biblioteca usando el navegador "Chrome". Para recibir el total de los beneficios de "Readorium", por favor, insista en que su hijo/a usa el programa lo más frecuentemente posible. Demuestre que usted está interesado en las temas en que su hijo/a tiene interés, conversando con el/ella sobre el tema.

Requisitos técnicos

El programa requiere la última edición de "Flash" y funciona mejor con el navegador "Google Chrome." Estos son descargas gratis. El sistema también funciona en "Safari" y "Firefox", pero no funciona en "Internet Explorer."

<http://get.adobe.com/flashplayer/>

<https://www.google.com/chrome/>

Sinceramente,

Harmit Doseche

CEO, Readorium

D*irections* Read this passage. Then answer questions 1 through 6.

Alex, the Talking Parrot

by Dorothy Hinshaw Patent

- 1 Parrots that are trained to talk often say silly things like “Polly want a cracker.” Although these birds have learned to imitate the sounds that make up the words, they don’t really know what they’re saying. But there is one parrot who speaks more than a hundred words and actually understands their meanings. He is an African gray parrot named Alex.
- 2 Dr. Irene Pepperberg, a research scientist, has worked with Alex for many years. Teaching Alex to speak and understand wasn’t easy at first. He had to learn one word at a time. Irene and an assistant would teach Alex by showing him what a word meant. Irene would hold up an object, saying, “What’s this?” Her human partner would give the word—“pasta,” for example—while Alex watched. Irene would praise her partner, then ask Alex the name of the object. When he got it right, Irene would praise him and give him the object to play with as a reward. It took Alex many weeks to learn his first word. After that, each new word became easier and easier for him.
- 3 Why did Irene spend so much time getting a parrot to talk? Scientists like Irene are interested in discovering how intelligent animals are and how their brains work. But studying animal intelligence has always been difficult, partly because animals haven’t been able to communicate clearly with humans. Teaching Alex to speak words that he understands has let Irene talk to him directly. She can ask him questions, and he can answer them in English. In this way, Irene is finding out what sorts of things Alex’s brain can do. She has found that parrots are much smarter than scientists used to think. The word “birdbrain,” which means someone who isn’t very smart, certainly doesn’t apply to Alex.
- 4 Alex can identify over forty kinds of objects, five different shapes, five materials, and seven colors, and he can use his knowledge to solve problems and answer questions. For example, from a group of objects, he can pick out a number of things of a certain color, up to the number six. He can also make comparisons, such as bigger or smaller and same or different, between objects.
- 5 “Want wheat!” Alex says loudly. Irene explains to him that she doesn’t have any shredded wheat for him. “How about some crackers, Alex?” she asks.

GO ON

6 “No, no—want wheat!” he replies.

7 Because it’s time for them to work, Irene ignores his request and shows Alex a tray with simple objects scattered over it: a yellow plastic key, a green wooden square, a five-cornered piece of yellow felt, a gray rawhide rectangle, a yellow paper triangle, a red plastic square, and a blue Play-Doh square.

8 “What material is green, Alex?” Irene asks.

9 Alex glances over the assortment, then answers, “Wood!” in his clear but croaky parrot voice.

10 “Good birdie,” says Irene as she nuzzles him and hands him the green square. Alex nibbles at it for a moment, then he drops it.

11 “How many yellow?” asks Irene.

12 Alex takes his time looking over the bright, colorful display on the tray.

13 “Three,” he answers.

14 Irene praises him again. “Good boy, good birdie,” she says as she hands him the yellow key to play with.



15 Alex mouths the key, nibbling at it gently before dropping it.

16 “Wanna go shoulder,” he announces.

GO ON

17 "O.K., you can come onto my shoulder," answers Irene. She puts out her hand. Alex climbs aboard, and she puts him on her shoulder. He rubs his head against Irene's cheek. "Do you want some corn?" asks Irene.

18 "Soft corn," answers Alex, and Irene holds out her hand with a few kernels on it. Alex carefully takes one kernel into his mouth and eats.

19 Alex has shown us that birds like parrots can understand categories such as shape, color, and size. They can solve problems and recognize numbers. Before Alex came along, scientists did not believe that animals with such small brains could do these things.

20 Alex uses his ability to talk outside of work sessions, too. At the end of the day, Irene tells Alex she is leaving.

21 "I'm going to dinner now," she says. "You be good."

22 "You be good," Alex answers.

23 "See you tomorrow," says Irene.

24 "Bye," says Alex.

25 "Bye," she responds.

26 "I love you," croaks Alex.

27 Irene's last words as she goes out the door are "I love you, too."

GO ON

1

What does the word “assistant” mean as it is used in paragraph 2?

- A helper
- B leader
- C neighbor
- D friend

2

Which sentence from the passage shows a cause and effect relationship?

- A “But there is one parrot who speaks more than a hundred words and actually understands their meanings.” (paragraph 1)
- B “Teaching Alex to speak words that he understands has let Irene talk to him directly.” (paragraph 3)
- C “In this way, Irene is finding out what sorts of things Alex’s brain can do.” (paragraph 3)
- D “He can also make comparisons, such as bigger or smaller and same or different, between objects.” (paragraph 4)

3

Read this sentence from paragraph 4.

Alex can identify over forty kinds of objects, five different shapes, five materials, and seven colors, and he can use his knowledge to solve problems and answer questions.

What is the **best** meaning of the word “identify” as used in this sentence?

- A feel
- B look at
- C pick up
- D recognize

GO ON

4

How does the photograph add to the information in the passage?

- A It shows one way that Irene works with Alex.
- B It shows that Irene does not talk with Alex.
- C It shows that Alex is able to count objects.
- D It shows the few objects that Alex cannot name.

5

Which part of the passage **best** shows how Alex feels about Irene?

- A paragraph 9
- B paragraph 10
- C paragraph 17
- D paragraph 18

6

Which detail **best** supports the main idea of the passage?

- A Irene's parrot is named Alex.
- B Alex can find a green object when asked.
- C Irene sometimes puts Alex on her shoulder.
- D Alex has a croaky parrot voice.

GO ON

Directions
Read this story. Then answer questions 19 through 24.

The Shark Kite

by Jane McAdams

- 1 "Oh, no!" said Stella, as the string of her shark kite tangled with the string of a biplane kite. The biplane dove toward the ground, the grinning shark spiraling behind it. "I feel like a spider in a web," she said, frowning as the tangled strings drifted down around her.
- 2 "I think that shark kite has too many strings," said the owner of the biplane kite, as he untangled his string from Stella's.
- 3 "My kite doesn't have too many strings," said Stella. "It's a grownup's kite. That's why it's complicated to fly."
- 4 "You should really try flying a paper plate," said Stella's friend Robby. Stella looked at Robby's kite. He had decorated a plate with stickers and a long yellow streamer and attached a string to it. Right now, his paper plate was flying so high that Stella could hardly see it.
- 5 "Your shark kite hasn't flown as high as my paper plate all day," said Robby, wiping his nose on his sleeve.
- 6 "Paper plates are for babies," said Stella. She felt like being mean, because her shark kite could hardly fly.
- 7 Just then Stella noticed a fluffy pink jellyfish kite sailing overhead, bobbing a little as it passed Robby's paper plate. Stella wished she could trade her shark for that jellyfish.
- 8 Stella wound the string of her fallen kite around its spool. Then, holding the string near the shark's belly, she started running. If she could catch a tiny breeze, her kite would fly.
- 9 "Stella, it's almost time to go!" called Stella's mother from a park bench in the shade. "We have to pick up your sister at the pool."
- 10 "Come on, shark, fly!" Stella said as she tossed the kite into a little puff of wind. For a moment, the shark looked as if it was swimming up into the sky. Then, it dove back toward the grass, teeth and all.
- 11 "Maybe it's too heavy," said Robby. He tugged lightly on the string of his paper plate, which dipped gently in the air.

GO ON

- 12 "It's not heavier than that one," said Stella. She pointed at an enormous monster truck kite gliding past Robby's paper plate. The monster truck had big black wings. "I bet that kite weighs more than you do, Robby," said Stella.
- 13 Robby squinted at the sky. "No, it doesn't. I weigh forty pounds," he said.
- 14 "Stella, your sister is waiting," her mother called again.
- 15 "One more try, Mom," yelled Stella, running with the shark. This time, the shark kept its nose pointed downward the whole time, refusing to fly at all. Stella tripped over the shark's fin and fell into the dirt.
- 16 "Come on, brush yourself off, Stella," said her mother. "We're leaving."
- 17 "You can take my paper plate if you want," said Robby. "At least you'll get to fly something today." He looked at Stella hopefully.
- 18 Stella sighed. Robby's paper plate was nothing like the fancy shark she had imagined flying. But it did fly pretty high.
- 19 "O.K.," Stella agreed with a shrug. She took Robby's string and felt the strong, steady pull of the kite dancing at its end. She gave a slight tug. The paper plate swirled and floated even higher on the breeze. Stella smiled at Robby. "You're right," she said. "Paper plates do make good kites."
- 20 "You can keep it," said Robby. "I'll make another one next weekend."
- 21 "Want to borrow the shark, then?" asked Stella, handing the tangle of strings and the grinning shark to Robby. "Maybe you can make it fly."
- 22 "Hey, thanks," he said. "See you next weekend, Stella."
- 23 Stella and her mother walked toward the car. Stella held the string of her new kite, and the paper plate sailed along above them, its yellow streamer wriggling through the air.
- 24 "What happened to your shark kite?" asked Stella's mother.
- 25 "Robby and I swapped for a while," Stella replied.
- 26 As Stella rode in the car, she held on to the paper plate's string and watched it bob next to her window. "I bet that big old shark couldn't do this!" she laughed.

19

In paragraph 1, what does Stella mean when she says, “I feel like a spider in a web”?

- A Stella is untangling the strings.
- B Stella is confused by the strings.
- C Stella is surrounded by the tangled strings.
- D Stella is winding the strings around her spool.

20

In paragraphs 6 through 8, what do you know as the reader that Robby does not know?

- A Stella wishes she could trade her kite for a jellyfish kite.
- B Stella has to run to make her kite fly.
- C Paper plate kites are easier to fly than other kites.
- D Paper plate kites are easier to make than shark kites.

21

Read this sentence from paragraph 8.

If she could catch a tiny breeze, her kite would fly.

What does “catch” mean as it is used in the sentence?

- A stop and hold a moving object
- B bring in while hunting or fishing
- C get an illness
- D find and use

GO ON

22

What happens after Stella trips over the shark's fin and falls into the dirt?

- A Stella tries to fly her kite again.
- B Stella takes Robby's paper plate home with her.
- C Stella's kite points downward and refuses to fly.
- D Stella points at a kite shaped like a monster truck.

23

What do the details in paragraph 17 show about Robby?

- A He is at the park most weekends.
- B He is a thoughtful friend to Stella.
- C He is better at flying kites than Stella.
- D He is creative with paper plates.

24

What happens because Stella cannot fly her shark kite?

- A Stella tries to fix her kite.
- B Stella notices a pink jellyfish kite.
- C Stella gets into the car with her mother.
- D Stella tries the paper plate kite.

STOP

1 Which expression is another way to show 8×6 ?

A $(2 + 4) + 6$

B $(2 + 4) \times 6$

C $(2 \times 4) + 6$

D $(2 \times 4) \times 6$

2 The distance from Chicago to New York City is 794 miles. What is 794 rounded to the nearest hundred?

A 700

B 794

C 800

D 894

3 What number makes the equation true?

$$4 = \underline{\quad ? \quad} \div 7$$

A 11

B 21

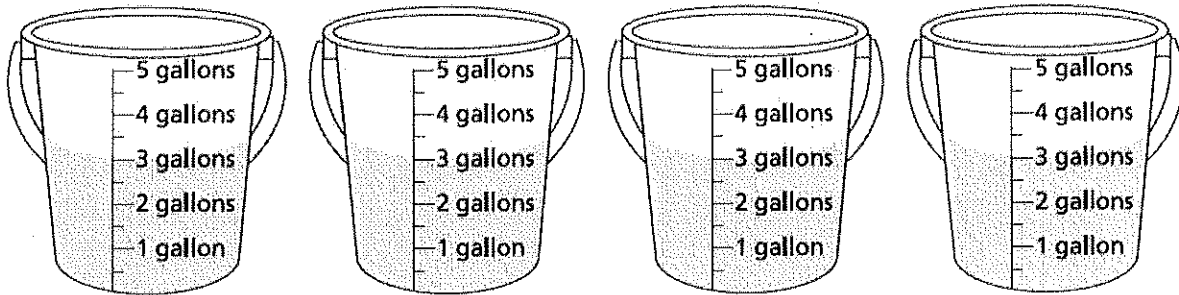
C 28

D 32

GO ON

6

A third-grade class is having a car wash. They put the same amount of water in each bucket, as shown.



Which expression can be used to find the total amount of water, in gallons, in all the buckets?

- A 4×3
- B 5×3
- C 4×4
- D 5×4

7

A bulletin board can be covered completely by 30 square pieces of paper without any gaps or overlaps. If each piece of paper has side lengths of 1 foot, what is the total area of the bulletin board?

- A 1 foot
- B 30 feet
- C 1 square foot
- D 30 square feet

GO ON

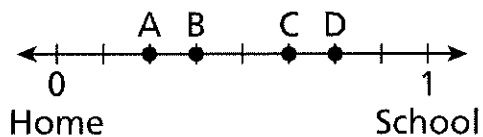
17

Joe and Mike both ran the same race. Joe finished the race 4 minutes before Mike. If Mike finished the race at 4:02 p.m., what time did Joe finish the race?

- A 3:58 p.m.
- B 4:06 p.m.
- C 8:02 p.m.
- D 12:02 p.m.

18

The distance between Liam's home and his school is exactly 1 mile, as shown on the number line below.



Liam buys a snack at a store that is $\frac{3}{8}$ mile from his home. What point on the number line shows the location of the store?

- A point A
- B point B
- C point C
- D point D

GO ON

26

What number makes both equations true?

$$6 \times \underline{\quad ? \quad} = 48$$

$$48 \div 6 = \underline{\quad ? \quad}$$

- A 7
- B 8
- C 42
- D 54

27

A teacher puts 5 packages of craft paper into a cabinet. Each package has 80 sheets of paper. What is the total number of sheets of craft paper that the teacher puts into the cabinet?

- A 40
- B 85
- C 400
- D 450

GO ON