3rd Grade

ORANGE-ULSTER BOCES
Learning for Life

Enrichment Package 2020

VOLUME 2

Name: _____

ORANGE-ULSTER BOCES
Learning for Life

Learning Enrichment Booklet Project for Grade 3

Volume II

Spring 2020

Dear Parents and Caregivers,

The OU BOCES Instructional Specialists have assembled ELA and Math Enrichment booklets for grades K, 1, 2, 3, 4, and 5 based on resources developed by NYSED and by OU BOCES. There is a Volume I and Volume II for each grade level. With the NYS Next Generation Standards in mind, we selected ELA and Math focused activities. We made an effort to choose reading passages that address social studies and science learning standards as well. It was our goal to offer learning and review tasks that students who are on grade level could do fairly independently. Ten days of learning enrichment have been designed to be completed while school is closed due to the COVID-19 outbreak.

In order to complete the work in this booklet one needs a pencil/pen, crayons, and sometimes a scissor. We have tried to include types of activities that should seem familiar to your child. We believe that each section could be completed within one day. Please help your child pace themselves. This booklet is designed to be completed over 10 days. One section of activities per day should feel comfortable for most students. If a child cannot complete a full section in day, he or she can do part of a section. As educators, we believe it is important to do some academic work each day.

Sincerely,

The Instructional Support Services Team

Dear Students,

We hope you find these activities interesting. We hope they help you keep your school skills sharp. Each section is designed for one day. If you have trouble finishing a section, ask an adult or friend for help. Please do your best work. Thank you for working on this enrichment book and practicing your academic skills and knowledge. Please also make time to read while you are home.

Sincerely,

The Instructional Support Services Team

www.ouboces.org

DAY 1

Directions: Read this story. Then answer the questions.

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.

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.

The Shark Kite Questions

1. 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.

2. In paragraph 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.

3. 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?

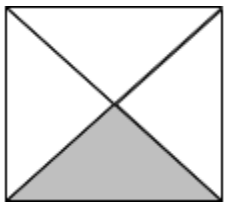
   a. Stop and hold a moving object
   b. Bring in while hunting or fishing
   c. Get an illness
   d. Find and use

4. 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

5. 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 paper plates

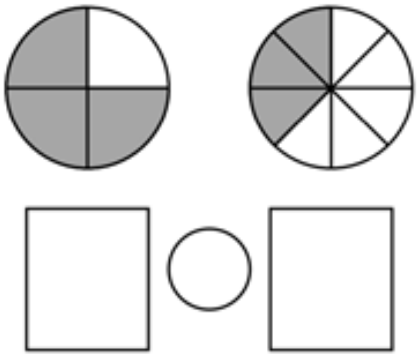
6. What happens because Stella cannot fly her shark kite?
   a. Stella tries to fix her kite
   b. Stella notices a pink jellyfish kite
   c. Stella gets into the car with her mother
   d. Stella tries the paper plate kite

Solve each number problem. Show your work.

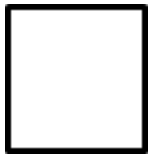
1. **30 x 6 = _____** **_____ × 9 = 54**	2. **4 × 1 = _____** **_____ × 1 = 5**
3. **27 ÷ 9 = _____** **63 ÷ 9 = _____**	4. **0 ÷ 5 = _____** **1 = 7 ÷ _____**
5. **Round 675 to the nearest hundred. _____**	
6. **Name the fraction that is shaded.** 	

Solve each problem. Show your work.

7. Label each shaded fraction.
Use <, > or = to compare.



8. Find the area of the rectangle below.



10 cm

9. Mr. Brady draws two fractions on the board. One was 23 and the other was 32 . Which fraction is larger?

10. Mrs. Parson gave each of her grandchildren $9. She gave a total of $36. How many grandchildren does Mrs. Parson have?

Interdependent Relationships

Some animals form groups to help each other survive. Look at the images below of animals that form groups. Answer the questions about each image.

Herd of cattle: 	Look at the image to the left. Why do you think these animals form a group? How might being in a group help them survive? If one animal ended up alone, what do you think could happen? Why?

DAY 2

The Great Horned Owl

by Shirley Anne Ramaley

1 There's a call in the air. "Whooo, hoo-hoo, hoo, hoo." It almost sounds like, "Who's awake, me too." There is only one bird that sounds like this—the great horned owl. It can be heard about anywhere, because these owls live in mountain forests, desert canyons, city parks, and even on some rooftops of homes. They are very widespread and adapt easily to many environments. They live all over North America, Central America, and certain regions of South America.

2 Great horned owls hunt just about anything that's not too big for them. They like insects and scorpions, great blue herons, snakes, jackrabbits, mice, other birds, and lots more. They also like cats, so keep your cat inside. Another delicious meal for a great horned owl is a skunk! The world is just one big smorgasbord for this big owl.

smorgasbord = meal with many foods

3 Its wing span can reach five feet—that's the size of many shorter adults! There are no predators that hunt this owl. It is the great horned owl that is the top predator.

4 When it hunts, it likes to sit and wait. It can hear the smallest sound, like the squeak of a tiny mouse from far away. Its excellent vision in low light makes it the perfect night hunter.

5 Like all raptors, or birds of prey, great horned owls use their feet instead of their beaks to capture prey. They have powerful feet with curved, sharp talons. The hooked beak is for cutting and tearing meat. Not much gets away from this big bird!

6 They are the only owls with ear tufts. Scientists disagree on why they have them, but it is a very interesting feature. Some people say the owl lowers the ear tufts like a dog when it's upset. If you see one, take a good look at the ear tufts. Maybe it will let you know what it thinks of you.

7 Their ears are offset, and not even like those of people and most other animals. This means their ears are slightly tilted in different directions. They are able to determine something's location and establish the distance between two points. The owl tilts its head until the sound is equal in both ears. This pinpoints the direction and distance of the sound of the possible prey.

8 A common belief is that an owl can turn its head completely around. Actually, while it can rotate its head 270 degrees, it can't turn completely around. (If it could, that would be 360 degrees.) Unlike our eyes, owls' eyes are fixed in their sockets. They can't move their eyes up and down. Instead, they move their entire head.

360 degrees = a full circle

9 The eyes are really big. If a great horned owl was as tall as a human, the eyes would be as big as oranges!

10 The owl has something else that helps it hunt. Its flight is silent. The feathers are soft, like fleece. This deadens the sound as air rushes over the wings while the owl is in flight. At night, as the owl flies silently toward its prey, the prey animal has no idea it's in danger.

11 The owls nest in January and raise their families in winter. The female sits on the eggs, and the male brings her food. The eggs take about a month to hatch. For a while, the babies, or "owlets," huddle under the mother's wings. Gradually, the little heads will peek out and eventually move out from under their mother's wings. Both parents closely guard the owlets.

12 The owlets start walking around the nest in about another month, often crowding each other. The parents usually sit nearby, perhaps in a tree branch, and guard the nest. Don't ever go near a great horned nest. Those parents won't like it, and they aren't afraid to attack anything that threatens the family.

13 The parents bring food to the nest to feed the owlets. Soon the owlets begin to flap their wings, getting ready for the day when they *fledge*, or fly away from the nest. The closer they get to *fledging*, the more they practice flapping their wings. When they are about six weeks old, it's time to go. They don't all leave at the same time, but usually within a few days of each other.

At six weeks old, owlets start walking outside the nest. They are able to fly well when they reach nine to ten weeks old.

The Great Horned Owl Questions

1. How does the picture of the great horned owl support the information in the passage? Use **two** details from the passage to support your response.

_____

_____

_____

_____

_____

2. How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

_____

_____

_____

_____

_____

3. In “The Great Horned Owl”, how are the ideas in paragraphs 4 and 10 related? Use **two** details from the passage to support your response.

_____

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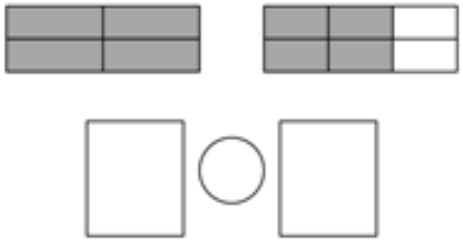
Solve each number problem. Show your work.

1. **40 x 2 = = _____** **_____ × 9 = 90**	2. **_____ × 1 = 2** **4 × _____ = 0**
3. **45 ÷ 9 = _____** **80 ÷ 8 = _____**	4. **9 ÷ 9 = _____** **0 ÷ 3 = _____**
5. **Shauna has 480 stickers. Round the number of stickers to the nearest hundred.**	
6. **Name the fraction that is shaded.** 	

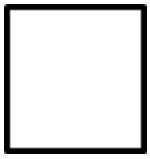
Solve each problem. Show your work.

7. Label each shaded fraction. Use <, > or = to compare.



8. Find the area of the rectangle below.

8 cm



8 cm

9. In a long jump competition, Wendy jumped 910 meters, and Judy jumped 109 meters. Who jumped the shorter distance?

10. Susan pours 27 liters of water equally into 9 containers. How many liters of water are in each container?

FOOD people like in many countries around the world.
Look at the variety of these fried dough products.
Have you ever eaten something like these items?

Churro - Mexico,Spain, S. America Areas

Yes No

Pets de nonnes - France

Yes No

Sel Roti - Nepal

Yes No

Write a story about eating something different from another culture or place. Include reasons why people like/do not like to try new foods.

_____

_____

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_____

Draw a picture of your favorite food.

DAY 3

Excerpt from *Jumanji*

by Chris Van Allsburg

1 "What's that?" Judy asked.

2 "It's a game," said Peter, handing her the box.

3 " 'JUMANJI,' " Judy read from the box, " 'A JUNGLE ADVENTURE GAME.' "

4 "Look," said Peter, pointing to a note taped to the bottom of the box. In a childlike handwriting were the words "Free game, fun for some but not for all. P.S. Read instructions carefully."

5 "Want to take it home?" Judy asked.

6 "Not really," said Peter. "I'm sure somebody left it here because it's so boring."

7 "Oh, come on," protested Judy. "Let's give it a try. Race you home!" And off she ran with Peter at her heels.

8 At home, the children spread the game out on a card table. It looked very much like the games they already had. There was a board that unfolded, revealing a path of colored squares. The squares had messages written on them. The path started in the deepest jungle and ended up in Jumanji, a city of golden buildings and towers. Peter began to shake the dice and play with the other pieces that were in the box.

9 "Put those down and listen," said Judy. "I'm going to read the instructions: 'Jumanji, a young people's jungle adventure especially designed for the bored and restless.' "

10 " 'A. Player selects piece and places it in deepest jungle. B. Player rolls dice and moves piece along path through the dangers of the jungle. C. First player to reach Jumanji and yell the city's name aloud is the winner.' "

11 "Is that all?" asked Peter, sounding disappointed.

12 "No," said Judy, "there's one more thing, and this is in capital letters: 'D. VERY IMPORTANT: ONCE A GAME OF JUMANJI IS STARTED IT WILL NOT BE OVER UNTIL ONE PLAYER REACHES THE GOLDEN CITY.' "

13 "Oh, big deal," said Peter, who gave a bored yawn.

14 "Here," said Judy, handing her brother the dice, "you go first."

15 Peter casually dropped the dice from his hand.

16 "Seven," said Judy.

17 Peter moved his piece to the seventh square.

18 " 'Lion attacks, move back two spaces,' " read Judy.

19 "Gosh, how exciting," said Peter, in a very unexcited voice. As he reached for his piece he looked up at his sister. She had a look of absolute horror on her face.

20 "Peter," she whispered, "turn around very, very slowly."

21 The boy turned in his chair. He couldn't believe his eyes. Lying on the piano was a lion, staring at Peter and licking his lips.

22 The lion roared so loud it knocked Peter right off his chair. The big cat jumped to the floor. Peter was up on his feet, running through the house with the lion a whisker's length behind. He ran upstairs and dove under a bed. The lion tried to squeeze under, but got his head stuck. Peter scrambled out, ran from the bedroom, and slammed the door behind him. He stood in the hall with Judy, gasping for breath.

23 "I don't think," said Peter in between gasps of air, "that I want . . . to play . . . this game . . . anymore."

24 "But we have to," said Judy as she helped Peter back downstairs. "I'm sure that's what the instructions mean. That lion won't go away until one of us wins the game."

25 Peter stood next to the card table. "Can't we just call the zoo and have him taken away?" From upstairs came the sounds of growling and clawing at the bedroom door. "Or maybe we could wait till Father comes home."

26 "No one would come from the zoo because they wouldn't believe us," said Judy. "And you know how upset Mother would be if there was a lion in the bedroom. We started this game, and now we have to finish it."

27 Peter looked down at the game board. What if Judy rolled a seven? Then there'd be two lions. For an instant Peter thought he was going to cry. Then he sat firmly in his chair and said, "Let's play."

Excerpt from Jumanji Questions

1. How is paragraph 12 important to "Excerpt from *Jumanji*"? Use two details from the story to support your response.

_____

_____

_____

_____

_____

2. How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- Describe how Peter feels about the game at the beginning of the story
- Describe how Peter feels about the game at the end of the story
- Explain what causes Peter's feelings to change
- Use details from the story to support your response

_____

_____

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_____

_____

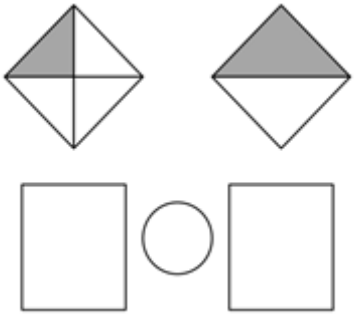
_____

Solve each number problem. Show your work.

1. **10 x 6 = = _____** **_____ × 8 = 32**	2. **4 × _____ = 4** **_____ × 1 = 1**
3. **24 ÷ 8 = _____** **81 ÷ 9 = _____**	4. **0 ÷ 8 = _____** **1 ÷ 1 = _____**
5. **There are 525 pages in a book. Round the number of pages to the nearest hundred.**	
6. **Name the fraction that is shaded.** 	

Solve each problem. Show your work.

7. Label each shaded fraction.
Use <, > or = to compare.



8. Find the area of the rectangle below.

7 cm

10 cm

9. For an art project, Mike used 34 of a glue stick. Jim used 36 of an identical glue stick. Who used more of the glue stick? Draw a picture to support your answer.

10. Don cuts 7 pieces of wire. Each piece is 9 meters long. What is the total length of the 7 pieces?

Forces and Motion- Predictable Motion

Sometimes an object or person in motion has a predictable pattern. Some objects or people do not. Look at the images below and answer the questions next to each.

Child swinging on a swing: 	Look at the image to the left. This is a predictable form of motion. Please write why this is predictable below. What kind of force could be used to stop the motion of the child swinging?

Child swinging on a swing: 	Look at the image to the left. This is a predictable form of motion. Please write why this is predictable below. What kind of force could be used to stop the motion of the children going up and down?

DAY 4

Neil deGrasse Tyson is an astrophysicist. An astrophysicist uses science and math to study the universe.

Excerpt from *Astrophysicist and Space Advocate Neil deGrasse Tyson*

by Marne Ventura

DISCOVERING THE NIGHT SKY

1 The lights in the planetarium dimmed. Nine-year-old Neil sat in the darkness and stared up at the huge domed ceiling. The audience grew silent. A voice boomed, "We are now in the universe, and here are the stars."

planetarium = a building or room in which images of stars, planets, and constellations are shown on a high, curved ceiling

2 It was Neil's first visit to the Hayden Planetarium in New York City. He had seen the night sky many times from his home in the Bronx. He had seen a few stars and the moon. But tonight was different. On the ceiling above him, he saw countless stars, planets, and constellations—groups of stars that form shapes.

3 Not long after this, Neil and his family took a trip to Pennsylvania. Away from the lights of New York City, he was able to see the stars more clearly. He realized the stars he had seen on the planetarium ceiling were not just part of a show. They were real. He wanted to know more about them. Neil felt like the universe was calling him.

GROWING UP IN THE BRONX

4 Neil deGrasse Tyson was born on October 5, 1958, in New York. He grew up in the Bronx in New York City. Neil lived with his parents, his older brother, and his younger sister in a tall building called the Skyview Apartments.

5 Neil went to public school. He was an average student. He never had a teacher tell him that he was the best in the class or that he was going to go far. In fact, his third-grade teacher wrote a note on his report card. She said Neil should be more serious about his schoolwork.

GETTING A BETTER LOOK

6 After the family trip to Pennsylvania, a friend lent Neil a pair of binoculars. Neil went to the roof of his building and looked at the night sky through the binoculars. He was amazed to see craters—large, bowl-shaped holes—on the moon. He wanted to see more. When he was eleven, his parents bought him a telescope.

7 Soon Neil wanted a bigger telescope to learn more about astronomy. But a more powerful telescope cost two hundred dollars. Neil's parents didn't have a lot of extra money. So Neil started a business walking dogs for people who lived in his building.

astronomy = the scientific study of stars, planets, and other objects in outer space

8 He walked several dogs three times a day. Most days, he earned five dollars. He saved his money until he had enough to pay for half of the telescope he wanted. His parents paid for the other half.

9 Neil didn't stop walking dogs. He earned more money to buy a camera. He wanted to take photos of the stars and the planets he saw. At the age of eleven, Neil decided he would become an astrophysicist.

LEARNING ABOUT THE UNIVERSE

10 Neil learned more about the stars. In sixth grade, he took astronomy courses at the planetarium. He often took his telescope to the roof of his apartment to study the night sky. Sometimes police officers would come up to make sure everything was okay. They weren't used to seeing people using telescopes in the Bronx. They were curious. Neil helped them look through the lens. He pointed out Saturn's rings and talked about how pretty he thought they were.

11 When he was ready for high school, Neil chose the Bronx High School of Science. When he was fourteen, Neil went to space camp. He spent a month studying the stars and the planets. He worked with scientists and other young people. When he got back to New York, he gave a talk to fifty adults. He told them what he had learned. Neil's career as an astrophysicist had begun.

Excerpt from Astrophysicist and Space Advocate Neil deGrasse Tyson Questions

1. In paragraph 3, when the author says that "Neil felt like the universe was calling him," she is referring to how
    a. He heard the booming voice inside the Hayden Planetarium on his first visit
    b. He was delighted by seeing the stars inside the Hayden Planetarium
    c. His experience looking at stars made him want to learn more about astronomy
    d. He wanted to spend more time in the countryside because he could see more of the sky

2. Paragraph 6 of the passage supports paragraph 3 by showing that Neil
    a. Saw the same things at home that he saw at the planetarium
    b. Wanted to return to Pennsylvania to use his new binoculars
    c. Continued his interest in learning about the universe
    d. Tried to share his interest in stars with his parents

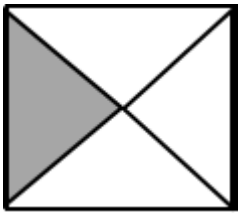
3. What do paragraphs 6 through 8 show about Neil's parents?
    a. They work hard to give Neil everything he wants
    b. They are supportive of Neil's interests
    c. They set good examples for Neil to follow
    d. They want Neil to become a scientist

4. The information in the section "LEARNING ABOUT THE UNIVERSE" adds to the information in the rest of the passage by showing how Neil
    a. Finally became a successful student
    b. Made new discoveries with his telescope
    c. Made choices that helped him become an astrophysicist
    d. Earned money to pay for his education as an astrophysicist

5. Which sentence **best** supports the main idea of the passage?
    a. "Not long after this, Neil and his family took a trip to Pennsylvania (paragraph 3)
    b. "Neil lived with his parents, his older brother, and his younger sister in a tall building called the Skyview Apartments." (paragraph 4)
    c. "In fact, his third-grade teacher wrote a note on his report card." (paragraph 5)
    d. "He often took his telescope to the roof of his apartment to study the night sky." (paragraph 10)

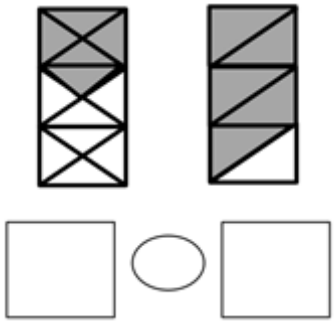
6. According to the passage, which sentence **best** describes Neil?
    a. He is serious about reaching his goals
    b. He is tired from working different jobs
    c. He is proud of his success in school
    d. He is happy to help his family earn money

Solve each number problem. Show your work.

1. **70 x 3 = _____** **_____ × 8 = 48**	2. **_____ × 1 = 24** **0 × _____ = 0**
3. **90 ÷ 9 = _____** **16 ÷ 8 = _____**	4. **9 ÷ _____ = 9** **0 ÷ 3 = _____**
5. **A container holds 760 milliliters of water. Round the capacity to the nearest 100 milliliters.**	
6. **Name the fraction that is shaded.** 	

Solve each problem. Show your work.

7. Label each shaded fraction.
Use <, > or = to compare.



8. Find the area of the rectangle below.

6 cm

8 cm

9. Erica ate 29 of a licorice stick. Robbie ate 25 of an identical licorice stick. Who ate more? Draw a picture to support your answer.

10. Seven friends equally share the cost of a $56 meal. How much does each person pay?

Saying Thank You Around the World

Find and circle the words that mean “thank you” in other languages.

C	X	B	J	F	T	F	H	T	M	J	D	K	A	X
V	R	I	Z	E	D	O	G	U	N	S	B	M	T	E
K	N	K	C	Z	W	I	G	M	R	P	A	A	H	S
O	D	A	G	I	R	B	O	R	B	R	A	A	A	E
A	J	X	L	G	P	W	E	L	A	B	S	E	N	I
A	R	I	G	A	T	O	A	I	H	C	K	A	K	C
S	K	C	W	P	C	G	D	A	Z	N	I	A	S	A
U	Q	R	W	I	O	K	R	Q	A	A	P	A	H	R
F	N	E	M	D	F	N	U	D	Q	P	R	T	S	G
B	V	M	A	M	Y	D	A	B	L	O	V	G	A	Z
B	W	R	N	Y	K	R	X	R	P	E	M	M	X	A
N	I	S	N	V	Q	D	I	G	K	B	Z	S	T	U
A	L	S	U	T	S	P	F	O	B	U	M	D	K	A
M	R	C	B	B	I	R	K	G	F	S	H	D	R	D
N	M	O	B	D	J	V	U	T	I	S	C	S	J	N

Word	**Language**
AABHAR	*GUJARATI*
ABLO	*FON*
ARIGATO	*JAPANESE*
BLAGODARIA	*BULGARIAN*
DANKE	*GERMAN*
DIARAMA	*FOULANI*
GRACIAS	*SPANISH*
GARCIES	*CATALAN*
GRAZIE	*ITALIAN*
MERCI	*French*
NUGODE	*HAUSA*
OBRIGADO	*PORTUGUESE*
SHUKRAN	*ARABIC*
THANKS	*ENGLISH*

Why do you think “thank you” is important enough for so many people to have words to mean this idea?

_____

_____

_____

_____

What are some of the times and reasons why you say “thank you”?

_____

_____

_____

_____

Create a picture that represents the when and why people around the world say **THANK YOU**

DAY 5

Hayley has a talent. Just like her great-great aunt Ruby, who traveled around the country with a band called the Ragtime Rascals, Hayley plays the ukulele.

Excerpt from *Ukulele Hayley*

by Judy Cox

1 The day of the talent show, Hayley's stomach fluttered like a flock of baby birds. Was this how Ruby felt before a performance with her Ragtime Rascals?

2 Mom had helped Hayley make her costume. Black-and-white saddle shoes, a poodle skirt, blouse, and a scarf tied around her neck. Her hair, as usual, was a wild mop of red curls. She'd tried to pull it back in a ponytail, but it was coming loose already. Couldn't do anything about that!

3 There had been some rumors that the talent show would have to be canceled due to cutbacks. But somehow it had worked out, and now Hayley waited backstage, softly strumming her uke.

cutbacks = less money available for spending

4 She'd practiced a lot. At the talent show tryouts, Mr. Y had given her a thumbs-up and told her that she was in. Dad and Mom had cheered.

5 "You'll bring the house down!" said Dad.

6 "What's that mean?" asked Tilly, anxiously looking at the ceiling. Mom laughed and hugged her.

7 "It means your big sis is going to be a star!"

8 Now Hayley peeked through the curtains to the front of the stage. There were a lot of acts. She watched Skeeter pull a rabbit out of a hat—or try to. The rabbit was a stuffed animal, and he dropped it twice before he finished. Being Skeeter, he didn't mind when the audience laughed. He bowed with a big flourish and dropped the rabbit again. This time, even Skeeter laughed.

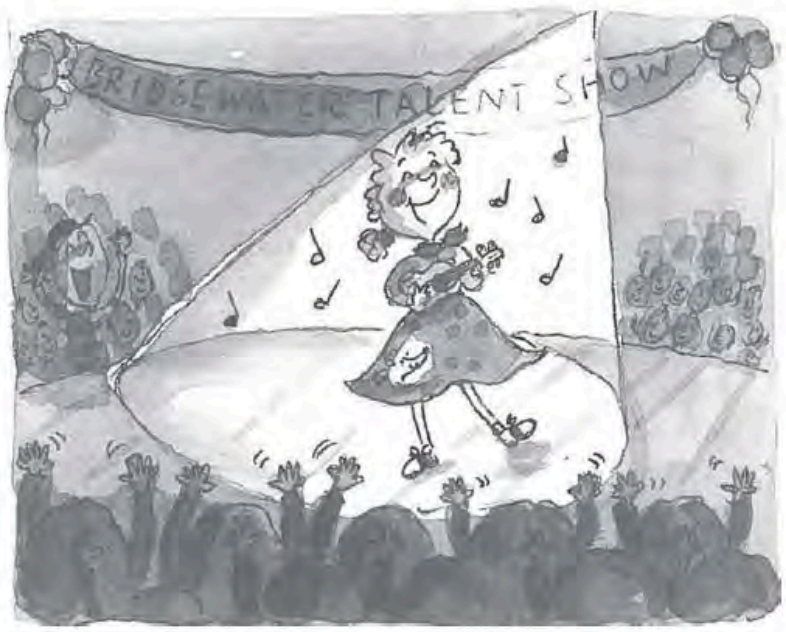
9 Olivia was next. She wore a fluffy tutu and pink satin shoes. Hayley thought she twirled as gracefully as a real ballerina. Then two fifth grade girls danced to a popular song. Some fourth graders performed a silly skit. A kindergartener tried to recite a poem, got scared, and had to be helped off the stage by his teacher.

10 Finally, the MC announced Hayley. She walked out to the front of the stage. She stood in front of the mic the way Mr. Y told her to.

mic = microphone

11 She looked out into the gym. All the kids in the school looked back. Her stomach flopped. Her knees knocked. Her head spun. Why had she ever thought this would be fun? She wanted to crawl back in bed. Forget the whole thing. Be little Hayley, the shrimp, again.

12 Then the spotlight came on. She took a deep breath, and suddenly all of her butterflies flew away. She grinned. She tossed her head, making her curls dance. Bring it on! She was ready!



13 She tucked her uke under her arm and strummed the first chord. "*One, two, three o'clock!*" she sang, "*Four o'clock rock!*" She played an old rock 'n' roll song from the fifties. She finished by swinging her arm in a big circle like a guitar hero. Just the way she'd practiced.

14 The gym erupted with applause and cheers. She was a shining star!

15 The talent show made Hayley a celebrity. Well, not a celebrity exactly, but at least famous. Maybe not famous. Make that sort of well-known.

16 Kids kept coming up and telling her how cool she was. "Can we join your band?" they asked.

17 "But I don't have a band," she said.

18 "Start one," Skeeter advised.

19 "Okay," said Hayley. "Anyone who wants to be in my band, get a ukulele, and I'll teach you to play."

Excerpt from Ukulele Hayley Questions

1. Which sentence **best** explains why Hayley is chosen to perform in the talent show?
    a. Other students think she is cool
    b. She plays the ukulele well in the tryouts
    c. Her act is more unusual than others
    d. Her great-great aunt used to play music

2. Why are paragraphs 4 through 7 important to the story?
    a. They show how accepting Mr. Y is
    b. They describe how confused Tilly is
    c. They describe how worried Hayley's dad is
    d. They show how supportive Hayley's family is

3. Which statement about the talent show is true?
    a. Most students like Hayley's talent show act the best
    b. The talent show has performers from different grades
    c. Some performers cancelled their acts in the talent show
    d. Hayley knows all the other performers in the talent show

4. Which paragraph doe the illustration **best** support?
    a. Paragraph 10
    b. Paragraph 11
    c. Paragraph 13
    d. Paragraph 15

5. What happens as a result of Hayley's performance in the talent show?
    a. Many students respect Hayley's musical ability
    b. Many students learn to play the ukulele
    c. Skeeter starts a band for ukulele players
    d. Hayley understands how to be a celebrity

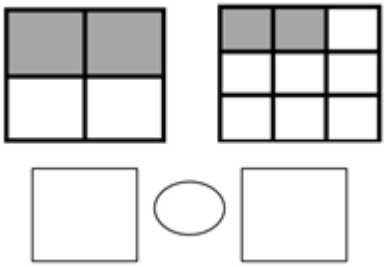
6. Which sentence **best** states a central message of the story?
    a. Learning to do something new takes time
    b. Making mistakes is a part of growing up
    c. Conquering fear can lead to success
    d. Sharing with friends bring happiness

Solve each number problem. Show your work.

1. **50 x 6 = _____** **_____ × 9 = 72**	2. **_____ × 1 = 5** **27 × _____ = 27**
3. **40 ÷ 8 = _____** **54 ÷ 9 = _____**	4. **0 ÷ 6 = _____** **8 ÷ _____ = 8**
5. **Glen spends $1,297 on a new computer. Round the amount Glen spends to the nearest $100.**	
6. **Name the fraction that is shaded.** 	

Solve each problem. Show your work.

7. Label each shaded fraction.
Use <, > or = to compare.



8. Find the area of the rectangle below.

8 cm

9 cm

9. After gym class, Jim drank 28of a bottle of water. Jade drank 25of an identical bottle of water. Who drank less water? Draw a picture to support your answer.

10. Mrs. Williams pours 36 liters of water equally into 9 containers. How much water is in each container?

Science in the News for Grade 3

What Is the Coronavirus (COVID-19)?

At the end of 2019, a new type of virus began making people sick with flu-like symptoms. The illness is called coronavirus disease-19 — COVID-19 for short. The first cases were diagnosed in people who had visited a market in China that sold live seafood and animals. The virus spreads easily and has now affected people in many countries.

What Are the Signs & Symptoms of Coronavirus (COVID-19)?

COVID-19 causes a fever, cough, and trouble breathing. Symptoms are a bit like those people have with a cold or the flu. The virus can be more serious in some people and may lead to illnesses like pneumonia.

How Does Coronavirus (COVID-19) Spread?

Experts are still investigating how COVID-19 spreads. In general, coronaviruses spread through droplets sent into the air when people cough or sneeze. The virus can spread in communities from one person to another and through contact with surfaces that have germs on them. When people are close together the virus quickly spreads from one person to another person.

Do Children Get Coronavirus (COVID-19)?

Scientists and doctors are still learning about COVID-19, so we don't have enough information about it yet. There are far fewer cases of the virus reported in children than adults. Most of the children who have gotten COVID-19, caught the infection from a family member. The virus seems to cause a milder infection in children than in adults or older people. It is a good idea to call the doctor if you or someone in your family has a fever, cough, or other flu-like symptoms. The doctor can help you make a plan to get better.

How Is Coronavirus (COVID-19) Treated?

Most people with COVID-19, including children, do not have serious problems. They usually get better with rest and fluids. But it is important to keep kids with COVID-19 away from very old people who may have a harder time with the virus. People who are very ill get care in a hospital with breathing help and other treatments.

How Can I Protect Myself From Coronavirus (COVID-19)?

The best ways to protect yourself and your family are:

- Stay home and away from public places as much as possible.
- Avoid people who are sick. COVID-19 may be contagious before a person has any symptoms. So avoid large gatherings and busy places until the outbreak is under control.
- Try to stay at least 6 feet (2 meters) away from other people. This is called social distancing. It probably would have made more sense to call it physical distancing.
- Wash your hands well and often. Wash for at least 20 seconds with soap and water.
- Try not to touch your eyes, nose, and mouth.

Experts around the world are studying and tracking COVID-19 and are taking steps to prevent it from spreading.

_____

Science in the News Comprehension Questions

1. Who can get COVID-19?

_____

2. When did the virus first start making people sick?

_____

_____

3. Doctors suggest that you stand 6 feet away from others to avoid getting the virus. This is called “social distancing.” What might be a better name for this strategy for avoiding the virus? Why do you think this is true?

_____

_____

_____

4. Explain TWO different ways to try to avoid getting COVID-19.

_____

_____

5. Who is more likely to get COVID-19, adults or children?

_____

6. Why does social distancing help stop COVID-19 from spreading? Give at least 2 specific reasons why it works.

_____

_____

DAY 6

Excerpt from *Tiger in Trouble! And More True Stories of Amazing Animal Rescues*

by Kelly Milner Halls

1 After two days, Nitro was finally getting better. He was hungry. He even started to walk around his cage. But Kathryn noticed something strange.

2 Three of the four walls of the cage were made of concrete. The fourth wall was made of chain link. Most animals faced the chain-link wall. They like to watch what is going on outside of their cages. Nitro did not.

3 "He would sit and stare at the concrete walls," Kathryn said. "And when he did turn toward our voices, he would follow the sound of our voices. But not our movements."

4 Kathryn knew this meant one thing: Nitro was blind.

Nitro's New Life

5 Now that he was healthy, Nitro was ready for his new cage. But he couldn't see it. His owner in Kansas had never noticed Nitro was blind. That cage had been so small, Nitro had been able to memorize every inch. So, he may not have seemed blind.

6 Why was Nitro blind? That's hard to tell.

7 Kathryn ruled out a brain injury. And there were no scars around Nitro's eyes that might mean he had an injury. "We just don't know what caused his condition," Kathryn said.

8 Here's what they did know. The caretakers at the Rescue had a big challenge ahead of them. They had to help a blind tiger find his way, without the use of his eyes.

9 Nitro walked through his big new home. He reached out with huge six-inch paws. He was trying to feel what was ahead of him. He did not know where things were around him. Not a twig, not a path, not a feeding dish.

10 He was a little afraid. He could never tell when he was getting close to running into the fence.

11 "He was roughing up his nose, because he would walk right up to the fence and hit it," Kathryn said. "We kept thinking, 'you have to slow down.' " But how do you teach a blind tiger how to find a fence he cannot see?

12 "We decided to start marking the fence with peppermint," Kathryn explained. "He would know when he smelled it, he should slow down. The peppermint marked the borders of his space."

13 Once he learned where his fences were, the people at the Rescue put down sand pathways. The sand pathways led to Nitro's food, water, and his cozy den.

14 When Nitro felt sand under his paws, he knew he would end up in one of those areas. When Nitro felt leaves, dirt, and twigs, he knew he was not heading in the right direction.

15 In time, Nitro learned where every bump, every tree, and every food box was in his new cage. When he did, the sand and the peppermint could be put away. Nitro was finally home.

16 Caretakers noticed a big change in Nitro. He mastered his space. He couldn't see people. But he knew where they were, even if they stood perfectly still.

17 He chuffled in their direction to get them to answer. He wanted to hear if he knew their voices. He wanted to know who they were.

DID YOU KNOW?

What's a chuffle? It's the sound a tiger makes when it sees or smells a friend. It sounds like a purr with a tiny cough.

18 Nitro, the blind tiger, has become a Rescue favorite. Volunteers guide people through Carolina Tiger Rescue once a week. They never miss a stop at Nitro's cage. They tell his story and give him little treats (scraps of chicken or beef). Nitro never disappoints.

19 "He has a great attitude," Kathryn says. "Things haven't been easy for him. But he still comes up to the fence happily chuffling."

Excerpt from Tiger in Trouble! Questions

1. What is Kathryn's first clue that Nitro is blind?

    a. Nitro seems to be afraid
    b. Nitro does not know where his food is
    c. Nitro runs into the fence
    d. Nitro does not look outside his cage

2. Which quotation **best** states the main idea of the passage?

    a. "He would sit and stare at the concrete walls," Kathryn said" (paragraph 3)
    b. "That cage had been so small, Nitro had been able to memorize every inch." (paragraph 5)
    c. "We just don't know what caused his condition," Kathryn said." (paragraph 7)
    d. "They had to help a blind tiger find his way, without the use of his eyes." (paragraph 8)

3. Which detail from the passage **best** shoes that Kathryn cares about Nitro?

    a. She puts Nitro into a new cage
    b. She does not want Nitro to hurt himself
    c. She thinks Nitro has a great attitude
    d. She does not understand why Nitro is blind

4. Which statement from the passage shows that the problem in paragraph 8 was solved?

    a. "Nitro walked through his big new home." (paragraph 9)
    b. "He was trying to feel what was ahead of him." (paragraph 9)
    c. "Once he learned where his fences were, the people at the Rescue put down sand pathways." (paragraph 13)
    d. "In time, Nitro learned where every bump, every tree, and every food box was in his new cage." (paragraph 15)

5. In paragraph 16, what does the word "mastered" suggest about Nitro?

    a. That he needed a larger space
    b. That he felt comfortable in his space
    c. That he liked people to visit his space
    d. That he wanted to defend his space

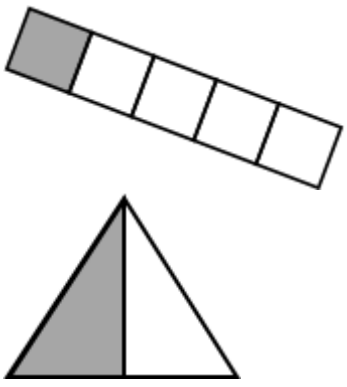
6. What causes Nitro to chuffle?

a. Being aware of people
b. Feeling afraid
c. Wanting a treat
d. Having a cough

7. What makes Nitro “a Rescue favorite” (paragraph 18)?

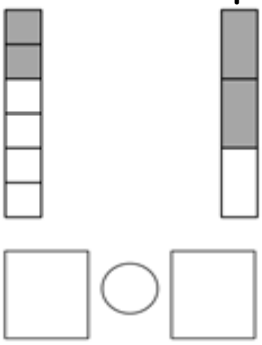
a. His reaction to visitors
b. His response to peppermint
c. His unusual chuffle
d. His large paws

Solve each number problem. Show your work.

1. **9 x 60 = _____** **_____ × 8 = 80**	2. **3 × _____ = 3** **3 × _____ = 0**
3. **72 ÷ 9 = _____** **48 ÷ 8 = _____**	4. **0 ÷ 82 = _____** **6 ÷ _____ = 6**
5. **The drive between two cities is 1,842 kilometers. Round the distance to the nearest 100 kilometers.**	
6. **Name the fraction that is shaded.** 	

Solve each problem. Show your work.

7. Label each shaded fraction.
Use <, > or = to compare.



8.Find the area of the rectangle below.

7 cm

7 cm

9. John ran23of a kilometer after school. Nicholas ran25of a kilometer after school. Who ran the shorter distance? Draw a picture to support your answer.

10. The store clerk equally divides 36 apples among 9 baskets. How many apples did she put in each basket?

Chapter 1
Rivers Bring Life to Farms and Cities

The Nile River "Hey, over here!" A young boy waves to you with a smile. He invites you to join him on his small sailboat. "I can show you the Nile **River**!"

The Big Question

Why are crops grown close to the Nile and Yellow rivers?

Vocabulary

river, n. a body of moving or flowing water that follows a set path

"Why should I see the Nile River?" you ask.

The boy can hardly believe anyone would ask such a question. "The Nile is one of the great rivers of the world. In fact, it's the longest river in Africa. It's also *the* longest river in the world, *and* the most important river in my country, Egypt!"

You look out across the Nile. There are boats of all kinds, large and small. The hot sun shines on the water. A breeze would feel good. So would a rain shower. Maybe it will be cooler out on the water.

Vocabulary

riverbank, n. the land at the edge of a river

source, n. a supply where an item such as water can be obtained

"OK, let's go!" you say. Your new friend tells you his name is Ahmed (/ah*med/). He is in his early teens, and he earns money guiding tourists on the Nile River. Together, the two of you set off in Ahmed's boat. After a few minutes, you look back at the land. You see trees lined up on the **riverbank**. Behind the trees there is sand. It stretches as far as you can see into the distance. The Nile River flows right through the Sahara, the largest and one of the driest deserts in the world.

Cool Facts About the Nile River

- The Nile River looks black when it floods because of the color of the sediment it carries.
- Ancient Egyptians called the river Ar or Aur, which means "black."

"Nearly everyone in my country lives close to the Nile River," Ahmed says. "It's our main **source** of drinking water. It also provides the water that farmers use to grow food."

The Nile River is a wide and powerful river. It carries Ahmed's boat as if it were a feather. Suddenly you see something familiar in the distance.

"Do you see the Great Pyramids (/pihr*uh*mihdz/)?" Ahmed says, pointing to them proudly.

You remember learning about the pyramids in first grade. Now you decide to show off what you learned.

"Thousands of people worked for many years to build those pyramids," you say. "They brought huge blocks of stone to build them. They used boats on this river to carry the stone."

Ahmed nods in agreement.

It's hot, and you're getting thirsty. You think about all those workers sweating in the fierce sun to build the pyramids. "What did workers eat and drink out here in the desert?" you ask Ahmed.

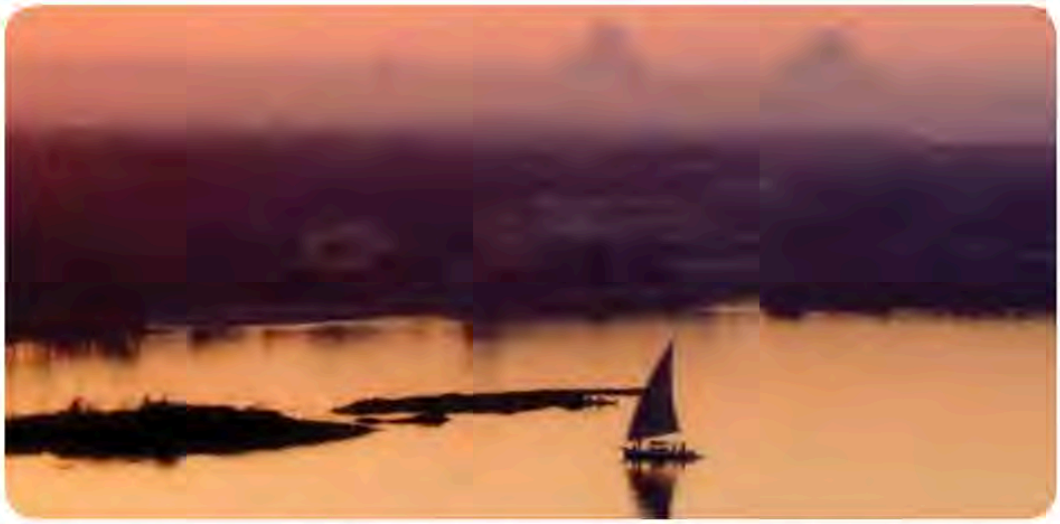
"I think they drank water from the Nile," Ahmed replied. "Even though most of my country is desert, farmers have always grown plenty of food," he explains. "After all, they had to feed thousands of people living in cities. But the only way they could do it in this dry place was to use water from the Nile River for **irrigation** (/ihr*uh*gae*shun/).

Vocabulary

irrigation, n. watering of crops by moving water from a well, a river, or a lake, to a place where it does not rain enough to grow crops

"For thousands of years, we have depended on the river for irrigation of the farmers' crops. We say the river's water gives life to the farmers' thirsty crops."

The sun is setting in a golden sky. You and Ahmed make plans to visit the pyramids on another day.



The Nile River provides valuable water used to irrigate farmers' crops in the dry desert.

Huang He: The Yellow River

Another river that brings water to farmers' fields is what the Chinese call Huang He (/hwang/hee/)—the Yellow River. This river is in China on the continent of Asia, and its name comes from the yellow color of its water. That color comes from the tons of **silt** in the river.

Vocabulary

silt, n. tiny pieces of soil or earth carried by the water in a river

flow, v. to move; water moves (or flows) downstream in a river

Now imagine you are traveling on this river. You see a young girl helping her father in a rice field near the Yellow River. You stop to ask the girl what she is doing.

"Why are you standing in this ditch?" you ask.

"I'm clearing out the weeds and twigs so the water can get through," she answers.

"Why do you have to do this?" you ask.

"We clean out the ditches used for irrigation so the water from the Yellow River can **flow** through them. The water brings life to our rice field," she answers.

"If we don't put water on our rice plants in exactly the right way," she continues, "the rice won't grow. If the rice doesn't grow, my family won't have rice to sell. We will lose money. Then I may not be able to get a new bicycle. That's what I'm saving my money for."

You smile at the girl. As you set off again down the river, you offer words of encouragement.

"I hope the rice grows and you get that bicycle!"

Rivers Bring Life to Farms and Cities

1. What are two things you learned about the Nile River from this passage?

_____

_____

_____

_____

2. Why is the Nile River so valuable to farms and cities?

_____

_____

_____

_____

3. What do you think would happen if the Nile River dried up? How would it affect farms and cities?

_____

_____

_____

_____

_____

_____

_____

DAY 7

Raj is used to being the speed-math champion of his fourth-grade class. But during this week's quiz, the division problems slowed him down and his pencil tip broke. He is nervous as he waits for his teacher, Ms. Evans, to announce who is this week's champion.

Excerpt from *Speed-Math Champ of 4B*

by Sara Matson

1 But after Ms. Evans collected the papers, she made an announcement. "We have a new speed-math champion this week." She smiled at the new girl, who'd been in class for only three days. "Congratulations, Caroline. As for the rest of you, keep practicing."

2 Raj shook his head. He didn't need to practice. Next Friday, he'd sharpen two pencils. Then the title would be his again.

3 During the next week, Raj couldn't help noticing that Caroline was good at math. She raised her hand a lot, and her answers were always right. Once, when Ms. Evans demonstrated a new kind of division, Caroline already knew how to do it.

4 *But that doesn't mean she'll beat me again,* Raj told himself.

5 On Friday afternoon, he was ready.

6 "Begin!" Ms. Evans said.

7 Raj's answers rushed out like water from a faucet.

8 $9 + 8 = 17$
$16 - 8 = 8$
$4 \times 9 = 36$
$63 \div 7 = 9$

9 As he neared the bottom of the paper, his heart beat faster. Maybe he would even finish early!

10 He groaned when his teacher called time. *I had just five problems left*, he thought.

11 It seemed to take forever for Ms. Evans to read off the answers. Finally, he got his paper back. At the top: a big purple 70—his best score ever.

12 He nudged Joel. "Watch out, Caroline," he whispered, pointing at his quiz. "Here comes the new champ."

13 But for the second week in a row, Raj wasn't the winner.

14 "Good job, Caroline," Ms. Evans said, smiling. "A 75! Looks as if the others are going to have to work harder to beat you."

15 After the bell rang, Raj crumpled up his quiz and shoved it into his desk. That Caroline! Barging into 4B and taking over the speed-math quiz. Well, she'd better watch out, because from now on, he was going to practice his math like crazy. Then he'd reign as champion again.

16 He started on Monday. Addition problems during breakfast. Subtraction while he brushed his teeth. Multiplication on the bus, and division during his after-school snack. Plus, every night before he went to bed, he took a practice quiz. As the week went on, he did better and better.

17 Even so, when he saw his score in class on Friday—a 79—he didn't feel as sure of winning as he had before. Maybe Caroline had gotten an 80.

18 While Ms. Evans paged through the corrected papers, Raj watched her face. Had his work paid off?

19 "Our champion has changed this week," she said at last. She looked at Raj and smiled. "Congratulations, Raj. You've really improved."

20 The bell rang, and Joel slapped him on the back. "You sure showed Caroline, didn't you?" he whispered. "I'll bet she . . ."

21 He trailed off. Caroline was standing right in front of Raj's desk. "Good job on the quiz," she said.

22 "Thanks," Raj replied. Then he added, "You, too—I mean, winning the past two weeks. I thought you were going to beat me again today."

23 Caroline shrugged. "At my old school, I was the best at math, so I always won. It's fun to have some competition here. It makes math more exciting."

24 Fun? Exciting? Raj stared at her. What was fun about losing?

25 "Are you going to try to win the title back next Friday?" he asked.

26 "Of course." She patted her backpack and smiled. "I've got my flashcards right here."

27 "I've got mine, too," he said quickly, pulling them out of his desk.

28 "Great!" she said. "Well, see you Monday. And good luck, champ."

29 Raj grinned at the teasing. Maybe math *was* more fun this way. "Yeah. See you Monday, Caroline."

Excerpt from Speed-Math Champ of 4B Questions

1. Why does the author say “Raj’s answers rushed out like water from a faucet” in paragraph 7? Use two details from the story to support your response.

_____

_____

_____

_____

_____

_____

2. What do paragraphs 21 through 28 show about Caroline? Use two details from the story to support your response.

_____

_____

_____

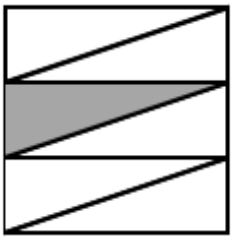
_____

_____

_____

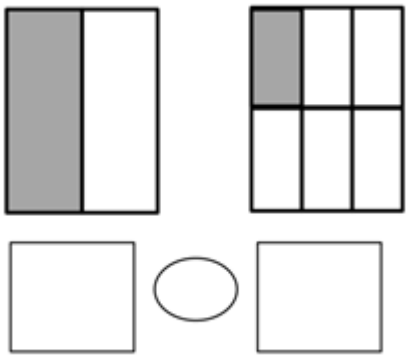
_____

Solve each number problem. Show your work.

1. **80 x 9 = _____** **_____ × 9 = 45**	2. **5 × _____ = 5** **28 × _____ = 0**
3. **64 ÷ 8 = _____** **63 ÷ 9 = _____**	4. **_____÷ 7 = 0** **9 ÷ _____ = 9**
5. **The teacher asks students to round 1,865 to the nearest hundred. What is your answer?**	
6. **Name the fraction that is shaded.** 	

Solve each problem. Show your work.

7. Label each shaded fraction.
Use <, > or = to compare.



8. Find the area of the rectangle below.

7 cm

8 cm

9. After softball, Leslie and Kelly each buy a bottle of water. Leslie drinks34of her water. Kelly drinks35of her water. Who drinks the least amount of water? Draw a picture to support your answer.

10. Ed gives each of his friends a pack of 9 almonds. He gives away a total of 45 almonds. How many packs of almonds did he give away?

Interdependent Relationships

Some animals form groups to help each other survive. Look at the images below of animals that form groups. Answer the questions about each image.

Swarm of bees: 	Look at the image to the left. Why do you think these animals form a group? How might being in a group help them survive? If one animal ended up alone, what do you think could happen? Why?

DAY 8

Strike Three! YOU'RE OUT!

by Jo Dewitt

1 Jackie Mitchell was born in 1914, at a time when women were not accepted in professional baseball. Jackie dreamed of becoming a great pitcher. She had been taught to pitch by baseball star Dazzy Vance when she was a young girl and trained with future major league players in Atlanta.

2 About that time in history, one of the great hitters of baseball, Babe Ruth, made a statement. "I don't know what's going to happen if they begin to let women in baseball. Of course, they will never make good. Why? Because they are too delicate."

3 Jackie didn't buy that. Soon after, Jackie signed with the Chattanooga Lookouts, a minor league baseball team. Manager Bert Niehoff spoke to the press and promised to help Jackie become a pitcher in the major leagues. Jackie was thinking about the immediate. The New York Yankees were coming to town, and the Lookouts were scheduled to play them in a pre-season exhibition game. Maybe she would get a chance to pitch against the greatest home-run hitter in the world, Babe Ruth.

4 The day of the game arrived, and it was pouring rain. The game was cancelled. The next day, Thursday, April 2, 1931, the rain stopped, and the game was about to start. Jackie was not sure how she should pitch to the Yankees, but she remembered what her father had told her. He said, "Go out there and pitch just like you pitch to anyone else."

5 Jackie had an uncanny ability to guess the weakness of a batter. She could put both speed and curve on the ball. She had one pitch that no one could hit—a wicked, dropping curve ball. As Babe Ruth stepped to the plate for batting practice Jackie watched him closely, deciding how she would pitch to him.

6 Manager Niehoff put Clyde Barfoot in as the starting pitcher. After the first two Yankee batters got base hits and scored a run, Niehoff motioned for Jackie to come onto the field!

7 She waved Babe Ruth to the mound. She wound up and pitched. The ball was high. "Ball one," yelled the umpire. Jackie's next pitch was a curve ball, which curved and dropped when it reached the plate. Babe swung. "STRIKE ONE!" the umpire yelled. Jackie decided to give him a fastball, shoulder high. Jackie pitched, Babe swung. "STRIKE TWO!"

8 Jackie was feeling more confident. The next pitch was high, and Babe stopped his swing. But the ball dropped, going right over the plate. "STRIKE THREE! YOU'RE OUT!" yelled the umpire. Jackie had struck out the mighty Babe Ruth!

9 Next at the plate was Lou Gehrig, who was also a left-handed batter and a home-run hitter. Jackie decided on a pitch that most batters had trouble with—inside and just above his waist. She pitched, and Gehrig swung. Whoosh! Three times—Whoosh! She had struck out the Yankees' two best hitters! The crowd went wild.

10 A few days after this exhibition game, Baseball Commissioner Kenesaw Mountain Landis voided Jackie Mitchell's contract, claiming that baseball was "too strenuous" for a woman.

voided = cancelled

strenuous = physically difficult

11 Although Jackie Mitchell did not have the same opportunities as men had in the game of baseball, Jackie Mitchell will always be remembered for her spirit and her determination as well as her talent. She is still remembered as "the girl who struck out Babe Ruth."

Planning Page

You may PLAN your writing for question 34 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 15 and 16.

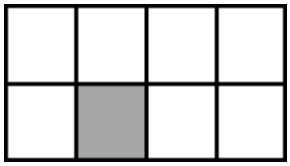
Strike Three! You're Out! Questions

1. Jackie Mitchell played baseball during the 1930's. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to:

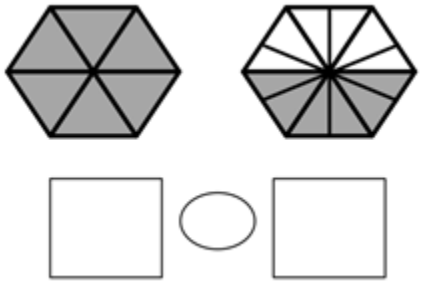
- Explain how some people felt about women playing baseball during the 1930's
- Explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- Use details from the passage to support your response

Solve each number problem. Show your work.

1. **20 x 5 = _____** **_____ × 8 = 56**	2. **37 × _____ = 0** **_____ x 15 = 0**
3. **99 ÷ 9 = _____** **72 ÷ 8 = _____**	4. **4 ÷ _____ = 1** **0 ÷ 2 = _____**
5. **There are 685 people at the basketball game. Round the number to the nearest hundred.**	
6. **Name the fraction that is shaded.** 	

Solve each problem. Show your work.

7. Label each shaded fraction. Use <, > or = to compare.



8. Larry makes a rectangle with 35 square inch tiles. He arranges the tiles in 5 equal rows. What are the side lengths of the rectangle?

9. Becky and Melissa get matching piggy banks. Becky fills 23 of her piggy bank with pennies. Melissa fills 24 of her piggy bank with pennies. Whose piggy bank has more pennies? Draw a picture to support your answer.

10. Denice buys 7 movies. Each movie costs $9. What is the total cost of 7 movies?

Symbolism and the American Flag

The American flag was first designed and accepted as the official American flag in 1777. This flag had red and white stripes with 13 stars in a circle to represent the 13 colonies. Between 1777 and 1960, the flag has been changed many times to represent new states coming into the United States of America. In our current flag, we have 50 stars to represent our 50 states and red and white stripes. The colors in the flag show symbolism. The red stands for bravery, the white stands for purity, and the blue stands for perseverance.

If you had to design a flag for yourself, what would you use to symbolize yourself? What colors would you use? Would you use pictures also? Design and draw a flag for yourself below and then write to explain why you chose the parts of your flag and what they symbolize.

DAY 9

Back to the Future

by Terri L. Jones

1 What will the future bring? To answer that question, you need to know what is possible. You also need imagination.

2 Science fiction stories can help give you ideas. Science fiction mixes real science with make-believe. Writers and engineers imagined what life would be like in 2009. Does your life look like what they predicted?

Home, Sweet Robot

3 In the 1950s, a science fiction book described an amazing house. It was a house of the future. Robots did all the chores. They cooked and cleaned. They set the table and vacuumed.

4 Today, robots really are on the job. They vacuum floors, cook meals, and build cars. Robots are even exploring outer space.

5 Disneyland had a "smart" house, too. The house almost ran itself. Today, many homes are run by automatic controls. Microwaves can cook meals in just minutes.

Cities in Space

6 Some ideas from the past were out of this world. How does a city in space sound? Some people thought we would live on the moon by the 1990s!

7 How would this work? Well, people would use hydroponics to grow their food. That means the plants would grow without soil. Energy from the sun would supply power.

8 Today, astronauts do live in a space station. They stay only a few months at a time, though. Some farms grow plants without soil. Many homes on Earth use power from the sun. But a city in space is still many years away.

Phone + TV = Future

9 People had telephones and television in the fifties. A clever writer put the two together!

10 Dick Tracy was a comic book character. He used his watch as a phone. The watch also let him see people while he talked to them. In real life, no one had a watch like Tracy's.

11 Today, many people watch videos on their cell phones. People use webcams to see each other on the Internet. What was only in stories 50 years ago is really possible today!

Up, Up, But Not Away

12 Some people don't just imagine the future. They try to build it. Take the jetpack. This is a backpack with a small rocket engine. You put the pack on. You rev it up. Then you take off!

13 The jetpack isn't as great as it seems. It can't carry very much fuel. So it can't go very far. Also, the fuel is dangerous. It gets very, very hot! And the pack's loud engine can hurt your ears.

14 Still, a jetpack is a fun idea. Maybe one day someone will make the pack work. Until that time, you better count on the bus.

Getting from Here to There

15 Another cool idea was the flying car. It had wings. The car really worked! Flying cars didn't completely catch on. Maybe they were hard to park.

16 In one science fiction story, people jumped on moving belts to get around. That wasn't such a crazy idea. Today "people movers" carry travelers through airports. Escalators carry people up and down. There are even moving sidewalks in some places.

17 People in the 1950s dreamed of a car that drove itself. Today, the car is still a dream. But in time, that dream may come true, too.

Fast Forward

18 In 1950, the only computers were very big. Each one filled a whole room! No one had a personal computer. Then someone invented the computer chip. The tiny chip let engineers build small computers. Now, millions of people have their own computer at home.

19 The future of the fifties is here. Think about *your* future.

Back to the Future Questions

1. According to “Back to the Future,” why is using your imagination important? Use **two** details from the passage to support your response.

_____

_____

_____

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2. Why does the author of “Back to the Future” use subheadings? Use **two** details from the passage to support your response.

_____

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Solve each number problem. Show your work.

1. **8 x 30 = _____**

   _____ × 9 = 63

2. **29 × _____ = 0**

   7 × _____ = 7

3. **48 ÷ 8 = _____**

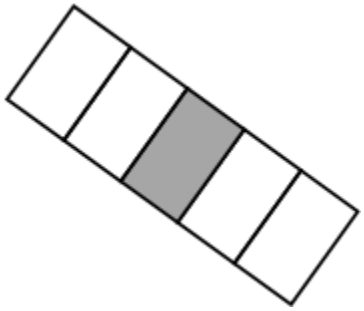
   81 ÷ 9 = _____

4. **_____ ÷ 46 = 0**

   37 ÷ _____ =37

5. **Luis has 217 baseball cards. Round the number of cards Luis has to the nearest hundred.**

6. **Name the fraction that is shaded.**



Solve each problem. Show your work.

7. Use <, > or = to compare.

$\frac{17}{6}$ ◯ $\frac{15}{6}$

8. Lisa makes a rectangle with 64 square centimeter tiles. There are 8 equal rows of tiles. How many tiles are in each row?

9. Sal and Ed use inch rulers to measure the lengths of their caterpillars. Sal's caterpillar measures 34 of an inch. Ed's caterpillar measures 38 of an inch. Whose caterpillar is longer? Draw a picture to support your answer.

10. Mr. Doyle shares 1 roll of bulletin board paper equally with 8 teachers. The total length of the roll is 72 meters. How much bulletin board paper does each teacher get?

Interdependent Relationships

Some animals form groups to help each other survive. Look at the images below of animals that form groups. Answer the questions about each image.

This is an antelope that is on its own. Antelope usually travel in groups. They live in Africa and roam the plains together. This antelope is alone. Think about what that might mean for this antelope.

Look at the image to the left. Why do you think these animals usually form a group? How might being in a group help them survive? This antelope is now alone. What do you think could happen to this antelope? Why?

DAY 10

Balancing Rocks

by Stacy A. Nyikos

1 Have you ever tried standing on your head? Chances are, the first time you did, you fell down. It may even have taken a while to master this upside-down balancing act. Artist Sepp Bögle has a balancing act of a different nature. He balances rocks. He wasn't always a rock balancer. "I was a cook, and then a salesman, before I began to balance rocks," he says.

2 Years ago, Bögle and his daughter moved to a small town on the shores of Lake Constance in Germany. Bögle was sitting on a bench near the water one day, watching someone stack rocks on their flat sides. He decided to try it. It was easy—too easy. "I thought, What if I turn them on their pointy ends? Will they stand?" he says.

3 Incredibly, they did. "I've been doing it ever since," says Bögle.

The Last Tree

4 Bögle still lives and works in the small German town of Radolfzell where he and his daughter moved all those years ago. His studio is under the very last tree along a boardwalk called the Mole.

5 Tourists travel from all over Germany and other European countries to see the artist at work. Some come to figure out his trick. Bögle smiles at the doubters. "There is no trick, not like what they mean. I don't use glue or hidden supports. I listen to the rocks."

6 That may sound strange, but the truth is that humans do this kind of "listening" all the time. When a baby tries to sit up for the first time, it's a balancing act. The brain has to combine information from the eyes, the muscles, and the balancing system of the inner ear to figure out how to keep the body upright. Balancing takes a lot of practice. Babies often spend at least six months practicing before they can sit up without falling over.

7 A similar but simpler feat is balancing a ruler on one finger. If either side is too long, the ruler will fall to the ground. The key is finding the point where the weight of each side of the ruler is equal. This spot is called the center of gravity. When you find it, the ruler rests on your finger in perfect balance.

A Balancing Act

8 Balancing rocks, as Bögle does, is harder. But why? A ruler offers clues. The center of gravity should be halfway along the length of the ruler—near the 6-inch mark on a 12-inch ruler.

9 In the rocks that Bögle balances, the center of gravity is much harder to find. These rocks can be shaped like lopsided eggs or pears and often have funny knobs, big bulges, or craggy points. The center of gravity is somewhere inside the rock. No marks show where to find it. And if the point on the end of the rock is small, it's hard to center the weight of the rock.

lopsided = having one side that is lower or smaller than the other

craggy = rough

10 In addition, since Bögle balances many rocks on top of one another, the combined weight of the rocks has to be evenly balanced over the point the bottom rock stands on. It's like acrobats balancing one on top of the other. If their combined weight isn't perfectly balanced over the person standing on the ground, they'll topple over.

11 To balance the rocks, Bögle tries again and again. He uses *spüren* ("sense" or "feel" in German). He says he "listens" to the rocks and lets the rocks "tell" him how to balance them. He says for him, it's a kind of meditation.

12 For the visitors who journey to the last tree on the Mole, the balanced rocks are a wondrous sight to see.

Balancing Rocks Questions

1. Why does the author compare what BÖgle does to someone standing on their head? Use **two** details from the passage to support your response.

_____

_____

_____

_____

_____

_____

2. How does the picture add to the reader's understanding of "Balancing Rocks"? Use **two** details from the passage to support your response.

_____

_____

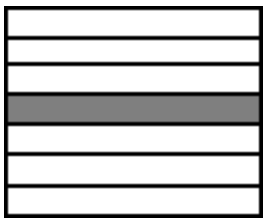
_____

_____

_____

_____

Solve each number problem. Show your work.

1. **5 x 30 = _____** **_____ × 8 = 64**	2. **_____ x 20 = 0** **6 × _____ = 0**
3. **90 ÷ 9 = _____** **32 ÷ 8 = _____**	4. **0 ÷ 47 = _____** **89 ÷ _____ = 1**
5. **There were 462 people sitting in the audience. Round the number of people to the nearest hundred.**	
6. **Name the fraction that is shaded.** 	

Solve each problem. Show your work.

7. Label each shaded fraction.
Use <, > or = to compare.

$\frac{7}{3}$ ◯ $\frac{9}{3}$

8. Leon makes a rectangle with 32 square centimeter tiles. There are 4 equal rows of tiles. How many tiles are in each row?

9. Lily and Jasmine each bake the same-sized chocolate cake. Lily puts 510 of a cup of sugar into her cake. Jasmine puts 56 of a cup of sugar into her cake. Who uses less sugar? Draw a picture to support your answer.

10. Allen buys 9 packs of trading cards. There are 10 cards in each pack. He can trade 30 cards for a comic book. How many comic books can he get if he trades all of his cards?

Chapter 1
Beringia: The Land Bridge

Ancient Hunters More than fifteen thousand years ago, huge sheets of ice covered much of Canada and the northern United States. In some places the ice was thousands of feet thick.

The Big Question

What was Beringia?

Vocabulary

Ice Age, n. a period in Earth's history when huge sheets of ice covered large parts of Earth's surface

land bridge, n. a small strip of land that connects two large land masses

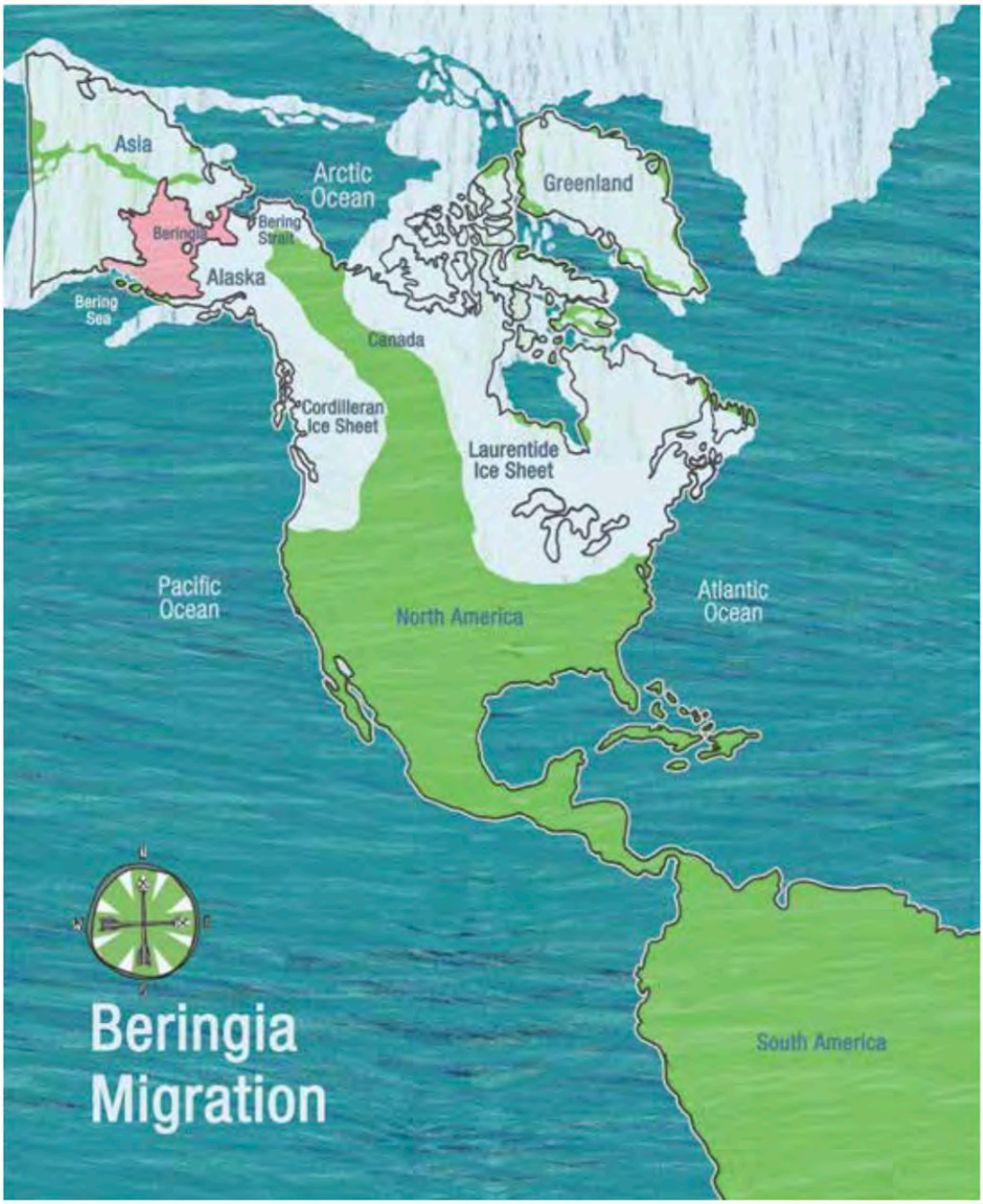
ice sheet, n. a very thick piece of ice that covers a large area of land for an extended period of time

Scientists call this time the **Ice Age**. Much of the world's water was frozen into ice. There was less water in the oceans than there is today. Some lands that are now under water were dry. That's why dry land once connected Asia to North America. During the Ice Age, this dry land formed an area that scientists today call Beringia (/buh*rin*gee*a/) or the "**land bridge**."

Although there were no **ice sheets** on Beringia, the weather was very cold. At that time no one in the world knew how to farm. Even if they had known how, it was too cold in Beringia to

raise anything. Only tiny plants grew there. There were no towns, no stores, and no government, just a vast, cold wilderness.

So how did people in Beringia live? They had to look for plants and animals to eat. Small groups of just a few families, perhaps



twenty-five to fifty people, helped each other as they moved around in search of food. People who live this way are called **hunter-gatherers**.

While the women and children of the Ice Age looked for plants and berries, the men and older boys hunted. They tracked **herds** of **mammoth** and **musk ox** back and forth across Beringia.

Vocabulary

hunter-gatherers, n. small groups of people who feed themselves by hunting animals and gathering plants

herd, n. a large group of animals that live and travel together

mammoth, n. a large, prehistoric elephant-like animal covered with hair

musk ox, n. a wild ox with a shaggy coat and downward curving horns

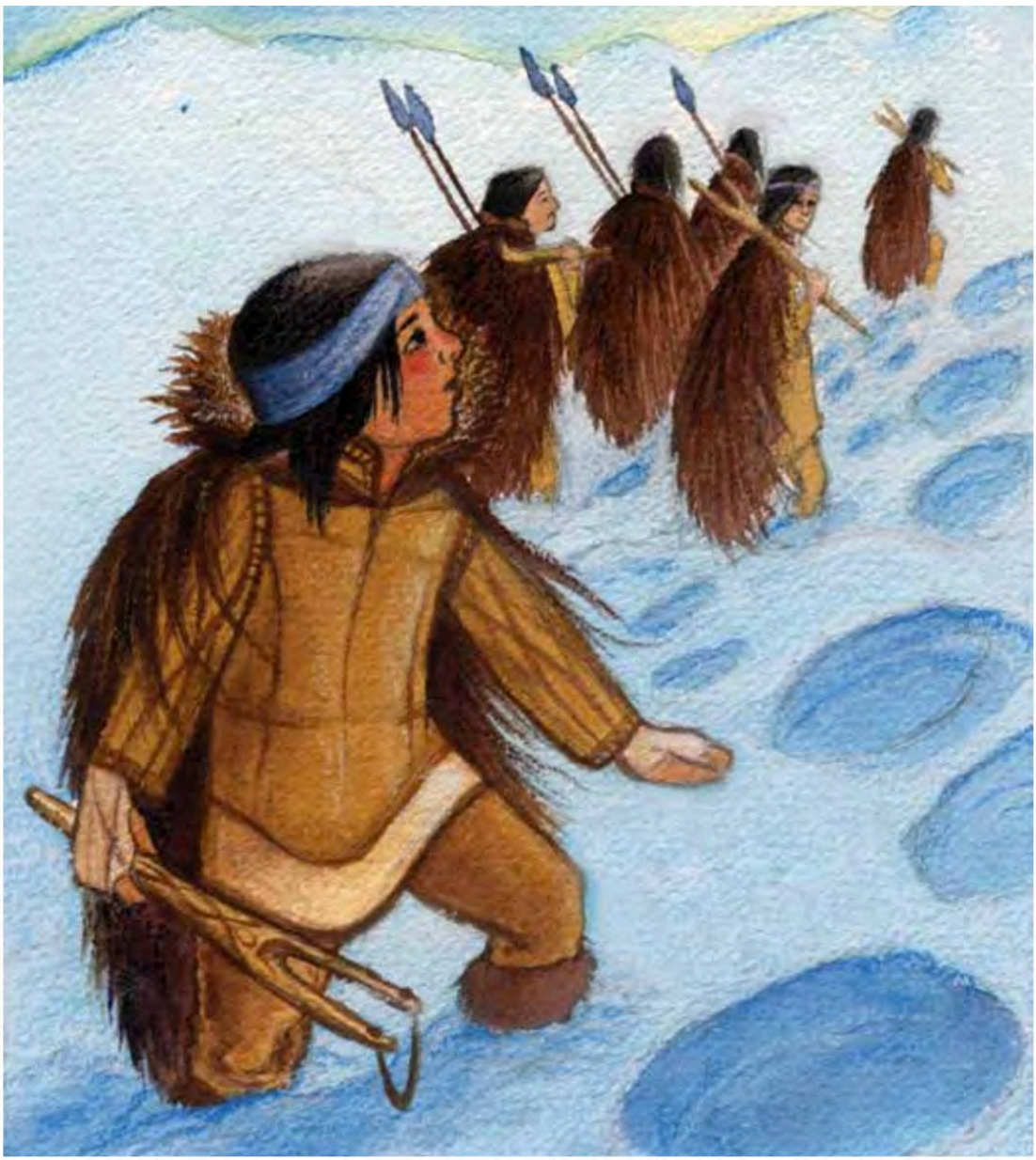
An Ice Age Boy

Imagine that you are an Ice Age boy in Beringia. You are hunting with family members, including your older brother, Tavalok. He learned hunting skills from your father and grandfather. Now he will teach you those skills.

Beringia is your home. But there are no maps, so you don't know that when you follow the animals toward where the sun rises, you are moving closer to a new continent—what we now call North America.

Searching for signs of a herd of mammoths, your group divides into smaller groups of hunters. In the distance you can sometimes see the other men, also looking closely at the ground.

You and Tavalok walk together, carefully looking for signs of the herd. As Tavalok crouches low on the half-frozen ground, you look back at the path you have traveled. The land rises up. The edge of the land and sky is lost in the snow and ice. Tavalok points to the ground.



Hunters shaped stones into sharp points that they attached to the ends of spear poles.

"See those footprints," he says. "We are going the right way. The herd has been following the wind."

You are carrying hunting tools, the snow is deep, and you are tired from carrying your

Vocabulary

spear, n. a long, thin weapon made from a pointed stick, sometimes with a stone or metal tip

supplies on your back. It has been such a long journey! You have never been away from your mother and sister for so long. They and other women and girls have stayed behind, gathering plants and berries for everyone to eat.

You trust Tavalok and want to learn from him. He knows how to read the sky. He can spot the animals' tracks and other signs of their presence. He knows where the land dips and turns. He knows where the ice ends and where the land turns to stone and dirt. He knows where to find plants.

After the group manages to kill one of the mammoths in the herd, Tavalok will guide you back to find the women and children so they can eat, too.

"Our shelter is this way," says Tavalok. "Come along now, little brother."

You hurry to keep up. Tavalok is already disappearing into the snow.

After a while you come to the place Tavalok remembers. Your legs are stiff, and your stomach is empty. You turn and follow the rock-filled river. Then Tavalok spots other members of the group. They have already built a fire. Soon all members of the group are back together again.

Because you are so far north, the light is dim, but it is not dark. It will not get darker during the night.

You eat the strips of dried meat you find in your bag. In the quiet glow of the fire, Tavalok shapes new spear points from stone. You imitate what he is doing.

The hunters made camp before continuing with the hunt.

"How far must we go until we reach the herd?" you ask.

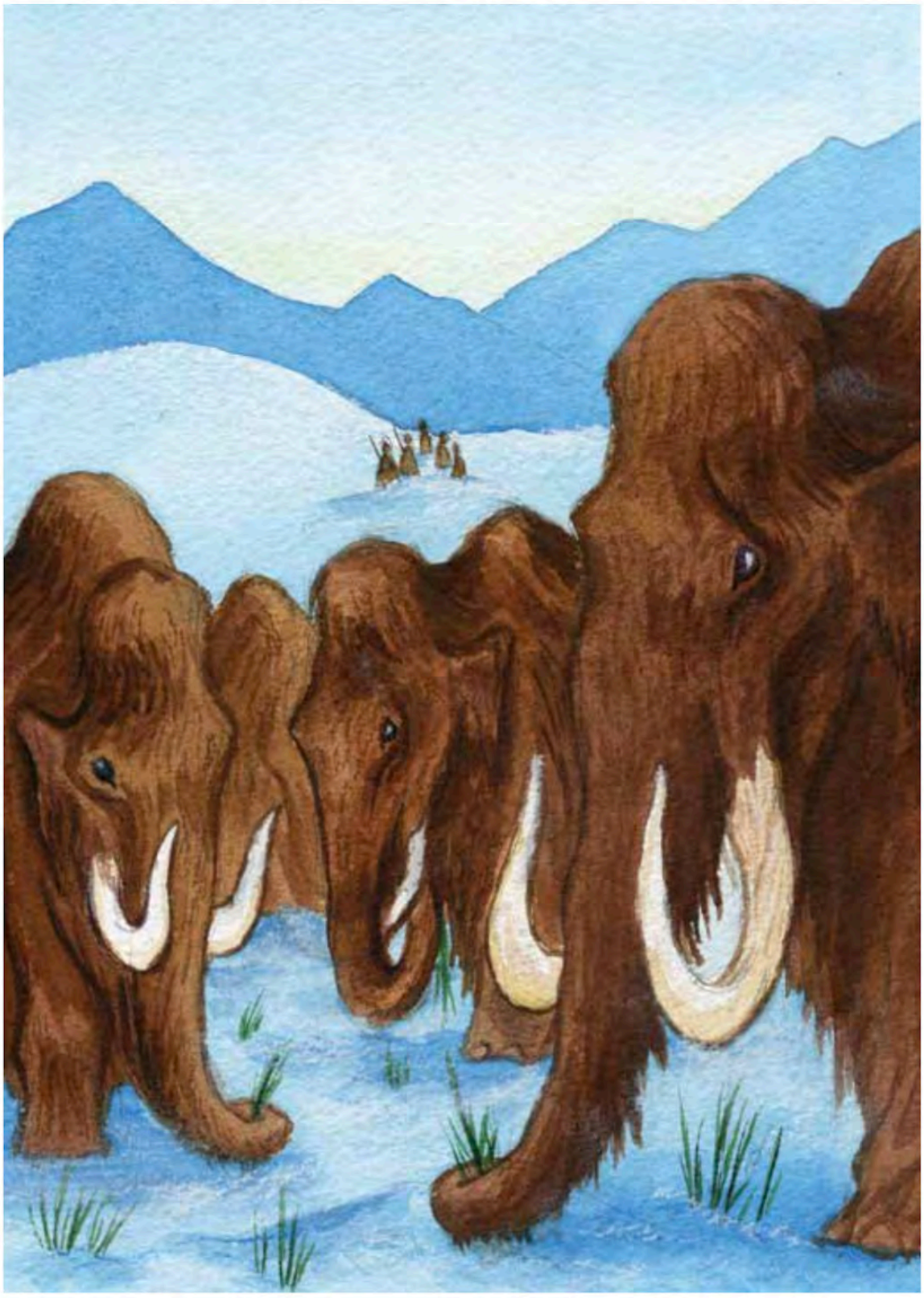
Tavalok shakes his head. "How quickly does the mammoth herd move? I do not know. We will go toward the black clouds that cover the open land," he explains. "We will follow the tracks of the herd. I expect that after we sleep two or three more times, you will see the place where the rocks meet the sky."

"How far will the herd go?" you ask.

"It will travel to where the small plants and moss grow thick. We will not be far behind."

"And then will we be where the wind stops?" you ask.

"I do not think we will ever go that far, little brother," Tavalok laughs.



Early hunters followed the herd's tracks in the snow. Typically, they killed one herd member. For a band of twenty-five to fifty hunter-gatherers, one mammoth provided a lot of food.

1. What was Beringia?

2. What were hunter-gatherers? Why was this role so important?

3. What surprised you most about the story with Tavalok?

Congratulations!

You've completed the at home Enrichment Program Volume 2!

ORANGE-ULSTER BOCES

Learning for Life