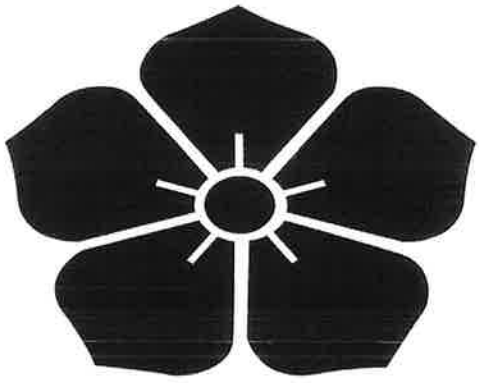
NTI DAY 14



Harrison County Schools

Name: _____

Grade: 3rd

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 14

Student Checklist: 3rd grade

Complete NTI Day 14 Packet (Reading, Math, and Special)

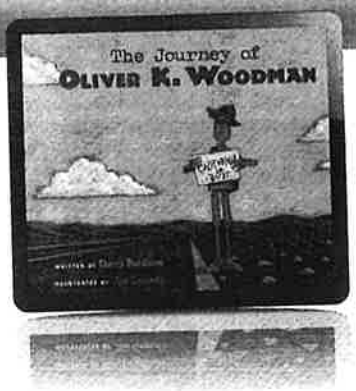
** Exact Path is considered extra practice and **cannot** count as your work for Day 14.

NTI 14
Reading Directions

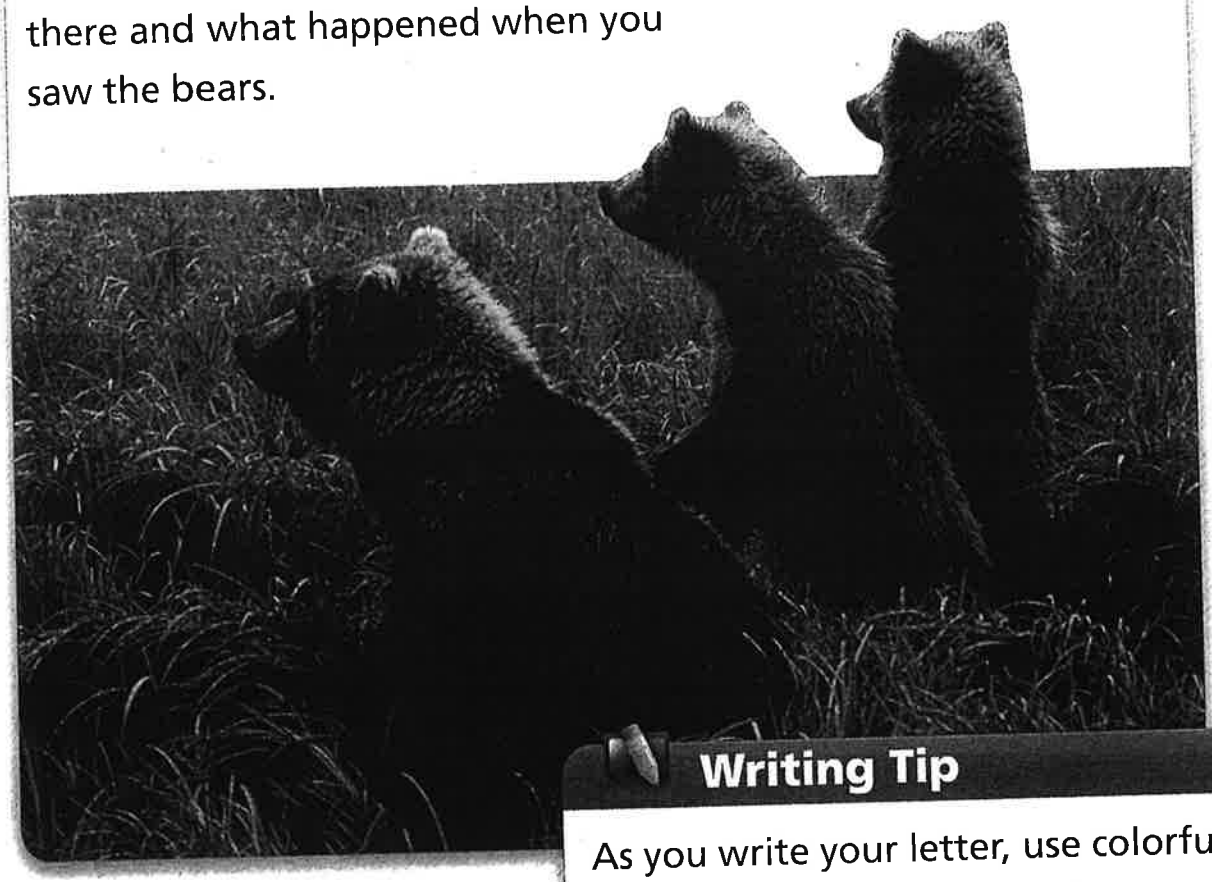
1. Read page 299 from Journey's page that is provided.
2. Write a friendly letter on the page provided following the directions given on page 299.

- An example of a friendly letter will be provided.

WRITE ABOUT READING



Response Think about what happens when Oliver scares away bears in the Redwood forest. What would Oliver say if he had a voice? Write a letter from Oliver that explains how you got there and what happened when you saw the bears.



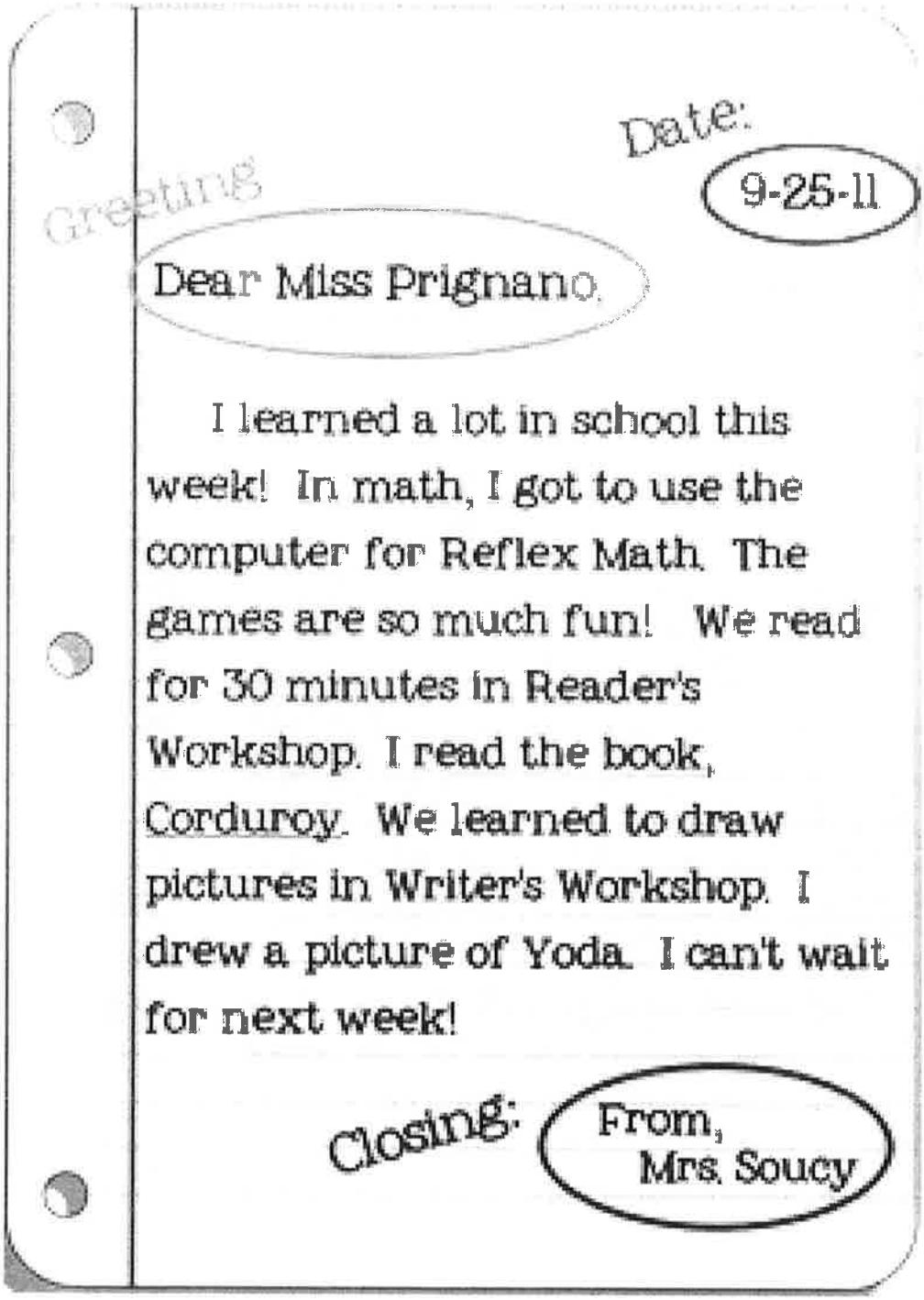
Writing Tip

As you write your letter, use colorful adjectives and action verbs to describe where you are and what happens.

Go Digital

COMMON CORE

RL.3.1 ask and answer questions to demonstrate understanding, referring to the text; **RL.3.5** refer to parts of stories, dramas, and poems/describe how each part builds on earlier sections; **RL.3.7** explain how illustrations contribute to the words; **W.3.10** write routinely over extended time frames or short time frames; **SL.3.1a** come to discussions prepared/explicitly draw on preparation and other information about the topic; **SL.3.1d** explain own ideas and understanding in light of the discussion; **L.3.1d** form and use regular and irregular verbs; **L.3.3a** choose words and phrases for effect


Greeting
Date:
9-25-11
Dear Miss Prignano,
I learned a lot in school this week! In math, I got to use the computer for Reflex Math. The games are so much fun! We read for 30 minutes in Reader's Workshop. I read the book, Corduroy. We learned to draw pictures in Writer's Workshop. I drew a picture of Yoda. I can't wait for next week!
Closing:
From,
Mrs. Soucy

Example

My Friendly Letter

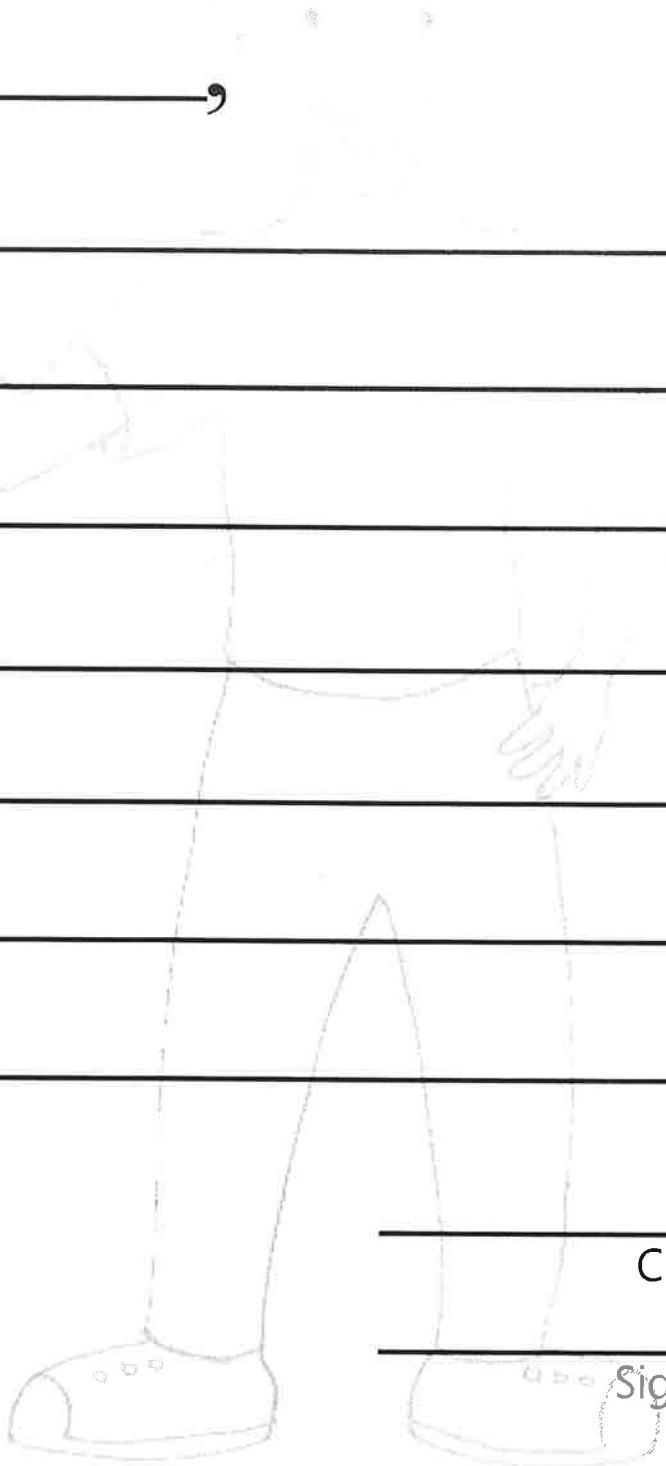
Heading

Greeting,

Body

Closing,

Signature



Name _____

Solve

Lesson 14-4
Estimate Liquid Volume

I can ...
use standard units to estimate liquid volumes.

Content Standard 3.MD.A.2
Mathematical Practices MP.1, MP.2, MP.4, MP.6, MP.8

Solve & Share

The water bottle below has a capacity of 1 liter. Estimate the capacity of a large bowl using liters. Use a 1-liter container and a large bowl to solve this problem. ***Solve this problem any way you choose.***

Look Back! **MP.1 Make Sense and Persevere** After you estimate the capacity of the larger container, how can you use the 1-liter container to check that the capacity you found for the large bowl makes sense?

Learn Glossary

Essential Question

What Metric Units Are Used to Estimate and Measure Liquid Volume?

A

What is the capacity of the pail?

A milliliter is about 20 drops from an eyedropper.

Milliliter (mL)

This water bottle holds about 1 liter.

Liter (L)

Capacity (liquid volume) is the amount a container can hold measured in liquid units. Two metric units of capacity are milliliters and liters.

B

Step 1

Choose an appropriate unit and estimate.

DATA

Units of Capacity
1,000 milliliters = 1 liter

A milliliter is too small. So, use liters. The pail appears to be large enough to hold several liters.

C

Step 2

Check that the estimate makes sense.

Count how many times you can fill a liter container and empty it into the pail.

The pail holds about 8 liters.

Convince Me! **MP.2 Reasoning** Suppose the capacity of the pail above is given in milliliters. Is this number greater than or less than the number of liters? Use reasoning about the size of metric units of capacity to explain how you know.

Name _____

Practice Buddy | Tools | Assessment

Guided Practice

Do You Understand?

1. **MP.6 Be Precise** Susie made a large pot of soup for her family. The pot Susie used has a capacity of 5 liters. Why could the capacity of the same pot be 5,000 milliliters?

2. **MP.8 Generalize** Find a container that you predict will hold more than a liter and another that you predict will hold less than a liter. Use liter and milliliter containers to check your predictions by finding the actual capacity of each container.

Do You Know How?

In **3–6**, circle the better estimate for each.

3.

250 mL or 2 L

4.

5 mL or 1 L

5. Bottle of juice

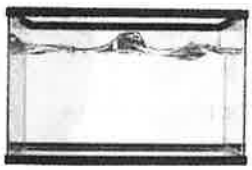
10 mL or 1 L

6. Cereal bowl

300 mL or 3 L

Independent Practice

In **7–14**, circle the better estimate for each.

7. 

40 mL or 40 L

8.

15 mL or 1 L

9.

14 mL or 14 L

10.

250 mL or 250 L

11. Teacup

150 mL or 15 L

12. Bathtub

115 mL or 115 L

13. Bottle cap

3 mL or 3 L

14. Teapot

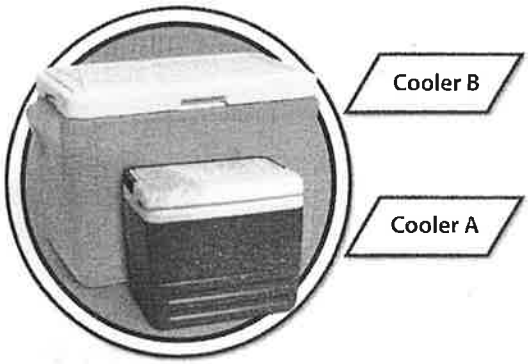
1 L or 10 L

15. Write an estimate for the capacity of a dog bowl. _____

16. Write an estimate for the capacity of a vase. _____

Math Practices and Problem Solving

17. **MP.8 Generalize** Which cooler has the greater capacity? Explain your thinking.



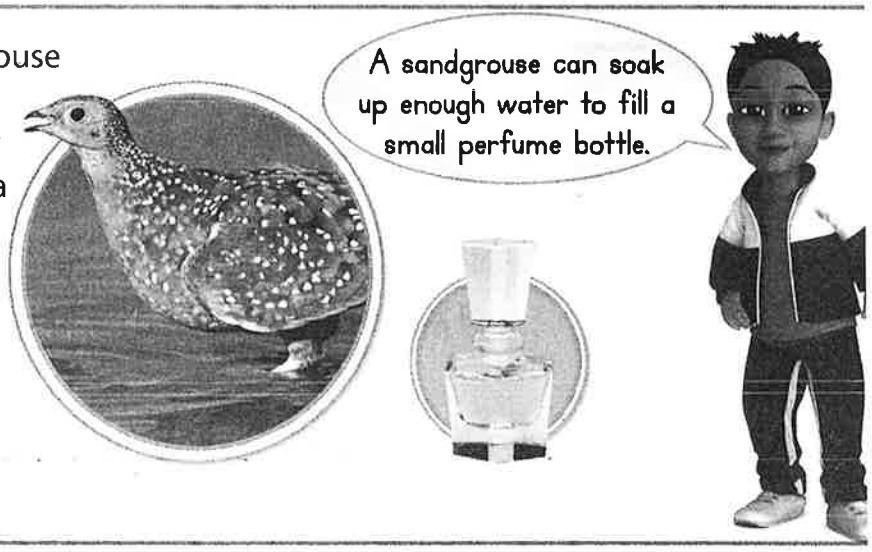
18. List these containers in order from least capacity to greatest capacity. Next to each one, write L or mL to show whether you would measure its capacity using liters or milliliters.

Washing machine	Large pot
Soup spoon	Travel mug

19. **MP.2 Reasoning** A basketball team scores 27 points in its first game and 41 points in its second game. After three games, it scored 100 points in all. How many points did the team score in its third game?

20. **Higher Order Thinking** Becky wants to measure the capacity of her brother's wading pool. She has a 1 L container and a 10 mL container. Which should she use? Explain your reasoning.

21. **MP.8 Generalize** A sandgrouse can soak up water in its fluffy feathers. It can carry the water a long way to its chicks. Does a sandgrouse carry 20 milliliters of water or 2 liters of water?



Common Core Assessment

22. Gary is painting a small storage shed. He estimates that he can do the job with one can of paint. Which of the following is the best estimate of the total volume of a can of paint?

Ⓐ About 4 mL Ⓑ About 4 L Ⓒ About 40 L Ⓓ About 40 mL

This is a **DOLLAR BILL.**

Its **VALUE** is **100 CENTS.**

We write **$1.00.**

1¢ $.01

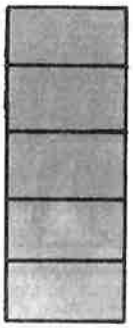
5¢ $.05

10¢ $.10

25¢ $.25

50¢ $.50

How many?



pennies = 1 dollar
nickels = 1 dollar
dimes = 1 dollar
quarters = 1 dollar
half dollars = 1 dollar

Write the amounts two ways.

____ ¢

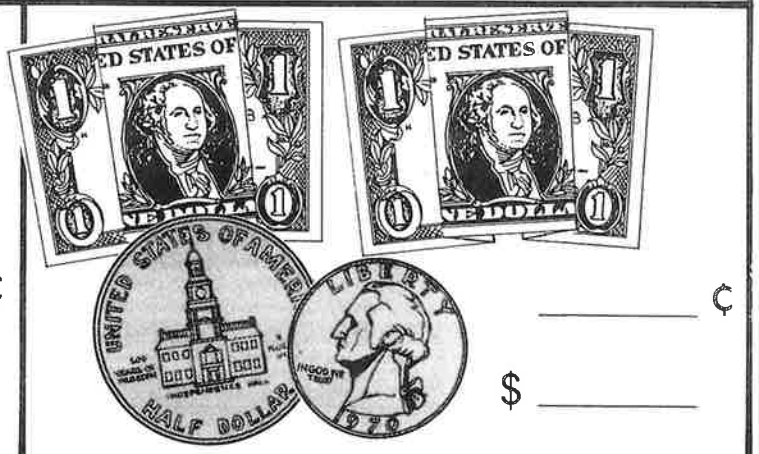
$ ____

____ ¢

$ ____

____ ¢

$ ____



____ ¢

$ ____

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Social/Emotional Learning – Positive Thinking
3rd Grade

Directions: Turn each negative thought into a positive thought. Use the example given to help you create your own positive thoughts. Remember, thoughts are powerful!

Example

Negative Thought: I missed 2 questions out of 20. I can't do anything right!

Positive Thought: Wow! I got 18 questions correct. I will review the 2 I missed.

Negative Thought: My friend didn't talk to me at recess. They must be upset with me.

Positive Thought: _____

_____

_____

Negative Thought: My family is having something for supper I have never tried. I'm sure it won't taste good.

Positive Thought: _____

_____

_____

Negative Thought: Math is really hard for me. I'll never be good at math.

Positive Thought: _____

_____

_____