NTI DAY 1

Harrison County Schools

Name: _____

Grade: 3

Teacher: _____

Complete within 2 weeks of returning to school.

NTI DAY 1

(A) Option 1: Complete the Reading and Math Packet Attached

OR

Option 2: Technology Component

- log into EXACT PATH.
- Work for 30 min. in reading
- Work for 30 min. in math

Exact Path is new to our district. Teachers will be able to observe/monitor student activity.

(B) Complete PE/ Health assignments.

Read the following passage and answer the questions.

Rain and Sun and Wind and Snow

Tim is fascinated by the weather. He watches the weather reports on television every morning and every night. He loves stories about twisters, hurricanes, and blizzards. He is always thrilled when there is a thunderstorm, so he can watch the lightning streak across the sky from the safety of his bedroom window.

Tim also keeps track of the weather in the cities where his two favorite cousins live. His cousin Carl lives in Marquette, Michigan. Tim finds Marquette interesting because it gets so much snow. More than 332 inches of snow fell in Marquette one year! Its annual average snowfall is more than 129 inches.

This means that Marquette gets more snow than any place in the U.S. except for a small city in California.

Marquette is also one of the coldest cities in the country. Tim knows that even when it's very cold where he lives, it will be much colder in Marquette. It freezes there every winter for long periods of time, which is probably why his cousin spends so many weekends ice-skating and playing hockey.

In the winter, Tim always pictures his cousin walking around wearing a scarf, boots, heavy gloves, and a wool hat. He imagines Carl is so covered with clothes that it's hard to see the boy underneath.

Tim's other favorite cousin is Iris. She lives near Phoenix, Arizona. The weather there is interesting because it almost never rains. It gets very hot in Phoenix in the summer. If the temperature is eighty degrees in Tim's hometown in Nebraska, it's probably one hundred degrees in Phoenix.

In the summer, Tim always pictures Iris wearing shorts, a tank top, and sandals. He imagines her sipping cool lemonade while sitting next to an air conditioner. He knows that when she plays outside, she has to wear a lot of sunscreen because a kid who doesn't could get a bad sunburn in Phoenix.

Tim also keeps track of the weather in his town, of course. He is helpful to his friends. They know that if they want the forecast for the week ahead, all they have to do is ask Tim. In fact, Tim is planning to ride his bicycle with his friends on Thursday. The forecast said it would warm up to sixty-eight degrees by then, and Tim wants to be ready.

PLEASE GO ON TO THE NEXT PAGE →

READING MULTIPLE CHOICE QUESTIONS

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

1. Tim's cousin in Marquette is able to go ice-skating so often because *(RL 3.1)*

O A the weather there stays cold for a long time.

O B the ice in Marquette never melts.

O C Marquette gets so much rain.

O D it is usually too cold for the kids to go to school.

2. What would be another good title for this passage? *(RL 3.1)*

O A "Tim Meets a Weather Forecaster"

O B "If It's Weather, Tim Loves It"

O C "Tim Remembers His Cousins"

O D "Tim Starts Learning About the Weather"

3. From the passage, what can you conclude about Tim? *(RL 3.1)*

O A He learned all about the weather from his parents.

O B He would like to move to Marquette.

O C He spends a lot of time learning about the weather.

O D He enjoys warm weather better than cold.

4. Which word applies to the weather in both Marquette and Phoenix? *(L 3.4a)*

O A mild

O B harsh

O C windy

O D wet

5. Why do you think the author wrote this passage? *(RL 3.1)*

O A To entertain the reader with a story about Tim and his interest in weather.

O B To persuade the reader to move to a different region.

O C To help the reader learn to be a weather forecaster.

O D To help the reader decide to be a weather forecaster

6. Which of the following personality traits best describes Tim? *(RL 3.3)*

0 a. brave

0 b. silly

0 c. curious

0 d. lonely

READING SHORT-ANSWER QUESTION

Read all parts of each short-answer question before you begin. Write your answers to the short-answer questions in the space provided in this test booklet.

Write your answer to question 7 in the space provided in your answer booklet

Rain and Sun and Wind and Snow
(RL 3.6 and 3.10)

Tim's two cousins live in Marquette and Phoenix. Describe what the weather is like in these places. Be sure to use proof from the passage.

Do not write on this page. Please write your answer to this short-answer question in the space provided in this test booklet. ☞

PLEASE GO ON TO THE NEXT PAGE →

Reading

READING

This [redacted] section contains one reading selection with a total of eight multiple-choice and one open-response (short answer) question. Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer, on your answer sheet. Mark only one answer for each question. If you do not know the answer make your best guess.

Popcorn Balls

There is a tall tale about how popcorn balls first formed. The tale says that there was a farmer who grew popcorn on his low ground. On higher ground he also grew sugar beets, one of the plants that sugar comes from. One summer, it was so hot that the corn popped in the fields. Then it rained for so long that all the sugar washed out of the beets. It rolled downhill, mixing with the popped corn and forming popcorn balls.

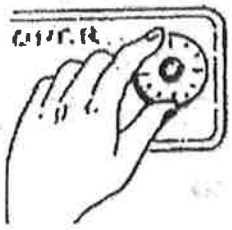
The story might be true, but that's not very likely. Here is a quicker and easier way to make popcorn balls.

What you'll need to make 10 popcorn balls:

2 quarts of popped popcorn
4 1/2 cups of mini marshmallows
1/2 teaspoon salt
1/4 cup butter
1 large pan
1 saucepan
1 large spoon

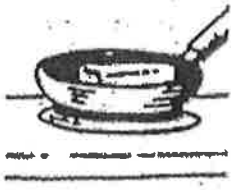
1. Ask a grown-up to help you pop the popcorn.

2. Preheat the oven to 350° F.



3. Put the popcorn in the large pan and place it in the oven to keep warm.

4. Ask a grown-up to help you melt butter in the saucepan over very low heat.



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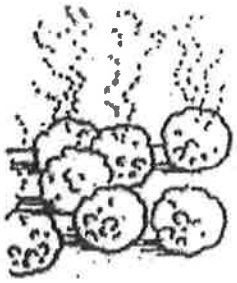
5. As the butter melts, pour in marshmallows and stir until they have melted. Add salt.

6. Using oven mitts, remove the popcorn from the oven.

7. Pour the mixture over the popcorn. Stir with the spoon until the popcorn is coated.

8. Rub butter on your hands. Shape the popcorn into balls about the size of tennis balls.

9. Let the popcorn balls cool.



10. Eat and enjoy!

PLEASE GO ON TO THE NEXT PAGE →

8. What should you do first when making popcorn balls? *(RI 3.1)*

O a. Put butter on your hands.

O b. Preheat the oven to 350 degrees F.

O c. Melt the marshmallows and butter.

O d. Ask a grown-up to help you pop the popcorn.

9. Which question **CANNOT** be answered by this passage? *(RI 3.1)*

O a. What is the correct oven temperature needed to keep the popcorn warm?

O b. How should popcorn balls be stored?

O c. What ingredients are needed to make popcorn balls?

O d. How can you keep popcorn from sticking to your hands when shaping it into balls?

10. Everything needed to make popcorn balls is on the list of materials **EXCEPT** *(RI 3.2)*

O a. oven mitts.

O b. a large pan.

O c. a sauce pan.

O d. a large spoon.

11. In the phrase "a quicker and <u>easier</u> way to make popcorn balls," what does <u>easier</u> mean? *(L 3.1g))*

O a. most easy

O b. more easy

O c. less easy

O d. somewhat easy

12. Which step shows the reader how to shape the popcorn balls? *(RI 3.1)*

O a. 6

O b. 7

O c. 8

O d. 9

PLEASE GO ON TO THE NEXT PAGE

13. According to the tale in the beginning of the passage, how were popcorn balls formed? *(RI 3.2)*

O a. Elves glued the corn together with honey.

O b. It rained for so long, the sugar washed out of the beets and into the corn, making it stick together.

O c. The beets shook sugar onto the corn and made it stick together.

O d. It rained and washed corn into the sugar beets.

PLEASE GO ON TO THE NEXT PAGE →

a bat	i sit	oi boil	ə = a in alike, e in shaken, i in beautiful, o in bacon, u in circus
ā able	ī iron	ou our	
ä car	o not	u nut	
e set	ō over	u̇ put	
ē easy	ô cord	ü ruler	
ėr germ			

stick[1] (stik) *noun* **1:** a woody piece or part of a tree or bush: as **(a)** a twig or thin branch **(b)** a cut or broken branch or piece of wood **2 a:** a long, thin piece of wood: as (1): a club or pole used as a weapon (2): a walking stick, cane **b:** a tool used for hitting an object in a game **3:** any tools that look like a stick: as **(a)** an airplane lever that operates wing controls **(b)** the gear lever on a car **4:** a piece of furniture **5:** a long, thin piece *(stick of butter, stick of candy)*

stick[2] (stik) *verb* **1:** poke with a pointed tool **2:** put into a position *(stick it in the closet)* **3:** attach to **4:** stay near *(my puppy sticks to my heels)* **5:** stretch out of *(stick your head out and check for rain)*

Using the glossary entry above, choose the correct meaning of the word stick or sticks. *(L 3.4d)*
The birds built their nests out of small sticks.

O a. twigs

O b. canes

O c. clubs

O d. levers

Using the glossary entry above, choose the correct meaning of the word stick or sticks. *(L 3.4d)*
Tim told his little sister, "Stick with me, while we cross the street."

O a. poke with a sharp object

O b. stay near

O c. put into a position

O d. attach to

STOP!

Kentucky Short-Answer Question General Scoring Guide

Score Point 2	You complete all components of the question and communicate ideas clearly. You demonstrate an understanding of the concepts and/or processes. You provide a correct answer using an accurate explanation as support.
Score Point 1	You provide a partially correct answer to the question and/or address only a portion of the question. You demonstrate a partial understanding of the concepts and/or processes.
Score Point 0	Your answer is totally incorrect or irrelevant.
Blank	You did not give any answer at all.

3. OA.C. 1

Multiplication Tables - 2 & 3

Grade 3 Multiplication Worksheet

Find the product.

1. $1 \times 2 =$ _____ 2. $7 \times 2 =$ _____ 3. $11 \times 2 =$ _____

4. $6 \times 3 =$ _____ 5. $11 \times 3 =$ _____ 6. $3 \times 2 =$ _____

7. $5 \times 3 =$ _____ 8. $6 \times 2 =$ _____ 9. $9 \times 2 =$ _____

10. $12 \times 2 =$ _____ 11. $7 \times 3 =$ _____ 12. $10 \times 3 =$ _____

13. $3 \times 3 =$ _____ 14. $8 \times 2 =$ _____ 15. $12 \times 3 =$ _____

16. $4 \times 3 =$ _____ 17. $10 \times 2 =$ _____ 18. $8 \times 3 =$ _____

19. $9 \times 3 =$ _____ 20. $2 \times 2 =$ _____ 21. $5 \times 2 =$ _____

22. $2 \times 3 =$ _____ 23. $4 \times 2 =$ _____ 24. $1 \times 3 =$ _____

25. $2 \times 3 =$ _____ 26. $11 \times 3 =$ _____ 27. $3 \times 3 =$ _____

Name _____

Lesson 1

COMMON CORE STANDARD CC.3.OA.1

Lesson Objective: Model and skip count objects in equal groups to find how many there are.

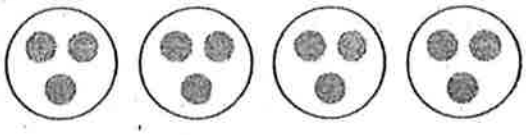
Count Equal Groups

Equal groups have the same number in each group.

There are 3 tulips in each of 4 vases. How many tulips are there in all?

Step 1 Think: there are 4 vases, so draw 4 circles to show 4 equal groups.

Step 2 Think: there are 3 tulips in each vase, so draw **3** dots in each group.



Step 3 Skip count by 3s to find how many in all: 3, **6**, **9**, **12**

There are **4** equal groups with **3** tulips in each group.

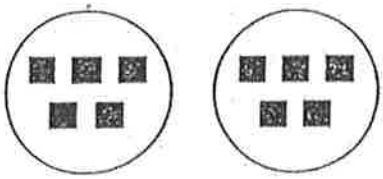
So, there are **12** tulips in all.

1. Draw 3 groups of 5. Skip count to find how many.

_____ in all

Count equal groups to find how many.

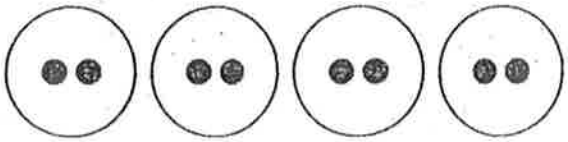
2.



____ groups of ____

____ in all

3.



____ groups of ____

____ in all

Name _____

Lesson 1
CC.3.OA.1

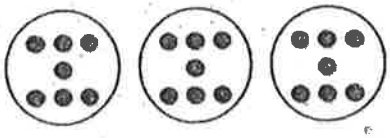
1. There are 5 tables in the library. Four students are sitting at each table.

How many students are sitting in the library?

Ⓐ 9 Ⓒ 20

Ⓑ 16 Ⓓ 24

2. Alondra made 3 bracelets. There are 7 beads on each bracelet.

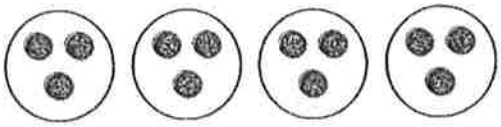


How many beads did Alondra use to make the bracelets?

Ⓐ 10 Ⓒ 21

Ⓑ 14 Ⓓ 24

3. Stella decorated using 4 groups of balloons. She drew this model to show the number of balloons.



How many balloons did Stella use to decorate?

Ⓐ 3 Ⓒ 9

Ⓑ 6 Ⓓ 12

4. Mrs. Bennett sorted spools of thread into 3 containers. Each container held 3 spools.

How many spools of thread does Mrs. Bennett have in all?

Ⓐ 6 Ⓒ 10

Ⓑ 9 Ⓓ 12

Problem Solving REAL WORLD

5. Marcia puts 2 slices of cheese on each sandwich. She makes 4 cheese sandwiches. How many slices of cheese does Marcia use in all?

_____

6. Tomas works in a cafeteria kitchen. He puts 3 cherry tomatoes on each of 5 salads. How many tomatoes does he use?

_____

Name _____

Lesson 2

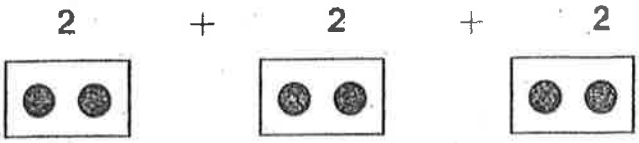
COMMON CORE STANDARD CC.3.OA.1

Lesson Objective: Write an addition sentence and a multiplication sentence for a model.

Algebra • Relate Addition and Multiplication

You can add to find how many in all.

You can also multiply to find how many in all when you have equal groups.

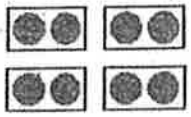


$3 \times 2 = 6$

The **factors** are 3 and 2.
The **product** is 6.

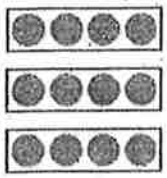
So, $2 + 2 + 2 = 6$ and $3 \times 2 = 6$.

Write related addition and multiplication sentences for the model.

1. 

___ + ___ + ___ + ___ = ___

___ × ___ = ___

2. 

___ + ___ + ___ = ___

___ × ___ = ___

Draw a quick picture to show the equal groups. Then write related addition and multiplication sentences.

3. 4 groups of 3

___ + ___ + ___ + ___ = ___

___ × ___ = ___

4. 2 groups of 3

___ + ___ = ___

___ × ___ = ___

Name _____

Lesson 2
CC.3.OA.1

1. Eric was doing his math homework. Eric wrote:

   $2 + 2 + 2 + 2 + 2$

   Which is another way to show what Eric wrote?

   Ⓐ 2×2 Ⓒ 10×2

   Ⓑ 5×2 Ⓓ $5 + 2$

2. Dallas and Mark each sharpened 4 pencils before school.

   Which sentence shows the number of pencils sharpened in all?

   Ⓐ $2 + 2 = 4$ Ⓒ $4 \times 4 = 16$

   Ⓑ $4 + 2 = 6$ Ⓓ $2 \times 4 = 8$

3. A pet store has some fish bowls on display. There are 3 fish in each of 5 bowls. Which number sentence shows how many fish there are in all?

   Ⓐ $5 \times 3 = 15$ Ⓒ $5 + 3 = 8$

   Ⓑ $5 \times 5 = 25$ Ⓓ $3 \times 3 = 9$

4. Carlos spent 5 minutes working on each of 8 math problems. He can use 8×5 to find the total number of minutes he spent on the problems. Which is equal to 8×5?

   Ⓐ $8 + 5$

   Ⓑ $8 + 8 + 8$

   Ⓒ $5 + 5 + 5 + 5 + 5$

   Ⓓ $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$

Problem Solving REAL WORLD

5. There are 6 jars of pickles in a box. Ed has 3 boxes of pickles. How many jars of pickles does he have in all? Write a multiplication sentence to find the answer.

   ___ × ___ = ___ jars

6. Each day, Jani rides her bike 5 miles. How many miles does Jani ride in all in 4 days? Write a multiplication sentence to find the answer.

   ___ × ___ = ___ miles

Domain 2: Cumulative Assessment for Lessons 9–18

1. Which is equal to 8×4?

   ○ **A.** $4 + 4 + 4 + 4$

   ○ **B.** $8 + 8 + 8 + 8$

   ○ **C.** $8 + 8$

   ○ **D.** $8 + 4 + 8 + 4$

2. Which shows the associative property of multiplication?

   ○ **A.** $1 \times 8 = 8$

   ○ **B.** $(5 \times 6) = (3 \times 10)$

   ○ **C.** $(5 \times 6) = (6 \times 5)$

   ○ **D.** $3 \times (5 \times 4) = (3 \times 5) \times 4$

3. Find the quotient.

   $32 \div 4 = \square$

   ○ **A.** 28

   ○ **B.** 8

   ○ **C.** 6

   ○ **D.** 4

4. Which number makes both sentences true?

   $36 \div \square = 4$

   $4 \times \square = 36$

   ○ **A.** 10

   ○ **B.** 9

   ○ **C.** 8

   ○ **D.** 7

5. Tasha has 5 sheets of stickers. Each sheet has 12 stickers on it. How many stickers does Tasha have in all?

   ○ **A.** 60

   ○ **B.** 55

   ○ **C.** 50

   ○ **D.** 17

6. Which sentence is true?

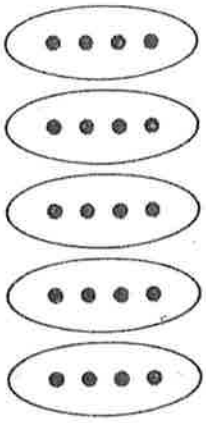
   ○ **A.** A number times 4 could be odd or even.

   ○ **B.** A number times 6 is always an even number.

   ○ **C.** A number times 7 is always an even number.

   ○ **D.** A number times 8 could be odd or even.

7. Which division fact does this picture show?



- ○ **A.** $20 \div 2 = 10$
- ○ **B.** $20 \div 5 = 4$
- ○ **C.** $15 \div 3 = 5$
- ○ **D.** $20 \div 1 = 20$

8. Which multiplication fact can be used to find the missing number?

$42 \div \square = 7$

- ○ **A.** $2 \times 21 = 42$
- ○ **B.** $3 \times 14 = 42$
- ○ **C.** $6 \times 7 = 42$
- ○ **D.** $42 \times 1 = 42$

9. Each Ferris wheel ride can seat 40 people. The Ferris wheel gives 6 rides each hour. What is the greatest number of people that can ride the Ferris wheel in an hour?

_____

10. Mrs. Wagner has 8 bookshelves in her classroom. Each shelf has 7 books on it.

A. Draw a model of the problem.

B. Write a multiplication sentence for the problem. Use the symbol $\square$ for the product.

_____ × _____ = $\square$

C. How many books are on Mrs. Wagner's bookshelves?

_____

NTI Day 1

PE/Health

As part of your first NTI day, PE and Health has been designated as your special for today. For today's lesson, students will be performing various physical activities and a health activity that is related to nutrition.

For the PE side, students will perform various physical activities and record their data on the attached physical activity log. Students are required to perform at least 30 minutes of moderate to vigorous activity. This 30 minutes does not have to be completed all at once. It can be broken down into 5-10 minute intervals, but must total 30+ minutes of activity, for the day. Students will write down the type of activity they participated in, how long they did it, and how intense the activity was.

For the remaining part of the lesson, students will learn about nutrition and other health related subject matter through Grade Level appropriate worksheets/assignments. Please see the break down of assignments below and have your child complete the assignments for his or her grade level:

Kindergarten -

Students will complete a Physical Activity log and the attached worksheets "A Smile or Frown" and "Healthful Food Choices"

1st Grade -

Students will complete a Physical Activity Log and the attached worksheets "Whose Heart Works Hard", "Keeping Active", and "Getting a Good Night's Sleep"

2nd Grade -

Students will complete a Physical Activity Log and the attached worksheets "Miss Mary Mack's Food Tally Chart" and "Miss Mary Mack's Food Bar Graph"

3rd Grade -

Students will complete a Physical Activity Log and the attached worksheets "Too Much of a Good Thing" and "Sam's Health"

4th Grade -

Students will complete a Physical Activity Log and complete the attached worksheets "Reading Nutrition Labels"

5th Grade -

Students will complete a Physical Activity Log and complete the attached worksheets "Health Behavior Contract"

NTI Day Activity Log:

Type of Activity:	Length of Activity:	Intensity: (Low, Moderate, High)	Parent/Guardian Signature:

Examples of Activities:

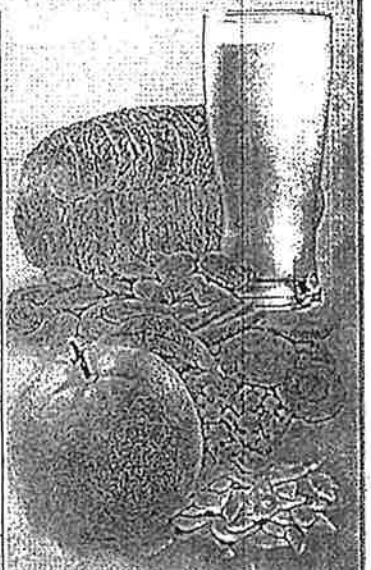
Running or jogging, walking, sledding, snowboarding, yard work, shoveling the driveway, stretching, push-ups, crunches, dancing, sport activities or practice, or any other physical activity that you may do during the day.

TOO MUCH OF A GOOD THING?

If vitamins and minerals are good for you (see chart below), more must be better, right? *Not necessarily!* More isn't always better. Large doses of vitamin C, for example, can cause nausea, kidney stones, or liver damage. And although kids need iron for strong muscles, this mineral can be deadly if children take adult doses! If you and your family take vitamins, make sure you follow your doctor's recommendations.

IMPORTANT VITAMINS AND MINERALS

	Benefits	Sources
Calcium	Helps make your bones and teeth strong	milk, yogurt, spinach
Iron	Helps your blood carry oxygen	beans, beef, pumpkin seeds
Vitamin A	Helps your eyes, skin, and immune system	sweet potatoes, carrots, spinach
Vitamin B1	Helps your body convert carbohydrates to energy	whole grains, enriched breads, cereals
Vitamin C	Helps protect your cells from damage	citrus fruits, peppers, broccoli
Vitamin D	Helps your bones and immune system	fish, milk, sunlight
Vitamin E	Helps protect your cells from damage	sunflower seeds, almonds, peanut butter



Do You Know?

There isn't just one kind of vitamin B—there are actually eight!

TEST YOUR KNOWLEDGE

Open Response Question

SAM'S HEALTH

Sam and his family have decided to be more healthy. They want to follow a plan for healthy meals and snacks.

A. List THREE healthy eating choices the family could make each day to help them be more healthy.

B. Explain why each choice would help them be more healthy.

SCORING RUBRIC

4	Student lists three healthy eating choices and explains clearly why each choice would help them be more healthy.
3	Student lists three healthy eating choices and clearly explains why at least one of them would help them be more healthy and generally explains why the other two would help them be more healthy.
2	Student names two or three healthy eating choices and generally explains why each of at least two would help them be more healthy.
1	Student demonstrates minimal understanding (e.g., student names one or two healthy eating choices that the family might make with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.