NTI DAY 4

Harrison County Schools

Name: _____

Grade: **3**

Teacher: _____

Complete within 2 weeks of returning to school.

NTI DAY 4

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

OR

Option 2: Technology Component

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

This program is new to our district. Teachers will monitor student activity.

(B) Complete the Practical Living Career Studies Lesson

The Day Fox Helped Gray One

An Iroquois Folk Tale
retold by B.C. Bond
Illustrations by Linda Simmons

In the forest many years ago lived a good-natured animal called Gray One. Gray One could climb like Opossum, but he was not an opossum. He could run like Fox, but he disliked hurrying. *The sooner you get somewhere, he often thought, the sooner you have to come back.*

One day, Gray One met Bear walking in the forest.

"Get out of the way!" Bear growled. "Hurry up!"

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"I don't like to hurry," Gray One said.

This angered Bear. "I'll help you along," he said. Bear swatted Gray One off the path like a loose pine cone. Bear's laughter echoed through the forest as he left Gray One behind.

"Everyone pushes me around," Gray One moaned as he hobbled back to the path.

Along came Bobcat. "Get out of the way," Bobcat snarled. "Hurry!"

"I don't like to hurry," said Gray One.

"You're blocking my path," Bobcat said. He showed his claws to frighten Gray One.

"It's my path, too," Gray One said, but Bobcat batted him into the branches of a nearby tree.

Fox came along and saw Gray One in the tree. "What's the matter, Gray One?" he asked.

"Everyone pushes me around," Gray One answered.

"Really?" Fox said. "Do me a favor, and I'll help you."

"What do you want me to do?" asked Gray One as he climbed a bit higher in the tree. He knew that Fox could be tricky.

"Throw down a fresh pine cone, and I'll explain," Fox said.

Gray One tossed down a pine cone. "What good is a pine cone?" he asked.

"Pine cones are magic; they make me fast," Fox said. "If you promise to get me pine cones, I'll fix it so forest folk leave you alone."

"OK," said Gray One, "Now how are you going to help me?"

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"Come down and roll in this mud," Fox said, pointing to a muddy pool beside a hawthorn bush.

Gray One was reluctant, but he did as Fox asked. "I hope this doesn't stain my fur," he complained while rolling over and over in the mud.

"Don't worry about your fur," Fox laughed. "Ho, ho! You look like a gob of mud. That's just what I want." Fox collected sharp thorns from the hawthorn.

"What are you going to do with those?" Gray One asked.

"I'm going to decorate that wonderful mud coat of yours," Fox said. "Sit still so I can do a neat job." Fox poked the dull ends of thorns into Gray One's mud covering. Soon he bristled with a pointy coat of sharp thorns.

Finished, Fox stepped back. He was proud of his work. "Now you're ready," he said.

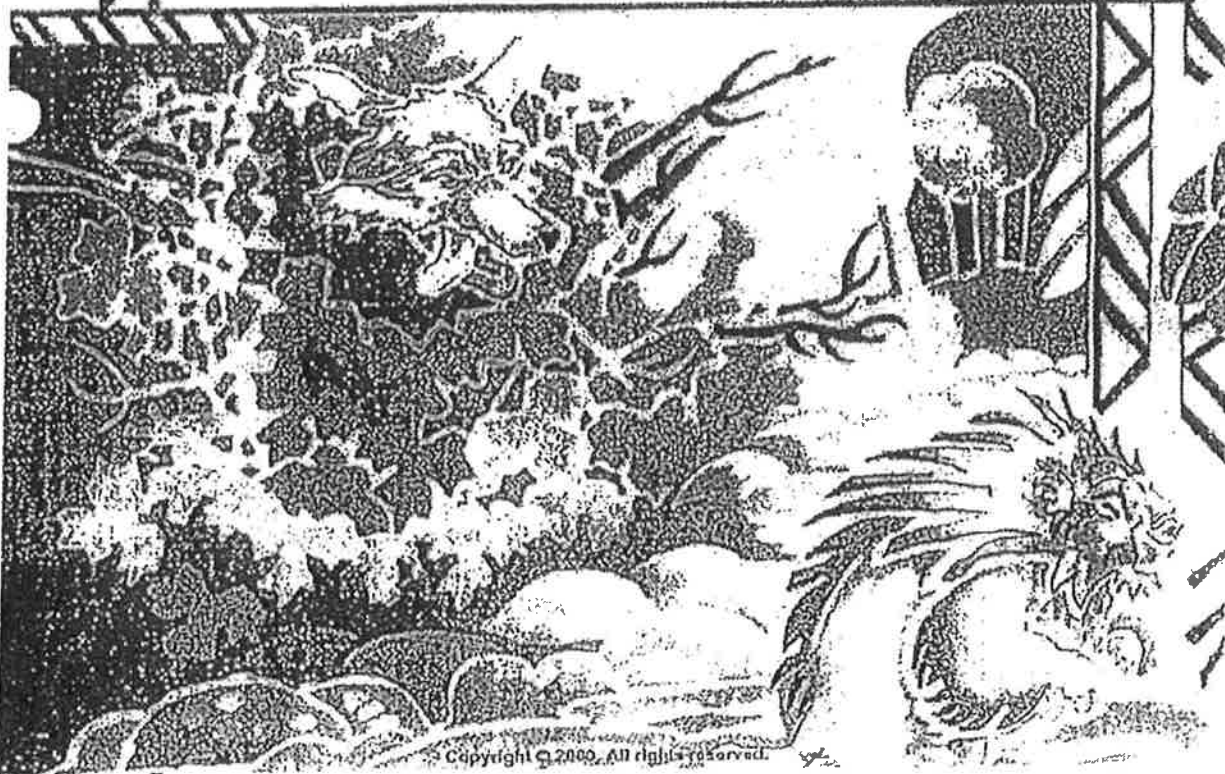"For what?" asked Gray One, feeling uncomfortable in his thorny coat.

"Wait and see," said Fox. "I'm going to watch the fun from the hawthorn bush."

"What should I do?" asked Gray One.

"Shhh," said Fox. "I hear Bear."

Spotting Gray One blocking the path, Bear grunted, "Get out of my way."

"No! It's my path, too," Gray One said, shaking with fear.

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"I'll step on you," Bear said. "I warned you before not to block this path."

"Go ahead, Bear, squash away," Fox shouted from the safety of the hawthorn bush. "Don't let Gray One slow you down."

Bear grunted. "You're no friend of mine, Fox," Bear said, "but your idea is good." He growled as he lowered a paw to crush Gray One.

"Ouch!" cried Bear. "What stuck my paw?"

"Leave me alone!" Gray One said.

"I'll leave you alone, all right," Bear groaned as he limped away licking his wounded paw.

"Hurry along, grouchy Bear," Fox laughed.

Next Bobcat came along. "Get out of my way," he growled at Gray One.

"I'll stay right here," Gray One answered.

"Oh, you will?" Bobcat said as he flattened into his hunting crouch. "We'll see about that."

"Go on," cried Fox, "Give him a good bite!"

"You're no friend, but your idea is good this time," Bobcat snarled before leaping on Gray One.

Rao-ow-spputtt, Bobcat yowled in pain. "What's this? Oh, these thorns are terrible. Oh, my poor mouth!"

"Eat away, Bobcat!" Fox shouted, laughing louder and louder as Bobcat fled.

Fox scampered off, seeking more foes to set on Gray One. But soon the word had spread that Gray One had become Thorny One, and no one wanted to tangle with all those sharp, painful, points.

And so, today, Porcupine takes his own time. Anyone who argues with him will have troubles—thorny ones.
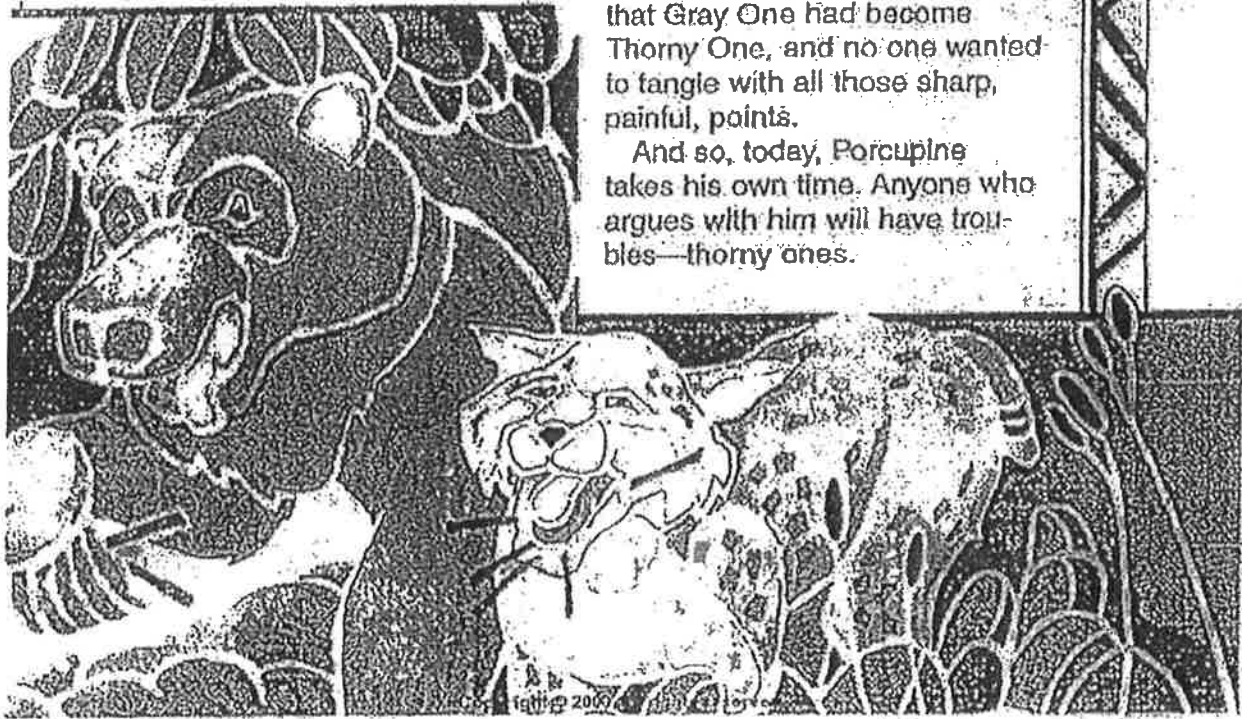
READING MULTIPLE CHOICE QUESTIONS

1. What makes this story a folk tale? *(RL. 3.2)*
   - O a. It has animals that behave like humans.
   - O b. It teaches a lesson.
   - O c. It has events that can really happen.
   - O d. It has animals that can't talk.

2. When does the story "The Day Fox Helped Gray One" take place? *(RL. 3.9)*
   - O a. in the future
   - O b. many years ago
   - O c. the present
   - O d. yesterday

3. This story was created to explain _____. *(RL. 3.2)*
   - O a. Why opossum hang upside-down.
   - O b. Why bears are angry.
   - O c. Why porcupines have quills.
   - O d. Why foxes are sly.

4. What culture does this story come from? *(RL 3.2)*
   - O a. Iroquois
   - O b. Chinese
   - O c. Russian
   - O d. African

5. At first, why was Gray One afraid to do a favor for Fox? *(RL 3.2)*
   - O a. Fox pushes him around.
   - O b. Gray One knows Fox can be tricky.
   - O c. Gray One doesn't trust any of the animals.
   - O d. Fox had an angry look.

READING SHORT-RESPONSE QUESTION

Write your answer to question 6 in the space provided on the next page.

The Day Fox Helped the Gray One (RL 3.2)

6. A. Identify the problem in the story.
    B. Describe the solution to the problem from the story.

Do not write on this page. Please write your

answer to this open-response question in

your answer booklet. ☞

Reading

WHEN DADDY SAT ON THE TOMATOES

By Jack Prelutsky
From A PIZZA THE SIZE OF THE SUN

When Daddy sat on the tomatoes
that *somebody* put on his chair,
he shot from that seat like a rocket
and practically flew through the air.
I thought he would go through the ceiling
"Who did that! Who did that!" he roared.
If there were awards for conniptions,
then he would have won an award.

He ranted all over the kitchen
and did a ridiculous dance.
He really was something to look at.
tomato all over his pants.
He raved like a ruffled old rooster,
he growled like a furious bear,
the time he sat on the tomatoes
that *somebody* put on his chair.

7. In the poem "When Daddy Sat on the Tomatoes", which of the following statements is a simile? *(L. 3.5a)*

    O a. "Who did that! Who did that!"

    O b. He ranted all over the kitchen.

    O c. He was really something to look at!

    O d. He shot from his seat like a rocket.

8. Using context clues from the text, what is the meaning of the word "conniption"?
    (RF 3.4 and L. 3.4a)

    O a. a large mess

    O b. a lot of laughter

    O c. an accident or mistake

    O d. an angry reaction or temper tantrum

A Saturday Morning Surprise

by *American Education Publishing (Test Prep Grade 3)*

Almost every Saturday morning, Uncle Bob stopped by Vanna's apartment to pick her up. Uncle Bob was her mother's older brother and had been her father's best friend. Vanna missed her father since he died a few years ago, but she was glad she had Uncle Bob.

On this Saturday morning, Uncle Bob said he had a surprise for Vanna. After saying good-bye to her mother, they took the elevator down to the street. Instead of getting in the car, she and Uncle Bob walked down the entrance to the subway and got on the next car that came by. They rode for about 15 minutes, then got off at a stop Vanna had never visited before. They walked up the stairs to the exit, and Vanna found herself in front of a building with huge columns holding up the roof.

"This is the Museum of Natural History, Vanna. It has some of the neatest things you could imagine. I thought you might enjoy spending the day here."

Vanna was speechless as they walked up the steps and through the doors. There, in the middle of a huge hallway, was a dinosaur skeleton! She and Uncle Bob walked over to a museum guide who was telling the story of the dinosaur. Vanna <u>hung on every word</u> she said, and when the guide had finished, Vanna was able to ask some questions.

Uncle Bob then led her over to another room. It was warm and dark, but at the far end there was a glow of light. As they got closer, a recording said, "Welcome to the Living Volcano." This room was just like being inside a real volcano. Vanna loved science, and she was sure this was going to be one of the best mornings ever with Uncle Bob.

9. The story says that "Vanna was speechless." What does that probably mean? *(RF 3.4)*
   O   a. She was disappointed at the surprise.
   O   b. Uncle Bob didn't give her a chance to talk.
   O   c. She was so excited she didn't know what to say.
   O   d. The museum guide did all the talking.

10. "This is the Museum of Natural History, Vanna. It has some of the neatest things you could imagine. I thought you might enjoy spending the day here." Vanna was speechless as they walked up the steps and through the doors.

    Vanna's reaction tells us that *(RF 3.5 and 3.6)*
    O   a. She was upset that her dad died.
    O   b. She was anxious because this was a new experience for her.
    O   c. She was bored and distracted.
    O   d. She was thrilled about something she had never experienced before.

11. According to the passage, Vanna "hung on every word" the guide said. What does "hung on every word" mean? *(RL 3.4)*

    O   a. Vanna listened to every word the guide said.
    O   b. Vanna wrote down every word.
    O   c. Vanna hung the words on a wall.
    O   d. Vanna was swinging upside down while listening to the guide.

12. What is the main setting of this story? *(RL 3.9)*
    O   a. Saturday morning at a living volcano.
    O   b. Saturday afternoon at Vanna's house.
    O   c. Sunday morning at Uncle Bob's house.
    O   d. Saturday morning at the museum.

13. Why was Vanna glad that she had Uncle Bob?) *(RL 3.3)*
    O   a. He was her Dad's best friend.
    O   b. He was there for her since her Dad died.
    O   c. He had tickets to the museum.
    O   d. He was her mother's brother.

14. Which of the following things DID NOT happen in the story. *(RL 3.1)*
   O a. Vanna rode in a car with Uncle Bob.

   O b. Uncle Bob bought Vanna ice cream at the museum.

   O c. Vanna asked questions about the dinosaur.

   O d. Vanna went inside the "living volcano".

15. What word would you use to describe Uncle Bob? *(L 3.3a)*
   O a. rich

   O b. intelligent

   O c. generous

   O d. determined

PLEASE GO ON TO THE NEXT PAGE →

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.

K5 Learning

Multiplication Tables - 7 & 8

Grade 3 Multiplication Worksheet

Find the product.

1. $8 \times 7 =$ _____

2. $7 \times 11 =$ _____

3. $8 \times 11 =$ _____

4. $8 \times 10 =$ _____

5. $8 \times 3 =$ _____

6. $8 \times 1 =$ _____

7. $7 \times 7 =$ _____

8. $8 \times 5 =$ _____

9. $7 \times 8 =$ _____

10. $7 \times 2 =$ _____

11. $8 \times 12 =$ _____

12. $7 \times 5 =$ _____

13. $7 \times 10 =$ _____

14. $7 \times 12 =$ _____

15. $8 \times 6 =$ _____

16. $8 \times 2 =$ _____

17. $8 \times 4 =$ _____

18. $8 \times 9 =$ _____

19. $8 \times 8 =$ _____

20. $7 \times 3 =$ _____

21. $7 \times 1 =$ _____

22. $7 \times 4 =$ _____

23. $7 \times 6 =$ _____

24. $7 \times 9 =$ _____

25. $8 \times 7 =$ _____

26. $8 \times 5 =$ _____

27. $8 \times 8 =$ _____

Name _____

Common Core Standards Practice

3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

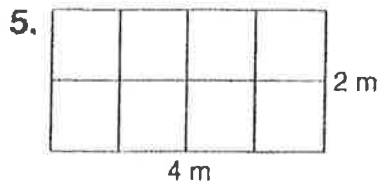1. What is the area of the rectangle below?

(grid rectangle, 5 ft wide by 4 ft tall) — labeled 4 ft on the right side, 5 ft on the bottom
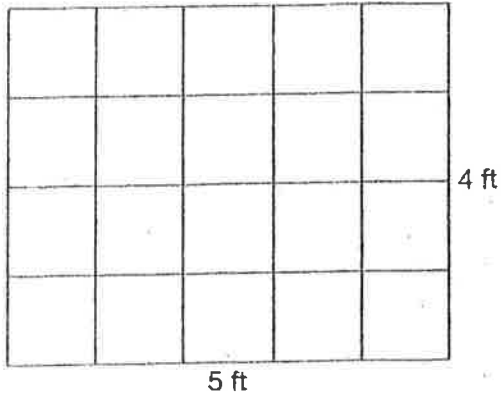
2. Explain how you found the area of the rectangle.

Find the area of each figure. Be sure to use the correct units.

3. (2 by 2 grid) — 2 units on the right, 2 units on the bottom

4. (3 by 3 grid) — 3 cm on the right, 3 cm on the bottom

Find the area of each figure. Be sure to use the correct units.

5.

2 m

4 m

6.

4 in.

3 in.
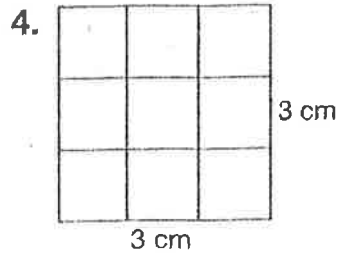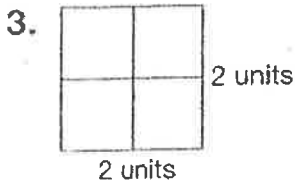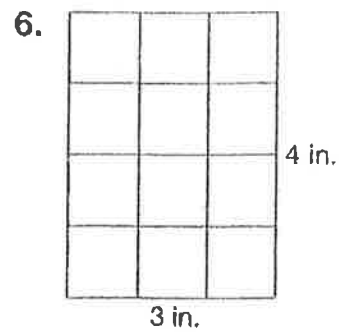
7. What is the area of the square shown below?
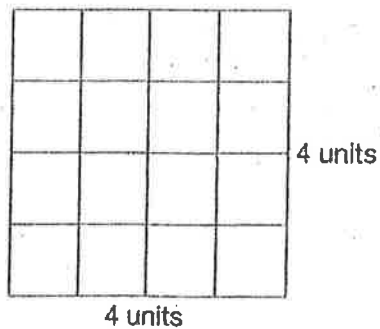
4 units

4 units

A 4 square units

B 8 square units

C 12 square units

D 16 square units

8. What is the area of the rectangle shown below?

3 ft

5 ft
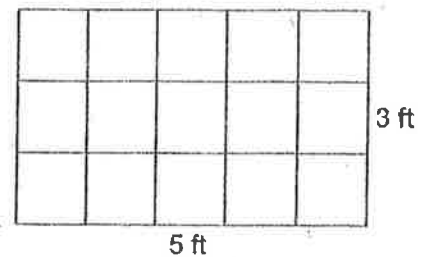
A 8 square feet

B 12 square feet

C 15 square feet

D 18 square feet

Name _____

Lesson 88

COMMON CORE STANDARDS CC.3.MD.5b, CC.3.MD.6

Lesson Objective: Estimate and measure area of plane shapes by counting unit squares.

Measure Area

Find the area of the shape. Each unit square is 1 square inch.
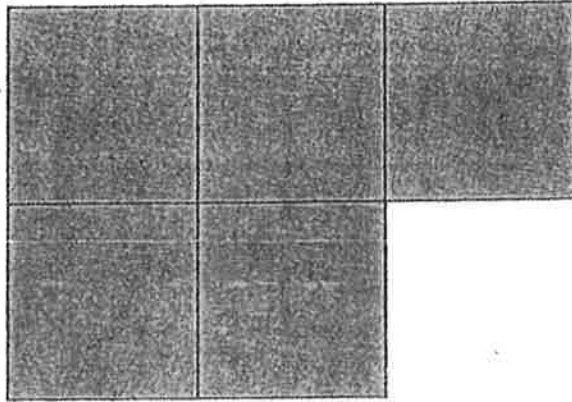
Think: How many unit squares are needed to cover this flat surface?

Step 1 Use 1-inch square tiles. Cover the surface of the shape with the tiles.
Make sure there are no gaps (space between the tiles).
Do not overlap the tiles.

Step 2 Count the tiles you used.
5 tiles are needed to cover the shape.

So, the area of the shape is **5** square inches.

Count to find the area of the shape.
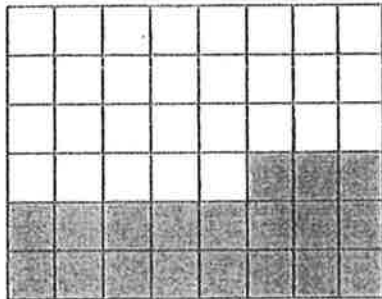**Each square is 1 square inch.**

1.
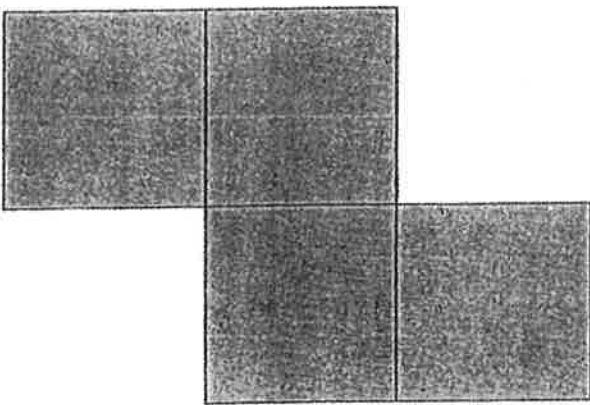
Area = _____ square inches

2.
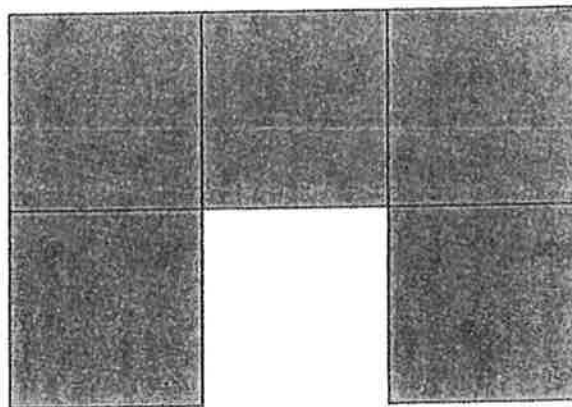
Area = _____ square inches

Use the information for 1–3.

Billy is painting the background for the school play. The diagram shows the background. Each unit square is 1 square foot.

1. The shaded part shows the part Billy has already painted. What is the area of the background that Billy has already painted?

   Ⓐ 16 square feet

   Ⓑ 19 square feet

   Ⓒ 22 square feet

   Ⓓ 48 square feet

2. The white part shows the part Billy has left to paint. What is the area of the part Billy has left to paint?

   Ⓐ 19 square feet

   Ⓑ 21 square feet

   Ⓒ 29 square feet

   Ⓓ 32 square feet

3. What is the total area of the background that Billy is painting for the school play?

   Ⓐ 28 square feet

   Ⓑ 36 square feet

   Ⓒ 40 square feet

   Ⓓ 48 square feet

4. Naomi is putting square tiles on the floor of her bathroom. Each tile is 1 square foot. The diagram shows her bathroom. Find the area of the bathroom. Explain how you found the area.
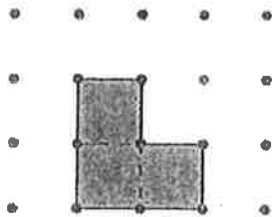
_____

_____

_____

_____

Name _____
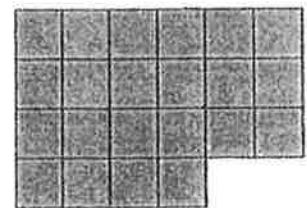
Understand Area

A **unit square** is a square with a side length of 1 unit. **Area** is the measure of the number of unit squares needed to cover a surface. A **square unit** is used to measure area.
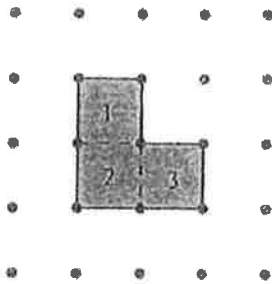
What is the area of the shape?

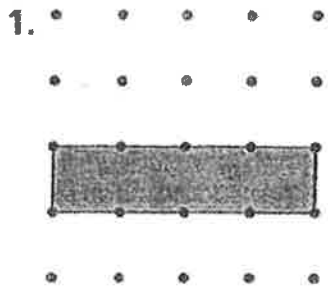**Step 1** Draw lines to show each unit square in the shape.

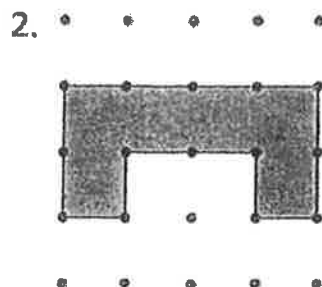**Step 2** Count the number of unit squares to find the area.

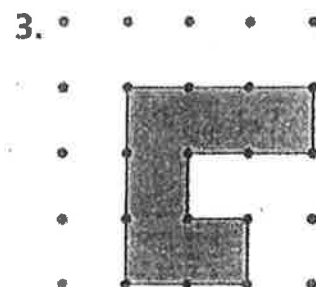The area of the shape is **3** square units.

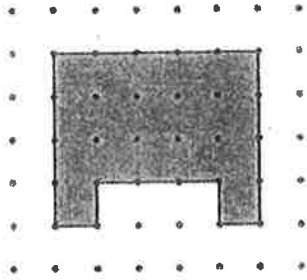**Count to find the area of the shape.**

1.

Area = _____ square units

2.

Area = _____ square units

3.

Area = _____ square units

1. Greg drew the shape of the parking lot at school.

What is the area of the parking lot?

Ⓐ 15 square units

Ⓑ 17 square units

Ⓒ 20 square units

Ⓓ 22 square units

2. Mr. Chang wants to buy a rug for his living room. Which of the following does Mr. Chang need to find to know how much rug he will need?

Ⓐ height of the living room

Ⓑ length of the living room

Ⓒ perimeter of the living room

Ⓓ area of the living room

3. Sophia drew the shape of a path on dot paper.
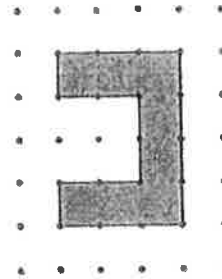
What is the area of the path Sophia drew?

Ⓐ 8 square units

Ⓑ 9 square units

Ⓒ 10 square units

Ⓓ 12 square units

4. Carmen needs to find the area for a project she is doing. Which could be Carmen's project?

Ⓐ gluing string around a picture

Ⓑ using wood to make a frame

Ⓒ painting a wall

Ⓓ putting a fence around a pool

5. The drawing shows the principal's office. Find the area of the principal's office and explain how you did it.

_____

_____

_____
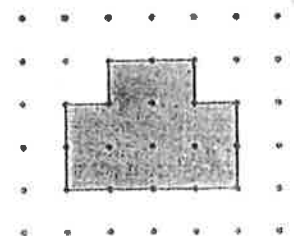
Name: _____

3rd Grade Practical Living and Career Studies
NTI materials

Directions: Read the attached passage titled *Friendship* by Andrew Frinkle and answer the questions.

Friendship

Story by Andrew Frinkle

Friendship is believing in each other. Friendship is caring, sharing, and sticking together, too. There are many ways to show friendship.

The bus was coming soon, and Ron didn't have his stuff packed up. He was having a hard day. Tim and Dan helped Ron pack his stuff up quickly, so he could make it to the bus on time. They were showing their friendship for Ron.

Karen's best friend, Tara, was in the hospital. She had all of her class make Tara get well cards. Then she visited her friend in the hospital. Tara's other friends were scared to see her when she was sick, but Karen cared about Tara and stuck with her no matter what! Karen was a good friend.

How do you show friendship?

NAME:

Friendship

1. Who needed help to get packed for the bus?

(A) Ron   (B) Bob   (C) Rob   (D) Dan

2. Who visits her friend in the hospital?

(A) Katie   (B) Kara   (C) Karen   (D) Kristy

3. Karen was a good _____ .

(A) student   (B) friend   (C) athlete   (D) player

4. Friendship is leaving your friends when they need you.

(A) True   (B) False

5. I can show friendship by _____

_____