

NTI DAY 5



Harrison County Schools

Name: _____

Grade: 3

Teacher: _____

Complete within 2 weeks of returning to school.

NTI DAY 5

(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 monitor student activity.

(B)

Complete the Technology lesson.

The Lion and the Mouse

Lion: What a beautiful day for a nap. The sun is shining and there is no one around to bother me. I'll just rest my eyes for a little bit. *(Starts to snore)*

Mouse: *(singing, then stops)*...Oh, oh, oh no that lion is in the way. I have to get home. Maybe if I creep by him he won't wake up.

Mouse inches closer to Lion but each time he snores he gets scared. Finally Lion wakes up.

Lion: What, what is this racket? Who has disturbed my sleep? Oh was it you little mouse? Great! I could use a tasty snack after being so rudely awakened. Come here little mouse so I can eat you!

Mouse: Oh no, great lion do not eat me. We should be friends.

Lion: Friends, friends that's funny. Why on earth would I want to be friends with a little animal like you?

Mouse: Well, friends are important. They can help you if you ever get into trouble, just like I might be able to help you one day.

Lion: You? You, help me? *(Laughs loud)*...that really is funny little mouse. How could a little mouse like you ever help the king of the jungle like me? You are too funny little mouse and because of that I will let you go. Now be gone or else I might change my mind. *(Keeps laughing...you help me, hahahahaha).*

Mouse creeps away. All of a sudden noises of hunters heard in the background.

Lion: What's that I hear? I think I hear hunters coming. Oh no, I shouldn't have talked to that little mouse for so long. He distracted me.

(Net thrown on top)

Lion: Help me! Help me! I'm trapped in this net, if I don't get out soon the hunters will get me.

Mouse: *(The mouse recognized the lion's roar and reappears.)* Well I can help you Lion, I will gnaw my way through the net and then you can escape.

Lion: Work quickly little mouse. *(Mouse chews and removes net.)*

Lion: Whew, thank you little mouse. You were right. You were able to help me. You can be my friend any day little mouse. Now what do you say we get out of here? Hop on...little friend.

Mouse: You got it...friend.

THE END.

1. How did the lion wake-up from sleep? *(RL 3.1)*
 - a. He was hungry.
 - b. He was angry.
 - c. A mouse woke him.
 - d. He wasn't tired any more.

2. Why did the lion laugh at the mouse? *(RL 3.2)*
 - a. The mouse was telling funny jokes.
 - b. The lion didn't think the mouse could ever help him.
 - c. The lion wanted to let the mouse go.
 - d. The lion knew that the mouse would save him one day.

3. The mouse says:
"Well I can help you Lion. I will gnaw my way through the net and then you can escape."

What does the word gnaw mean?
 - a. chew
 - b. hunger
 - c. quick
 - d. pinch

4. What lesson did the lion learn from the mouse? *(RL 3.2)*
 - a. Even a lion can help a mouse.
 - b. It is possible for even a mouse to eat cheese.
 - c. The lion could have eaten the mouse.
 - d. It is possible for even a mouse to help out a lion.

PLEASE GO ON TO THE NEXT PAGE →

5. Based on the events that happened in the story, what would most likely happen next?
(RL 3.10)
- a. The lion will eat the mouse.
 - b. The two will continue to be friends.
 - c. The mouse will eat the lion.
 - d. The lion will be angry with the mouse.
6. This version of *The Lion and the Mouse* is a play. What do the words in italics mean? (RL 3.4)
- a. The characters say these words.
 - b. The characters ignore out these words.
 - c. The characters act out these words.
 - d. None of the above.

READING SHORT-ANSWER QUESTION

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

Write your answer to question 7 in the space provided on the next page or on your answer sheet.

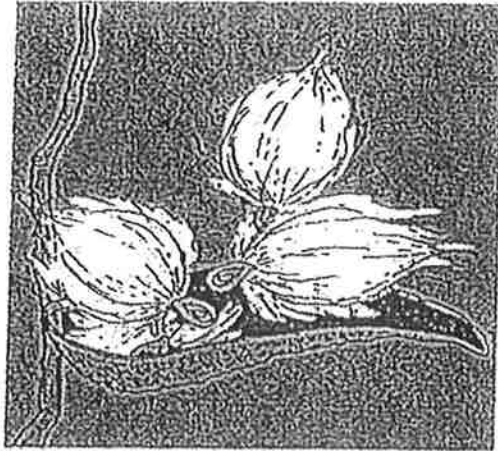
Illustrations Are Helpful (RL 3.7)

Illustrations contribute to what is conveyed by the words in a story. They help create the mood, or emphasize the traits of a character or show the setting.

- A. Draw an illustration from this play.
- B. Give the illustration a caption.

PLEASE GO ON TO THE NEXT PAGE →

How Seeds Travel



1 Plants make seeds at the end of the growing season each year. Seeds grow into new trees, vegetables, fruits, and flowers. People love to see these plants grow!

2 The seeds of some trees are heavy and fall to the ground. Pinecones fall to the ground from pine trees. They hold big seeds concealed inside. It is fun to try to see the seeds in pinecones. The seeds inside the cones grow right where they fall.

3 Acorns are seeds that fall to the ground from oak trees. Squirrels bury the acorns in the fall. During the winter, the squirrels don't find all the acorns they buried. Some of the covered acorns grow into new oak trees. People enjoy the shade of big oak trees.

4 Apple, pear, and cherry trees drop their fruit to the ground with the seeds still inside them. Small animals and insects sometimes eat the fruit that falls to the ground. People like the fruit too. The seeds that are left on the ground grow into new trees.

5 Some seeds travel far away from the plant. These seeds are so light that they float in the air when the wind blows. Milkweed plants have pods that break open. The seeds come out of the pods and float away. Dandelion seeds are also very light. They move like spinning tops when the wind lifts them into the air. It's fun to watch them travel with the wind. Other plants and trees produce light seeds that look very different. The seeds of some elm trees look as if they have tiny airplane wings. When the wind stops blowing, the light seeds fall to the ground. In the spring, the seeds from all these plants begin to grow in the spots where they fell.

6 Sometimes the wind ceases blowing when the seeds are over a river or a lake. Then the seeds begin to fall into the water. Some seeds float until they reach land. Then they begin to grow.

7 Some seeds cling to animal fur. The seeds fall to the ground when an animal rubs its fur against the trunk of a tree or a rock. Seeds also stick to people's clothing when they walk through the woods. People are usually surprised to see seeds sticking to their clothes. The seeds fall to the ground and begin to grow where people brush the seeds off their clothes.

8 People help seeds travel in another way too. Farmers and gardeners buy seeds that they plant in the ground. That's how people grow trees, vegetables, fruits, and flowers right where they want them. People are really glad they can take seeds with them.

9 Seeds can travel a long way or a short way. Animals, people, wind, and water help seeds find new places to grow. Seeds that travel are amazing!

What Moves Seeds	What Seeds Are Like	Kinds of Seeds
WIND	Most are light in weight. Some have parts like "wings."	Red Spruce Silver Maple Milkweed Dandelion
ANIMAL	Some have spikes. Some are sticky. Some are inside fruit.	White Oak Bur Oak Cherry
WATER	Many can float.	Coconut

8. What is the best summary of this article? (RI 3.2)
- a. Seeds move in different ways. Heavy seeds fall to the ground. Light seeds float with the wind. Other seeds are moved from one place to another by animals and people.
 - b. Some seeds stick to animal fur or people's clothes. Then the seeds are rubbed off. Sometimes people plant seeds to grow gardens and trees.
 - c. Pinecones and acorns are heavy seeds. They fall to the ground under the trees. Sometimes squirrels move seeds to other places.
 - d. Seeds from some elm trees look like they have wings and fly through the air. Dandelion seeds are fun to watch when the wind blows.

9. Why do milkweed pods break open? *(RI 3.8)*
- a. The pods break when they fall to the ground.
 - b. The seeds cause the pod to break open because they are so crowded.
 - c. The seeds need to be set free from the pod so they can spread.
 - d. The pods are weak and easily broken.
10. In what ways are elm tree seeds like airplanes? *(RI 3.1)*
- a. They are very heavy.
 - b. They can fly very fast.
 - c. They look like they have wings.
 - d. They sometimes land on rivers.
11. Read this sentence:
- Different kinds of plants are often found along the banks of rivers and streams.
- In which paragraph should the author add this sentence? *(RI 3.2)*
- a. Paragraph 6
 - b. Paragraph 7
 - c. Paragraph 8
 - d. Paragraph 9
12. Look at the chart. What can you tell about a coconut seed? *(RI 3.7)*
- a. It is sticky.
 - b. It can float.
 - c. It is eaten by animals.
 - d. It has a hard covering.
13. What would be the BEST heading for paragraphs 5 and 6? *(RI 3.5)*
- a. Seeds That Travel by Water
 - b. Seeds That Are Found in Pods
 - c. Seeds That Are Fun to Watch
 - d. Seeds That Travel by Wind

14. What does the word concealed mean in paragraph 2? (RI 3.4)

- a. eaten
- b. floating
- c. growing
- d. hidden

15. How are dandelion seeds and a spinning top ALIKE?

- a. They are the same size.
- b. They are the same color.
- c. They move the same way.
- d. They have the same shape.

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.



Multiplication Tables - 7, 8 & 9

Grade 3 Multiplication Worksheet

Find the product.

1. $7 \times 12 =$ _____ 2. $9 \times 10 =$ _____ 3. $8 \times 5 =$ _____

4. $7 \times 4 =$ _____ 5. $8 \times 4 =$ _____ 6. $7 \times 7 =$ _____

7. $9 \times 5 =$ _____ 8. $7 \times 9 =$ _____ 9. $7 \times 5 =$ _____

10. $9 \times 3 =$ _____ 11. $7 \times 6 =$ _____ 12. $8 \times 9 =$ _____

13. $8 \times 3 =$ _____ 14. $8 \times 1 =$ _____ 15. $7 \times 3 =$ _____

16. $7 \times 2 =$ _____ 17. $8 \times 11 =$ _____ 18. $9 \times 8 =$ _____

19. $7 \times 11 =$ _____ 20. $8 \times 10 =$ _____ 21. $9 \times 7 =$ _____

22. $9 \times 2 =$ _____ 23. $9 \times 9 =$ _____ 24. $7 \times 1 =$ _____

25. $9 \times 6 =$ _____ 26. $8 \times 6 =$ _____ 27. $9 \times 1 =$ _____

Name _____

Common Core Standards Practice


3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

1. Use the information in the tally chart to complete the picture graph.

Favorite Sports of Third Graders

Sport	Tally
Baseball	
Football	
Soccer	















Favorite Sports of Third Graders

Baseball	
Football	
Soccer	
Key:  stands for 2 students	

How many more students picked soccer as their favorite sport than baseball?
Tell how you know.

The picture graph below shows how the third-grade students at a school get to school each day. Use the picture graph for questions 2 and 3.

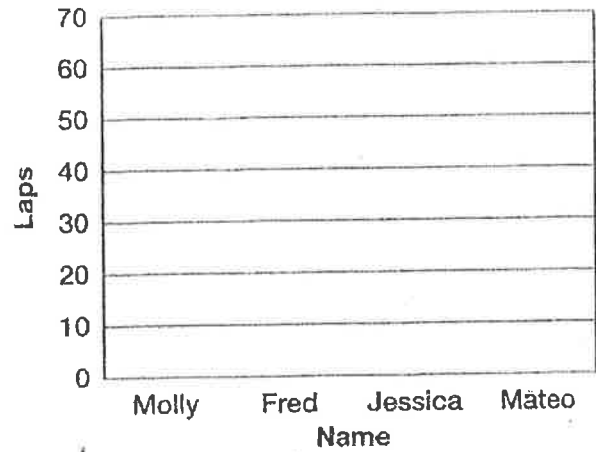
Ways to Get to School

Bus	     
Bike	
Walk	 
Car	   
Key:  stands for 6 students	

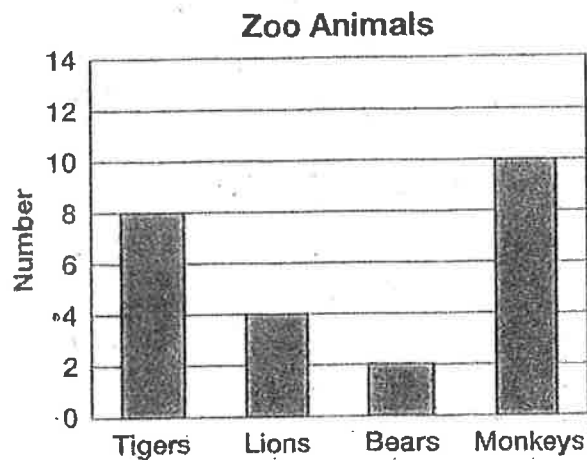
2. How many fewer students walk to school than ride in a car?
3. How many more students take the bus to school than walk or bike?

4. The table shows the number of laps that 4 students swam last week. Use the information in the table to complete the bar graph.

Name	Laps
Molly	50
Fred	40
Jessica	45
Mateo	30

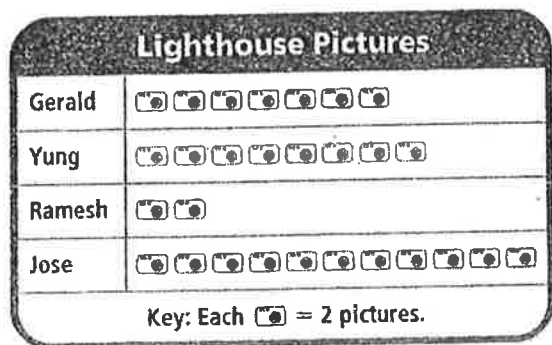


The bar graph below shows the number of some of the animals at a zoo. Use the bar graph for questions 5 and 6.



5. How many fewer bears than tigers are at the zoo?
6. Lions and tigers are large cats. How many more large cats than monkeys are at the zoo?

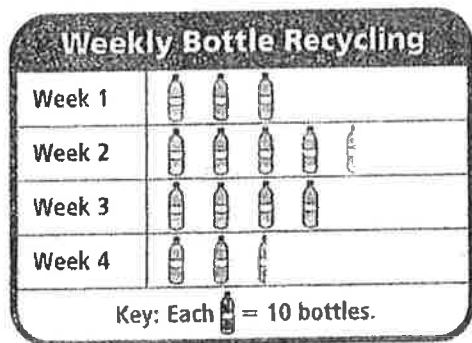
1. Ms. Sanchez's class took pictures of a lighthouse during a field trip. The picture graph shows how many pictures each student took.



How many pictures were taken in all?

- (A) 28 (C) 52
(B) 32 (D) 56

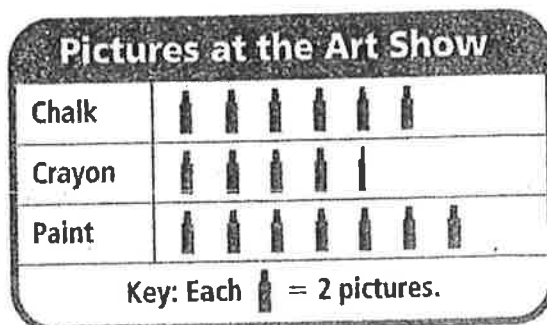
2. The picture graph shows the number of bottles Mr. Tao's class recycled each week for an Earth Day project.



How many bottles were recycled during Week 2 and Week 3?

- (A) 9 (C) 85
(B) 14 (D) 140

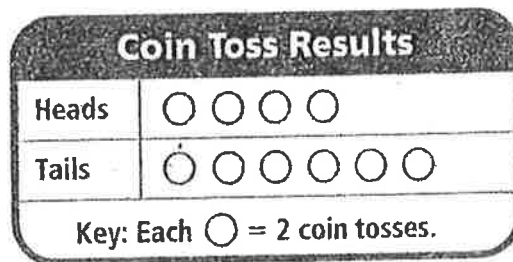
3. Mrs. Hampton's class made a picture graph to show the type of material used to make each picture at an art show.



How many **fewer** pictures were made with crayon than with paint?

- (A) 4 (C) 9
(B) 5 (D) 12

4. Pam tossed a coin 20 times and made a picture graph of her data.




Explain how the picture graph would be different if each circle represented 4 coin tosses.


Use Picture Graphs

A **picture graph** shows information using small pictures or symbols.

A **key** tells what the symbol stands for. A symbol can stand for more than 1.

Which state in the picture graph below has 9 national park areas?

The key for the picture graph shows that each  = 6 national park areas.

Count the number of  next to each state.

Oregon has one tree picture and half of a tree picture.

Think:

 = 6 park areas

 = 3 park areas

National Park Areas	
Michigan	
Minnesota	
Missouri	 
New York	    
Oregon	 















Key: Each  = 6 national park areas.


So, **Oregon** has 9 national park areas.

Use the Favorite Ice Pop Flavor picture graph for 1–4.

1. How many people chose orange?

2. How many people chose lemon?

Favorite Ice Pop Flavor	
Orange	  
Lemon	  
Blueberry	  
Strawberry	    

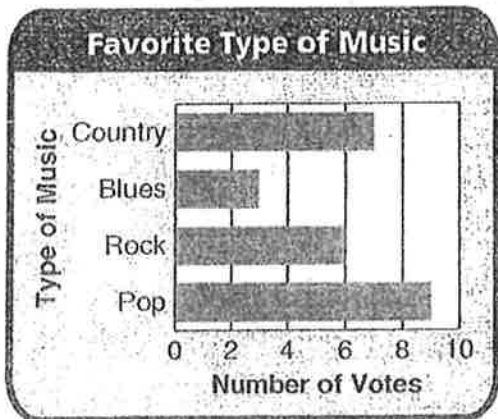
Key: Each  = 2 votes.

3. How many fewer people chose lemon than chose strawberry?

4. How many people in all were surveyed?

Use the graph for 1–3.

Carrie asked people at the mall to choose a favorite type of music. The bar graph shows the results.



1. How many **more** people chose Rock than Blues?

- (A) 2
- (B) 3
- (C) 4
- (D) 9

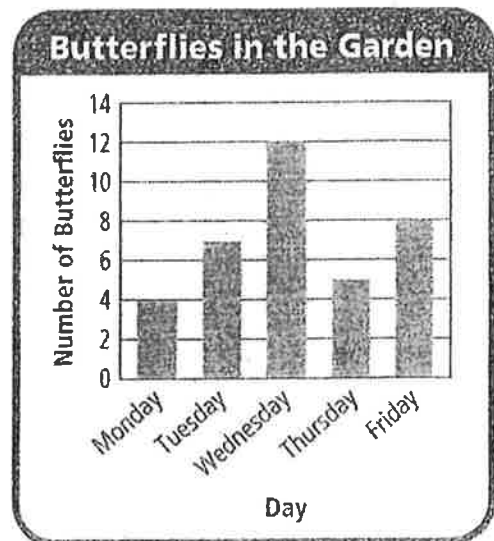
2. How many people in all chose a type of music?

- (A) 4
- (B) 16
- (C) 22
- (D) 25

3. How many **more** people would have to choose Blues to have the same number of people choose Blues and Country?

- (A) 3
- (B) 4
- (C) 6
- (D) 7

4. Diego made a graph to show how many butterflies he saw in his yard each day. How many **fewer** butterflies did Diego see on Tuesday than on the day that he saw the most butterflies? Explain how you used the graph to find the answer.

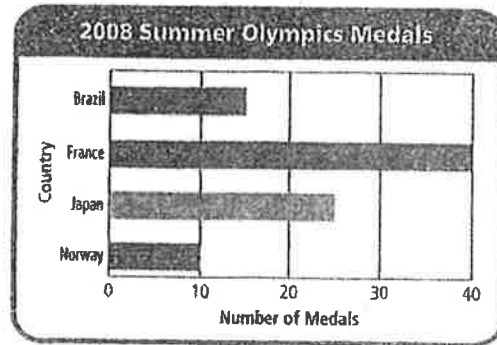
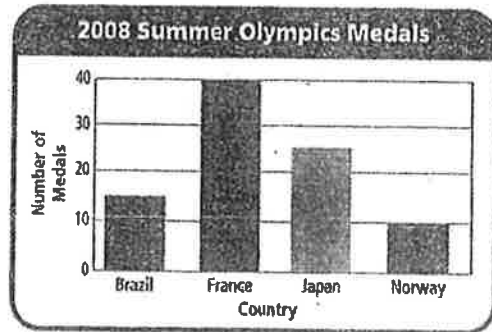


Use Bar Graphs

How many Olympic medals did Norway win in the 2008 Summer Olympics?

- Both bar graphs show the same data about Olympic medals. The top graph is a **vertical bar graph**. The bottom graph is a **horizontal bar graph**.
- Find Norway on the vertical bar graph and follow the bar to its end. Then follow the end across to the scale to find the number of medals.
10 medals.
- Find Norway on the horizontal bar graph and follow the bar to its end. Then follow the end down to the scale to find the number of medals.
10 medals.

So, Norway won **10** medals.

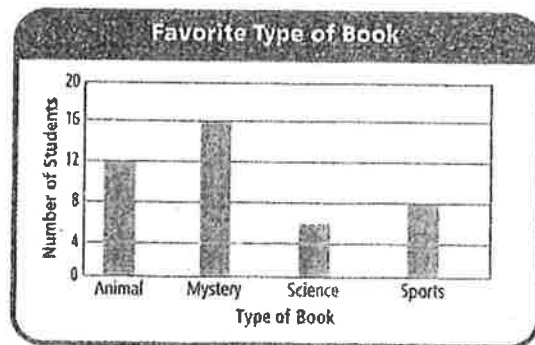


Use the Favorite Type of Book bar graph for 1–4.

1. Which type of book did the most students choose?

2. Which type of book received 4 fewer votes than mystery?

3. Did more students choose books about mystery or books about science and sports together?



4. How many students in all answered the survey?



Privacy Mission

3rd
Technology



Name _____

Class _____

Date _____

Tyrone and Tina are twins, but they behave differently online:



Hi! I'm Tyrone.

Tyrone often makes *good* choices online.

- » He knows when to keep private information to himself.
- » He knows when to talk to an adult when something online makes him uncomfortable.
- » He remembers that information can spread fast and far online.



Hi! I'm Tina.

Tina sometimes makes *poor* choices online.

- » She often *overshares*.
- » She shares private information online without talking to an adult first.
- » She forgets that other people can copy, save, and use her information in all sorts of ways.

Directions: Finish the comic strips on the next page to show how Tyrone and Tina might handle the same situation quite differently.

Don't forget about the back!



over →



Privacy Mission



Snoring Friend

--	--	--

Tyrone is at a sleepover. One of the boys is snoring loudly while he sleeps. Tyrone records a video of the boy on his phone.

What happens next?

Then what happens?



Snoring Friend

--	--	--

Tina is at a sleepover. One of the girls is snoring loudly while she sleeps. Tina records a video of the girl on her phone.

What happens next?

Then what happens?



Use the following prompt to create your own comic strip: *Tina and Tyrone are on a website together. A message suddenly appears. It says "You're a winner! Type in your name and address!"* What happens next?