NTI DAY 6

Harrison County Schools

Name: _____

Grade: **3rd**

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 6   Student Checklist: 3rd Grade

Complete NTI Day 6 Packet (Reading, Math and Special)

OR

Exact Path and Special

30 minutes Reading

Date/Time:_____ Signature:_____

30 minutes Math

Date/Time:_____ Signature:_____

Complete PE/Health assignment

Directions for EXACT PATH are:
1. Go to Harrison County Homepage
2. Click on your school
3. Find Exact Path
4. Type in HCBOE2 for account login
5. Type student name and password

The Wolf Packs Are Back

For hundreds of years, wolves roamed the West. But when white settlers came in the 1800s, they feared them. Wolves often killed sheep and cattle.

To help farmers, the government paid people to kill wolves. By the early 1930s, all of the wolves in Yellowstone National Park were gone.

Killing the wolves had a big effect on the animals and plants. Coyotes and elk are hunted by wolves. With the wolves gone, these animals grew in numbers. Plants that were eaten by elk began to disappear. The government decided to bring wolves back to Yellowstone. It trapped some in Canada. The wolves were moved to the park. The goal: to put nature back into balance.

Not everyone was glad to see the wolves return. Farmers near the park were angry. The wolves have killed some sheep and cattle.

Some people think returning the wolves was against the law. A judge agreed with them. The judge said the wolves should be removed.

Many experts are fighting the judge's decision. The wolves have helped the park. Native plants are growing again in the region because there are fewer elk eating them. Beavers, which eat these plants, are also helped. Animals from the grizzly bear to the carrion beetle are doing well.

The wolves have a good friend named Bruce Babbitt. He is in charge of national parks. Babbitt says, "I will fight with everything I have to keep the wolves in Yellowstone." Anyone who cares about wildlife should join this fight to protect the wolves.

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. Bruce Babbit would most likely <u>agree</u> with which statement? *(RI 3.6)*

    O a. The U.S. government should pay for wolves to be killed.

    O b. Wolves should not be allowed back in Yellowstone.

    O c. Wolves do not help the park or the animals that live in it.

    O d. Wolves are important to the Yellowstone habitat.

2. The author's purpose for writing this passage was to *(RI 3.10)*

    O a. entertain.

    O b. confuse.

    O c. persuade.

    O d. alarm.

3. Using the context clues, ***native plants*** are *(RF 3.4c)*

    O a. plants that release harmful chemicals.

    O b. plants that grow in this area of the country.

    O c. plants that the Native Americans grow.

    O d. plants that are only eaten by wild animals.

4. Which is an <u>opinion</u> from the passage? *(RI 3.3)*

    O a. "Killing the wolves had a big effect on the animals and plants."

    O b. "Wolves often killed sheep and cattle."

    O c. "Anyone who cares about wildlife should join this fight."

    O d. "Not everyone was glad to see the wolves return."

5. Which happened **FIRST**? *(RI 3.3)*

    O a. Settlers killed the wolves because they were killing sheep and cattle.

    O b. The wolves were brought back from Canada in order "to put nature back in balance."

    O c. The judge wanted the wolves to be removed from Yellowstone.

    O d. Wolves lived in the Yellowstone territory before settlers moved in.

6. What is an effect of bringing the wolves back to Yellowstone? *(RI 3.3)*

   O a. The population of elk increased.

   O b. Elk were being eaten by wolves.

   O c. Everyone was glad to see the wolves return.

   O d. Wolves were starving.

The Cookie Caper

"Run!" I yelled to my brother as we leaped from behind my grandfather's chair and shot out the back door to hide behind the shed. Some spies we were. We didn't even make it past Nana and Paps snoring the afternoon away in their recliners. I felt the swat of my grandfather's newspaper on my leg as we made our escape and heard him chuckle as the back door slammed.

"You always get us caught," said my brother as we made a new plan to sneak into the house. "Me?" I asked. "If you hadn't bumped your head on the table or tripped over the lamp cord, we might have made it." "Hmph," he said. "Anyway, now they've figured it out, and Nana will be getting up soon to make dinner, so we've got to act fast."

We hatched a new plan. Our mission centered around a plate of chocolate chip cookies cooling on the small table against the wall in the kitchen. There were only two ways in and out of the kitchen, and one of those was locked. On hands and knees we crawled between the <u>hedge</u> and the house toward the back door. I could smell crushed leaves and could feel small sticks biting into my palms. I could hear my brother behind me slapping the buzz of mosquitoes away from his ears. Finally, I could see the screen door with its wrought-iron dolphin motif.

My brother caught up as I grasped the bottom of the dolphin's tail and pulled it toward me. The door caught for a moment but then swung freely outward with only a sigh. "Whew," I whispered. "He must have oiled it recently." My brother held the bottom corner of the door as I crawled onto the crushed brown carpet directly behind the recliners. I could hear the whistle-snore of my grandfather and the soft breathy snort of my grandmother. My brother wriggled through the screen door and held it as it closed quietly behind him. I winked at him and snaked behind the chairs toward the shiny linoleum floor of the kitchen. Even from my low vantage point, I could see the edge of the white plate on the oak table.

We belly-crawled across the linoleum toward the table. Once there, we rested on the floor with our backs against the wall near the table. We could still hear the snores of Nana and Paps. I couldn't risk standing up, so I reached above my head to grab a cookie from the plate. I couldn't see the cookies from my vantage point, but I knew they were there. I reached into the middle of the plate, but the only thing I felt was a folded piece of paper. "What is that?" I thought. I grabbed the paper and showed it to my brother; then I quietly unfolded it and saw the words "Gotcha! It is almost dinner time!" From the den, I could hear Nana and Paps howling with laughter. My brother just rolled his eyes, and I start to laugh.

7. What is the main idea? *(RL 3.2)*

    0 a. The children are trying to sneak by their grandparents to get some cookies.

    0 b. The children are spying on their grandparents as they sleep.

    0 c. The children are trying to trick their grandparents into giving them cookies.

    0 d. The children are trying to get into the kitchen to make cookies for their grandparents.

8. In this passage, the word <u>hedge</u> means *(RL 3.4)*

    0 a. Environment

    0 b. Bushes

    0 c. Avoid

    0 d. Fence

9. How do you know the grandparents are not mad at the children? *(RL 3.3)*

    0 a. They laugh and play a trick on the children.

    0 b. They give the children cookies anyway.

    0 c. They decide to play with the children in the kitchen.

    0 d. The grandparents decide to take the children out to dinner.

10. How does only two ways in and out of the kitchen affect the goal of getting to the cookies?
(RL 3.1)

    0 a. The children became confused and could not decide what to do.

    0 b. One of the ways was locked.

    0 c. Grandfather was standing at the back door.

    0 d. A dog was blocking one entrance to the back door.

READING SHORT-ANSWER QUESTION

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

Cookie Caper (RL 3.2 and 3.3)
In the story, the mission of the children is centered around a plate of chocolate chip cookies cooling on a small table against the wall in the kitchen.

Identify one character trait of the children as they carry out their mission AND explain how this trait contributed to the sequence of events.

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

READING SHORT ANSWER

Do not write outside this box.

1 2 3 4 5 6 7 8

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.

Read the passage below to find out about where the largest animal in the world lives and what it eats. Then answer the questions that follow.
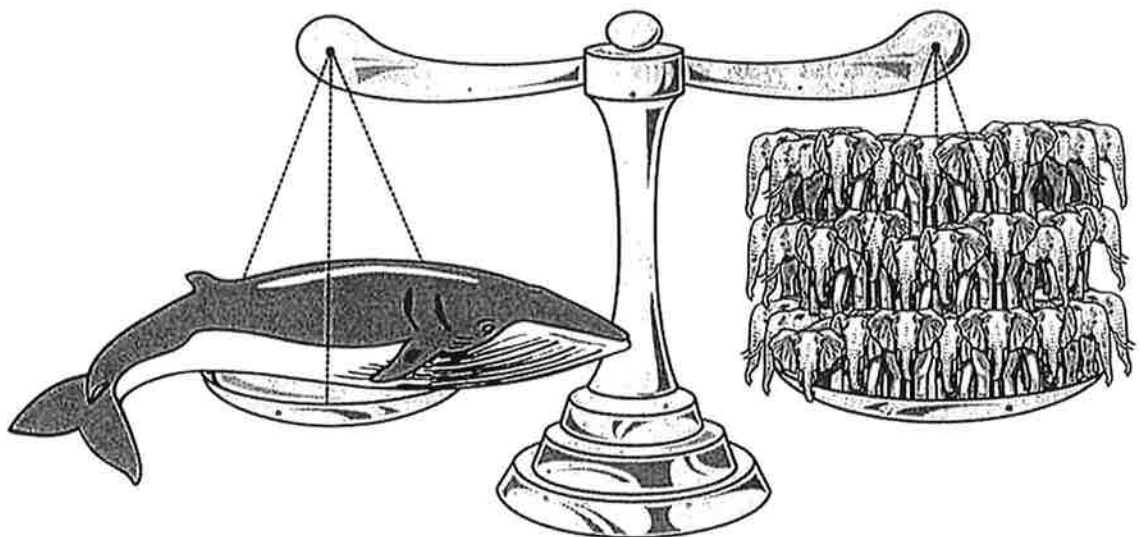
Blue Whales

by Sal Monela

What are the biggest animals that ever lived? Are they elephants? Elephants are pretty big, but they're not the biggest animals ever. Could they be giant dinosaurs like the tyrannosaur? Those animals lived millions of years ago, and they were bigger than elephants are today. But dinosaurs weren't the biggest animals, either.

Here are some hints: The biggest animals do not live on land as elephants do. They have not died out as dinosaurs have. These animals live in the sea, and some of them are living today. Have you guessed the answer yet? Blue whales are the biggest animals that have ever lived on Earth.

All whales are big next to people, but blue whales are huge. A full-grown blue whale can be as long as three school buses parked end to end. And it can weigh as much as 30 elephants put together! Just the heart of a blue whale is as big as a small car. A blue whale can hold enough air in its lungs to stay underwater for almost an hour.

You might think that such a huge animal would be scary and dangerous, like the tyrannosaur. But blue whales are very gentle. Have you ever heard people say they are afraid of being swallowed by a whale? They shouldn't be. Although a blue whale's body is huge, it can't swallow anything as big as a person. In fact,

blue whales eat tiny shrimp-like animals called *krill*. Krill are from one-half to six inches long.

How can such huge animals stay alive if they eat only tiny sea animals? The answer is, they eat a lot! An adult blue whale eats the weight of a small pickup truck in krill every day.

You might not think whales are much like people. After all, blue whales are huge, and you are not. Blue whales live in the sea, and you live on land. But like people, whales are mammals. Whales have hair on their bodies, though not a lot of hair, as you do. Their babies are born alive as you were born, not hatched from eggs like fish. Baby whales are called calves. Mother whales feed their babies milk from their bodies, just as human mothers can. And all whales breathe air, just as you breathe air. Whales don't breathe through their mouths, though. They breathe

through blowholes on the top of their heads. Some whales have one blowhole and others have two.

Because blue whales are so big, they have no real enemies except people. Until the 1960s, whales were hunted and killed for the oil their bodies contain. Until recently, whales were also hunted for food. Despite efforts to save them, blue whales are still in danger. They sometimes get caught in fishing nets, many get sick from poisoned water, and they are still hunted **illegally**. So many blue whales have been killed that scientists are worried. They are afraid all blue whales will soon be gone from our planet. If that happens, no one will ever get another chance to see the biggest animal that ever lived. That would be very sad for all of us.

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illegally – against the law

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11. What is this article MOSTLY about?

Ⓐ Blue whales are mammals, just like people.

Ⓑ Blue whales are bigger than elephants and even dinosaurs.

Ⓒ Blue whales are the biggest animals that have ever lived.

Ⓓ Blue whales can stay under water for a long time.

12. A full-grown blue whale is about as long as

Ⓐ one dinosaur.

Ⓑ 30 elephants.

Ⓒ a small pickup truck.

Ⓓ three school buses.

13. In the phrase "Blue whales are really very <u>gentle</u>," what does <u>gentle</u> mean?

Ⓐ calm

Ⓑ short

Ⓒ upset

Ⓓ floppy

14. What do blue whales MOSTLY eat?

Ⓐ krill

Ⓑ seaweed

Ⓒ people

Ⓓ tuna

15. A picture is used in the passage to help the reader understand

Ⓐ the weight of an elephant.

Ⓑ the weight of a blue whale.

Ⓒ the length of an elephant.

Ⓓ the length of a blue whale.

16. According to the passage, which is NOT something that baby mammals do?

Ⓐ breathe fresh air

Ⓑ hatch from eggs

Ⓒ drink milk

Ⓓ grow hair

17. What is a baby whale called?

Ⓐ a fishy

Ⓑ a pup

Ⓒ a calf

Ⓓ a kitty

18. The purpose of the whale's blowhole is to

Ⓐ let the whale breathe.

Ⓑ help the whale eat.

Ⓒ let the whale drink water.

Ⓓ help the whale swim.

19. Why did blue whales begin dying out?

Ⓐ They grew too big for their homes.

Ⓑ They were hunted by people.

Ⓒ They got too little food.

Ⓓ They were eaten by other sea animals.

20. What is the whale's biggest enemy?

Ⓐ walruses

Ⓑ sharks

Ⓒ people

Ⓓ ships

STOP! 🛑

Name _____

Day 6

A	9 × 1 =	5 × 8 =	2 × 5 =	7 × 5 =	4 × 7 =
B	0 × 5 =	8 × 0 =	8 × 6 =	0 × 9 =	6 × 3 =
C	9 × 6 =	7 × 4 =	7 × 0 =	4 × 4 =	0 × 3 =
D	6 × 4 =	1 × 7 =	3 × 7 =	3 × 1 =	5 × 3 =
E	9 × 9 =	9 × 3 =	0 × 4 =	7 × 9 =	6 × 0 =
F	1 × 3 =	4 × 8 =	5 × 7 =	5 × 2 =	2 × 1 =
G	9 × 4 =	1 × 0 =	7 × 1 =	0 × 0 =	3 × 6 =
H	4 × 3 =	7 × 8 =	2 × 4 =	8 × 5 =	1 × 2 =
I	3 × 8 =	9 × 8 =	5 × 1 =	3 × 0 =	7 × 3 =
J	8 × 1 =	5 × 6 =	2 × 0 =	6 × 2 =	0 × 8 =
K	9 × 7 =	0 × 1 =	6 × 6 =	1 × 6 =	2 × 9 =
L	5 × 0 =	6 × 9 =	3 × 2 =	8 × 9 =	4 × 0 =
M	7 × 2 =	2 × 6 =	0 × 7 =	3 × 5 =	4 × 6 =
N	2 × 3 =	5 × 9 =	4 × 2 =	1 × 1 =	7 × 7 =
O	6 × 5 =	0 × 6 =	5 × 5 =	9 × 2 =	8 × 2 =
P	3 × 9 =	6 × 1 =	1 × 5 =	2 × 8 =	2 × 2 =
Q	1 × 4 =	1 × 9 =	4 × 9 =	0 × 2 =	6 × 7 =
R	8 × 4 =	4 × 5 =	7 × 6 =	9 × 5 =	5 × 4 =
S	8 × 8 =	6 × 8 =	9 × 0 =	3 × 3 =	8 × 7 =
T	3 × 4 =	4 × 1 =	2 × 7 =	8 × 3 =	1 × 8 =

1

Lesson Practice | Part 1

Choose the correct answer.

1. Kelly baked 5 trays of muffins. Each tray holds 6 muffins. How many muffins did Kelly bake in all?

   ○ A. 11
   ○ B. 25
   ○ C. 30
   ○ D. 50

2. Mr. Field's garden has 8 rows of plants. Each row has 10 plants. How many plants does Mr. Field's garden have in all?

   ○ A. 18
   ○ B. 40
   ○ C. 70
   ○ D. 80

3. Steven bought 3 bags of potatoes. Each bag has 7 potatoes. How many potatoes did Steven buy in all?

   ○ A. 10
   ○ B. 21
   ○ C. 28
   ○ D. 30

4. Ebony has 7 bookshelves. She has 9 books on each shelf. Whitney has 12 more books than Ebony. How many books does Whitney have?

   ○ A. 75
   ○ B. 63
   ○ C. 51
   ○ D. 28

5. A toy car costs $5. A toy helicopter costs 3 times as much. How much does a toy helicopter cost?

   ○ A. $10
   ○ B. $15
   ○ C. $20
   ○ D. $30

6. Jesse's flower is 7 inches tall. Ted's flower is 2 times as tall as Jesse's. How tall is Ted's flower?

   ○ A. 7 inches
   ○ B. 9 inches
   ○ C. 10 inches
   ○ D. 14 inches

7. There are 5 parents driving the students from Ms. Alvarez's class to a play. There are 4 students in each car. How many students from Ms. Alvarez's class are going to the play?

○ **A.** 20

○ **B.** 24

○ **C.** 25

○ **D.** 30

8. There are 10 players on each basketball court. How many players are there on 6 basketball courts?

○ **A.** 30

○ **B.** 50

○ **C.** 60

○ **D.** 80

Short Answer

There are 4 lemon trees in Rasheed's backyard. There are 12 lemons growing on each tree.

A. Draw a model of the problem.

B. Write a multiplication sentence for the problem. Use the symbol ☐ for the product.

_____ ✕ _____ = ☐

C. How many lemons in all are growing in Rasheed's backyard?

_____

Choose the correct answer.

9 Liz has two tomato plants in her garden. One is 8 inches tall. The other is 2 times as tall. What is the height of the taller tomato plant?

○ **A.** 4 inches

○ **B.** 6 inches

○ **C.** 10 inches

○ **D.** 16 inches

10 Matt has only nickels and dimes in a jar. He has 6 stacks of 9 dimes each. He has 15 more dimes than nickels. How many nickels does Matt have?

○ **A.** 15

○ **B.** 39

○ **C.** 54

○ **D.** 69

11 Each debate team has 3 members. There are 6 teams. James said he could multiply 6 × 3 to find the number of members. Tia said that she could add 6 + 6 + 6 to find the number of members. Who is correct?

○ **A.** James only

○ **B.** Tia only

○ **C.** Both are correct.

○ **D.** Neither is correct.

12 There are 7 days in a week. Cecilia's vacation will last 3 weeks and 4 days. How long will Cecilia's vacation last?

○ **A.** 25 days

○ **B.** 21 days

○ **C.** 19 days

○ **D.** 17 days

13 Each package contains 8 hot dogs. Mr. Carson bought 5 packages of hot dogs for a barbeque. How many hot dogs did Mr. Carson buy?

○ **A.** 30

○ **B.** 35

○ **C.** 40

○ **D.** 45

14 A chessboard has 8 rows of small squares. Each row has 8 small squares. How many small squares are on the chessboard?

○ **A.** 64

○ **B.** 56

○ **C.** 48

○ **D.** 16

15

Sasha bought 6 dozen eggs to color. There are 12 in a dozen. Which describes how Sasha can find the total number of eggs that she bought?

○ **A.** Multiply 3 × 6 and then add the product to itself.

○ **B.** Multiply 6 × 6 and then add the product to itself.

○ **C.** Multiply 3 × 6 and then multiply the product times itself.

○ **D.** Multiply 6 × 6 and then multiply the product times itself.

16. A group of 4 friends went to the movies. Each ticket cost $9. They also shared a snack that cost $6. How much money did the group spend in all?

○ **A.** $30

○ **B.** $42

○ **C.** $50

○ **D.** $58

Short Answer

Vanessa and Zoe jog a 6-mile course. Vanessa jogs 6 days each week and Zoe jogs 4 days each week.

A. How many miles does Vanessa jog each week? Show your work.

_____

_____

B. How many more miles does Vanessa jog than Zoe each week? Explain how you found your answer.

_____

_____

_____

NTI Day 6

PE/Health

As part of your NTI Day 6 packet, PE and Health has been designated as your special for the day. For today's lessons, students will be performing various physical activities and some worksheets dealing with health/safety.

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 Health part of the lessons, students will learn about the benefits of nutrition and the importance of physical activity. Please see the break down of assignments below and have your child complete the assignments for his/her grade level:

Kindergarten – Activity Log
    Animal and Plant Food Activity Sheet
    Valuable Vitamins

1st Grade – Activity Log
    Fire Puzzle Sheet
    Fire Drill Plan
    Danger! Thin Ice

2nd Grade – Activity Log
    Nutrition Word Search
    Types of Movement

3rd Grade – Activity Log
    Aerobic Benefits/Questions
    Calorie Burner Chart/Questions

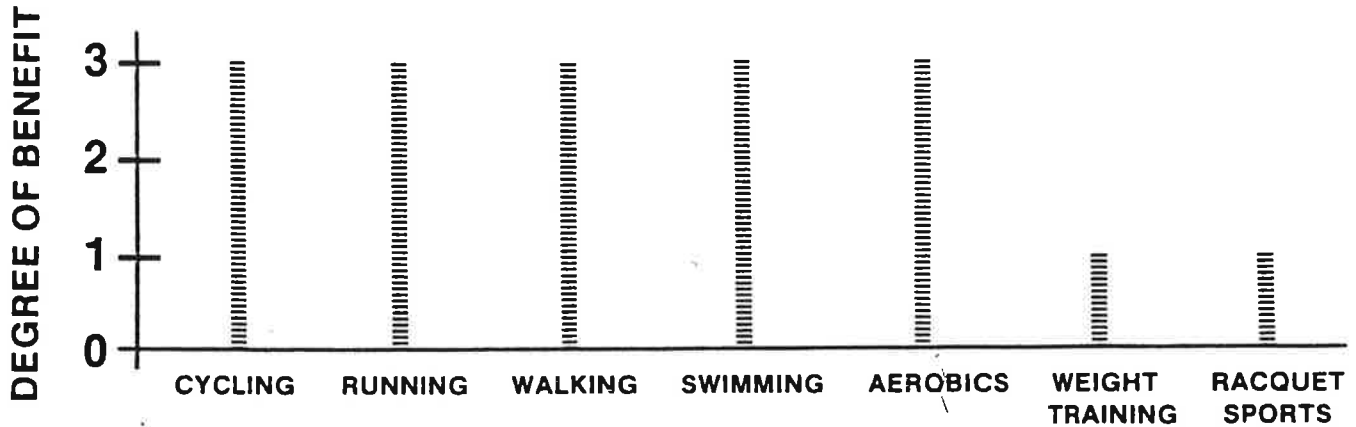**4th Grade** – Activity Log
    Why Should You Exercise:
    Why You Need Physical Activity

5th Grade – Activity Log
    Youth Physical Activity:
    Guidelines and Benefits
    Guidelines and Benefits Questions

Aerobic Benefits

Regular aerobic exercise has been shown to help prevent heart disease. So this type of exercise is a very important health measure. To get the most out of the aerobic activity, it is important to maintain an elevated heart rate throughout the exercise.

1. How is the degree of benefit measured on this graph?

   _____

2. What exercises are included? _____

   _____

   _____

3. How are the exercises represented? _____

4. What type of graph is this? _____

5. Which exercises have the most aerobic benefits? _____

   _____

6. Which exercises have the least aerobic benefits? _____

   _____

7. What degree of benefit does weight training have? _____

8. What degree of benefit does running have? _____

Calorie-Burner Chart

EXERCISE	BODY WEIGHT								
	90	100	110	120	130	140	155	165	175
	CALORIES BURNED PER HOUR								
aerobic dancing	300	325	350	370	395	420	445	470	490
bicycling (10 mph)	280	300	325	350	370	395	415	440	460
gymnastics	345	375	400	430	455	485	510	540	565
rope skipping (90-100 skips per minute)	445	480	515	550	585	620	700	735	775
running (5.5 mph)	445	480	515	550	585	620	655	690	725
swimming (35 yards per minute)	365	395	425	455	480	510	540	570	600
tennis	290	310	335	355	380	405	425	450	470
walking (3-4 mph)	220	235	250	270	290	305	320	340	360
weight training	205	220	235	250	270	285	300	315	335

1. What is the main idea of this chart? _____

   _____

2. Which two exercises burn the most calories per hour? _____

   _____

3. Which two exercises burn the least calories per hour? _____

   _____

4. How many calories does a 140-pound person burn an hour while swimming? _____

5. How many calories does a 120-pound person burn while bicycling? _____

6. Who burns more calories, the 120-pound swimmer or the 120-pound aerobic dancer?

   _____

7. Who burns more calories, the 130-pound tennis player or the 140-pound walker?

   _____

8. Who burns fewer calories, the 165-pound weight trainer or the 175-pound cyclist?

   _____

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.