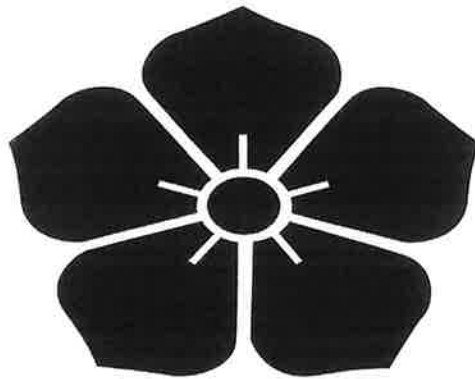# NTI DAY 17

Harrison County Schools

Name: _____

Grade: _3rd___

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 17

Student Checklist: 3rd grade

Complete NTI Day 17 Packet (Reading, Math, and Specials)

** Exact Path is considered extra practice and **cannot** count as your work for Day 17.

NTI 17
Reading Directions

1. Have your student reread the story from NTI day 1. If you would prefer, check out the 3rd Grade Blog to listen to the story instead.
2. Complete "Surviving Mount Everest" (pg. 137-138)
   a. Restate each question.
   b. Write in complete sentences.

1. What details from the passage support the main idea that climbing Mt. Everest is dangerous?

2. On pages 352-353 what does Temba have in common with the climbing teams of the 1920s?

3. What did Temba learn from his FIRST attempt at climbing Mt. Everest? (2)

4. What does the word crevaces mean? HOW DO YOU KNOW?

5. How long did it take for Temba to make his final climb? WHAT WORDS PROVE YOUR ANSWER?

6. How does the author support the idea that, for a while, Mt. Everest looked like a garbage dump?

Answers for Mountains: Surviving on Mt. Everest

Solve

Solve & Share

Work with a partner to choose 6 objects whose masses can be measured using a pan balance. Estimate the mass of each object. Then use metric weights to find the actual mass for each in grams (g) or kilograms (kg). *Use the table and solve this problem any way you choose. Explain your reasoning.*

I can ...
use grams and kilograms to measure the mass of objects.

© Content Standard 3.MD.A.2
   Mathematical Practices MP.1, MP.2, MP.3, MP.6, MP.7

Look for relationships. Think about how objects are similar or different to help decide whether grams, kilograms, or both are appropriate units for the mass of each object. *Show your work!*

Object	Estimate	Actual Mass

Look Back! © MP.3 Construct Arguments How did you decide which metric unit(s) to use when making your estimates? Explain.

**Essential Question** **How Do You Measure Mass?**

A

A pan balance with gram and kilogram weights can be used to find the mass of an object. What is the mass of a box of chalk?

When measuring mass it is important to be precise. Use grams, kilograms, or both to find an exact measure.

| 1 kg | 500 g | 100 g | 10 g | 1 g |
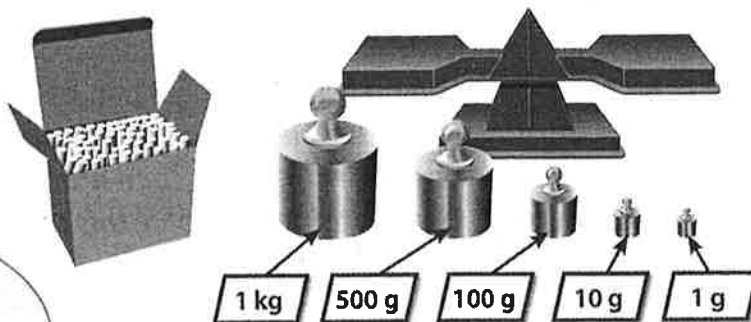
B Place the box on one pan. Place enough gram and kilogram weights on the other pan so the pans balance.
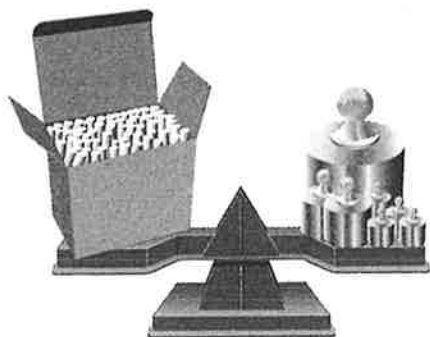
C The box balances with one 1-kilogram weight, two 100-gram weights, and four 10-gram weights.

So, the mass of the box is 1 kilogram 240 grams.

Write the larger unit before the smaller unit when recording measurements.

Convince Me! ⓒ **MP.6 Be Precise** What metric units would you use to estimate the mass of half of a box of chalk? Explain.

Name _____

Do You Understand?

1. © **MP.2 Reasoning** Find an object that you think has a mass greater than a kilogram. Find another object that has a mass less than a kilogram. Use a pan balance with gram and kilogram weights to measure the mass of each object.

2. © **MP.3 Construct Arguments** If you use a pan balance to measure the mass of a pen, would you use any kilogram weights? Explain.
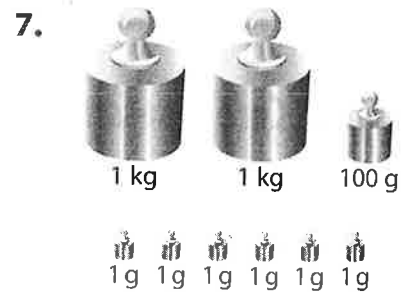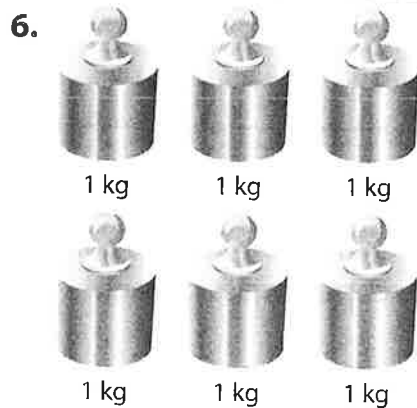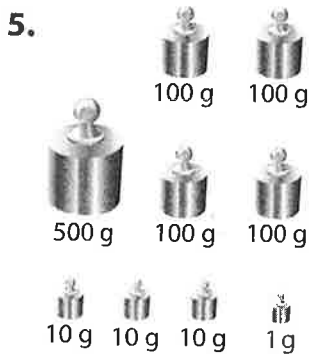
Do You Know How?

In **3** and **4**, write the total mass represented in each picture.

3.

1 kg   1 kg   1 kg   500 g

4.

100 g   100 g
10 g 10 g   1g 1g
10 g 10 g   1g 1g 1g
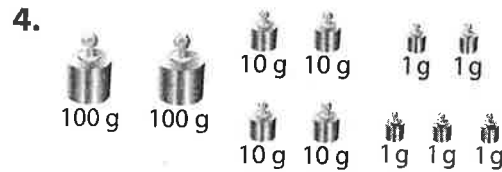
☆ ☆ **ndependent Practice** ☆

In **5–7**, write the total mass represented in each picture.

5.
100 g   100 g
500 g   100 g   100 g
10 g 10 g 10 g   1g

6.
1 kg   1 kg   1 kg
1 kg   1 kg   1 kg

7.
1 kg   1 kg   100 g
1g 1g 1g 1g 1g 1g

Math Practices and Problem Solving

8. Algebra Olivia put 220 grams of nuts in a bag. Then she added more nuts to the bag. The total mass of Olivia's bag of nuts was 850 grams. Use the expression $220 + n = 850$ to find the mass in grams of the nuts Olivia added to her bag. Show your work.

9. A camp counselor bought 8 bags of charcoal. The mass of each bag is 5 kilograms. What is the total mass of the bags of charcoal?

10. ⓒ MP.2 Reasoning Sophie used a pan balance to measure the mass of a pineapple. The pans balanced when she used one 500-gram weight and three 100-gram weights. Zach measured the same pineapple but used eight 100-gram weights. Did someone make a mistake? Explain.

11. Higher Order Thinking Lawrence bought some red potatoes with a mass of 410 grams. He also bought white potatoes with a mass of 655 grams. Did he buy more or less than 1 kilogram of potatoes? Explain how you know.

ⓒ Common Core Assessment

12. Evan used a pan balance and metric weights to measure the total mass of three bricks. Use the picture and draw lines to connect 1 brick, 2 bricks, and 3 bricks to the correct mass of each.
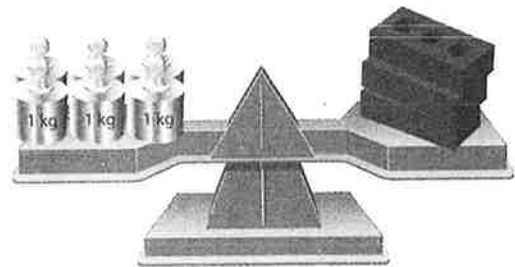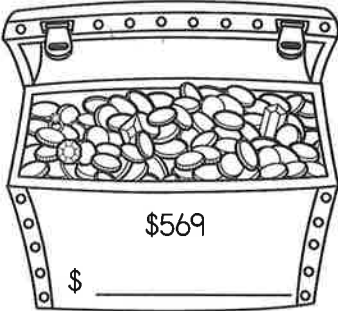
| 1 brick |
| 2 bricks |
| 3 bricks |

| 6 kilograms |
| 4 kilograms |
| 2 kilograms |

When rounding to the nearest hundred, follow these steps:
  1. Look at the tens place.
  2. If the digit is 1, 2, 3, or 4, round down.
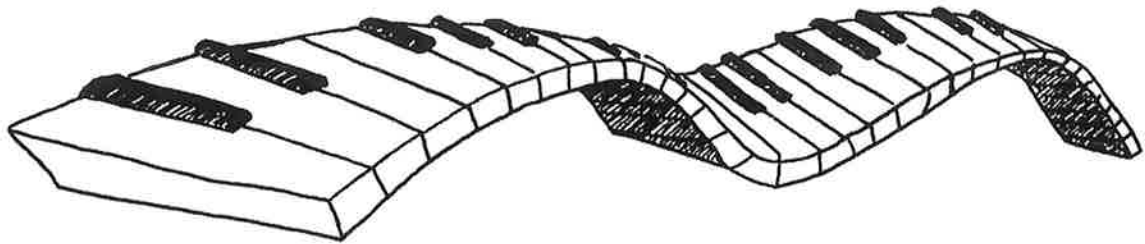 3. If the digit is 5, 6, 7, 8, or 9, round up.

Examples: 7<u>4</u>4 rounds down to 700.
          7<u>8</u>2 rounds up to 800.

Round the amount in each treasure chest to the nearest hundred.

1.

$692

$ _____

2.

$140

$ _____

3.

$569

$ _____

4.

$303

$ _____

5.

$684

$ _____

6.

$851

$ _____

7.

$712

$ _____

8.

$476

$ _____

9.

$925

$ _____

☐ I can round a whole number to the nearest 10 and nearest 100.

Ms. Mattill's Music Notes

3rd grade NTI ~~Week 3~~ Day #17

This week you will be singing or saying nursery rhymes together.

❐ Say the poem "Pat-A-Cake"

Pat-a-Cake

Pat-a-cake, pat-a-cake baker's man,
Bake me a cake as fast as you can.
Prick it and pat it and mark it with a "B,"
And put it in the oven for Billy and me.

Make it with chocolate, make it with cream
Make it the prettiest you've ever seen.
Pat-a-cake, pat-a-cake baker's man,
Bake me a cake as fast as you can.

Pat-a-cake, pat-a-cake baker's man,
Bake me a cake as fast as you can.
Mix it and stir it and bake it just right,
Good from the first 'til the very last bite.

❐ Change the letter and the name in the poem to your name or someone else's name in your family and say the first part of the poem again.

❐ Turn this page over and point to beat while you say the poem.

Pat-a-cake

Name: _____

Track the beat as you sing the song: