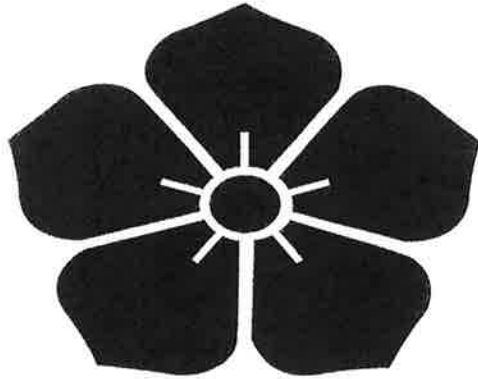


# NTI DAY 11



Harrison County Schools

Name: \_\_\_\_\_

Grade: 3<sup>rd</sup>

Teacher: \_\_\_\_\_

**Complete within 2 weeks of returning to school.**



NTI Day 11

Student Checklist: 3rd grade

Complete NTI Day 11 Packet (Reading,  
Math, and Special)

\*\* Exact Path is considered extra practice  
and **cannot** count as your work for Day 11.

## Day 11

### Reading Directions

1. Read The Journey of Oliver K. Woodman with your student.
2. Have your student cut and paste the vocabulary onto the provided pages, and match the words to the definitions.

Check out Harrison County's 3rd Grade blog to help your understanding of content on the NTI packet.

community leaders to prevent germs from spreading.

- Upper middle school and high school students are able to discuss the issue in a more in-depth (adult-like) fashion and can be referred directly to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Having such knowledge can help them feel a sense of control.

### **Suggested Points to Emphasize When Talking to Children**

- Adults at home and school are taking care of your health and safety. If you have concerns, please talk to an adult you trust.
- Not everyone will get the coronavirus (COVID-19) disease. School and health officials are being especially careful to make sure as few people as possible get sick.
- It is important that all students treat each other with respect and not jump to conclusions about who may or may not have COVID-19.
- There are things you can do to stay health and avoid spreading the disease:
  - Avoid close contact with people who are sick.
  - Stay home when you are sick.
  - Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash.
  - Avoid touching your eyes, nose, and mouth.
  - Wash hands often with soap and water (20 seconds).
  - If you don't have soap, use hand sanitizer (60–95% alcohol based).
  - Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

## **Additional Resources**

Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/SMA14-4886>

Coping With Stress During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>

Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19), <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>

Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

*For more information related to schools and physical and mental health, visit [www.nasponline.org](http://www.nasponline.org) and [www.nasn.org](http://www.nasn.org).*

- Practice giving fist or elbow bumps instead of handshakes. Fewer germs are spread this way.
- Giving children guidance on what they can do to prevent infection gives them a greater sense of control over disease spread and will help to reduce their anxiety.
- Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a strong immune system to fight off illness.

#### **Discuss new rules or practices at school.**

- Many schools already enforce illness prevention habits, including frequent hand washing or use of alcohol-based hand cleansers.
- Your school nurse or principal will send information home about any new rules or practices.
- Be sure to discuss this with your child.
- Contact your school nurse with any specific questions.

#### **Communicate with your school.**

- Let your school know if your child is sick and keep them home. Your school may ask if your child has a fever or not. This information will help the school to know why your child was kept home. If your child is diagnosed with COVID-19, let the school know so they can communicate with and get guidance from local health authorities.
- Talk to your school nurse, school psychologist, school counselor, or school social worker if your child is having difficulties as a result of anxiety or stress related to COVID-19. They can give guidance and support to your child at school.
- *Make sure to follow all instructions from your school.*

### **Take Time to Talk**

You know your children best. Let their questions be your guide as to how much information to provide. However, don't avoid giving them the information that health experts identify as critical to ensuring your children's health. Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It is very typical for younger children to ask a few questions, return to playing, then come back to ask more questions.

When sharing information, it is important make sure to provide facts without promoting a high level of stress, remind children that adults are working to address this concern, and give children actions they can take to protect themselves.

Information is rapidly changing about this new virus—to have the most correct information stay informed by accessing <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

#### **Keep Explanations Age Appropriate**

- Early elementary school children need brief, simple information that should balance COVID-19 facts with appropriate reassurances that their schools and homes are safe and that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people take every day to stop germs and stay healthy, such as washing hands. Use language such as “adults are working hard to keep you safe.”
- Upper elementary and early middle school children will be more vocal in asking questions about whether they truly are safe and what will happen if COVID-19 comes to their school or community. They may need assistance separating reality from rumor and fantasy. Discuss efforts of school and

### **Avoid excessive blaming.**

- When tensions are high, sometimes we try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the virus.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that other adults are having around your family. You may have to explain what comments mean if they are different than the values that you have at home.

### **Monitor television viewing and social media.**

- Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.
- Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.
- Talk to your child about factual information of this disease—this can help reduce anxiety.
- Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.
- Be aware that developmentally inappropriate information (i.e., information designed for adults) can cause anxiety or confusion, particularly in young children.
- Engage your child in games or other interesting activities instead.

### **Maintain a normal routine to the extent possible.**

- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage your children to keep up with their schoolwork and extracurricular activities, but don't push them if they seem overwhelmed.

### **Be honest and accurate.**

- In the absence of factual information, children often imagine situations far worse than reality.
- Don't ignore their concerns, but rather explain that at the present moment very few people in this country are sick with COVID-19.
- Children can be told this disease is thought to be spread between people who are in close contact with one another—when an infected person coughs or sneezes.
- It is also thought it can be spread when you touch an infected surface or object, which is why it is so important to protect yourself.
- For additional factual information contact your school nurse, ask your doctor, or check the <https://www.cdc.gov/coronavirus/2019-ncov/index.html> website.

### **Know the symptoms of COVID-19.**

- The CDC believes these symptoms appear in a few days after being exposed to someone with the disease or as long as 14 days after exposure:
  - Fever
  - Cough
  - Shortness for breath
- For some people the symptoms are like having a cold; for others they are quite severe or even life threatening. In either case it is important to check with your child's healthcare provider (or yours) and follow instructions about staying home or away from public spaces to prevent the spread of the virus.

### **Review and model basic hygiene and healthy lifestyle practices for protection.**

- Encourage your child to practice every day good hygiene—simple steps to prevent spread of illness:
  - Wash hands multiple times a day for at least 20 seconds (singing Twinkle, Twinkle Little Star slowly takes about 20 seconds).
  - Cover their mouths with a tissue when they sneeze or cough and throw away the tissue immediately, or sneeze or cough into the bend of their elbow. Do not share food or drinks.



NATIONAL ASSOCIATION OF  
School Psychologists



*National  
Association of  
School Nurses*

**February 29, 2020**

## **Talking to Children About COVID-19 (Coronavirus) A Parent Resource**

A new type of coronavirus, abbreviated COVID-19, is causing an outbreak of respiratory (lung) disease. It was first detected in China and has now been detected internationally. While the immediate health risk in the United States is low, it is important to plan for any possible outbreaks if the risk level increases in the future.

Concern over this new virus can make children and families anxious. While we don't know where and to what extent the disease may spread here in the United States, we do know that it is contagious, that the severity of illness can vary from individual to individual, and that there are steps we can take to prevent the spread of infection. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm.

It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children's anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

### **Specific Guidelines**

#### **Remain calm and reassuring.**

- Children will react to and follow your verbal and nonverbal reactions.
- What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children's anxiety.
- If true, emphasize to your children that they and your family are fine.
- Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your children talk about their feelings and help reframe their concerns into the appropriate perspective.

#### **Make yourself available.**

- Children may need extra attention from you and may want to talk about their concerns, fears, and questions.
- It is important that they know they have someone who will listen to them; make time for them.
- Tell them you love them and give them plenty of affection.























# Physical Education Fitness Calendar

**Directions:** complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

**Note:** if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

## March 2020

Day	Activity	Day	Activity	Day	Activity	Day	Activity	Day	Activity	Day	Activity	Day	Activity
Sunday	1 Hold onto a chair and stand on your tiptoe for 1 minute. 	Monday	2 Lift one leg and balance without putting your other foot down for 30 seconds. Repeat with the other leg. 	Tuesday	3 Jog in place for 30 seconds in every room of your home. 	Wednesday	4 Do 25 back legs kicks per leg. 	Thursday	5 Hold the Superhero pose while you say the alphabet backwards. Repeat 3 times. 	Friday	6 <b>Rest Day</b>	Saturday	7 Do bicycle legs with a family member or friend for 60 seconds. 
	8 Do 15 push-ups with a family member or friend. 		9 Do a side plank for 30 seconds each arm. 		10 Do side lunges 30 times per leg. 		11 In the Superhero pose lift a book off the ground and read one entire page. 		12 <b>Rest Day</b>		13 Hold the Bird Dog position for 45 seconds per side. 		14 Do 50 Jumping Jacks with a family member or friend. 
	15 Do 25 front lunges per leg with a family member or friend. 		16 Put your feet under the couch and do 20 curl-ups. 		17 Hold onto your toes while balancing on your bottom for 30 seconds. 		18 <b>Rest Day</b>		19 Do side legs lifts 30 times per leg. 		20 Do high knees while singing the school song. 		21 Hold hands with a family member or friend and do 25 squats together. 
	22 Challenge a family member or friend to a "balance on one foot with eyes closed without losing balance" contest. 		23 Challenge a family member or friend to a "plank without laughing" competition. 		24 <b>Rest Day</b>		25 Do 30 Wall Push-ups. 		26 See how many push-ups you can do in 30 seconds. 		27 Put your toes under the couch and do 15 curl-ups. 		28 Challenge a family member or friend to a "V balance" competition. 
	29 Make up your own fitness challenge and draw it on the back of this paper.	30 <b>Rest Day</b>	31 Pick One Of Your Favorite Days And Do It Again!!!	Student Name: _____ Classroom Teacher: _____		Parent Signature: _____		Check off (✓) when you finish each day					

DATE-

BREAKFAST

EXAMPLE-

Breakfast

8 oz Glass of Orange Juice

2 pieces of Toast

2 eggs

1 piece of sausage

LUNCH

Lunch

Peanut butter and Jelly Sandwich

1 Handful of Dorigos

1 can of Mt. Dew

SNACK

Snack

Snickers bar

20 oz. Gatorade

SUPPER

SUPPER

Pork Chop

Mashed potatoes

Green Beans

1 Bottle of water

Big piece of Chocolate Cake

## NTI Day 11

### PE/Health

As part of NTi Day 11, PE and Health has been designated as your special, for today. For today's lesson, students will be performing various physical/health related activities.

Students will be asked to perform various physical activities, as well as complete a nutrition log.

#### ALL GRADE LEVELS

**Nutrition Log** - All students will fill out a Nutrition Log, by recording everything they eat and drink during the day.

**PE Fitness Calendar** - For each day that we are out of school, students will perform the designated movement 3 times a day, for each day on the calendar. They will then cross out each movement that they perform.



## Fluently Multiply and Divide within 100

$$\begin{array}{r} 1. \quad 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 6 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5 \\ \times 2 \\ \hline \end{array}$$

$$7. 5 \times 4 =$$

$$8. 3 \times 8 =$$

$$9. 9 \times 3 =$$

$$10. 10 \times 6 =$$

$$11. 6 \times 7 =$$

$$12. 4 \times 9 =$$




# Math Practices and Problem Solving

In 8 and 9, use the table.

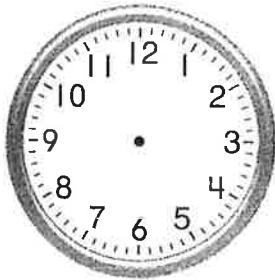
8. © MP.3 Construct Arguments Roy says that the scarf and the hat together cost about the same as a blanket and a hat. Is this a reasonable estimate? Explain.

9. What did Jorge buy at the sale if  $\$19 + \$19 + \$19 + \$18$  stands for the total cost of his purchase?

## Winter Sale

Blanket		\$19
Hat		\$12
Scarf		\$18

10. © MP.6 Be Precise Mia left her house at 25 minutes to 3. Draw hands on the clock to show when she left.



11. Higher Order Thinking Sandra's party started at 7:00. Her friends Theo and Lily arrive at 10 minutes after 7. Her friend Marcus arrives 35 minutes later. What time did Marcus arrive? Write this time in two other ways.

## Common Core Assessment

12. Clay and his family sit down to eat dinner at the time shown on the clock. Which of the following are other ways to write that time? Choose all that apply.



- 3:25
- 5:16
- 16 minutes after 5
- 44 minutes before 5
- 16 minutes before 5

13. Mary Ann called her grandmother. She ended the call at the time shown on the clock. Which of the following are **NOT** other ways to write this time?



- 14 minutes to 9
- 3:46
- 46 minutes after 3
- 9:19
- 14 minutes before 4

## ☆ Guided Practice \*

### Do You Understand?

1. © MP.3 Construct Arguments In the Memphis train example, why is 42 minutes past 12 the same as 18 minutes to 1? Explain.

2. An airplane landed at 3:55. Does the clock show the time the airplane landed? Explain.



### Do You Know How?

In 3 and 4, write the time shown on each clock in two ways.

3.



4.



## ☆ Independent Practice ☆

In 5–7, write the time shown on each clock in two ways.

5.



6.



7.



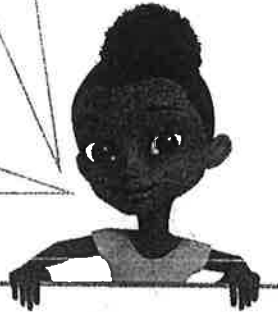


The clock shows the time a train from Memphis is scheduled to arrive at Central Station. What time is the train scheduled to arrive? Write the time in digital form and in two other ways.



Analog clocks are tools that can help you show and tell time to the nearest minute using minute and hour hands.

Digital form uses numbers and symbols to show and tell time. You can also write time using words and numbers.

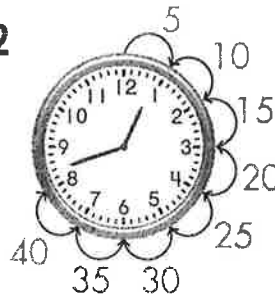


**B Step 1**



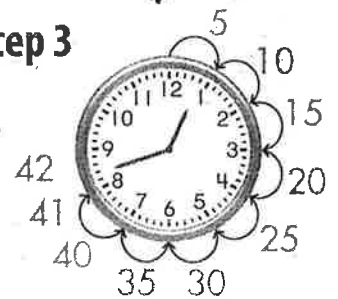
The hour hand is between 12 and 1.  
The time is after 12:00 and before 1:00.

**C Step 2**



In 5 minutes, the minute hand moves from one number to the next.  
Count by 5s from the 12 to the 8.  
40 minutes

**D Step 3**



In 1 minute, the minute hand moves from one mark to the next.  
Count two more minutes.  
The digital time is 12:42.  
It is 42 minutes past 12 or 18 minutes to 1.

**Convince Me!** © MP.4 Model with Math A train arrives from Atlanta one hour after the Memphis train. Write the arrival time of the Atlanta train in digital form and two other ways. Use a clock face to help.

Name \_\_\_\_\_



Solve

## Solve & Share

Xander and his mother are flying from New York to Chicago. Their plane is scheduled to arrive at 8:47. How can you use a clock to show this time?

*Explain how you solved the problem.*

## Lesson 14-1

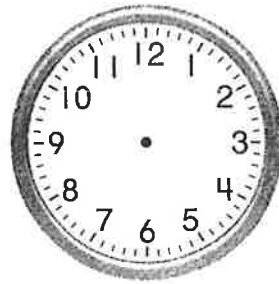
### Time to the Minute

#### I can ...

show and tell time to the minute using clocks.

© Content Standard 3.MD.A.1  
Mathematical Practices MP.3, MP.4, MP.5, MP.6

Model with math. Show where the minute and hour hands should appear on the clock face at Xander's arrival time.



**Look Back!** © MP.6 Be Precise How many minutes before 9 is Xander's plane scheduled to arrive? To show a time after 8 but before 9, where did you draw the hour hand on the clock face? Be as precise as possible.



Use this page for definition  
match

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# Definitions

succeeded to do something	enjoyment
put into a container to be carried	in the present
most beautiful	gathering of people
talking between two or more people	emotion makes you want to take action
scared	truthful because you need it



Name \_\_\_\_\_

sincere

inspired

managed

reunion

loaded

currently

loveliest

pleasure

conversations

terror

