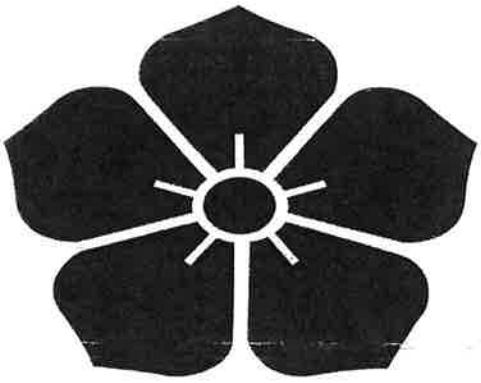
NTI DAY 16



Harrison County Schools

Name: _____

Grade: 3rd

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 16

Student Checklist: 3rd grade

Complete NTI Day 16 Packet (Reading, Math, and Specials)

** Exact Path is considered extra practice and **cannot** count as your work for Day 16.

NTI 16
Reading Directions

1. Read Surviving Mount Everest 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.

Lesson 25

Vocabulary in Context

TARGET VOCABULARY

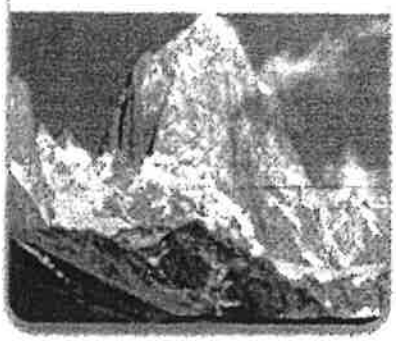
approached
section
avalanches
increases
equipment
tanks
slopes
altitude
succeed
halt

Vocabulary Reader

Context Cards

2 approached
Climbers approached this mountain from the west. Slowly, they got nearer to it.

2 section
The top section, or part, of this mountain is the steepest.



3 avalanches
When avalanches occur, the powerful sliding snow can knock trees down.

4 increases
When storms blow in, the danger to climbers increases, or becomes greater.

Go Digital

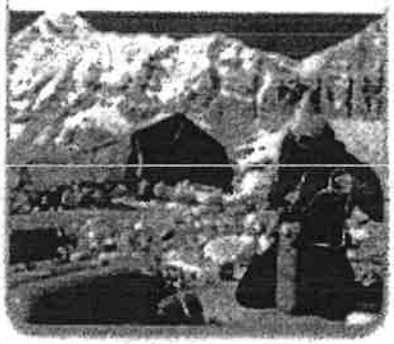
- Study each Context Card.
- Ask a question that uses one of the Vocabulary words.

5 equipment

Mountain climbers check their supplies, or equipment, before a climb.

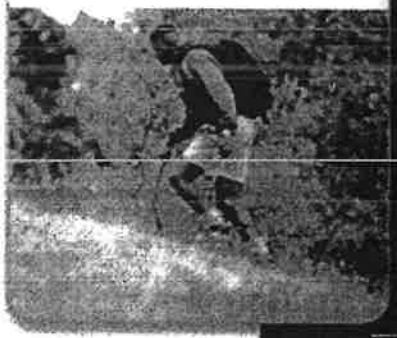
6 tanks

Tanks that hold oxygen help climbers breathe in the high, thin air.



7 slopes

Gentle slopes near the bottom of the mountain are easiest to climb.



8 altitude

The altitude, or height, of Granite Peak in Montana is 12,799 feet.

9 succeed

Everyone's goal is to reach the summit. If climbers plan well, they will succeed!

10 halt

Climbers come to a halt when it gets dark. They stop for the night.

Read and Comprehend

Go Digital

TARGET SKILL

Text and Graphic Features As you read *Mountains: Surviving on Mt. Everest*, note how the author uses **text features** and **graphic features** such as headings, maps, diagrams, and charts to explain and make the information clear. Use a chart like this one to list the text and graphic features in the selection. Think about why the author uses them and how they add to the information in the text.

Text or Graphic Feature	Page	Purpose

TARGET STRATEGY

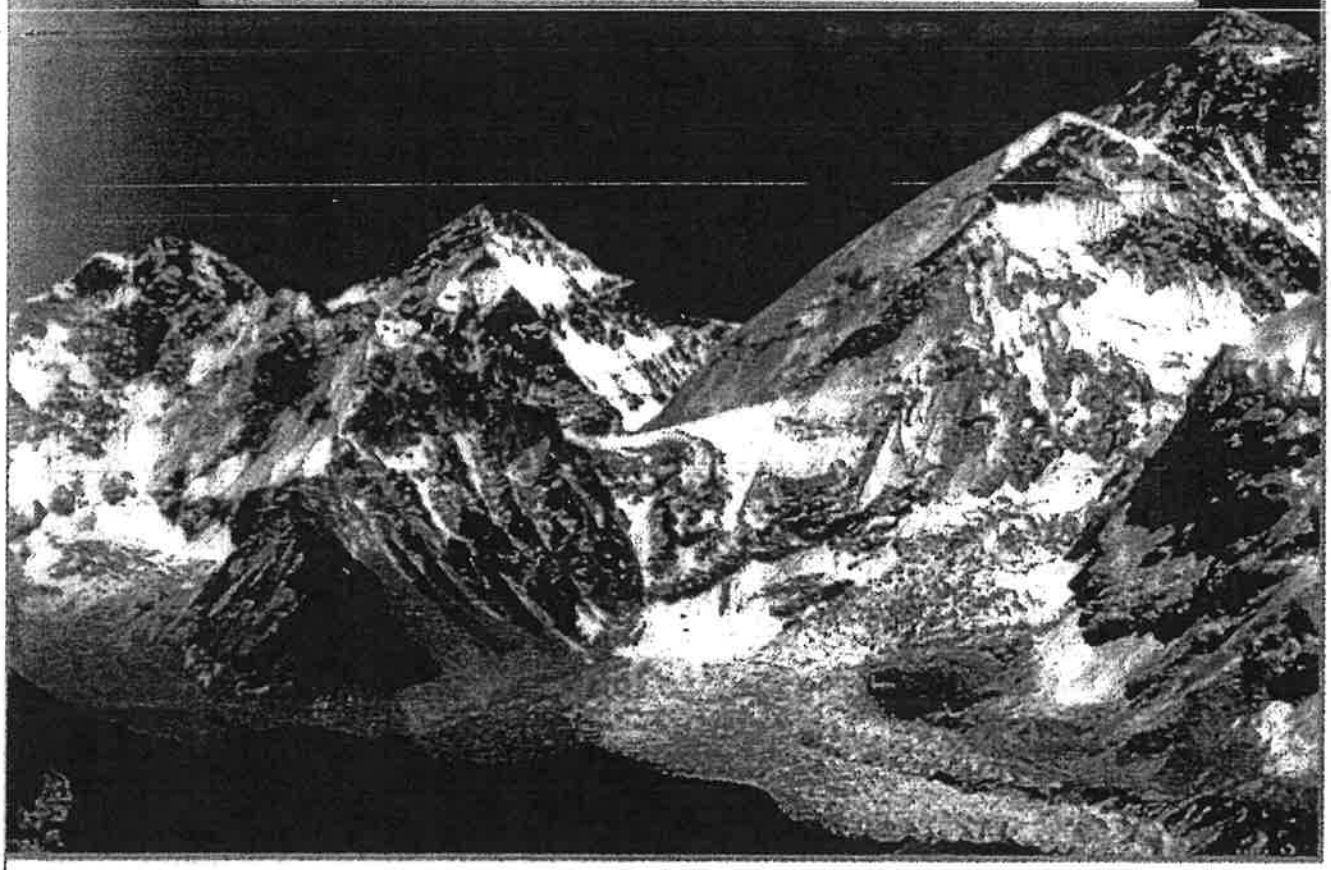
Infer/Predict Use the text and graphic features to help you predict what you will learn and to infer, or figure out, what the author considers most important about the topic.

PREVIEW THE TOPIC

Mountains

Mountains are high, elevated landforms that are found all over the world. Some are high and snow-capped. Others are rounded and covered with trees. Still others are smoking volcanoes. The most common kind are fold mountains, such as the Alps in Europe. These were created long ago when two plates of Earth's crust collided.

In *Mountains: Surviving on Mt. Everest,* you'll read about a 16-year-old boy who climbs Mount Everest, the tallest mountain on Earth.



ANCHOR TEXT

TARGET SKILL

Text and Graphic Features
Tell how text and graphic features help you find information.

GENRE

Informational text gives you facts about a topic. As you read, look for:

- headings that tell about the content of sections
- photographs and captions
- graphic features such as maps and diagrams

COMMON CORE RI.3.2 determine the main idea of a text and explain how it is supported by key details; RI.3.5 use text features and search tools to locate information; RI.3.7 use information gained from illustrations and words to demonstrate understanding

MEET THE AUTHOR

Michael Sandler

Michael Sandler enjoys extreme adventures. He loves to travel and has been to the foothills of Mount Everest, the highest mountain in the world. Several years ago while touring Africa, he got lost in the Sahara, the world's largest desert. That adventure might have helped him later to write *Deserts: Surviving in the Sahara*.

Other extreme books by Sandler include *Oceans: Surviving in the Deep Sea* and *Rain Forests: Surviving in the Amazon*.

Go Digital

Name _____

Lesson 25
VOCABULARY

approached	tanks
section	slopes
avalanches	altitude
increases	succeed
equipment	halt

use [illegible] page [illegible]

glue vocab words and definitions.

to come near or nearer	a part taken from a whole
A large amount of snow, ice, or earth that falls down a mountain	the things that are needed for a purpose
To come or bring to a stop	A container for holding or storing liquids or gases
A height measured from sea level or from the earth's surface	A stretch of ground that slants upward or downward
To make or become greater or larger	To carry out something desired or tried

Use these pages to match and glue vocab words and definitions.

Name _____

Solve

Lesson 14-6
Estimate Mass

I can ...
use standard units to estimate the masses of solid objects.

Content Standard 3.MD.A.2
Mathematical Practices MP.2, MP.3, MP.4, MP.5

Solve & Share

Look at the pictures of the book and olive. List 4 items that should be measured using kilograms and 4 items that should be measured using grams. ***Solve this problem any way you choose. Explain your reasoning.***

1 kilogram

1 gram

1,000 grams = 1 kilogram

You can use reasoning. How can the mass of a book and mass of an olive help you make your list? *Show your work.*

Look Back! **MP.5 Use Appropriate Tools** How could you use tools to check that the items in part of your list are reasonable choices for measuring mass with grams? Explain.

Learn Glossary A-Z

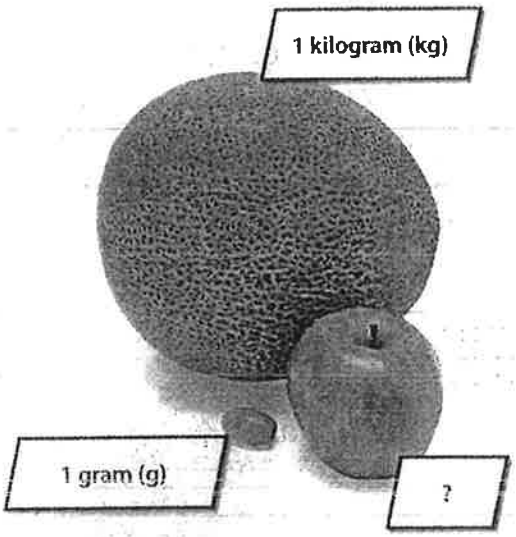
Essential Question

How Can You Use Reasoning to Estimate Mass?

A

Stephen and Marissa estimated the mass of an apple. Stephen's estimate is 250 g. Marissa's estimate is 2 kg. Which is the better estimate of the mass of an apple?

Mass is a measure of the amount of matter in an object. Grams and kilograms are two metric units of mass.



B

Step 1

Use known masses and the table to compare grams to kilograms. Select the unit that will give a better estimate.

DATA

Units of Mass
1,000 grams = 1 kilogram

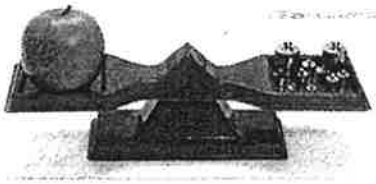
The apple is smaller than the cantaloupe. A kilogram is too large of a unit to estimate the mass of the apple.

The grape is smaller than the apple. Grams are smaller units that can be used to estimate the mass of the apple.

C

Step 2

Use a pan balance to find the mass of the apple. Then evaluate Stephen's estimate.



The apple has a mass of 262 grams.

250 grams is close to 262 grams. Stephen's estimate is reasonable.

250 g is a better estimate than 2 kg.

Convince Me! **MP.3 Critique Reasoning** Zoe says two apples would have a mass greater than a kilogram. Do you agree? Explain.

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. **MP.3 Construct Arguments** In Step 2 on page 770, why do you need to find the actual mass of the apple?

2. **MP.5 Use Appropriate Tools** Find an object that you think has a mass more than a kilogram and another that has a mass less than a kilogram. Then determine what tools to use to check your estimate.

Do You Know How?

In **3–6**, circle the better estimate for each.

3. 

5 g or 5 kg

4. 

40 g or 4 kg

5. Sunglasses

16 g or 1 kg

6. Envelope

1 g or 70 g

Independent Practice

Leveled Practice In **7–18**, circle the better estimate for each.

7. 

100 g or 10 kg

8. 

15 g or 15 kg

9. 

4 g or 400 g

10. 

200 g or 2 kg

11. Bicycle

2 kg or 12 kg

12. Feather

1 g or 1 kg

13. Horse

5 kg or 550 kg

14. Penny

3 g or 300 g

15. Dining table

350 g or 35 kg

16. Microwave oven

1,500 g or 15 kg

17. Kitten

2 kg or 20 kg

18. Crayon

20 g or 200 g

*For another example, see Set F on page 797.

Math Practices and Problem Solving

19. MP.5 Use Appropriate Tools
Choose the best tool to measure each item described. Write the correct letter of the tool on the blank.

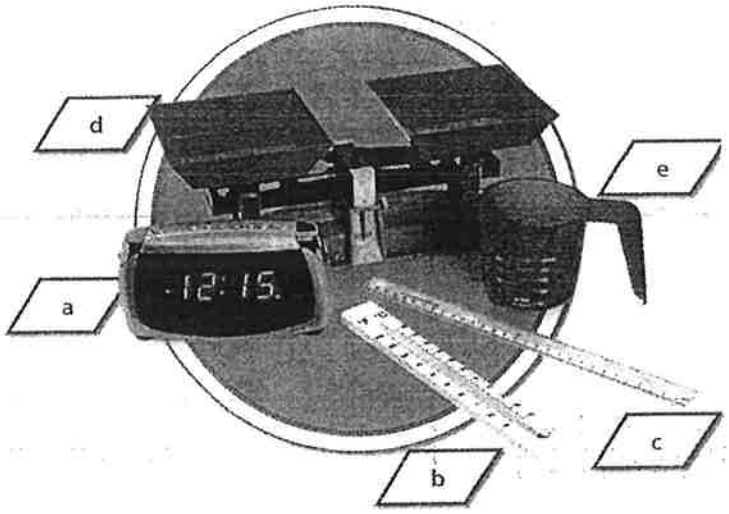
The capacity of a mug ____

The temperature of water ____

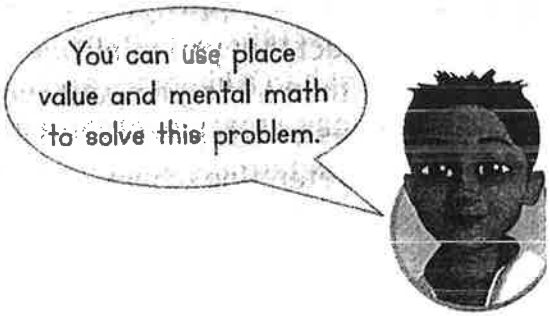
The length of a box ____

The mass of a pear ____

The time you finish lunch ____



20. Number Sense Ethan will subtract a 3-digit number from 920. He says the difference could be a 1-digit number, a 2-digit number, or a 3-digit number. Write three subtraction equations that show each difference. Be sure you start with 920 and subtract a 3-digit number each time.



21. Math and Science Clay learned that solids have a definite shape. Now he wants to measure some solids, so he measures the mass of a bead. The bead has a mass of 10 grams. He estimates that 10 beads will have a mass of 1 kilogram. Is he correct? Explain.

22. Higher Order Thinking Correct the mistakes in the shopping list below.

Shopping List
2 L of apples
3 kg of milk
5 cm of flour

Common Core Assessment

23. Todd is thinking of an animal with a mass greater than 1 kilogram, but less than 20 kilograms. Name two animals that he could be thinking of.

24. Anna has a bar of soap. She estimates its mass before measuring to find the actual mass. Does it make more sense to estimate the mass in grams or in milliliters? Explain.

Name_____ 3.NBT.1

When rounding to the nearest ten, follow these steps:
1. Look at the ones place.
2. If the digit is 0, 1, 2, 3, or 4, round down.
3. If the digit is 5, 6, 7, 8, or 9, round up.

Examples: 3<u>4</u> rounds down to 30.
3<u>7</u> rounds up to 40.

Round to the nearest ten.

1. 39	2. 62	3. 55	4. 93	5. 74
_____	_____	_____	_____	_____
6. 33	7. 26	8. 41	9. 24	10. 38
_____	_____	_____	_____	_____
11. 296	12. 989	13. 458	14. 434	15. 692
_____	_____	_____	_____	_____
16. 916	17. 776	18. 381	19. 252	20. 722
_____	_____	_____	_____	_____

21. Mariah ate 21 almonds and 17 peanuts. About how many nuts did she eat in all?

_____

22. Meg had 97 stamps. Tony had 83 stamps. About how many more stamps did Meg have than Tony?

_____

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

NTI Day 16

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.

ALL GRADE LEVELS

PE Bingo - Students will complete various activities listed on the BINGO card, in order to complete a BINGO line. They must complete 1 line vertically, 1 line horizontally, and 1 line diagonally. Parents please initial each box, as it is completed, for verification.

How Many Can You Do in 100 Seconds - This worksheet has a list of exercise activities for the students to perform. Each activity will be timed for 100 seconds, to see how many of each exercise they can do.

PE Fitness Calendar - Please continue to perform the designated movement that is listed on the calendar for each day, 3 times each day.

Physical Education BINGO

Name:_____ Teacher:_____

While at home please work to complete these different activities in order to make a BINGO! Write an answer or initial on the line when you complete the box. Turn in your BINGO card upon your return to school.

B Be ready for an adventure	I Indoor activities	N Need for Speed	G Getting off the couch	O Outdoor Activities
How many stairs are in your house? _____	Balance on 1 foot longer than your family members. _____	How fast can you skip from room to room. _____	Have a family plank contest. _____	See how far you can jump in 5 tries. _____
Take a nature hike in your yard. _____	Do a jumping jack for every letter of the alphabet. _____	How fast can you run a lap around your house? _____	Teach your family your favorite tag game. _____	Hop from your car to your house. _____
How many steps does it take to walk around your house? _____	Jump in and out of a room in your house while counting to 10 _____	FREE SPACE	Do jumping jacks for 3 different commercials. _____	Run 1 lap around your house for every letter in your name. _____
Do push ups during one commercial set _____	Jog in place for 30 seconds in every room of your house. _____	Have a race to find the fastest person in your family. _____	Dance to your favorite song. _____	Do 3 different animal laps around your house. _____
Take a walk around your neighborhood _____	Toss a ball to yourself or someone else and catch it 20 times. _____	How fast can you clean up your toys? _____	Do jumping jacks for 3 different commercials. _____	Coordinate a 2 minute dance using fortnite moves _____

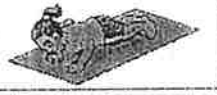
NAME: _____ Home Room Teacher:		How many can you do in **100 seconds?**
1. 	Jumping Jacks	
2. 	Sit-Ups	
3. 	Hops	
4. 	Toe Touches	
5. 	Push-Ups	
6. 	Step-Ups	
7. 	Jump Rope	

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Hold onto a chair and stand on your tippie toes for 1 minute. 	2 Lift one leg and balance without putting your other foot down for 30 seconds. Repeat with the other leg. 	3 Jog in place for 30 seconds in every room of your home. 	4 Do 25 back legs kicks per leg. 	5 Hold the Superhero pose while you say the alphabet backwards. Repeat 3 times. 	6 **Rest Day**	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 **Rest Day**	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 **Rest Day**	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 **Rest Day**	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 **Rest Day**	31 Pick One Of Your Favorite Days And Do It Again!!!	**Student Name:** **Parent Signature:** **Classroom Teacher:**			Check off (✓) when you finish each day