NTI DAY 19

Harrison County Schools

Name: _____

Grade: 3rd

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 19

Student Checklist: 3rd grade

Complete NTI Day 19 Packet (Reading, Math, and Special)

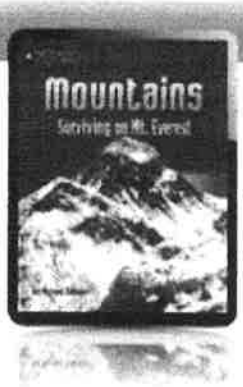
** Exact Path is considered extra practice and **cannot** count as your work for Day 19.

NTI 19
Reading Directions

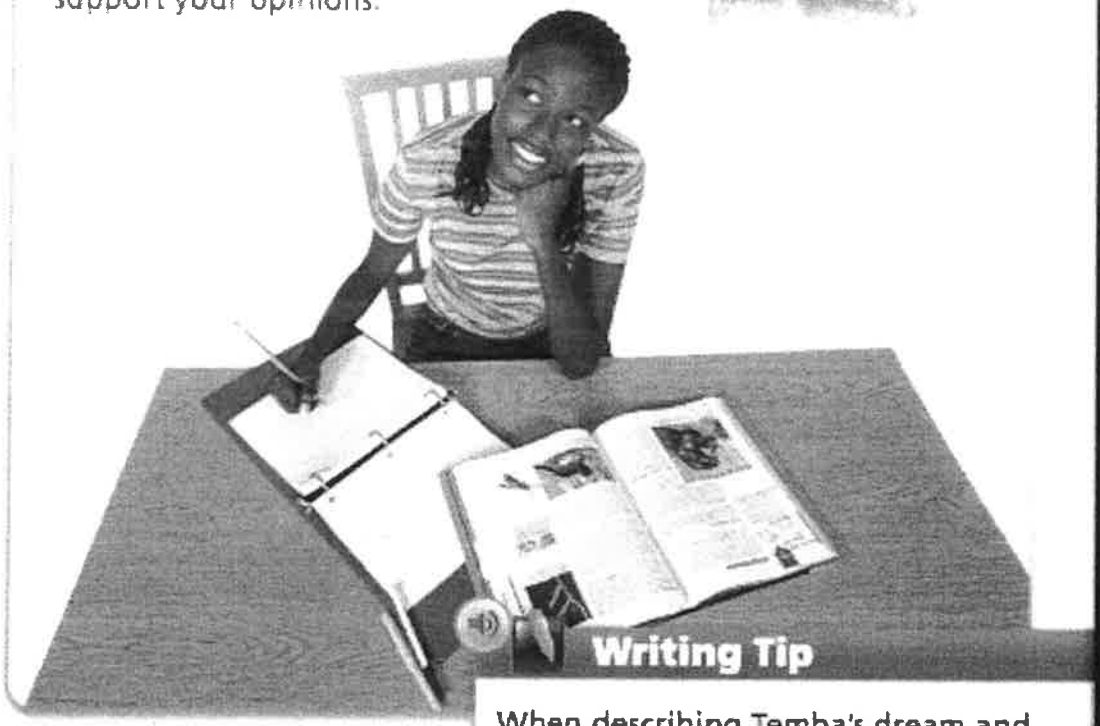
1. Read page 367 from Journey's page that is provided.
2. Write a paragraph on the page provided following the directions given on page 367.

- An example of a paragraph will be provided.

WRITE ABOUT READING



Response Think about why Temba wanted to reach the top of Mount Everest. Write a paragraph to describe and explain his dream. Use text evidence from the selection to support your opinions.



Writing Tip

When describing Temba's dream and Mount Everest, choose strong adjectives and adverbs to create a vivid picture.

Go Digital

COMMON CORE

RI.3.1 ask and answer questions to demonstrate understanding of a text, referring to the text; RI.3.5 use text features and search tools to locate information; W.3.1a introduce the topic, state an opinion, and create an organizational structure; SL.3.1a come to discussions prepared, having read or studied required material and other information about the topic; SL.3.1d explain own ideas and understanding in light of the discussion; L.3.3a choose words and phrases for effect.

Name:
Date:

READING SHORT ANSWER

Do not write outside this box.

Teacher feedback to student (written comments on back)...

☐ Did not answer all parts	☐ Lacked understanding of content
☐ Did not show work	☐ Did not follow verb meanings
☐ Answer is unclear	☐ Did not observe key(bold) words

Sentences

Lines

Answer

Mechanics

Support

Restate Question

Answer All Parts

Provide Proof

Proofread Response

5

Name _____

Solve

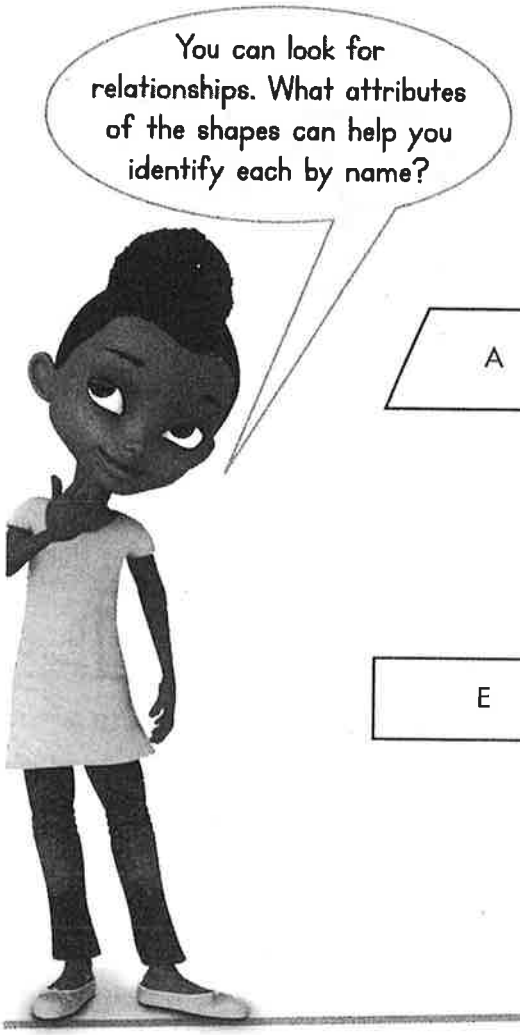
Lesson 15-1
Describe Quadrilaterals

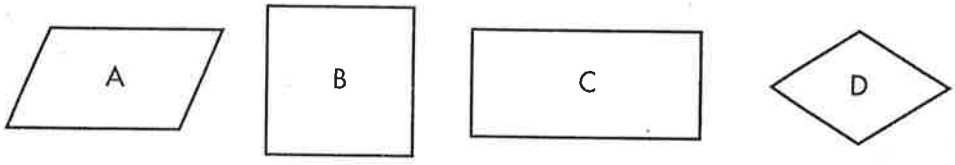
I can ...
identify quadrilaterals and use attributes to describe them.

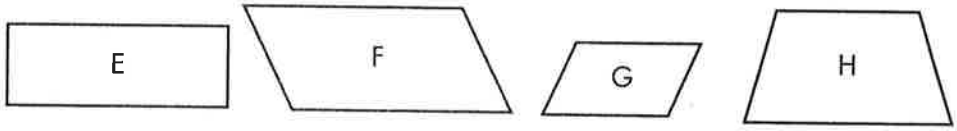
Content Standard 3.G.A.1
Mathematical Practices MP.1, MP.3, MP.4, MP.6, MP.7, MP.8

Solve & Share

Look at the shapes below. Name each type of quadrilateral you see below and describe its attributes.







Look Back! **MP.8 Generalize** Describe how you used what you know about quadrilaterals to identify the shapes.

Learn Glossary

Essential Question

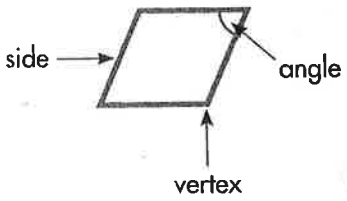
What Are Some Attributes of Quadrilaterals?

A

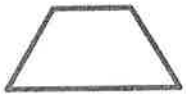
How can you describe quadrilaterals?

An angle is formed when two sides of a polygon meet.

The point where two sides meet is a vertex.



B Some quadrilaterals have special names.



Trapezoid

Exactly one pair of parallel sides, or sides that never cross

Parallelogram

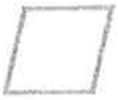
Two pairs of parallel sides

Opposite sides are the same length.
Opposite angles are the same size.

Rectangle

Four right angles, or square corners

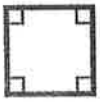
A *rectangle* is a special *parallelogram.*



Rhombus

All sides the same length

A *rhombus* is a special *parallelogram.*



Square

Four right angles and all sides the same length

A *square* is a special *parallelogram.*

Convince Me! ◎ **MP.1 Make Sense and Persevere** Draw a quadrilateral that is an example of one of the shapes listed in Box B. Name the shape. Then draw a quadrilateral this is NOT an example of a shape listed in Box B.

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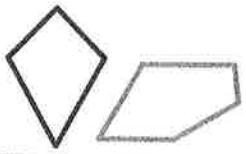
Name _____

Practice Buddy | Tools | Assessment

Another Example!

These are convex polygons. All angles point outward.



These are concave polygons. One or more angles point inward.

Guided Practice

Do You Understand?

1. This figure is a rectangle, but it is **NOT** a square. Why?

2. Draw two different quadrilaterals that are not rectangles, squares, or rhombuses.

Do You Know How?

In **3–6**, write as many special names as possible for each quadrilateral.

3.

4.

5.

6.

Independent Practice

In **7–9**, write as many special names as possible for each quadrilateral.

7.

8.

9.

In **10**, name all the possible quadrilaterals that fit the rule.

10. Has 2 pairs of parallel sides _____

For another example, see Set A on page 837.

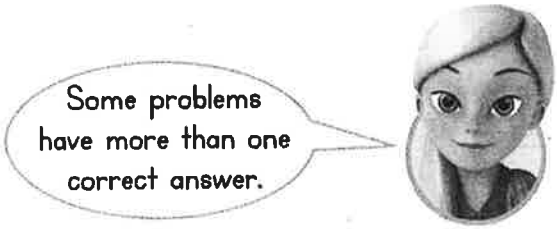
Math Practices and Problem Solving

In **11** and **12**, write the name that best describes the quadrilateral. Draw a picture to help.

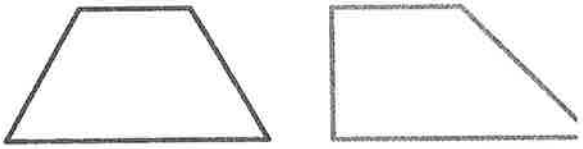
11. **Vocabulary** A rectangle with all sides the same length is a _____.

12. **Vocabulary** A parallelogram with fou right angles is a _____.

13. **MP. 7 Look for Relationships** I am a quadrilateral with opposite sides the same length. Which quadrilaterals could I be?



14. **Higher Order Thinking** Jae says that th figure on the left is a trapezoid. Carmen says that the figure on the right is a trapezoid. Who is correct? Explain.



15. Sue bought a book for $12, two maps for $7 each, and a pack of postcards for $4. What was Sue's total cost?

16. **Algebra** Angela drew 9 rhombuses and 6 trapezoids. She wants to find q, the tot number of angles in her quadrilaterals. Explain how Angela can find q.

Common Core Assessment

17. Does the name describe the quadrilateral below? Choose Yes or No.

Convex polygon	○ Yes	○ No
Rhombus	○ Yes	○ No
Square	○ Yes	○ No
Rectangle	○ Yes	○ No

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Name_____

3.OA.3

Solve each problem. Draw a picture in the box to help you. Write your answer on the line.

1. Randy had 6 bags. He placed 9 marbles in each bag. How many marbles did he have?

_____

2. Taron has 4 stacks of cards with 8 cards in each stack. How many cards does he have?

_____

3. Jennifer jumped over 5 rocks. She jumped over each rock 9 times. How many times did she jump?

_____

4. Zach runs 6 miles, 5 days a week. How many miles does he run in a week?

_____

5. The skaters skated in 7 groups with 4 in each group. How many skaters were present in all of the groups?

_____

6. Eight children went for a hike. Each child carried a backpack with 6 bandages in it. How many total bandages did they have?

_____

❑ I can multiply to solve word problems.

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Name: _____

Social Emotional Learning- Diversity
3rd Grade

Please complete the following worksheet, Accepting Others as well as the word search.

Directions: In the following situations how can you show that you are accepting?

Activity Two

ACCEPTING OTHERS

Directions: In the following situations how can you show that you are accepting?

You find out the new student, Jose, is from Mexico. He is very shy and doesn't say much although he speaks some English.

_____

_____

Your friend is going to Special Education for extra help. She is worried that other kids might think she is "dumb."

_____

_____

There is a student who doesn't dress very nice and is always left out when the teacher asks students to pick teams.

_____

_____

Your friend asks if you want to come over to her house one day. She lives in a low income neighborhood.

_____

_____

Some of your friends are planning a party but you notice they leave out a few people who are not popular.

_____

_____

On Parents Day, you notice a student who has his grandparents there. You find out that he is being raised by his grandparents and never told you.

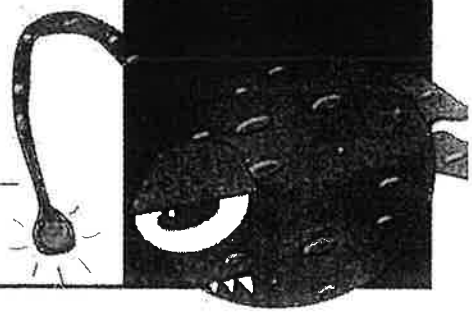
_____

_____

Everyone is unique and has different gifts or things they are good at. It is important not to judge others because of:

- Looks
- Clothes
- Skin Color
- Popularity
- Wealth
- Intelligence
- Family

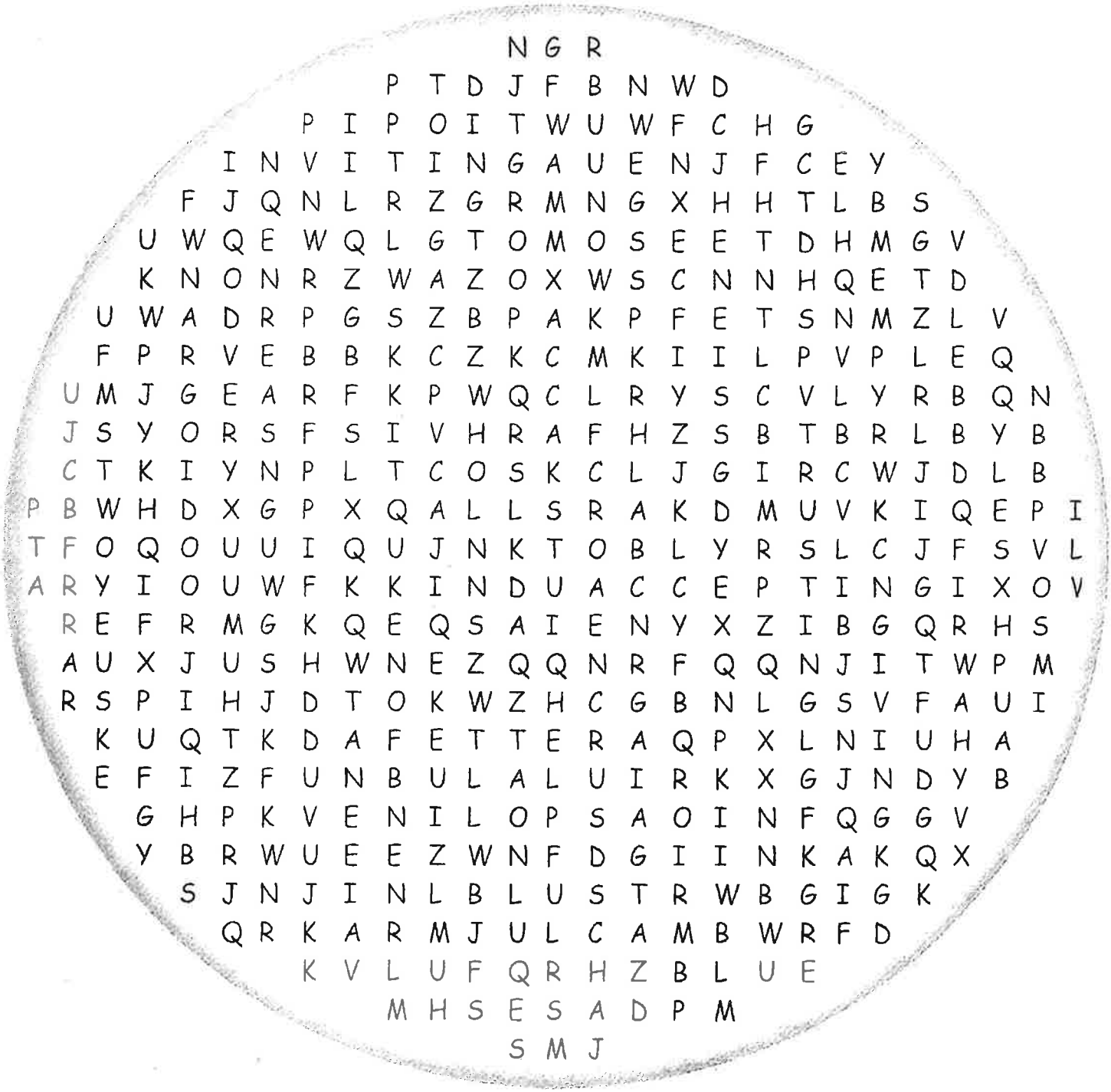
It is important to see others as individuals and get to know them personally.



ctivity Four

HOW MANY KIND WORDS CAN YOU FIND?

Directions: Look in the Word Search to find all the words in the Word Bank.



WORD BANK			
Caring	Friendly	Giving	Understanding
Kind	Inviting	Sharing	Trusting
Thoughtful	Helpful	Accepting	