

# NTI DAY 27



Harrison County Schools

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

Grade: 3rd

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

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

# NTI 27

## Reading Directions

1. Have your student reread the story from NTI day 26. If you would prefer, check out the 3rd Grade Blog to listen to the story instead.
2. Complete “Dog-of-the-Sea-Waves” (pg. 137-138)
  - a. Restate each question.
  - b. Write in complete sentences.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Lesson 24**  
READER'S NOTEBOOK

**Dog-of-the-Sea-Waves**  
Independent Reading



# Dog-of-the-Sea-Waves

## Homes for Sale!



When the brothers returned home to the southern sea, they wanted to convince other people to move there. They decided to place an advertisement in the newspaper.

**Read page 315. What are some details on this page that will convince people to move to the Hawaiian Islands?**

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**Read pages 318–319. Here, Manu finds the hurt seal. How can the story of the seal help convince people to move to the islands?**

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**Read pages 320–321. On these pages, the brothers were gathering food. What kinds of food did they gather? Do you think these details can help convince other people that Hawaii is a good place to live?**

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**Lesson 24**

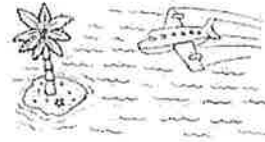
**READER'S NOTEBOOK**

**Dog-of-the-Sea-Waves**

**Independent Reading**

Name \_\_\_\_\_ Date \_\_\_\_\_

Now make the advertisement! Show why Hawaii will be a good place to live. The illustration should show the thing you think people would like best about Hawaii. Label the illustration and use details you gathered to write a caption about Hawaii.



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Name \_\_\_\_\_



## Lesson 12-3

### Understand the Whole

★  
Solve Share  
★

Mrs. Garcia's third-grade class is planting a flower garden and a vegetable garden.

Draw a picture of the whole flower garden and the whole vegetable garden based on the parts shown. How did you decide what the whole of each garden looked like?

I can ...

identify the whole by seeing a part.

© Content Standards 3.NF.A.3c, 3.NF.A.1  
Mathematical Practices MP.2, MP.3,  
MP.7, MP.8

$\frac{1}{3}$  of the flower garden



$\frac{2}{4}$  of the vegetable garden



You can use reasoning. Think about the parts you know and how many parts you need to make the whole.



**Look Back!** © MP.7 Use Structure What do the fractions  $\frac{1}{3}$  and  $\frac{2}{4}$  tell you about the number of equal parts in the whole?

# Essential Question: How Can You Use a Fractional Part to Find the Whole?

A

*Anya and Novi are running in different races. The diagrams below show how much of their races each runner has completed. Draw a picture of the whole of each track. Write a fraction to represent the whole.*



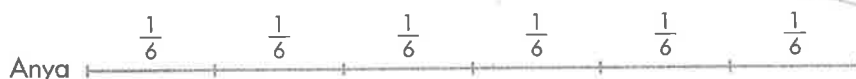
You can look at the fraction to find how many parts will make up the whole.



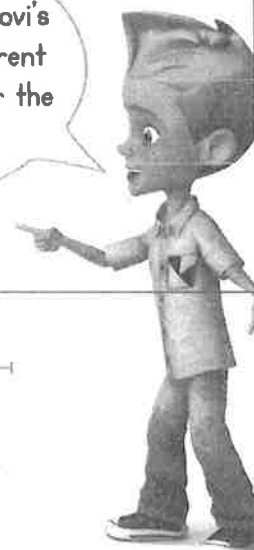
B You know Anya and Novi have each completed  $\frac{1}{6}$  of their races.

Six lengths of  $\frac{1}{6}$  make  $\frac{6}{6}$ , or 1 whole.

These diagrams show the whole of Anya's and Novi's races. The sixths are different sizes because the tracks for the races (the wholes) are different sizes.



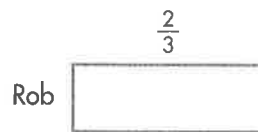
$1 = \frac{6}{6}$



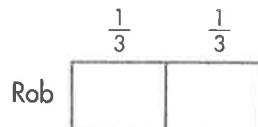
**Convince Me!** © MP.2 Reasoning Why is Novi's track longer than Anya's track?

### Another Example!

The part of a race Rob has completed is shown at the right. You can use fractional parts like this to identify the whole.

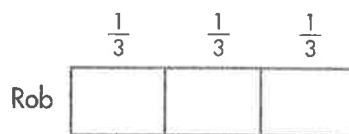


$\frac{2}{3}$  is 2 copies of  $\frac{1}{3}$ . Divide Rob's track into 2 equal parts.



Three copies of  $\frac{1}{3}$  make  $\frac{3}{3}$  or 1 whole. Draw one more third.

$1 = \frac{3}{3}$



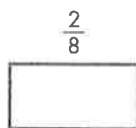
### ★ Guided Practice ★

#### Do You Understand?

1. © **MP.2 Reasoning** If the distance Anya ran was  $\frac{1}{5}$  of the length of the track, what fraction would you use to represent the whole track?
2. © **MP.8 Generalize** What is true about the numerator and denominator of each fraction that represents one whole?

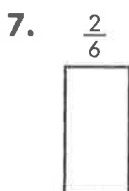
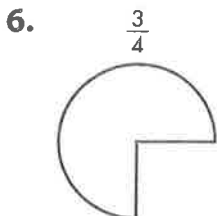
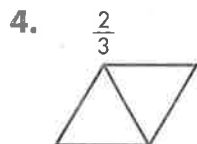
#### Do You Know How?

3. Draw a picture and write a fraction to represent the whole.



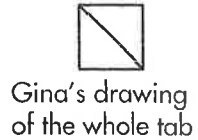
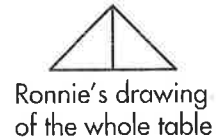
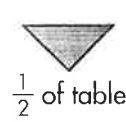
### ★ Independent Practice ★

In 4–7, draw a picture and write a fraction to represent the whole.



# Math Practices and Problem Solving

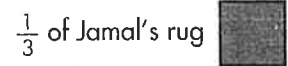
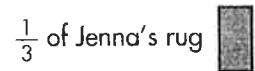
8. © MP.3 Critique Reasoning Ronnie and Gina were shown  $\frac{1}{2}$  of a table. They each drew a picture of the whole table. Which drawing is correct? Explain.



9. Higher Order Thinking If the part shown in 8 is  $\frac{1}{4}$  of a table, what could the whole table look like? Draw a picture and write a fraction to represent the whole.

10. Number Sense Mike has 8 nickels and 4 dimes. How much money does he have?

11. © MP.3 Construct Arguments Jenna and Jamal are making rugs. They have finished the parts shown. Draw pictures to show each whole rug. Whose rug will be longer when it is finished? Explain.



## © Common Core Assessment

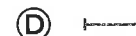
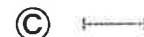
12. The picture shows  $\frac{2}{3}$  of a granola bar.



Which shows the whole granola bar?

- (A)
- (B)
- (C)
- (D)

13. Each part below is  $\frac{1}{2}$  of a different whole. Which is part of the largest whole?





Name \_\_\_\_\_

# Practice 16



In what place is the bolded number?

1. **3**,982 \_\_\_\_\_

2. 3,**9**31 \_\_\_\_\_

Round the following numbers to the thousands place.

3. 3,492 \_\_\_\_\_

4. 2,762 \_\_\_\_\_

Write the following number in expanded form.

5. 4,219 \_\_\_\_\_

Solve the following problems.

6. 
$$\begin{array}{r} 480 \\ - 341 \\ \hline \end{array}$$

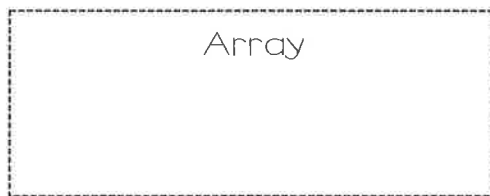
7. 
$$\begin{array}{r} 824 \\ - 325 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 382 \\ - 328 \\ \hline \end{array}$$

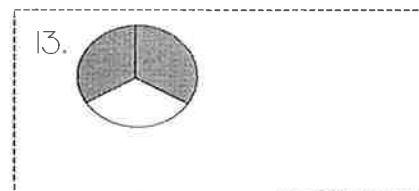
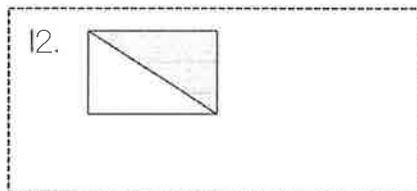
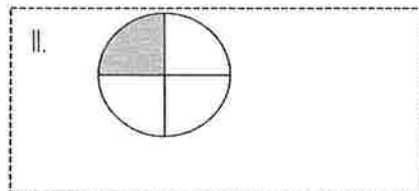
9. 
$$\begin{array}{r} 281 \\ - 38 \\ \hline \end{array}$$

Solve the following problems with an array and repeated addition.

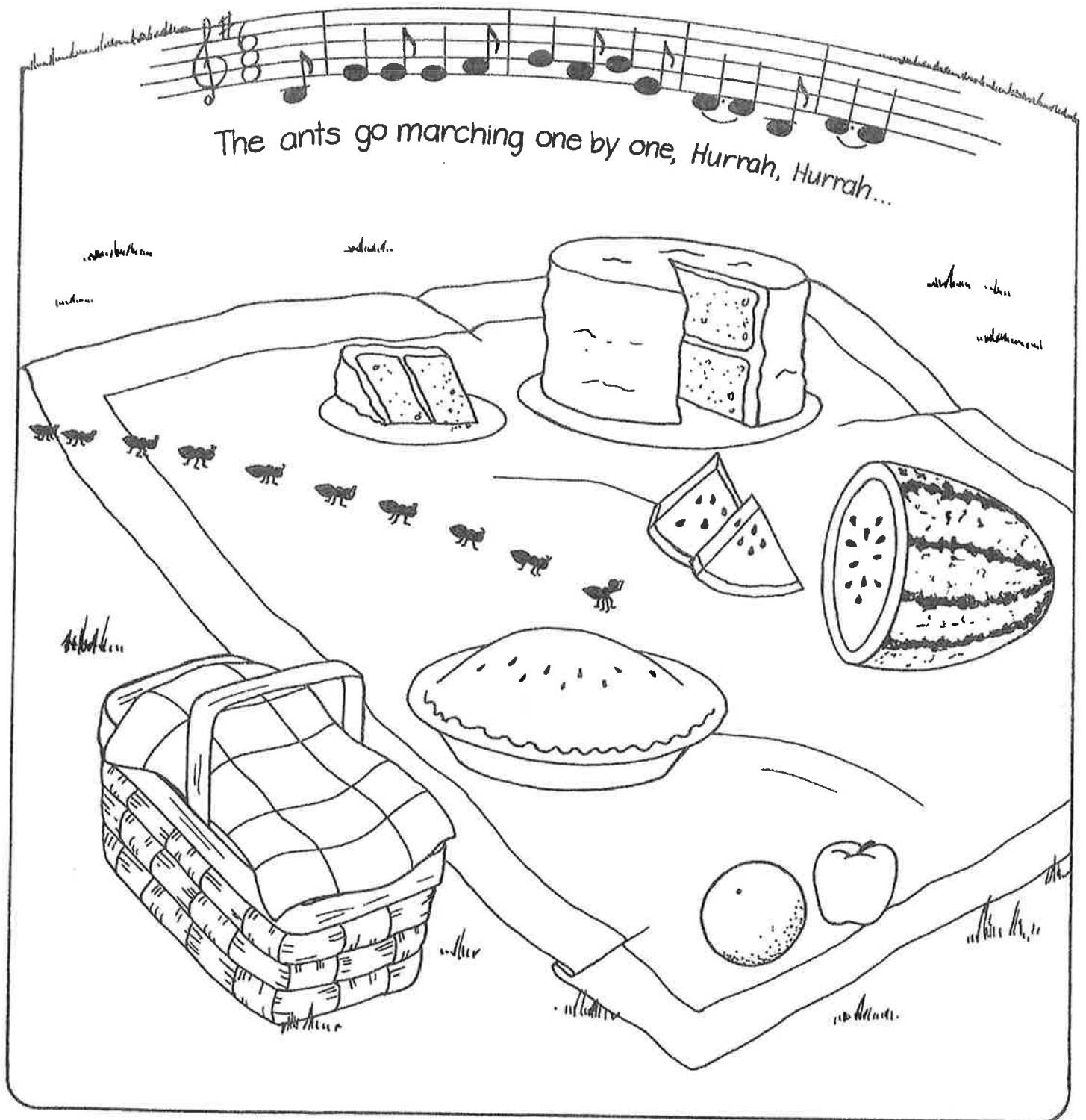
10.  $6 \times 4 =$



Identify the fractions.







### The Ants Go Marching

1. The ants go marching one by one, Hurrah, Hurrah,  
The ants go marching one by one, Hurrah, Hurrah,  
The ants go marching one by one, the little one stops to suck his thumb,  
And they all go marching down to the ground to get out of the rain, Boom! Boom! Boom!
2. Two...tie his shoe
3. Three...climb a tree
4. Four...shut the door
5. Five...take a dive
6. Six...pick up sticks
7. Seven...pray to heaven
8. Eight...shut the gate
9. Nine...check the time
10. Ten...say "The End"