NTI DAY 28

Harrison County Schools

Name: _____

Grade: __3rd___

Teacher: _____

Complete within 2 weeks of returning to school.

NTI 28
Reading Directions

1. Watch the Author's Purpose video on the BLOG

     OR

   read page 330 provided from the Journey's pages.

2. Complete the Inference Map for Author's Purpose Projectable 24.5 page.

Dig Deeper

How to Analyze the Text

Use these pages to learn about Author's Purpose and Analyzing Illustrations. Then read *Dog-of-the-Sea-Waves* again to apply what you learned.
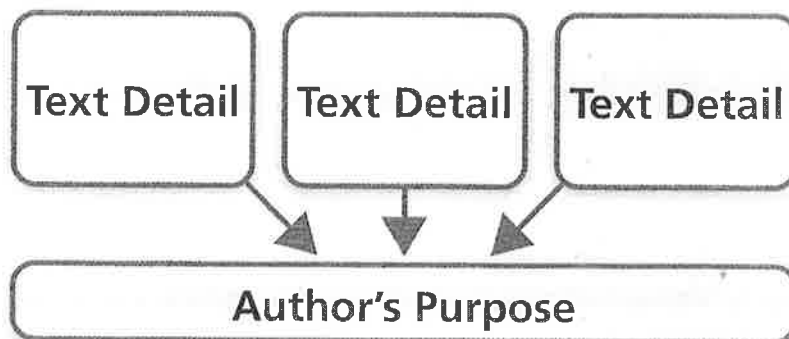
Author's Purpose

Authors write for different reasons. The **author's purpose** may be to inform, to persuade readers to do or believe something, to describe, or to entertain. Sometimes an author has more than one purpose.

To help identify the author's purpose, think about text evidence in the story. Why were certain details included?

Look back at page 316 in *Dog-of-the-Sea-Waves*. On this page the author sets the scene and introduces you to the characters. You can already tell that it is a story of long ago. As you read, think about how other details point to the author's reason for writing.

| Text Detail | Text Detail | Text Detail |

| Author's Purpose |

COMMON CORE

Go Digital

330

Dog-of-the-Sea-Waves : Analyze the Text   Author's Purpose

Inference Map: Author's Purpose

Text Detail	Text Detail	Text Detail

Author's Purpose
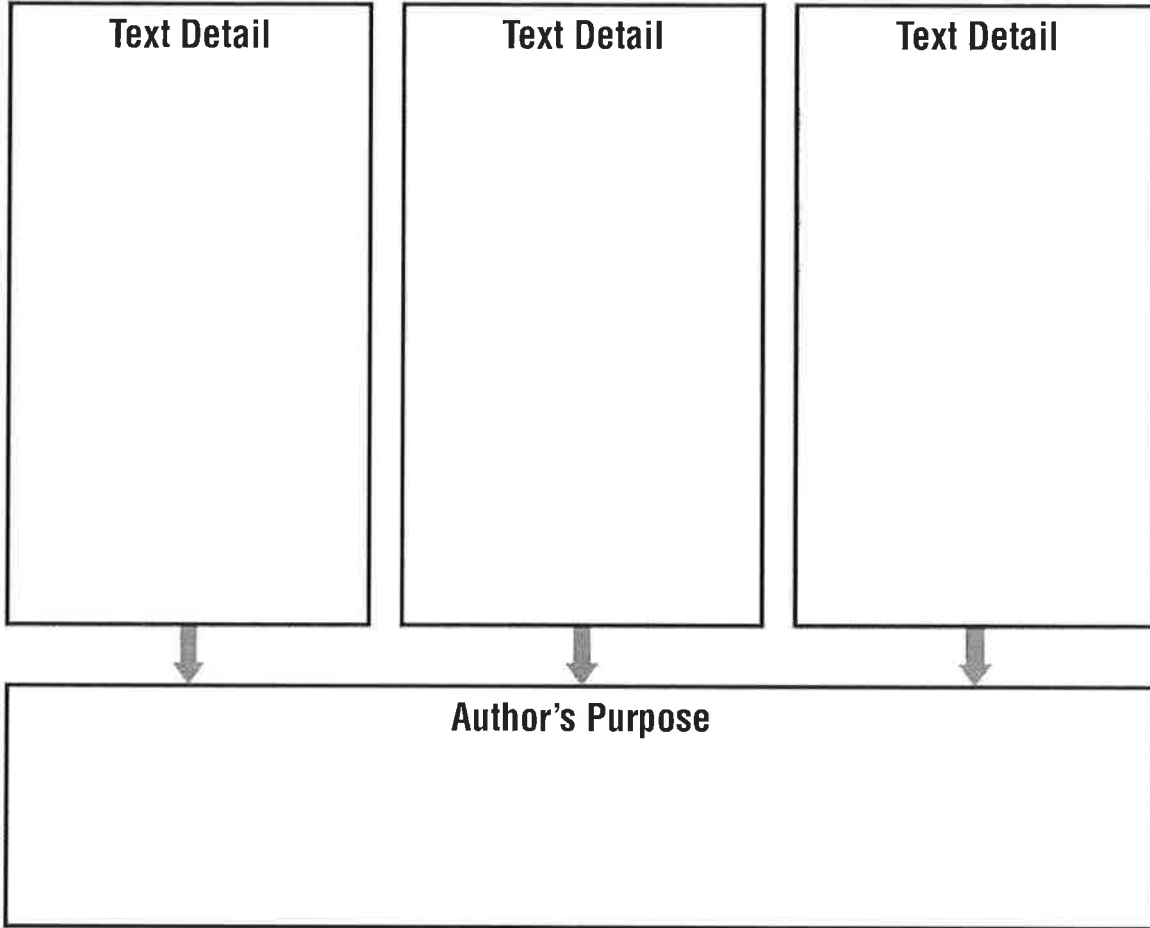
Name _____

Solve & Share

Gregor threw a softball $\frac{3}{4}$ of the length of the yard in front of his house. Find as many fractions as you can that name the same part of the length that Gregor threw the ball. *Solve this problem any way you choose. Explain how you decided.*

I can ...
find equivalent fractions that name the same part of a whole.

Content Standards 3.NF.A.3a, 3.NF.A.3b
Mathematical Practices MP.2, MP.4, MP.5, MP.7

You can use tools. Think about what you need to find. Think about the tools you can use to help solve the problem.

Gregor's yard

Look Back! MP.5 Use Appropriate Tools How can fraction strips help you tell if a fraction with a denominator of 2, 3, or 6 would name the same part of a whole as $\frac{3}{4}$?

How Can Different Fractions Name the Same Part of a Whole?

Essential Question

The Chisholm Trail was used to drive cattle to market. Ross's herd has walked $\frac{1}{2}$ the distance to market. What is another way to name $\frac{1}{2}$?
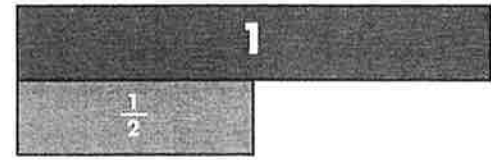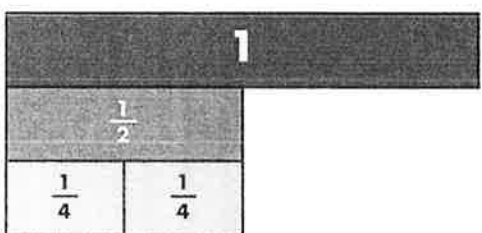
Different fractions can name the same part of a whole.

Fractions that name the same part of a whole are called equivalent fractions.

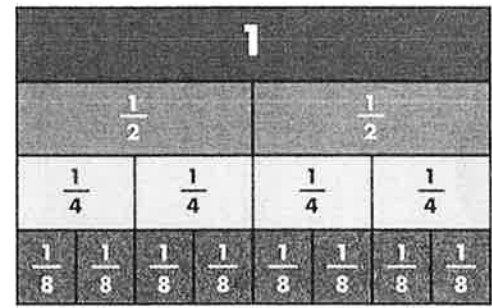$\frac{1}{2} = \dfrac{\square}{\square}$ You can use fraction strips.

The fractions $\frac{1}{2}$ and $\frac{2}{4}$ represent the same part of the whole.

Two $\frac{1}{4}$ strips are equal to $\frac{1}{2}$, so $\frac{1}{2} = \frac{2}{4}$.

Another name for $\frac{1}{2}$ is $\frac{2}{4}$.

You can find other equivalent fractions. Think about fractions that name the same part of the whole.
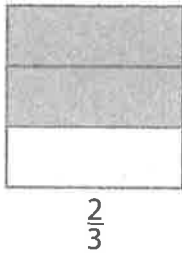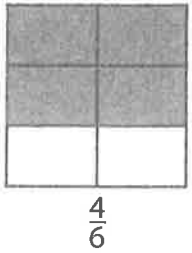
$\frac{1}{2} = \frac{4}{8}$ $\frac{3}{4} = \frac{6}{8}$

Convince Me! © MP.7 **Look for Relationships** In the examples above, what pattern do you see in the numerators and denominators of the fractions that are equivalent to $\frac{1}{2}$? What is another name for $\frac{1}{2}$ that is not shown above?

Practice Buddy Tools Assessment

Another Example!

You can find an equivalent fraction for $\frac{4}{6}$ using an area model.
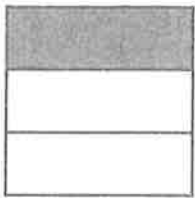
$\frac{4}{6}$ $\frac{2}{3}$

Both area models have the same-size whole.
One is divided into sixths. The other shows thirds.
The shaded parts show the same part of a whole.

Because $\frac{4}{6} = \frac{2}{3}$, another name for $\frac{4}{6}$ is $\frac{2}{3}$.
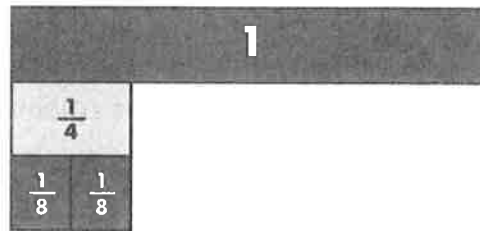
☆ Guided Practice *

Do You Understand?

1. Divide the second area model into sixths. Shade it to show a fraction equivalent to $\frac{1}{3}$.

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

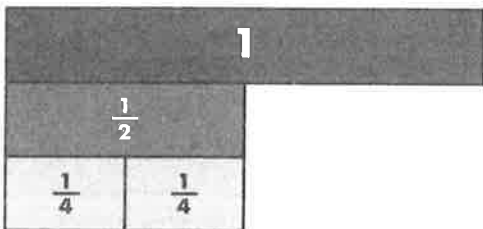### Do You Know How?

2. Use the fraction strips to help you find an equivalent fraction.

1

$\frac{1}{4}$

$\frac{1}{8}$ $\frac{1}{8}$

$\frac{1}{4} = \boxed{}$

☆ Independent Practice ☆

3. Use the fraction strips to help you find an equivalent fraction.

1

$\frac{1}{2}$

$\frac{1}{4}$ $\frac{1}{4}$

$\frac{1}{2} = \boxed{}$

4. Divide the second area model into eighths. Shade it to show a fraction equivalent to $\frac{1}{2}$.
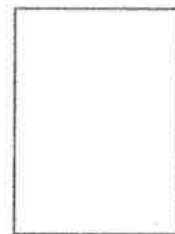
$\frac{1}{2} = \boxed{}$

In 5–8, find each equivalent fraction. Use fraction strips or draw area models to help.

5. $\frac{3}{4} = \frac{\boxed{}}{8}$

6. $\frac{6}{6} = \frac{\boxed{}}{8}$

7. $\frac{2}{6} = \frac{\boxed{}}{3}$

8. $\frac{4}{8} = \frac{\boxed{}}{2}$
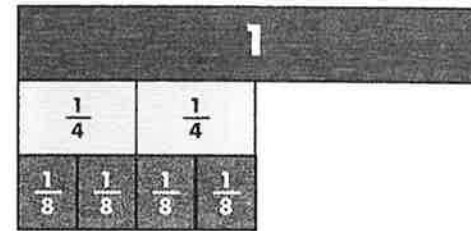
Math Practices and Problem Solving

In **9** and **10**, use the fraction strips at the right.

9. Marcy used fraction strips to show equivalent fractions. Complete the equation.

$$\frac{\square}{4} = \square$$

10. ◎ **MP.4 Model with Math** Rita says the fraction strips show fractions that are equivalent to $\frac{1}{2}$. Explain what you could do to the diagram to see if she is correct.

> Both fractions represent the same part of the whole.

11. ◎ **MP.2 Reasoning** A band learns 4 to 6 new songs every month. What is a good estimate for the number of songs the band will learn in 8 months? Explain.

12. Three eighths of a playground is covered by grass. What fraction of the playground is **NOT** covered by grass?

13. **Higher Order Thinking** Aiden folded two strips of paper into eighths. He shaded a fraction equal to $\frac{1}{4}$ on the first strip and a fraction equal to $\frac{3}{4}$ on the second strip. Show the fractions Aiden shaded on the pictures to the right. Which fraction of each strip did he shade?

◎ **Common Core Assessment**

14. Which fractions are equivalent? Choose all that apply.

☐ $\frac{1}{4}$ and $\frac{1}{8}$ ☐ $\frac{3}{4}$ and $\frac{3}{8}$

☐ $\frac{1}{4}$ and $\frac{2}{8}$ ☐ $\frac{3}{4}$ and $\frac{6}{8}$

☐ $\frac{2}{4}$ and $\frac{4}{8}$
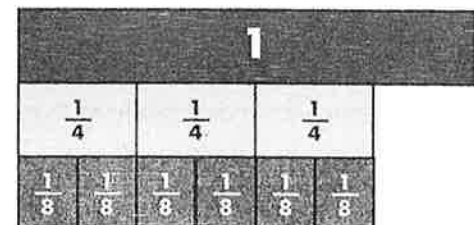
Tic Tac Math

All rows, columns, and three numeral diagonals must add up to the same sum. Write the total and then fill in the empty spaces.

Problem 1

2	1	3
	2	1

Total: _____

Problem 2

6	7	
		5
	8	3

Total: _____

Problem 3

4		5
6		
5		6

Total: _____

Problem 4

5		1
7	2	3

Total: _____

For more puzzles of this type, go to www.criticalthinking.com/balance-math-more-level-1.html.

In the library, we read both **fiction** and **nonfiction** books. Fiction means the book contains a made up story, and nonfiction means the book contains true facts. **Today, read a nonfiction book** and complete the activity below. If you don't have a nonfiction book at home, there are many great nonfiction read alouds on YouTube!

NON-FICTION BOOK REPORT

NEW WORD I LEARNED

WORD:_____

DEFINITION:_____

_____

BOOK TITLE & AUTHOR

SUBJECT

THE 3 MOST INTERESTING THINGS I LEARNED

1. _____
   _____

2. _____
   _____

3. _____
   _____

BACKGROUND KNOWLEDGE
(WHAT I KNEW BEFORE READING THIS BOOK)

1 QUESTION I STILL HAVE

CAPTION