# NTI DAY 29

Harrison County Schools

Name: _____

Grade: __3rd____

Teacher: _____

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

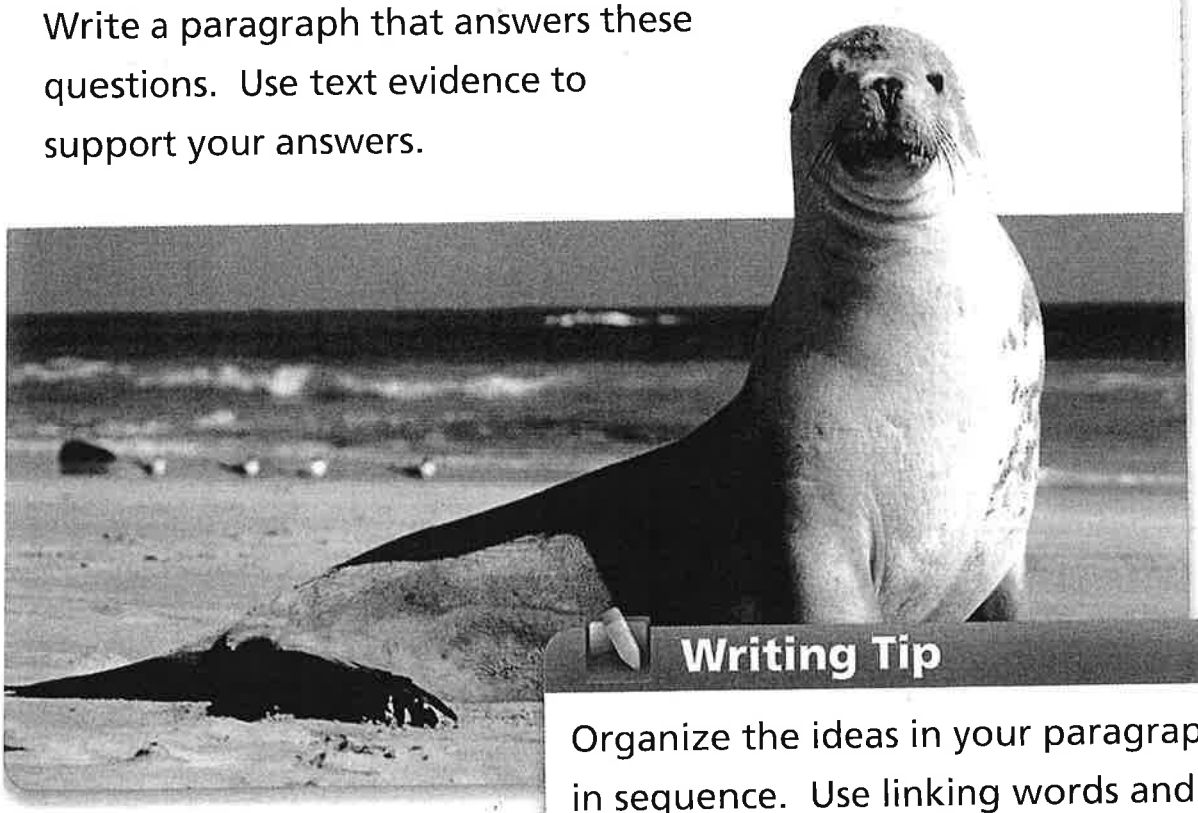
# NTI 29
# Reading Directions

1. Read page 333. Write a paragraph describing how the brothers feel after finding Dog-of-the-Sea-Waves. Include in the paragraph how they feel in the middle of the story and at the end.

- Remember to:
  - use punctuation and capitalization
  - Write in complete sentences.

## WRITE ABOUT READING


**Response** Describe how the brothers feel about Dog-of-the-Sea-Waves when they first find him near the beginning of the story. How do they feel toward him in the middle of the story? How do their feelings change by the end? Write a paragraph that answers these questions. Use text evidence to support your answers.



### Writing Tip

Organize the ideas in your paragraph in sequence. Use linking words and phrases such as *at first, then, later,* and *in the end* to show how the ideas are related.

Go Digital

COMMON CORE **RL.3.1** ask and answer questions to demonstrate understanding, referring to the text; **W.3.2a** introduce a topic and group related information/ include illustrations; **W.3.2b** develop the topic with facts, defintions, and details; **W.3.2c** use linking words and phrases to connect ideas within categories of information; **W.3.10** write routinely over extended time frames or short time frames; **SL.3.1a** come to discussions prepared/ icitly draw on preparation and other information about the topic; **SL.3.1d** explain own ideas and understanding in light of the discussion

Name _____

Solve

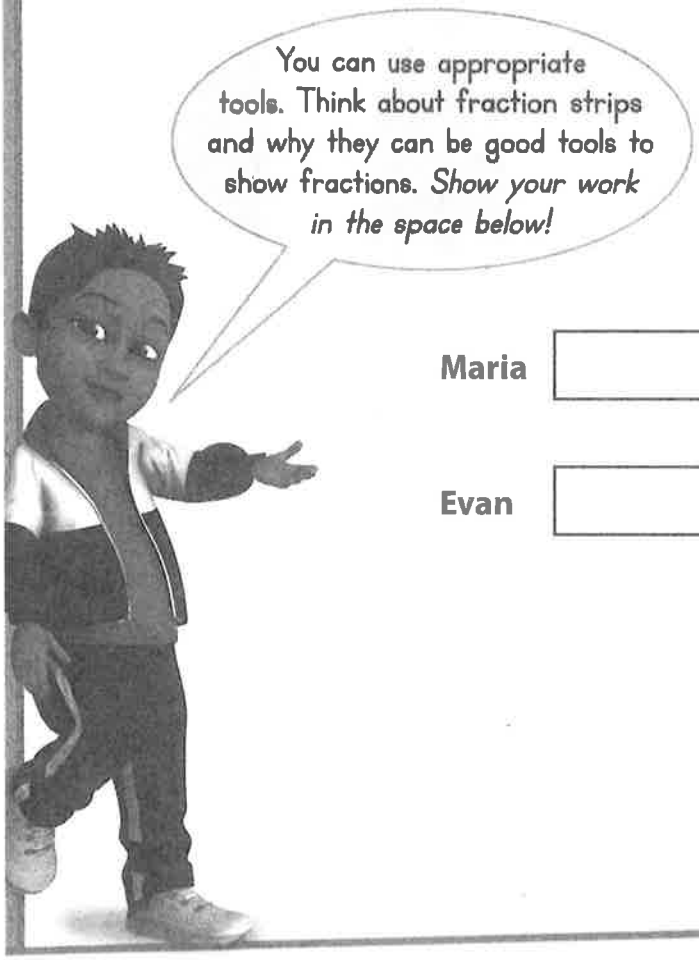
# Lesson 13-3
## Use Models to Compare Fractions: Same Denominator

**I can ...**
compare fractions that refer to the same-sized whole and have the same denominator by comparing their numerators.

**Content Standard** 3.NF.A.3d
**Mathematical Practices** MP.2, MP.3, MP.5, MP.6, MP.8

### Solve & Share

Maria and Evan are both jogging a mile. Maria has jogged $\frac{7}{8}$ mile, and Evan has jogged $\frac{3}{8}$ mile. Who has jogged a shorter distance? ***Solve this problem any way you choose. Explain how you decided.***




**Maria**

**Evan**

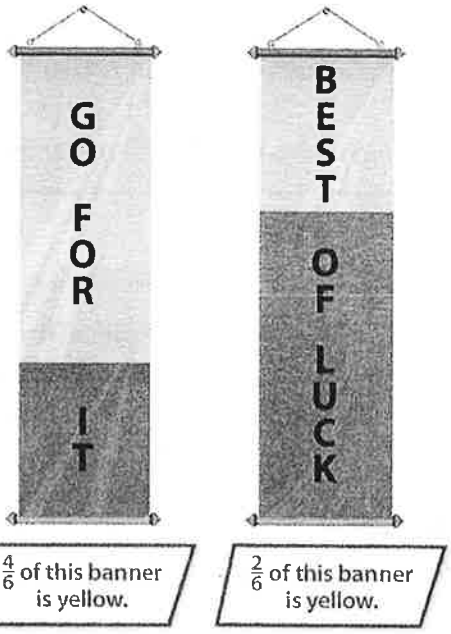
**Look Back!** **MP.3 Construct Arguments** Would your answer change if Evan had jogged $\frac{5}{8}$ of a mile instead? Explain.

## Essential Question: How Can You Compare Fractions with the Same Denominator?

*Two banners with positive messages are the same size. One banner is $\frac{4}{6}$ yellow, and the other banner is $\frac{2}{6}$ yellow. Which is greater, $\frac{4}{6}$ or $\frac{2}{6}$?*

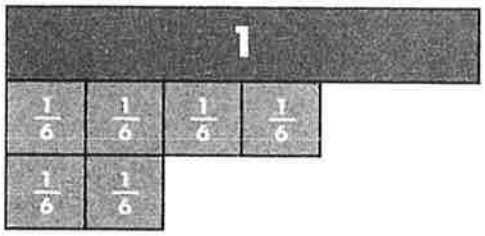
Remember, comparisons are valid, or true, only if they refer to the same-sized whole.

Use fraction strips to reason about the sizes of these two fractions.




B $\frac{4}{6}$ is 4 of the unit fraction $\frac{1}{6}$.
$\frac{2}{6}$ is 2 of the unit fraction $\frac{1}{6}$.

So, $\frac{4}{6}$ is greater than $\frac{2}{6}$.




C Record the comparison using symbols or words.

$\frac{4}{6} > \frac{2}{6}$

*Four sixths* is greater than *two sixths*.

If two fractions have the same denominator, the fraction with the greater numerator is the greater fraction.

**Convince Me!** © **MP.2 Reasoning** Write a number for each numerator to make each comparison true. Use a picture and words to explain how you decided.

$\frac{\square}{8} < \frac{\square}{8}$ $\frac{\square}{3} > \frac{\square}{3}$

Name _____

Practice Buddy | Tools | Assessment

## Guided Practice*

### Do You Understand?

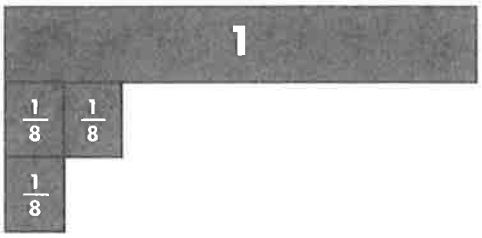
1. **© MP.5 Use Appropriate Tools** Explain how you can use fraction strips to show whether $\frac{5}{6}$ or $\frac{3}{6}$ of the same whole is greater.

2. Which is greater, $\frac{3}{4}$ or $\frac{2}{4}$? Draw $\frac{1}{4}$-strips to complete the diagram and answer the question.


### Do You Know How?

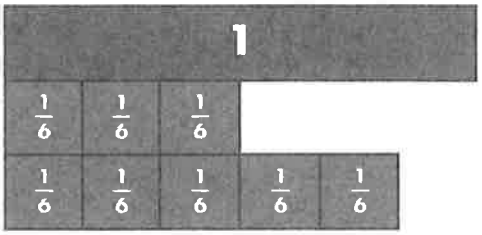
In **3** and **4**, compare. Write $<$, $>$, or $=$. Use the fraction strips to help.

3.




$\frac{2}{8} \bigcirc \frac{1}{8}$

4.

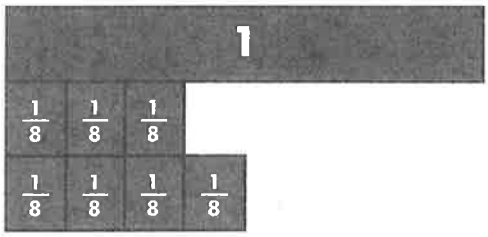



$\frac{3}{6} \bigcirc \frac{5}{6}$

## Independent Practice

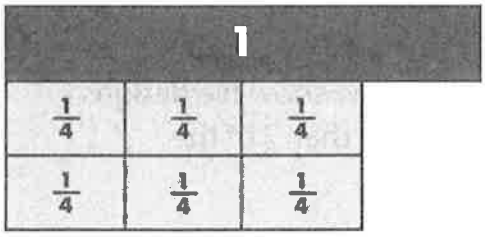
**Leveled Practice** In **5–14**, compare. Write $<$, $>$, or $=$. Use or draw fraction strips to help. The fractions refer to the same whole.

5.




$\frac{3}{8} \bigcirc \frac{4}{8}$

6.




$\frac{3}{4} \bigcirc \frac{3}{4}$

7. $\frac{6}{8} \bigcirc \frac{3}{8}$

8. $\frac{5}{8} \bigcirc \frac{7}{8}$

9. $\frac{1}{2} \bigcirc \frac{1}{2}$

10. $\frac{1}{3} \bigcirc \frac{2}{3}$

11. $\frac{6}{6} \bigcirc \frac{3}{6}$

12. $\frac{2}{8} \bigcirc \frac{3}{8}$

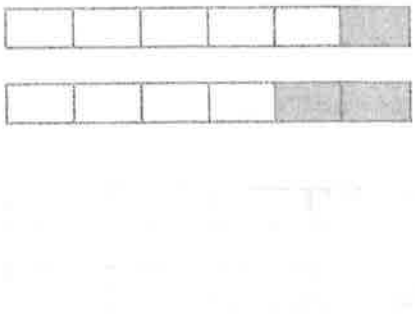
13. $\frac{3}{3} \bigcirc \frac{1}{3}$

14. $\frac{1}{4} \bigcirc \frac{3}{4}$

*For another example, see Set C on page 724.

## Math Practices and Problem Solving

In **15** and **16**, use the pictures of the strips that have been partly shaded.




**15.** Compare. Write $<$, $>$, or $=$.
The green strips show $\frac{1}{6}$ ◯ $\frac{2}{6}$.

**16.** **© MP.3 Construct Arguments** Do the yellow strips show $\frac{2}{4} > \frac{3}{4}$? Explain.

**17.** Izzy and Henry have two different pizzas. Izzy ate $\frac{3}{8}$ of her pizza. Henry ate $\frac{3}{8}$ of his pizza. Izzy ate more pizza than Henry. How is this possible? Explain.

**18.** **© MP.8 Generalize** Two fractions are equal. They also have the same denominator. What must be true of the numerators of the fractions? Explain.

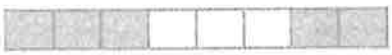
**19.** **Number Sense** Mr. Domini had $814 in the bank on Wednesday. On Thursday, he withdrew $250, and on Friday, he withdrew $185. How much money did he have in the bank then?

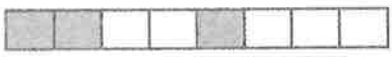
**20.** **Higher Order Thinking** Tom's parents let him choose whether to play his favorite board game for $\frac{7}{8}$ hour or for $\frac{8}{8}$ hour. Explain which amount of time you think Tom should choose, and why.

## © Common Core Assessment

**21.** The pictures below show tile designs. Which shows less than $\frac{4}{8}$ of the whole shaded?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

**22.** These fractions refer to the same whole. Which of these comparisons is **NOT** correct?

Ⓐ $\frac{5}{6} > \frac{3}{6}$

Ⓑ $\frac{2}{4} < \frac{3}{4}$

Ⓒ $\frac{3}{8} > \frac{1}{8}$

Ⓓ $\frac{2}{3} < \frac{1}{3}$

# Magic Trick 1,089!

Try this.

1. Pick 3 different digits from 1, 2, 3, 4, 5, 6, 7, 8, or 9.
   8,1,5
2. Arrange them to make the largest possible number.
   851
3. Arrange them to make the smallest possible number.
   158

4. Subtract the smallest number from the largest number.

```
  851
- 158
-----
  693
```

5. Reverse the digits in the difference and add.

```
  693
+ 396
-----
1,089
```

6. The sum is always 1,089. Try it with someone.

1 2 3 4 5 6 7 8 9

Pick 3 different digits from above. ____, ____, ____

Make the largest possible number. ___ ___ ___

Make the smallest possible number. - ___ ___ ___

Subtract. ___ ___ ___

Add the reversed digits. + ___ ___ ___

___ ___ ___ ___

For more puzzles of this type, go to www.criticalthinking.com/mathematical-reasoning-level-d.html.

Social Emotional Learning- NTI Day 29

Name: _____

**Social Emotional Learning- Growth Mindset**
**3rd Grade**

## FIXED MINDSET

You have a fixed mindset if you tell your brain that you

**CAN NOT** LEARN hard things and you **CAN NOT** BECOME SMARTER.

## GROWTH MINDSET

You have a growth mindset if you tell your brain that you

**CAN** LEARN hard things and YOU **CAN** BECOME SMARTER.

On the line next to the statement please write "G" for growth mindset or "F" for fixed mindset

___ Mistakes can help me learn.

___ I will never be able to improve myself.

___ Mistakes just make me look bad.

___ I get smarter when I learn new things.

___ I can always improve myself.