NTI DAY 32

Harrison County Schools

Name: _____

Grade: 3rd

Teacher: _____

Complete within 2 weeks of returning to school.

NTI 32
Reading Directions

1. Have your student reread the story from NTI day 31. If you would prefer, check out the 3rd Grade Blog to listen to the story instead.

2. Complete the short answer questions for "The Foot Race Across America".

    a. Restate each question.

    b. Write in complete sentences.

Name _____ Date _____

Reader's Guide

The Foot Race Across America

Write a Speech

Andy Payne is receiving an award after the race, but first he must give a speech. Note important details from the text before you write the speech.

Read page 7. What were the specific details of the race that Andy saw in the newspaper?

_____

_____

Why did Andy want to run in the race?

_____

_____

Read pages 8–9. What was the first part of the race like?

_____

_____

Read page 10. What troubles did Andy and the runners face?

_____

_____

Read pages 12–14. What happened at the end of the race?

_____

_____

　　　　　　160　　　　　　

Copyright © 2014 by Houghton Mifflin Harcourt Publishing Company

Name _____ Date _____

The announcer steps onto the stage and says,
"We will now present the award for Greatest Running
Achievement to Andy Payne. Andy, please tell us about
the race!" Write Andy's speech.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Copyright © 2014 by Houghton Mifflin Harcourt Publishing Company

Math Practices and Problem Solving

In **15–17**, use the table at the right.

15. Who has walked closer to 1 mile than to 0 miles?

16. Who has walked closer to 0 miles than to 1 mile?

17. © **MP.3 Construct Arguments** Who has walked a fraction of a mile that is closer to neither 0 nor 1? Explain.

Name	Fraction of mile walked
Mrs. Avery	$\frac{1}{6}$
Mr. Nunez	$\frac{5}{6}$
Ms. Chang	$\frac{1}{3}$
Mr. O'Leary	$\frac{4}{8}$
Miss Lee	$\frac{4}{6}$

18. © **MP.3 Critique Reasoning** Rahul compares two wholes that are the same size. He says that $\frac{2}{6} < \frac{2}{3}$ because $\frac{2}{6}$ is less than $\frac{1}{2}$, and $\frac{2}{3}$ is greater than $\frac{1}{2}$. Is he correct? Explain.

> Think about fractions that are equivalent to one half.

19. © **MP.1 Make Sense and Persevere** Manish drives 265 more miles than Janice. Manish drives 642 miles. How many miles does Janice drive?

20. **Algebra** Nika has 90 pencils. 40 of them are yellow, 13 are green, 18 are red, and the rest are blue. How many blue pencils does Nika have?

21. **Higher Order Thinking** Omar says that $\frac{2}{3} < \frac{4}{6}$ because $\frac{2}{3}$ is between 0 and $\frac{1}{2}$, and $\frac{4}{6}$ is between $\frac{1}{2}$ and 1. Is he correct? Explain.

> Think about equivalent fractions you know.

© Common Core Assessment

22. Write each fraction in the correct answer space to show whether the fraction is closer to 0 or to 1.
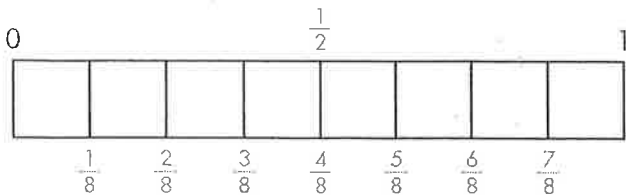
Closer to 0 than to 1	Closer to 1 than to 0

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

Practice Video Tools Games

Another Look!

Compare $\frac{3}{8}$ and $\frac{7}{8}$.

0			$\frac{1}{2}$			1

$\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$

The denominator for each fraction is 8. Use the benchmark numbers 0, $\frac{1}{2}$, and 1 to reason about the relative sizes of the numerators in $\frac{3}{8}$ and $\frac{7}{8}$.

$\frac{1}{2}$ and $\frac{4}{8}$ are equivalent fractions. $\frac{3}{8}$ is less than $\frac{4}{8}$ and closer to 0.

$\frac{7}{8}$ is greater than $\frac{4}{8}$ and closer to 1. So, $\frac{3}{8}$ is less than $\frac{7}{8}$.

> Benchmark numbers are one strategy you can use to compare fractions.

In **1** and **2**, choose from the fractions $\frac{1}{3}$, $\frac{5}{6}$, $\frac{3}{4}$, and $\frac{3}{8}$.

1. Which of the fractions are closer to 1 than to 0?

2. Which of the fractions are closer to 0 than to 1?

3. Write two fractions with a denominator of 8 that are closer to 0 than to 1.

4. Use the benchmark $\frac{1}{2}$ and the fractions $\frac{1}{8}$ and $\frac{5}{8}$ to write three comparison statements.

In **5–10**, use a strategy to compare. Write $<$, $>$, or $=$.

5. $\frac{2}{6}$ ◯ $\frac{2}{4}$

6. $\frac{1}{4}$ ◯ $\frac{1}{8}$

7. $\frac{3}{6}$ ◯ $\frac{5}{6}$

8. $\frac{2}{3}$ ◯ $\frac{2}{3}$

9. $\frac{1}{6}$ ◯ $\frac{1}{4}$

10. $\frac{3}{3}$ ◯ $\frac{3}{8}$

11. The third-grade classes at Haines Elementary are each making a class banner. The banners are all the same size. The table shows how much of a banner each class has completed so far. Has Ms. Holmes's class or Mrs. Johnson's class completed the greater fraction of a banner?

Class	Fraction of Class Banner Completed
Ms. Holmes	$\frac{6}{8}$
Mr. Cline	$\frac{3}{6}$
Mr. Gomez	$\frac{1}{3}$
Mrs. Johnson	$\frac{7}{8}$
Ms. Park	$\frac{3}{4}$

12. In whose classes are the fractions of the banners completed equivalent?

13. In whose classes is the fraction of a completed banner closer to 1 than to 0?

14. Construct Arguments In whose class is the fraction of a completed banner closer to neither 0 nor 1? Use benchmark numbers to explain.

15. Using the denominators 2, 3, 6, or 8, write two fractions less than 1. Then tell if the fractions are closer to 0 than to 1.

16. Natalie has 28 erasers. She divided some of her erasers equally among 3 friends. Natalie has 10 erasers left. How many erasers did each friend get?

17. Higher Order Thinking Write two fractions using the numbers from the cards at the right. One fraction should be closer to 0 than to 1. The other fraction should be closer to 1 than to 0. Explain which fraction meets each rule.

| 1 | 2 | 3 | 4 |

☑ Assessment Practice

18. Each of the fractions in the comparisons at the right refers to the same whole. Use benchmark fractions to reason about the size of each fraction. Select all the correct comparisons.

☐ $\frac{2}{8} = \frac{2}{4}$

☐ $\frac{2}{4} < \frac{2}{2}$

☐ $\frac{5}{8} > \frac{3}{8}$

☐ $\frac{3}{4} < \frac{2}{4}$

☐ $\frac{3}{6} > \frac{3}{4}$

NTI Art at Home

Directions: For NTI day 32 choose an activity to complete. Each activity will include the one of the Elements of Art: **line, shape, color, value, form, texture, and space**. Use any materials you have, take your time, and have FUN!

Line: Draw a face like below, give your person hair using different types of lines. Create 6 different hairstyles.	*** **Shape**: Using different shapes geometric, has a name (triangle, square, rectangle) and organic (made up) create something out of any materials you'd like!*** Parent Initial: _____	*** **Color** Mixing: Using food coloring or paint, mix the primary colors: red, blue, and yellow to make new colors. *** Parent Initial: _____
*** **Form:** The element of form refers to shapes that have 3 dimensions. Forms have height, width, and depth. They can be viewed from multiple angles. Use play dough, aluminum foil, a toilet paper roll, etc. to create something. Use your imagination! ***	**Texture** Hunt: Lay a piece of paper over an object and rub over it with the side of a crayon. Find 10 different textures.	**Photograph the Elements of Art.** Use your device to take photos of things that feature the Elements. Email to Mrs. Smiley or share on school FaceBook site.
Space: Draw a landscape with space- give the illusion of depth. 1. Draw a line across the middle of the paper. 2. The top portion will be the sky. 3. The bottom will be the grass and landscape. You can add hills and mountains. 4. Add detail (color, trees, barns, animals, etc).	**Value:** the lightness or darkness of a color. 1. Choose a crayon color and color three different areas. 2. On one, *tint* it with a white crayon (1). 3. On the third area, *shade* with black (3). Number 2 is the original color (gray). Repeat with 3 more colors.	**Collage of the Elements of Art** Use clippings from magazines to find one example of each Element to create an Elements of Art Collage.

Any activity with ***: If possible, please upload a photo of your activity on ClassDojo, School Facebook Site, email to chelsey.smiley@harrison.kyschools.us or any other school site. These activities also need a parent initial in that box and returned to school. Any other activities will need to be returned to school.

If having difficulty with blank paper, use the back of this sheet.