

NTI Day 3

Choose five of the activities below to complete for NTI Day 3. You must choose at least one reading and one math activity. Students may or may not need assistance. Parents, please initial each box completed by your child and return it with the completed work. If you have any questions you can read me via email Britney.adkins@cloverport.kyschools.us. will be available from 7:30-3:15. Thank you!

Reading	Math	Writing	Phonics
Reading Log: read a book to an adult for 20 minutes	Math Sheet	Make a list of 10 verbs you did today on lined paper.	Write your spelling words 3 times each on lined paper.
Read the passage <u>Where Are You, Pat?</u> and complete the questions.	30 minutes of IXL practice. Level practiced: _____	Write about anything you want on lined paper. (must be at least 5 sentences)	Phonics sheet

Name _____

Read the selection. Then answer the questions that follow.

Where Are You, Pat?

Mom said, "Where are you, Pat?"

"On a plane with Sam," said Pat.

She said, "Where are you, Pat?"

"In a car with Pam," said Pat.

She said, "Where are you, Pat?"

"On a bus with Nan," said Pat.

She said, "Come out of the tub, Pat. I can see you. Come here with me. We have to go."

Answer the questions below.

1 Where did Pat say she was *first*?

- on a bus
- in a bed
- on a plane

2 Where did Pat say she was *second*?

- in a car
- on a boat
- in bed

3 How did Pat feel in this story?

- She was mad.
- She was happy.
- She was sleepy.

4 Where did Pat say she was *last*?

5 Where was Pat all the time?

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Spaceship Math Addition X
 All Problems Practice
 Math Worksheet 3

Name: _____

$$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$$

Total: 40

Goal: _____

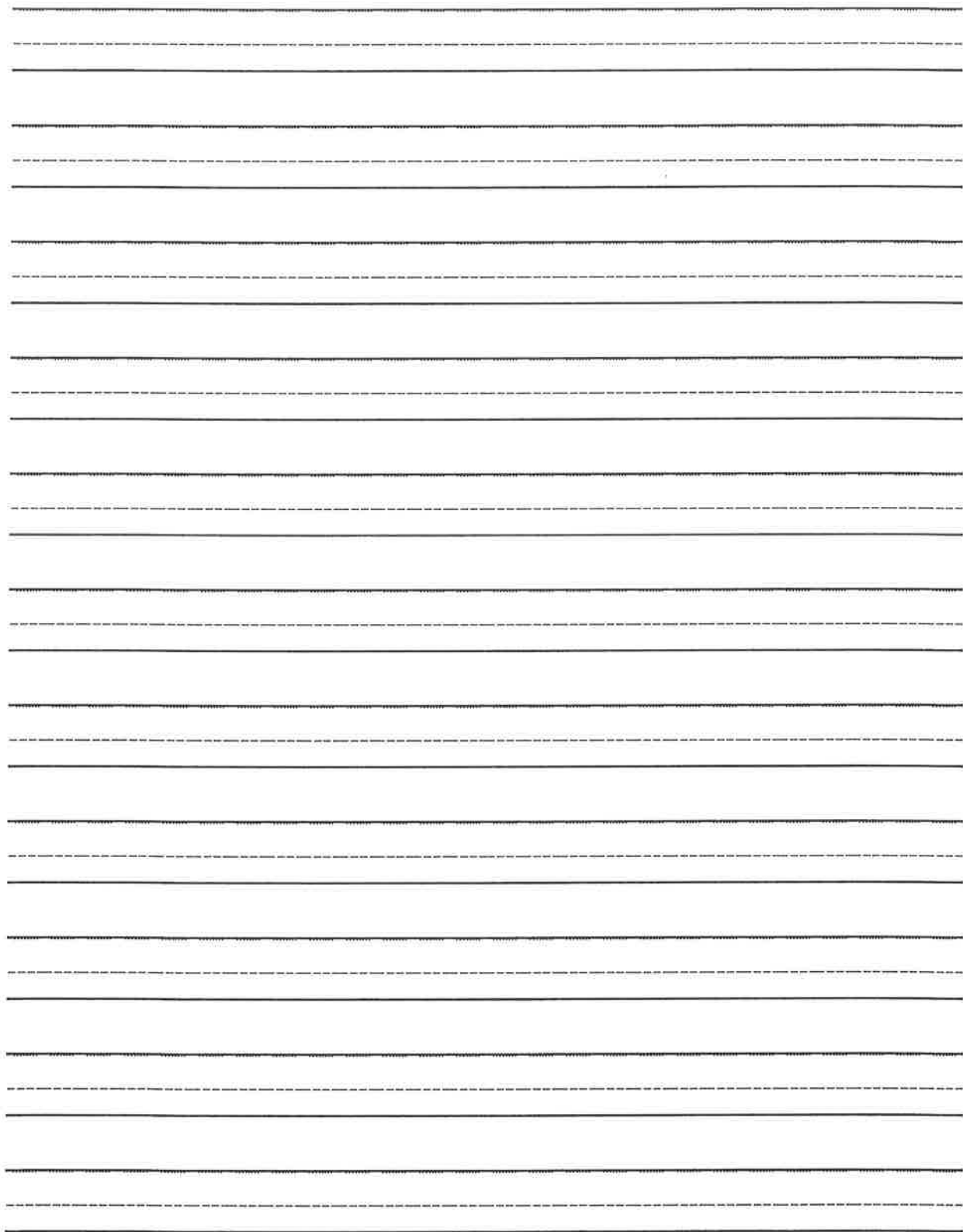
Complete: _____

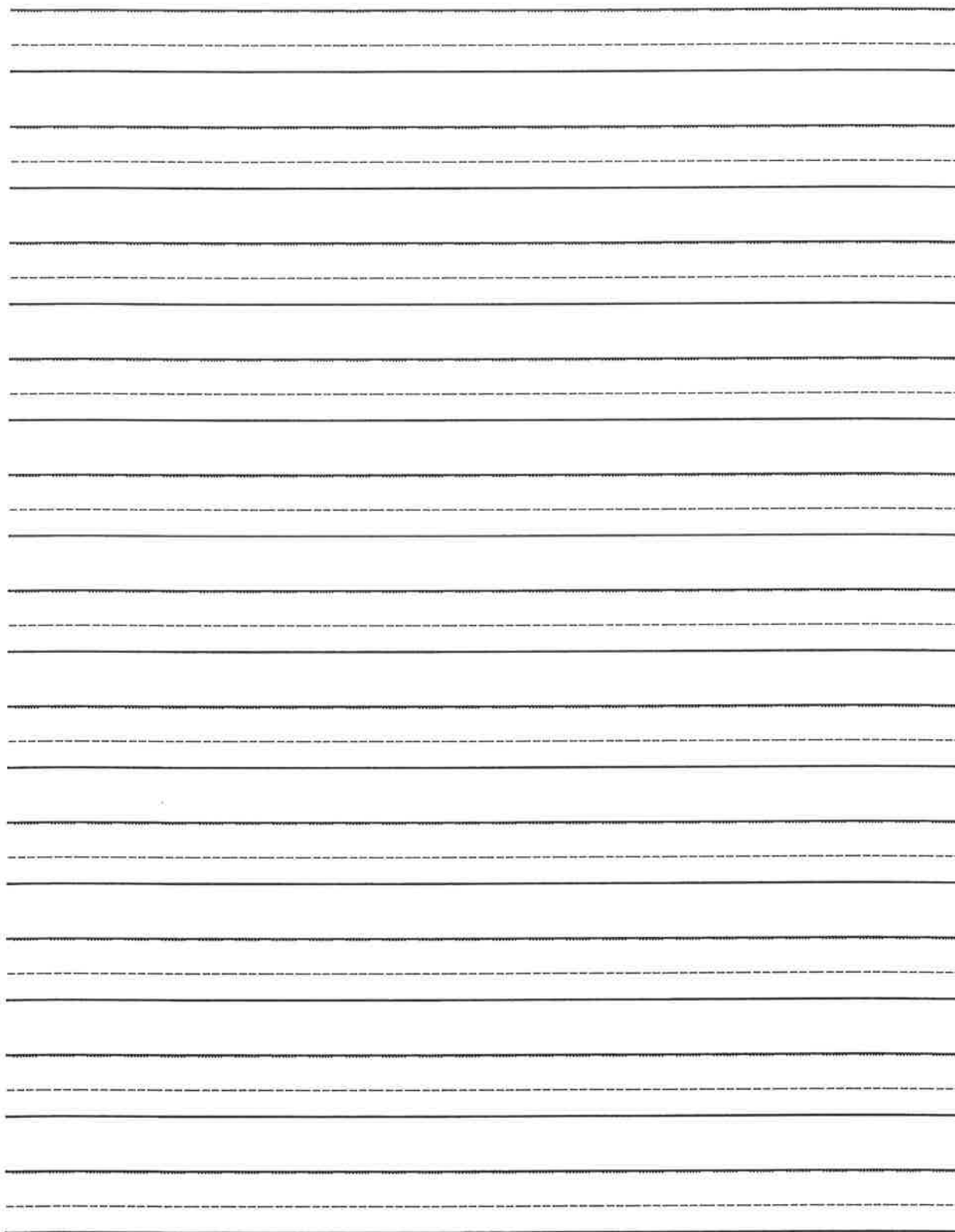
Correct: _____

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Name _____

swim	skin	stem	scat
slip	sped	skip	stir

_____ed

_____ip

_____in

_____im

_____at

_____em

_____ir

_____ip



Stan spots a cat.
The cat sped by us.
The cat can scat!



Directions Have your child circle the initial **s** blend in each word. Then ask your child to write the words on the lines and say each word aloud, listening for the initial blends. Read the sentences at the bottom and have your child read them after you.