

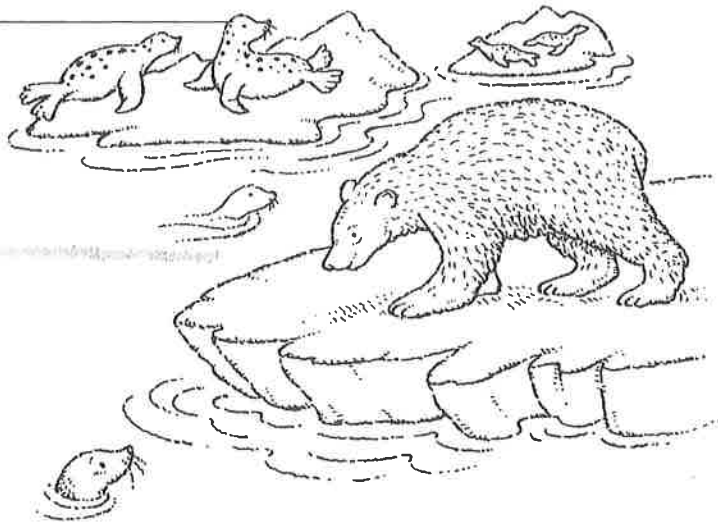
Name _____

NTI Day 2

Reading (Choose at least one)	Phonics	Grammar	Vocabulary	Math (Choose at least one)	Physical Activity	Life Skills
Brr! It's Cold!- Read Story and Answer Questions Pg. 72-73	Worksheet Pg. 17	30 minutes of Language Arts IXL Practice Write the Levels Practiced in this box	Worksheet Pg. 18	Worksheet Pg. P11-P12	Go out and play in the snow for 30 minutes. Write and draw about what you did.	With the help of an adult, follow a recipe to bake something. Write in the box below what you made.
Parent Initial _____	Parent Initial _____	Parent Initial _____	Parent Initial _____	Parent Initial _____	Parent Initial _____	Parent Initial _____
Reading Log- Read for 20 minutes. Write about what you read on the reading log.		Worksheet Pg. 74 Subjects		30 minutes of Math IXL Practice Write the Levels Practiced in this box		
Parent Initial _____				Parent Initial _____		

Choose five of the activities to complete for Day 2. You must choose at least one reading and one math activity. If a box is blank that means that there are no planned activities for that subject. Parents please initial each box completed by your child and return it with the work completed for Day 2. If you have any questions you can reach me via email tasha.tucker@cloverport.kyschools.us or through Class Dojo. I will be available from 7:45-3:15. Thank you.

Name _____

Read the story.**Follow** the directions.

Brr! It's Cold!

It is a big animal. It has black skin you cannot see, but you can see its white fur. Sometimes its fur looks yellow. Its legs are big and fat. This huge animal lives near the top of the world. It lives in or near the North Pole. Brr! It is cold up there. But ice is nice for this animal. Do you know what animal it is? It is the polar bear.

A polar bear has 42 teeth. It needs them to eat its food. Sniff, sniff. It can smell dinner. It is time to dive and swim. It is time to hunt for food. It may be a fish. It may be a whale! Those 42 teeth are sharp and can easily cut up a meal.

The polar bear moves its food to the ice. It naps on the ice. It keeps its cubs warm on the ice. It is good that ice is everywhere!

There is trouble going on in the world of the polar bear. The sun is very hot. The sun melts the ice. Sometimes the bear is on a sheet of ice, but the ice is too small. Some of it has melted. The bear cannot nap on this ice. It cannot feed on this ice. It cannot care for its cubs on this ice. What will happen to the polar bear?



Home Activity Your child identified the main idea and details in some paragraphs. Read a story with your child and pause after an interesting paragraph. Ask your child to tell you the main idea. Then help your child list some details that support the main idea.

Name _____

Some people want to help the polar bears. They want to work to keep them safe. We want the polar bears to be safe so they can live on and on.

1. Look at the second paragraph. Underline the sentence that tells the main idea.

2. Look at the second paragraph again. List three details that tell about the main idea.

3. Look at the fourth paragraph. Underline the sentence that tells the main idea.

4. Look at the fourth paragraph again. List two details that tell about the main idea.

Name:

Directions: Read for at least 20 minutes. Then write at least one complete sentence about your thoughts, feelings, and/or predictions related to what you read. Reading logs can be written on another sheet of paper as needed.

TITLE AND AUTHOR(S)

I should be able to tell what you read. Don't just write, "I like this book." Etc. A good sentence starter would be, "This book was about..."

Date:

TITLE: _____

AUTHOR(S): _____

Parent Signature: _____

Date:

TITLE: _____

AUTHOR(S): _____

Parent Signature: _____

Date:

TITLE: _____

AUTHOR(S): _____

Parent Signature: _____

Date:

TITLE: _____

AUTHOR(S): _____

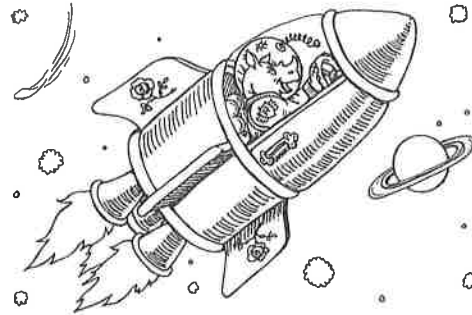
Parent Signature: _____

Name _____

Subjects

Underline the subject in each sentence.

1. Astronauts go into space.
2. Six people are on the space shuttle.
3. Earth is a planet.



Write a subject to complete each sentence.

Use a subject from the box.

Many stars Saturn Space shuttles

4. _____ go very fast.

5. _____ has rings around it.

6. _____ twinkle at night.

Name _____

Long Vowels VCe

Spelling Words					
page	nose	space	size	fine	huge
mice	late	race	blaze	vote	rice

Write the list word that makes sense in both phrases.

- | | | |
|---|--|---|
| <p>the human ____
____ against time</p> <p>_____</p> <p>-----</p> <p>1. _____</p> | <p>____ ten shirt
____ it to fit</p> <p>_____</p> <p>-----</p> <p>2. _____</p> | <p>turn the ____
get a ____</p> <p>_____</p> <p>-----</p> <p>3. _____</p> |
| <p>coming ____
a ____ news bulletin</p> <p>_____</p> <p>-----</p> <p>4. _____</p> | <p>paid a ____
looks ____</p> <p>_____</p> <p>-----</p> <p>5. _____</p> | <p>outer ____
____ for one more</p> <p>_____</p> <p>-----</p> <p>6. _____</p> |

Write a list word that rhymes.

- | | |
|--|--|
| <p>7. note</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> | <p>8. slice</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> |
| <p>9. maze</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> | <p>10. nice</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> |
| <p>11. rose</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> | <p>12. luge</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> |



Home Activity Your child spelled words that contain long vowels. Ask your child how all the spelling words are alike. (All have a long vowel sound and end with vowel-consonant-e.)

Name _____

Look at the picture.

Pick a word from the box that tells about the picture.

Write the word on the line.

behind around outside over



1. The boy is _____ the table.

2. You have to walk _____ the table to get to the front.

3. The tree is _____ of the room.

4. The bird is flying _____ the tree.

Read these directions. Draw the objects in the picture.

5. Draw a ball **below** the table.

6. Draw a cat **beside** the chair.

7. Draw a hat **inside** the box.

8. Draw a clock **above** the boy.



Home Activity Your child practiced using position words. Play "Simon Says" with your child. Use the same words on this page in your directions. For example: Simon Says, "Put your hands above your head." Simon Says, "Stand beside the chair."

Name _____

Lesson 1.5

Different Ways to Write Numbers

COMMON CORE STANDARD CC.2.NBT.3

Understand place value.

Write the number another way.

1. 32

_____ tens _____ ones

2. forty-one

3. 9 tens 5 ones

4. $80 + 3$

5. 57

_____ tens _____ ones

6. seventy-two

_____ + _____

7. $60 + 4$

8. 4 tens 8 ones

9. twenty-eight

_____ + _____

10. 80

_____ tens _____ ones

PROBLEM SOLVING

11. A number has the digit 3 in the ones place and the digit 4 in the tens place. Which of these is another way to write this number? Circle it.

$3 + 4$

$40 + 3$

$30 + 4$

Lesson Check (CC.2.NBT.3)

1. Which is another way to write 3 tens 9 ones?

- 93
- 30 + 90
- 90 + 3
- 39

2. Which is another way to write the number eighteen?

- 8 + 1
- 81
- 10 + 8
- 10 + 80

Spiral Review (CC.2.NBT.3)

3. Which is another way to write the number 47? (Lesson 1.5)

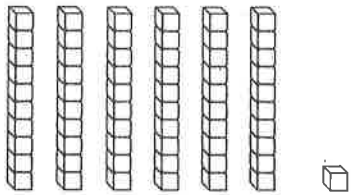
- 70 + 4
- 40 + 7
- 4 + 7
- 40 + 70

4. Which is another way to write the number 95? (Lesson 1.5)

- 50 + 9
- 90 + 50
- fifty-nine
- ninety-five

5. What is the value of the underlined digit? (Lesson 1.3)

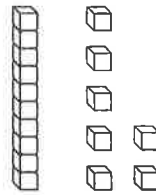
61



- 1
- 6
- 7
- 10

6. What is the value of the underlined digit? (Lesson 1.3)

17



- 1
- 7
- 10
- 70