

Name _____

NTI Day 3

Reading (Choose at least one)	Phonics	Grammar	Vocabulary	Math (Choose at least one)	Physical Activity
Come Fly Read Story and Answer Questions Pg. 78-79	Worksheet Pg. 25	30 minutes of Language Arts IXL Practice Write the Levels Practiced in this box	Worksheet Pg. 26	Worksheet Pg. P11-P12	Go out and play in the snow for 30 minutes. Write and draw about what you did.
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. 80 Predicates		30 minutes of Math IXL Practice Write the Levels Practiced in this box	
Parent Initial _____		Parent Initial _____		Parent Initial _____	

Choose five of the activities to complete for Day 3. 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 3. 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.

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Read the story. Answer the questions.

Come Fly

Drip! Drop! The rain hit the windows. Splish! Splash! The rain splashed the sidewalk. Grace and Brad could not go out to play.

“What would you like to do?” asked Father. “Would you like to build a tent? We can have lunch in it. You can sleep in the tent too.”

“No,” said Grace. “We did that the last time it rained.”

“Would you like to bake?” asked Mother. “We could make brownies.”

“No,” said Brad. “Dad and I baked cookies last week.”

“I know,” said Grace. “Let’s play airport. I’ll be the pilot. Brad, you can sell the plane tickets.”

“No way,” said Brad. “I will fly the plane. You can be my co-pilot.”

“Just one way,” said Grace. She put her hands on her hips. “On the way back, I’m the pilot!” she said.

“If you must,” said Brad.

“First, let’s build a plane,” said Mother. “Will these crates and pillows do?”

The family got busy building the plane. “Make sure the crates line up straight,” said Mother.

They all helped build the plane. Then Grace said, “We have the plane. We have the pilot and co-pilot, but we have no riders.”



Home Activity Your child identified and described the characters and setting of a story. Read a short story with your child. Have your child identify the characters and setting and tell something about them.

Name _____

Mother looked at Father. Father winked at Mother. "I guess you have two riders," said Mother. "Here are our tickets."

"Fasten your seatbelts," said Brad.

"Ay, ay, Captain," said Grace.

1. Who are the characters in this story? Write their names below.

2. What is the setting of the story?

3. How did Mother and Father help Brad and Grace?

4. How do you think Mother, Father, Grace, and Brad feel at the end of the story?

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: _____

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Predicates

Write the predicate of each sentence.

1. Henry and Mudge hear something.

2. Henry looks outside.

3. A big bear walks by.

4. The bear sees Henry.

5. Mudge barks.

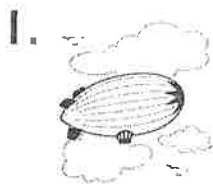
6. The bear runs away.

Name _____

Say the word for each picture.

Pick the letters from the box that finish each word.

bl sl nt cl nd sk st str fr spl



_____ imp



ca _____



ma _____



_____ ip

Read each sentence. Add the missing letters to the word or words. Use the box above for help.

5. My _____ iend Sam and I put up a te_____.

6. Our _____ eeping bags were on the grou_____.

7. They seemed to be on a _____ ant.

8. We _____ etched out on our backs.

9. I _____ ashed water on my face to _____ ay awake.



Home Activity Your child wrote words that started or ended with consonant blends, such as *stop*, *hand*, and *strap*. Work with your child to write words that start or end with the consonant blends shown in the box on this page. On a separate sheet of paper, have your child illustrate each word.

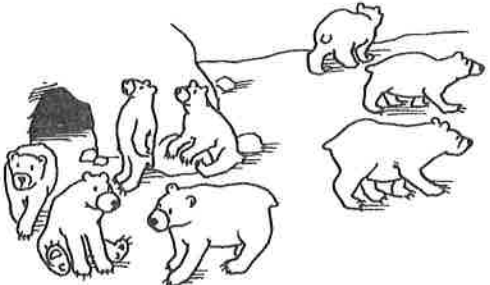
Name _____

Pick a word from the box to finish each sentence.

Write the word on the line.

bear build couldn't father love mother straight

1. The _____ family lived in a cave.



2. They _____ live in a town.

3. The family had to _____ a den in the woods.

4. The _____ bear took care of her cubs.

5. The cubs' _____ hunted for food for his family.

6. When it got cold, they went _____ into their den.

7. The bear family has a lot of _____ .

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Home Activity Your child learned to read the words bear, build, couldn't, father, love, mother, and straight. Write each word on an index card or slip of paper. Then have your child pick a card, read the word, and use it in a sentence.

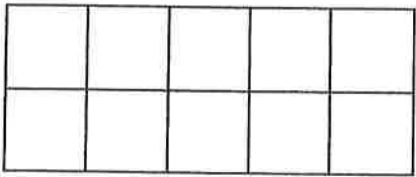
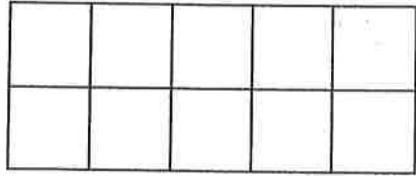
Chapter 1 Extra Practice

Lesson 1.1 (pp. 13–16)

Shade in the ten frames to show the number.

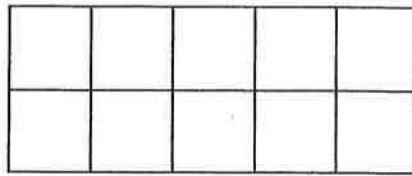
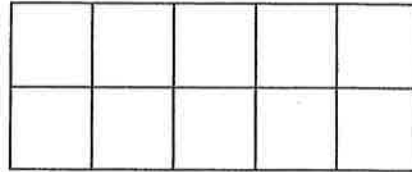
Circle **even** or **odd**.

1. 17



even odd

2. 20

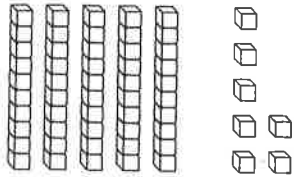


even odd

Lesson 1.3 (pp. 21–24)

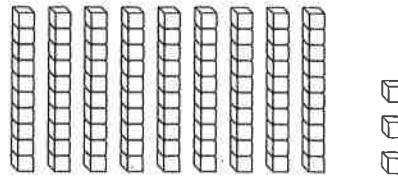
Circle the value of the underlined digit.

1. 57



70 7

2. 93



90 9

Lesson 1.4 (pp. 25–28)

Draw a quick picture to show the number.

Describe the number in two ways.

1. 22

_____ tens _____ ones

_____ + _____

2. 67

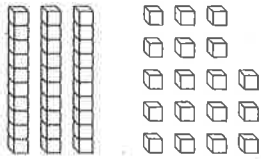
_____ tens _____ ones

_____ + _____

Lesson 1.6 (pp. 33–36)

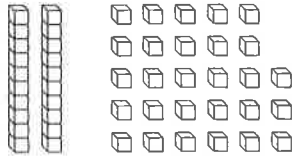
The blocks show the numbers in different ways.
Describe the blocks in two ways.

1. 48



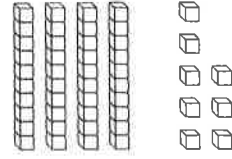
_____ tens _____ ones

_____ + _____



_____ tens _____ ones

_____ + _____



_____ tens _____ ones

_____ + _____

Lesson 1.7 (pp. 37–40)

Find a pattern to solve.

- Jack baked 38 biscuits.
He can store them in boxes of 10 biscuits or as single biscuits.
What are all of the different ways Jack can store the biscuits?

Boxes of 10 biscuits	Single biscuits

Lessons 1.8 - 1.9 (pp. 41–48)

Count by tens.

1. 50, _____, _____, _____, _____, _____

Count back by ones.

2. 37, 36, 35, 34, _____, _____, _____

Count by fives.

3. 455, 460, _____, _____, _____, _____, _____

Count by hundreds.

4. 100, 200, _____, _____, _____, _____, _____