

Name _____

NTI Day 4

Reading (Choose at least one)	Phonics	Grammar	Vocabulary	Math (Choose at least one)	Physical Activity
<i>Saving the Turtles</i> Read Story and Answer Questions Pg. 84-85	Worksheet Pg. 37	30 minutes of Language Arts IXL Practice Write the Levels Practiced in this box	Worksheet Pg. 38	Worksheet Pg. P43-P44	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. 86 Predicates		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 4. 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 4. 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.

Saving the Turtles

One warm day, a big leatherback turtle swims ashore. It lays its eggs in the sand. There may be 60 to 100 eggs. Only some of these eggs will hatch. The turtles that hatch can be seen crawling to the sea and swimming away. They will swim very far. They may swim across an ocean. They may stay in the water until they are ready to lay eggs, as their mothers did.



The leatherback is the largest sea turtle. Its shell is not like other turtles. Its back is rough, like leather.

The leatherback turtle is in danger. There are many reasons why. One reason is because this turtle eats jellyfish. It may see a plastic bag in the water and think it is a jellyfish. When it eats the bag, the turtle dies. Here are some other reasons these animals are in danger. Many people like to eat turtle eggs. The turtles get caught in fishing nets. People build homes on the shores and the turtles lose their nesting places.



Home Activity Your child identified the main idea and details of a paragraph. Read another story together. Then have your child tell you the main idea of one of the last paragraphs. Then have your child tell details about the main idea.

Name _____

In one country, a group of people wanted to help the turtles. Now people there get paid to watch over the turtles' eggs. They get paid to keep hunters away. These helpers earn money, and the turtles stay safe. The group's plan has worked well.

1. Look at the third paragraph. Underline the main idea.
2. Look at the third paragraph again. List three details that tell about the main idea.

3. Look at the fourth paragraph. Underline 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: _____

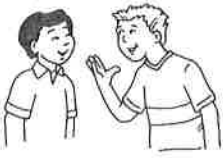
Date:

TITLE: _____

AUTHOR(S): _____

Parent Signature: _____

Name _____



talk talks



lift lifting



drop dropped

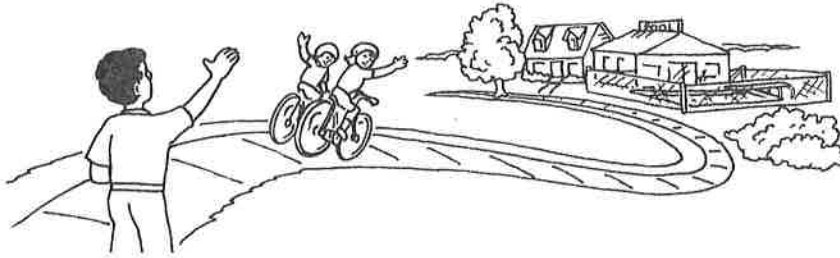


smile smiling

Use the word in () to finish each sentence.

Add -s, -ed, or -ing to make a word.

Write the new word on the line.



1. Jen _____ Dad. (hug)

2. Mom _____ good-by. (wave)

3. Jen and Mom _____ their bikes and helmets.
(grab)

4. This is an _____ day. (excite)

5. Jen and Mom are going _____ . (swim)



Home Activity Your child wrote words that ended with -s, -ed, or -ing, such as *talks*, *dropped*, *lifting*, and *smiling*. Create sentences for your child like those above. Ask your child to complete each sentence by writing a word that ends with -s, -ed, or -ing.

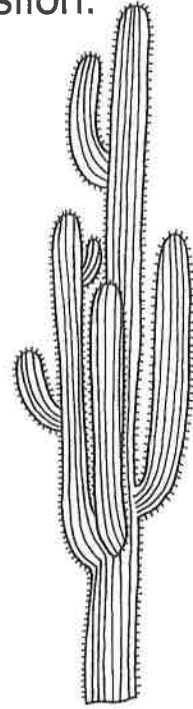
Name _____

Declarative and Interrogative Sentences

Put a period at the end if the sentence is a statement.

Put a question mark at the end if the sentence is a question.

1. Do plants grow in the desert _____
2. The saguaro has red fruit _____
3. What did the coyote do _____
4. Woodpeckers can live in the desert _____



Write each sentence correctly.

5. a cactus stores water

6. which cactus is tall

7. do lizards like the sun

8. the tortoise has a shell

Name _____

Write the correct word from the box below each clue.

animals early eyes full warm water

1. no more can fit

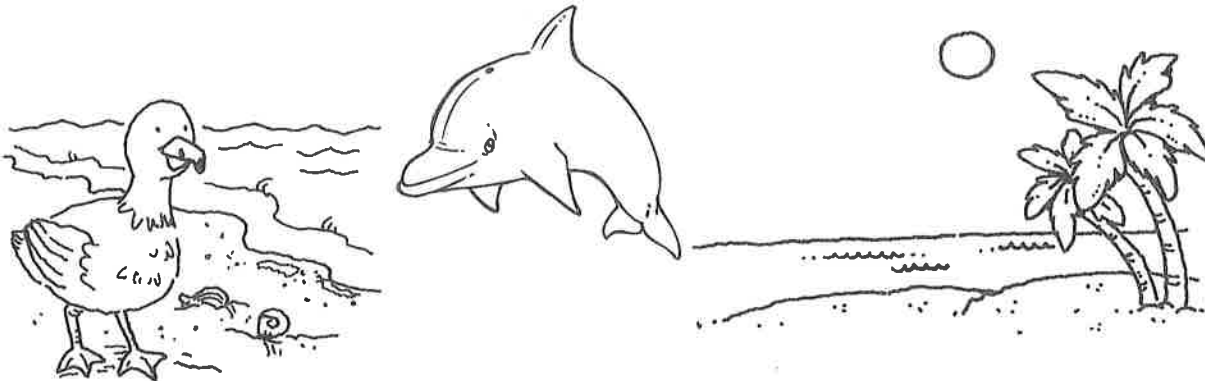
2. between hot and cold

3. dolphins and birds

4. at the very beginning

5. used for seeing

6. ocean or sea



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Home Activity Your child learned the words *animals*, *early*, *eyes*, *full*, *warm*, and *water*. Make a "word file" box for your child out of a shoebox. Provide scraps of paper or index cards to write and illustrate new words.

Name _____

Lesson 2.10

Algebra • Number Patterns

COMMON CORE STANDARD CC.2.NBT.8

Use place value understanding and properties of operations to add and subtract.

Look at the digits to find the next two numbers.

1. 232, 242, 252, 262, ,

The next two numbers are _____ and _____.

2. 185, 285, 385, 485, ,

The next two numbers are _____ and _____.

3. 428, 528, 628, 728, ,

The next two numbers are _____ and _____.

4. 654, 664, 674, 684, ,

The next two numbers are _____ and _____.

5. 333, 433, 533, 633, ,

The next two numbers are _____ and _____.

PROBLEM SOLVING

6. What are the missing numbers in the pattern?

431, 441, 451, 461, , 481, 491,

The missing numbers are _____ and _____.

Lesson Check (CC.2.NBT.8)

1. What is the next number in this pattern?

453, 463, 473, 483,

- 484
- 493
- 494
- 583

2. What is the next number in this pattern?

295, 395, 495, 595,

- 395
- 596
- 605
- 695

Spiral Review (CC.2.NBT.1, CC.2.NBT.3)

3. Which is a way to write the number seven hundred fifty-one? (Lesson 2.6)

- 751
- 750
- 715
- 705

4. What is the value of the underlined digit? (Lesson 2.5)

195

- 1
- 10
- 100
- 1,000

5. Which is another way to write 56? (Lesson 1.5)

- 506
- sixty-five
- $50 + 6$
- 5 tens 5 ones

6. Which of these is a way to show the number 43? (Lesson 1.6)

- 3 tens 4 ones
- 4 tens 3 ones
- 4 tens 13 ones
- 40 tens 3 ones