

Name _____

NTI Day 5

Reading (Choose at least one)	Phonics	Grammar	Math (Choose at least one)	Physical Activity
<i>Mountain Rescues</i> Read Story and Answer Questions Pg. 160-161 Parent Initial _____	Worksheet Pg. 69 Parent Initial _____	30 minutes of Language Arts IXL Practice Write the Levels Practiced in this box Parent Initial _____	Worksheet Pg. P47-P48 Parent Initial _____	Go out and play in the snow for 30 minutes. Write and draw about what you did. Parent Initial _____
Reading Log- Read for 20 minutes. Write about what you read on the reading log. Parent Initial _____	Worksheet Pg. 70 Parent Initial _____	Worksheet Pg. 162 Nouns Parent Initial _____	30 minutes of Math IXL Practice Write the Levels Practiced in this box Parent Initial _____	

Choose five of the activities to complete for Day 5. 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 5. 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.**Answer** the questions.

Mountain Rescues

Hiking the wooded and rocky trails of mountains can be fun, but it can also be dangerous. Hikers may get lost, because they don't follow a trail or because it gets dark, and they can't see the trail. Sometimes hikers can't see the trail, because the weather suddenly turns foggy.

It is important that hikers check what the weather will be like before they start. Hikers often get hurt or sick when the weather turns bad. They may slip on a trail, because it becomes icy. They could fall and break a bone. Sometimes a hiker gets hurt when strong winds push him or her off a trail and onto rocks. It is important that hikers be prepared for unexpected bad weather. Hikers can get sick in cold and wet weather, because they didn't wear the right clothing. Along with warm, waterproof jackets and pants, hikers should have hats, gloves, and boots.

Persons who are lost or hurt in the mountains need help. Although it is dangerous work, trained rescue workers go out to look for them. A mountain rescue team is made up of experts who know what to do, because they have hours of training. Members of a particular mountain rescue team in Colorado have to have many hours of training each year. Rescue teams are ready every day to help and will search for hikers in trouble day or night.

A team usually uses a helicopter for rescues. The helicopter flies over the mountains, trying to locate the hikers. If the rescuers



Home Activity Your child recognized causes and effects in a nonfiction story. Read a favorite story or watch a favorite children's video with your child. Pause every so often to ask about cause and effect relationships in the book or movie's story.

Name _____

are searching at night, they wear goggles that allow them to see in the dark. The team may have to airlift a hiker, because it's the only way to get him or her out of the mountains. For example, the hiker may be trapped on a ridge. During an airlift, the helicopter drops the rescuers on the ridge and then lowers a cable with a basket attached. The rescuers get the hiker into the basket, and the helicopter pulls the basket back up.

Rescued hikers are taken to a nearby hospital. Because brave rescue workers find lost or hurt persons as quickly as possible, they save many lives.

1. What could happen if a hiker doesn't follow a trail?

2. What effect could not wearing the right clothing have on hikers?

3. What is the reason rescue workers know what to do?

4. Why might a rescue team need to airlift a hurt hiker?

5. What effect do rescue workers have on lost or hurt hikers?

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 _____

Nouns

Underline the noun in each sentence.

1. Two dogs barked.
2. A man fell.
3. The wind blew.
4. The snow was deep.



Write the noun in each sentence.

5. The water was cold.

6. The ice cracked.

7. The animals helped.

8. That fire was warm.

Name _____



lace



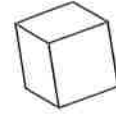
page



slice



hose



cube

Pick a word to match each clue. Circle the word.

1. You can ride it.

bake bike

2. You put it in food.

spice space

3. You ask friends to come.

invite instead

4. It is a flower.

rise rose

5. It helps men walk.

cane cone

6. You can wear it.

cape cage

7. You can swim in it.

like lake

8. It means "put back."

replace ready

Read the story.

Tony is in Jane's class. His desk is next to her desk. Yesterday, Jane had to lend Tony a pen and paper. Later, they rode home together. Today, Jane will put on her cape and ride her bike to school. Jane will take her lunch in the basket on her bike. She will invite Tony to ride with her. They will not be lonely.



Home Activity Your child identified words that end with silent e and have long vowel sounds in the middle of a syllable. Point to words that your child circled. Ask your child to read each word aloud and use the word in a sentence.

Name _____

Long Vowels VCe

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

Find the list words. Look across and down. **Circle** the words.

f	r	w	s	p	a	r	e	e	g
n	b	v	i	s	p	a	c	e	r
b	l	a	z	e	r	c	r	p	i
q	a	j	e	k	x	e	m	l	c
z	h	u	g	e	e	p	a	g	e
l	e	n	d	y	p	o	y	f	t
a	v	o	t	e	l	h	e	i	i
t	k	s	c	i	k	j	a	n	l
e	x	e	r	l	m	i	c	e	s

Write the list words when you find them in the puzzle.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____

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Home Activity Your child has been learning to spell words with long vowels. Give clues about a word from the word list. Have your child guess and spell the word.

Name _____

Lesson 2.12

Algebra • Compare Numbers

COMMON CORE STANDARD CC.2.NBT.4

Understand place value.

Compare the numbers. Write $>$, $<$, or $=$.

1. 489
605

489 ○ 605

2. 719
719

719 ○ 719

3. 370
248

370 ○ 248

4. 645
654

645 ○ 654

5. 205
250

205 ○ 250

6. 813
781

813 ○ 781

7. 397
393

397 ○ 393

8. 504
405

504 ○ 405

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

9. Toby has 178 pennies.
Bella has 190 pennies.
Who has more pennies?

_____ has more pennies.

Lesson Check (CC.2.NBT.4)

1. Which of the following is true?

- $123 > 456$
- $135 = 531$
- $315 < 351$
- $331 = 313$

2. Which of the following is true?

- $325 < 254$
- $401 > 399$
- $476 > 611$
- $724 = 742$

Spiral Review (CC.2.OA.3, CC.2.NBT.1, CC.2.NBT.1a, CC.2.NBT.1b, CC.2.NBT.2)

3. Which number has the same value as 50 tens? (Lesson 2.1)

- 5010
- 500
- 50
- 5

4. Which number has an 8 in the hundreds place? (Lesson 2.5)

- 44
- 358
- 782
- 816

5. Ned counts by fives. He starts at 80. Which number should he say next? (Lesson 1.8)

- 805
- 90
- 85
- 75

6. Mr. Dean has an even number of cats and an odd number of dogs. Which of these choices could tell about his pets? (Lesson 1.1)

- 6 cats and 3 dogs
- 4 cats and 2 dogs
- 3 cats and 6 dogs
- 3 cats and 5 dogs