

Name _____

NTI Day 7

Reading (Choose at least one)	Phonics	Grammar	Math (Choose at least one)	Physical Activity
<i>Hot Air Balloons</i> Read Story and Answer Questions Pg. 174-175	Worksheet Pg. 166	30 minutes of Language Arts IXL Practice Write the Levels Practiced in this box	Worksheet Pg. P63-P64	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 _____
Reading Log- Read for 20 minutes. Write about what you read on the reading log.		Worksheet Pg. 176 Nouns	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 7. 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 7. 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 text.**Answer** the questions.

Hot Air Balloons

Imagine floating high above the ground. People down below look like ants. You see green fields and roofs of houses.

No, you're not in an airplane. You're in a hot air balloon.

How a Hot Air Balloon Works

Balloons are very different from planes. How does a hot air balloon work? Hot air weighs less than cold air. So the air inside the balloon is heated. As it heats, the balloon goes up. As it cools, the balloon comes down.

Parts of a Hot Air Balloon

What do balloons look like? They have several parts. There is the balloon itself. Then there is the basket. This is where the people stand. There is also the burner. The burner is used to heat the air inside the balloon.

Operating a Hot Air Balloon

Unlike airplanes, you can't turn hot air balloons. They go wherever the wind takes them. You can only make them go up or come down. You can heat the air inside to make the balloon rise. To make it fall, you can cool the air.

Hot Air Balloon Pilots

Balloon pilots know the best time for a hot air balloon ride. Most rides happen in the morning or evening. That's when the wind is



Home Activity Your child used subheads to locate facts and details in a text about hot air balloons. Reread the text with your child. Have your child tell you one fact or detail provided under each subhead.

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the calmest. Strong winds are bad for balloon rides.

Would you like to be a hot air balloon pilot someday? You might have to wait a while. Balloon pilots have to be 16 years old or older. They must spend a lot of time in hot air balloons. They need to learn how to do everything. Until then, watching balloons float in the sky is exciting enough.

1. Where would you look to find out what a hot air balloon looks like?

2. What makes a hot air balloon work?

3. What is a hot air balloon basket?

4. If you were operating a hot air balloon, what could you not make it do?

5. How old must a hot air balloon pilot be?

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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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Contractions

Read the clues. Write the list word that fits each clue.

1. Write a word that rhymes with **hid**, but starts like **dog**. Add **n't**.
2. Write a word that rhymes with **bad**, but starts like **home**. Add **n't**.
3. Write a word that rhymes with **tree**, but starts like **ship**. Add **'s**.
4. Write a word that rhymes with **see**, but starts like **hat**. Add **'s**.
5. Write a word that rhymes with **bit**, but starts like **inn**. Add **'s**.

I'll	haven't
it's	he's
I'm	didn't
who's	she's
can't	isn't
aren't	hadn't

Draw a path through the maze. Follow the words with the apostrophe (') in the right place. Write each word you pass on the path.

6. _____
7. _____
8. _____
9. _____

Start

I'll	hav'ent
<input type="text"/>	<input type="text"/>
I'm	i'ts
<input type="text"/>	<input type="text"/>
are'nt	can't
<input type="text"/>	<input type="text"/>
isnt'	<input type="text"/>
<input type="text"/>	who's
<input type="text"/>	Finish

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Home Activity Your child has been learning to spell contractions. Write two words that can be combined to make a contraction on a sheet of paper. Have your child say the contraction and write it next to the words.

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Singular and Plural Nouns

Underline the singular nouns in the sentences.

Circle the plural nouns.

1. The oranges grew on the tree.
2. The farmer planted more crops.
3. The boy bought new toys.
4. She shopped at two stores.



Choose the correct plural noun in ().

Write the sentence.

5. They put the fruit in (caseses, cases).

6. The (foxs, foxes) ran in the farmer's field.

7. We picked the fruit on the (treeses, trees).

8. Birds perch in the (branches, branchs).

Practice Subtraction Facts

COMMON CORE STANDARD CC.2.OA.2

Add and subtract within 20.

Write the difference.

1. $15 - 9 = \underline{\quad}$

2. $10 - 2 = \underline{\quad}$

3. $\underline{\quad} = 13 - 5$

4. $14 - 7 = \underline{\quad}$

5. $10 - 8 = \underline{\quad}$

6. $12 - 7 = \underline{\quad}$

7. $\underline{\quad} = 10 - 3$

8. $16 - 7 = \underline{\quad}$

9. $8 - 4 = \underline{\quad}$

10. $11 - 5 = \underline{\quad}$

11. $13 - 6 = \underline{\quad}$

12. $\underline{\quad} = 12 - 9$

13. $16 - 9 = \underline{\quad}$

14. $\underline{\quad} = 11 - 9$

15. $12 - 8 = \underline{\quad}$

16. $14 - 8 = \underline{\quad}$

17. $10 - 5 = \underline{\quad}$

18. $12 - 5 = \underline{\quad}$

19. $15 - 7 = \underline{\quad}$

20. $14 - 9 = \underline{\quad}$

21. $17 - 9 = \underline{\quad}$

PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

22. Mr. Li has 16 pencils. He gives 9 pencils to some students. How many pencils does Mr. Li have now?

_____ pencils

Lesson Check (CC.2.OA.2)

1. What is the difference?

$$13 - 6 = \underline{\quad}$$

- 6
- 7
- 8
- 9

2. What is the difference?

$$12 - 3 = \underline{\quad}$$

- 5
- 6
- 7
- 9

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

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

625

- 2
- 10
- 20
- 200

4. Which group of numbers shows counting by fives? (Lesson 1.9)

- 400, 401, 402, 403
- 415, 425, 435, 445
- 405, 410, 415, 420
- 460, 459, 458, 457

5. Devin has 39 toy blocks. What is the value of the digit 9 in this number? (Lesson 1.3)

- 9
- 12
- 30
- 90

6. Which number has the same value as 20 tens? (Lesson 2.1)

- 220
- 200
- 20
- 2