

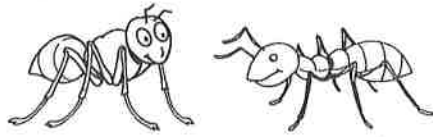
Name \_\_\_\_\_

NTI Day 8

| Reading<br>(Choose at least one)   | Phonics              | Grammar  | Math<br>(Choose at least one)   | Physical Activity  |
|--|----------------------|--|---|--|
| <i>The Ant Story</i><br>Read Story and Answer Questions<br>Pg. 270-271             | Worksheet Pg. 184    | 30 minutes of Language Arts IXL Practice<br>Write the Levels Practiced in this box | Worksheet Pg. P67-P68   | 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.<br>Write about what you read on the reading log. |                      | Worksheet Pg. 272<br>Nouns   | 30 minutes of Math IXL Practice<br>Write the Levels Practiced in this box |  |
| Parent Initial _____   |                      | Parent Initial _____   | Parent Initial _____  |  |

Choose five of the activities to complete for Day 8. 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 8. If you have any questions you can reach me via email [tasha.tucker@cloverport.kyschools.us](mailto: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.

### The Ant Story

Once upon a time there were two young ants. Their names were Andy and Annie. Like all ants, Andy and Annie were always busy. Today they were busy helping to dig holes.

“Why do we have to dig so deep?” Andy said.

“Mother said that deep holes will make our home safe,” Annie explained.

“This is a waste of time,” Andy said.

“This is our job so we must do it,” Annie answered.

“Why are we the only ones working?” asked Andy.

“Everyone has a job,” Annie said.

“I hope we have a different job tomorrow,” Andy said.

The next day Andy and Annie were told to bring food through the hole.

“Why do we have to bring food through the hole?” Andy asked.

“It is our job for today,” answered Annie.

“We can eat outside of the hole,” Andy said.

“It is not hard to carry the food,” Annie answered.

“This is a waste of time,” Andy said. “We should be building our home.”

“We are,” Annie said.

“I don’t see how we are helping,” Andy said.

The next day all the ants gathered in their new home. Andy was surprised to see a beautiful large room.

Name \_\_\_\_\_

“Who built this?” asked Andy.

“We all did,” his mother answered.

“I don’t remember helping,” Andy said.

“Every ant had a job,” his mother explained. “Your job was to build a hole that would bring us to this room.”

Then the Great Ant walked into the room. He went to the front of the room and waved to all the ants.

“This is a great day for us,” the Great Ant exclaimed.

“We all worked very hard to build this home. Every ant should be proud,” he said. “Now let us enjoy a wonderful meal together.”

There were tables filled with different kinds of food. “This is the best meal I have ever had,” Andy exclaimed.

Andy was proud that he helped build the home. Now he could see how every job was important.

1. How are Andy and Annie alike?

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2. How are Andy and Annie different?

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**Home Activity** Your child made inferences about how two characters in a story are alike and different. Have your child give a speech comparing and contrasting himself or herself with one of the characters in 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: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**Date:**

TITLE: \_\_\_\_\_

AUTHOR(S): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

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**Date:**

TITLE: \_\_\_\_\_

AUTHOR(S): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

**Date:**

TITLE: \_\_\_\_\_

AUTHOR(S): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Verbs for Present, Past, and Future

**Underline** the verb in each sentence. **Write N** if the verb tells about now. **Write P** if the verb tells about the past. **Write F** if the verb tells about the future.

1. Anansi will come tomorrow.

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2. He fished last night.

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3. Anansi feels full now.

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4. He will sleep soon.

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**Circle** the correct verb in ( ) to complete the sentence.

5. Yesterday Anansi (works, worked) hard.

6. Yesterday Turtle (will rest, rested) by the river.

7. Now Anansi (will complain, complains) about Turtle.

8. Tomorrow Warthog (frowned, will frown) at Anansi.

Name \_\_\_\_\_

# Vowel Digraphs *ai, ay*

| Spelling Words |       |       |      |       |      |
|----------------|-------|-------|------|-------|------|
| tail           | main  | wait  | say  | away  | play |
| raise          | brain | paint | stay | today | tray |

Read the sentences. Write the list word that rhymes with the underlined word and makes sense in the sentence.

- "Hee-haw!" said the donkey in a long, loud bray.  
 "I hope Farmer Brown will feed us \_\_\_\_\_!"
- "Moo!" said the cow near the big red gate.  
 "He's not here yet. You'll have to \_\_\_\_\_!"
- "Mew!" said the kittens, white, orange, and gray.  
 "When can we go tumble and \_\_\_\_\_?"
- "Meow!" said the mother cat. "What did I say?"  
 "You can run after breakfast, but now you must \_\_\_\_\_."
- "Woof!" said the dog. "There's the farmer with his pail!"  
 He ran up to Farmer Brown, wagging his \_\_\_\_\_.
- "Come and eat!" said the farmer. "It's a wonderful day!"  
 He fed all the animals, and then he went \_\_\_\_\_.

Unscramble the list word. Write it.

7. inrab

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. esria

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. nami

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. yart

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. tpian

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. ays

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Home Activity** Your child has been learning to spell words with *long a* spelled *ai* and *ay*. Say a word that rhymes with one of the list words. Have your child point to the list word, say it out loud, and then spell it.

Name \_\_\_\_\_

## Lesson 3.8

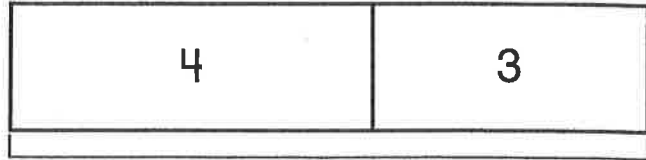
### Algebra • Use Drawings to Represent Problems

COMMON CORE STANDARD CC.2.OA.1

Represent and solve problems involving addition and subtraction.

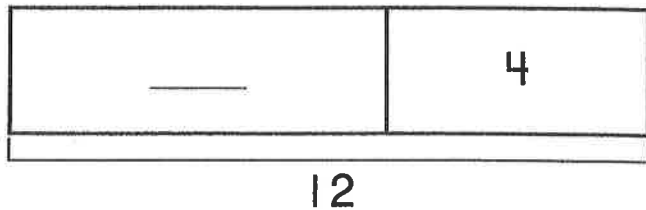
Complete the bar model. Then write a number sentence to solve.

1. Sara has 4 yellow beads and 3 green beads. How many beads does Sara have?



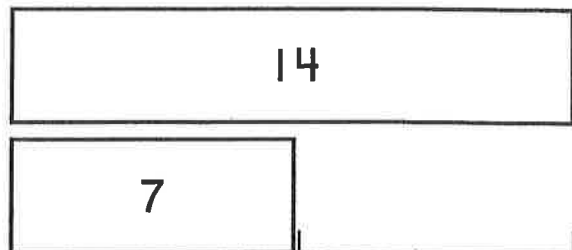
\_\_\_\_\_ beads

2. Adam had 12 trucks. He gave 4 trucks to Ed. How many trucks does Adam have now?



\_\_\_\_\_ trucks

3. Grandma has 14 red roses and 7 pink roses. How many more red roses than pink roses does she have?



\_\_\_\_\_ more red roses

**Lesson Check** (CC.2.OA.1)

1. Abby has 16 grapes. Jason has 9 grapes. How many more grapes does Abby have than Jason?

|    |  |
|----|--|
| 16 |  |
| 9  |  |

- 7
- 8
- 15
- 25

**Spiral Review** (CC.2.OA.2, CC.2.NBT.3)

2. Which has the same difference as  $16 - 7$ ? (Lesson 3.7)

- $10 - 10$
- $10 - 6$
- $10 - 7$
- $10 - 1$

3. What is the difference? (Lesson 3.6)

$$18 - 9 = \underline{\quad}$$

- 6
- 9
- 10
- 27

4. Which is another way to write  $300 + 20 + 5$ ? (Lesson 2.7)

- 55
- 235
- 325
- 523

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

28

- 80
- 20
- 10
- 2