

Name _____

NTI Day 9

Reading (Choose at least one)	Phonics	Grammar	Vocabulary	Math (Choose at least one)	Physical Activity	Life Skills
<i>Greedy Groundhog</i> Read Story and Answer Questions Pg. 352-353	Worksheet Pg. 358	Worksheet Pg. 354 Nouns	Worksheet Pg. 351	Worksheet Pg. P89-P90	Go out and play in the snow for 30 minutes. Write and draw about what you did.	Scoop up snow in waffle cones or cups. 1/2 cups half & half or whole milk 1/4 cup sugar 1/2 tsp. vanilla 4 cups of clean snow or shaved ice
Parent Initial _____	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.				30 minutes of Math IXL Practice Write the Levels Practiced in this box		Blend the milk, sugar and vanilla together until the sugar dissolves. Mix 4 cups of snow and stir until you get the same consistency of ice cream. Add toppings or chocolate syrup to make a Snow Sundae!
Parent Initial _____				Parent Initial _____		Parent Initial _____

Choose five of the activities to complete for Day 9. 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 9. 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 fable. **Answer** the questions.

Greedy Groundhog

The forest animals were very quiet. All the animals were resting in the shade of an old barn. The summer sun was hot like a fire even though it was early in the morning. For a long time, there had been no rain. The soil was dried and cracked. Plants had died because they couldn't grow without water.

The animals that ate plants were very hungry. Those who nibbled on trees were hungry, too. They had eaten the last of the leaves, twigs, and bark.

Then one of the deer, Miss White Tail, stood up in her graceful way. "Wake up, my dear friends," she said. "We can't wait for the rain to come. We shall have to leave this place and look for food in another place."

"Good idea," Mr. Porcupine replied.

"My family is ready!" Mrs. Long Ears exclaimed.

All the animals agreed it was a good plan. So when all were gathered together, they hopped, bounced, and trotted after Miss White Tail. Soon they came to a magnificent garden! They couldn't believe their eyes. Big, bright vegetables and tall, green grass filled the garden. There were even trees in the garden with crisp leaves and bushes with juicy berries.

But the garden had a metal fence all around it. And sitting at the gate of the garden was a big, fat groundhog. "Go away!" he shouted. "I found the garden, and this is my food." He growled and scared the animals. They all ran away as fast as they could.



Home Activity Your child used text to draw conclusions and make inferences about a fable. Read aloud a portion of a story your child has not read. Work with your child to draw conclusions and make inferences about a character or event. Pause often to ask *why*, *what*, and *how* questions.

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When the animals were safely away from the groundhog, Miss White Tail said, "Let's go back tomorrow. I have an idea."

Early the next morning, Miss White Tail went to the garden, carrying several large bags. "Run, Groundhog!" she yelled. "A fierce rainstorm is coming. I'm going to cover the animals with these bags to keep them from being soaked to death."

"Give me a bag!" the groundhog demanded.

"Well, OK," she said calmly. "If you really want one, let me help you put it on." Miss White Tail carefully put the bag over the groundhog. Then she quickly tied a rope around and around the groundhog's body so he couldn't move.

All the animals came running to help tie the groundhog to the fence. After that, Miss White Tail opened the garden gate, and all the hungry animals ate a delicious meal. **Moral: It is not right to be selfish.**

1. Why were the animals quiet?

2. Why do you think the animals decided not to wait for rain?

3. How was Miss White Tail able to get into the garden?

4. What words do you think describe Miss White Tail?

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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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Read the story. **Pick** a word from the box to complete each sentence. **Write** the word on the line.

clearing perfect traveled splashing
pond crashed spilling

Kim _____ to camp on a bus. The road wound

through the woods and stopped in a _____.

The camp was near a _____ with ducks resting beside it. When Kim came close, the ducks jumped into the

pond, _____ water on Kim. It was warm, and Kim poured a cold cup of water to drink. Just then, a deer

_____ through the brush into the clearing. Kim

jumped, _____ her water on the grass. The deer

came up close to Kim. What a _____ end to the day!



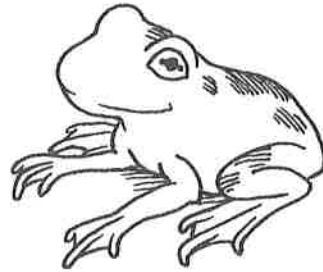
Home Activity Your child reviewed vocabulary learned earlier in this unit. Tell your child to pretend that he or she is at a camp. Have your child write a short description of what happened using as many of the vocabulary words as possible.

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Adjectives and Our Senses

Find an adjective in each sentence that tells how something looks, sounds, tastes, feels, or smells. **Underline** the adjectives.

1. Frog liked the cool pond.
2. Frog made a big breakfast.
3. Frog took a short nap.



Choose the adjective in () that makes sense in the sentence.
Write the sentence.

4. Otters sat in the (warm, loud) pond.

5. Frog saw (hot, tiny) bugs.

6. Frog liked (red, nice) changes.

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Vowel Patterns oo, u

Spelling Words					
put	cook	stood	full	wood	July
shook	push	pull	brook	book	hood

Read the story. Write the missing list words. _____

I go to summer camp every year in 1. _____. This year, I will
 learn how to use 2. _____ to make a fire. A 3. _____
 flows near the camp. I will read a 4. _____ and learn how to
 5. _____ a fish. My backpack is 6. _____ of things
 I 7. _____ in it.

Read the clues. Write the list words.

- 8. can be found on your jacket or on a car
- 9. can mean shivered
- 10. rhymes with wood but starts like step
- 11.-12. are opposites _____

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Home Activity Your child has been learning to spell words with the vowel sound in *book*, spelled *oo* and *u*. Write the words *look*, *took*, *cookie*, *put*, and *push*. Read them to your child. Have your child sort the words by spelling pattern.

2-Digit Addition

COMMON CORE STANDARD CC.2.NBT.5

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

Regroup if you need to. Write the sum.

1.

$$\begin{array}{r|l} 4 & 7 \\ + 2 & 5 \\ \hline & \end{array}$$

2.

$$\begin{array}{r|l} 3 & 3 \\ + 1 & 8 \\ \hline & \end{array}$$

3.

$$\begin{array}{r|l} 2 & 8 \\ + 6 & 4 \\ \hline & \end{array}$$

4.

$$\begin{array}{r|l} 1 & 3 \\ + 6 & 5 \\ \hline & \end{array}$$

5.

$$\begin{array}{r|l} 1 & 7 \\ + 2 & 6 \\ \hline & \end{array}$$

6.

$$\begin{array}{r|l} 3 & 6 \\ + 5 & 3 \\ \hline & \end{array}$$

7.

$$\begin{array}{r|l} 5 & 8 \\ + 2 & 5 \\ \hline & \end{array}$$

8.

$$\begin{array}{r|l} 3 & 7 \\ + 4 & 9 \\ \hline & \end{array}$$

9.

$$\begin{array}{r|l} 5 & 2 \\ + 2 & 9 \\ \hline & \end{array}$$

10.

$$\begin{array}{r|l} 6 & 6 \\ + 2 & 4 \\ \hline & \end{array}$$

11.

$$\begin{array}{r|l} 7 & 4 \\ + 1 & 4 \\ \hline & \end{array}$$

12.

$$\begin{array}{r|l} 3 & 7 \\ + 3 & 7 \\ \hline & \end{array}$$

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

13. Angela drew 16 flowers on her paper in the morning. She drew 25 more flowers in the afternoon. How many flowers did she draw in all?

_____ flowers

Lesson Check (CC.2.NBT.5)

1. What is the sum?

$$\begin{array}{r|l} 2 & 1 \\ + 3 & 7 \\ \hline \end{array}$$

- 16
- 18
- 56
- 58

2. What is the sum?

$$\begin{array}{r|l} 3 & 8 \\ + 5 & 2 \\ \hline \end{array}$$

- 90
- 86
- 80
- 76

Spiral Review (CC.2.OA.1, CC.2.NBT.3, CC.2.NBT.8)

3. What is the next number in the counting pattern? (Lesson 2.10)

103, 203, 303, 403, _____

- 433
- 500
- 503
- 613

4. Rita counted 13 bubbles. Ben counted 5 bubbles. How many fewer bubbles did Ben count than Rita? (Lesson 3.9)

- 8
- 10
- 13
- 18

5. Which number is 100 more than 265? (Lesson 2.9)

- 165
- 275
- 305
- 365

6. Which of the following is another way to write 42? (Lesson 1.5)

- 402
- 40 + 2
- 400 + 2
- 40 tens 2 ones