

Name _____

NTI Day 10

Reading (Choose at least one)	Phonics	Grammar	Vocabulary	Math (Choose at least one)	Physical Activity	Science
A <i>Class Mural</i> Read Story and Answer Questions Pg. 360-361 Parent Initial _____	Worksheet Pg. 322 Parent Initial _____	30 minutes of Language Arts IXL Practice Write the Levels Practiced in this box Parent Initial _____	Worksheet Pg. 359	Worksheet Pg. P91-P2 Parent Initial _____	Go out and play in the snow for 30 minutes. Write and draw about what you did. Parent Initial _____	Worksheet Pg. 321 Parent Initial _____
Reading Log- Read for 20 minutes. Write about what you read on the reading log. Parent Initial _____		Worksheet Pg. 362 Adjectives 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 10. 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 10. 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 story. **Follow** the directions and **answer** the questions.

A Class Mural

My class was learning about cities. Our teacher, Mr. Mendez, asked if we thought we could make a mural to show what city life was like. We told him we could make a great mural. Mr. Mendez said we could hang the mural in the hall when it was finished. Our mural would let other children in the school see what a city looks like.

Mr. Mendez put us in groups and gave each group one part of the mural to work on. He had put up a long sheet of mural paper on one wall. We were to use pencils, crayons, drawing paper, scissors, and paste.

The class decided to show a city street. The first thing we did was make a plan for the mural. We made a list of things to include. Our city street would be a busy place with a lot of people and traffic. There would be cars, taxis, trucks, and buses on the street. There would be people walking on the sidewalk and going into different kinds of buildings.

Next, each group went to the mural paper and used pencils to draw the buildings along the street. My classmates and I drew many kinds of buildings. The buildings included tall office buildings, big stores, and small shops. We drew a bank, a movie theater, and a museum. Then we colored the buildings with crayons.

After that, we drew people on sheets of colored paper. Some of us drew adults, and others drew children. We drew tall people and



Home Activity Your child identified the sequence of events in a story. Ask your child to tell you about an art or science project he or she did in school. Encourage your child to use order words such as *first*, *next*, *then*, and *last* to show the sequence of events.

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short people. We drew people dressed for shopping and people dressed for work. I drew a worker who was fixing part of the sidewalk.

Finally, everyone cut out his or her drawings. And last of all, each group pasted people on the city street. Our mural was finished! We thought it was a great mural. Mr. Mendez said it was wonderful.

The next day, Mr. Mendez hung the mural in the hall by our classroom. Our friends in other classes stopped to look at it. They said it was awesome.

1. **Circle** the words in the story that give clues to the order in which things happened.

2. What happened after the class made a plan for the mural?

3. What happened before the children drew people for the mural?

4. What did the children do after they drew people for the mural?

5. What happened after the mural was finished?

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: _____

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Adjectives for Number, Size, and Shape

Write an adjective to complete each sentence. Use a word in ().

1. I planted _____ seeds. (oval, slowly)

2. _____ vines grew on the wall. (Who, Tall)

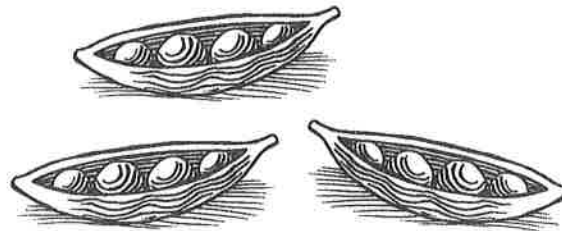
3. I counted _____ vines! (pulled, sixty)

Underline adjectives that describe the number, size, or shape of something. **Write** the adjectives in the chart.

4. I picked short pods.

5. I snapped open twenty pods.

6. I found round peas inside.

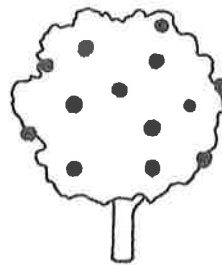


Describe Number	Describe Size	Describe Shape

Name _____

Write a word from the box to finish each sentence.

bumpy fruit harvest
root smooth soil vine



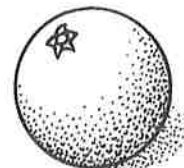
1. Apples and grapes are two kinds of _____.

2. Apples grow in trees, but grapes grow on a _____.

3. A banana peel feels _____.



4. An orange peel feels _____.



5. Farmers need good _____ for plants.

6. Farmers _____ fruits when they are ripe.

7. The part of the plant that grows under the ground is the

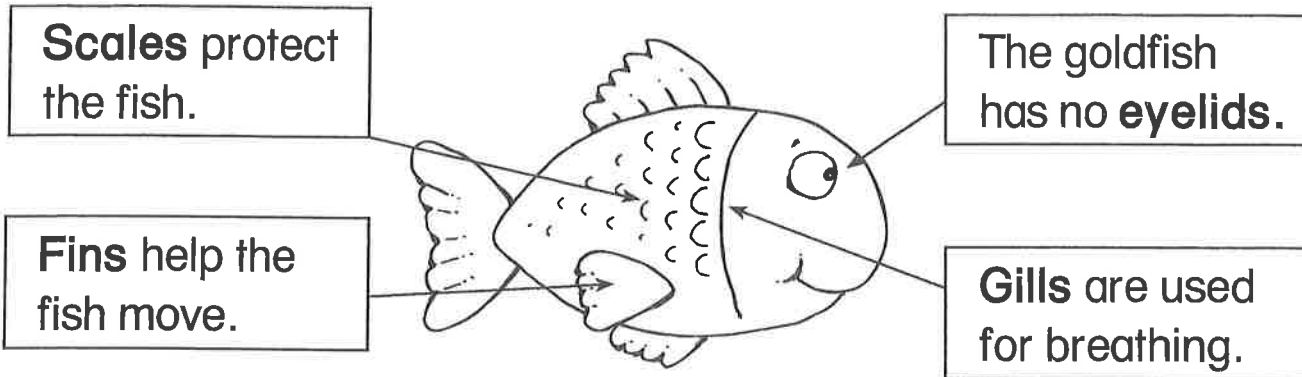


Home Activity Your child reviewed vocabulary words learned this week. Have your child draw pictures of his or her favorite fruits and write sentences to describe them using words learned this week.

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Use the diagram to answer the questions.

Goldfish



1. What does the diagram show?

2. What do the gills do?

3. What are fins for?

4. How are scales helpful?

5. Why are a goldfish's eyes always open?



Home Activity Your child learned how to read a diagram. Look in a newspaper, magazine, or nonfiction book for a simple diagram. Discuss what the diagram shows. Help your child read the labels. Ask how the diagram helped your child better understand the subject.

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Diphthongs *ou, ow, oi, oy*

Read the story. Circle three spelling mistakes. Then circle a word with a capitalization error. Write the words correctly.

Pedro

There once was a cow named Pedro.
Pedro lived in mexico, near a yellow hous.
Pedro liked to walk arownd. He liked to
smell the flowrs.

Spelling Words

around toy

out noise

gown royal

sound moist

flower coil

howl cow

Frequently Misspelled Words

found

about

house

our

1. _____
2. _____
3. _____
4. _____

Read the sentence. Circle the correctly spelled word.

5. I hear the _____ of thunder. sound sownd
6. They will _____ with laughter. howl houl
7. They went _____ for lunch. owt out
8. What was that _____? noyse noise
9. The _____ party was beautiful. royal roiyal
10. Her _____ is pretty. gown gown



Activity Your child identified misspelled words with the vowel sounds in *gown* and *toy*. Have your child use list words to tell more stories about Pedro the cow.

Practice 2-Digit Addition

COMMON CORE STANDARD CC.2.NBT.5

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

Write the sum.

1.

$$\begin{array}{r} 58 \\ + 17 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 44 \\ + 86 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 36 \\ + 13 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 49 \\ + 72 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 58 \\ + 87 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 32 \\ + 59 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 77 \\ + 58 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 45 \\ + 45 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 54 \\ + 28 \\ \hline \end{array}$$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

10. There are 45 books on the shelf.
There are 37 books on the table.
How many books in all are on the shelf and the table?

_____ books

Lesson Check (CC.2.NBT.5)

1. What is the sum?

$$\begin{array}{r} 56 \\ + 35 \\ \hline \end{array}$$

- 91
- 81
- 51
- 21

2. What is the sum?

$$\begin{array}{r} 74 \\ + 15 \\ \hline \end{array}$$

- 61
- 69
- 89
- 91

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

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

526

- 600
- 500
- 50
- 5

4. Mr. Stevens wants to put 17 books on the shelf. He put 8 books on the shelf. How many more books does he need to put on the shelf? (Lesson 3.8)

- 3
- 7
- 9
- 12

5. What is the difference? (Lesson 3.6)

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

- 17
- 15
- 7
- 5

6. Which of these is another way to describe 83? (Lesson 1.4)

- 80 + 3
- 80 + 30
- 30 + 8
- 8 + 3