NTI DAY 25

Harrison County Schools

Name: _____

Grade: 2nd

Teacher: _____

Complete within 2 weeks of returning to school.

Second Grade
NTI Day 25

Please check off as you complete:

Reading
__Read "Plant and Animal Partners"
__Complete Comprehension questions
__Complete 10 vocabulary questions

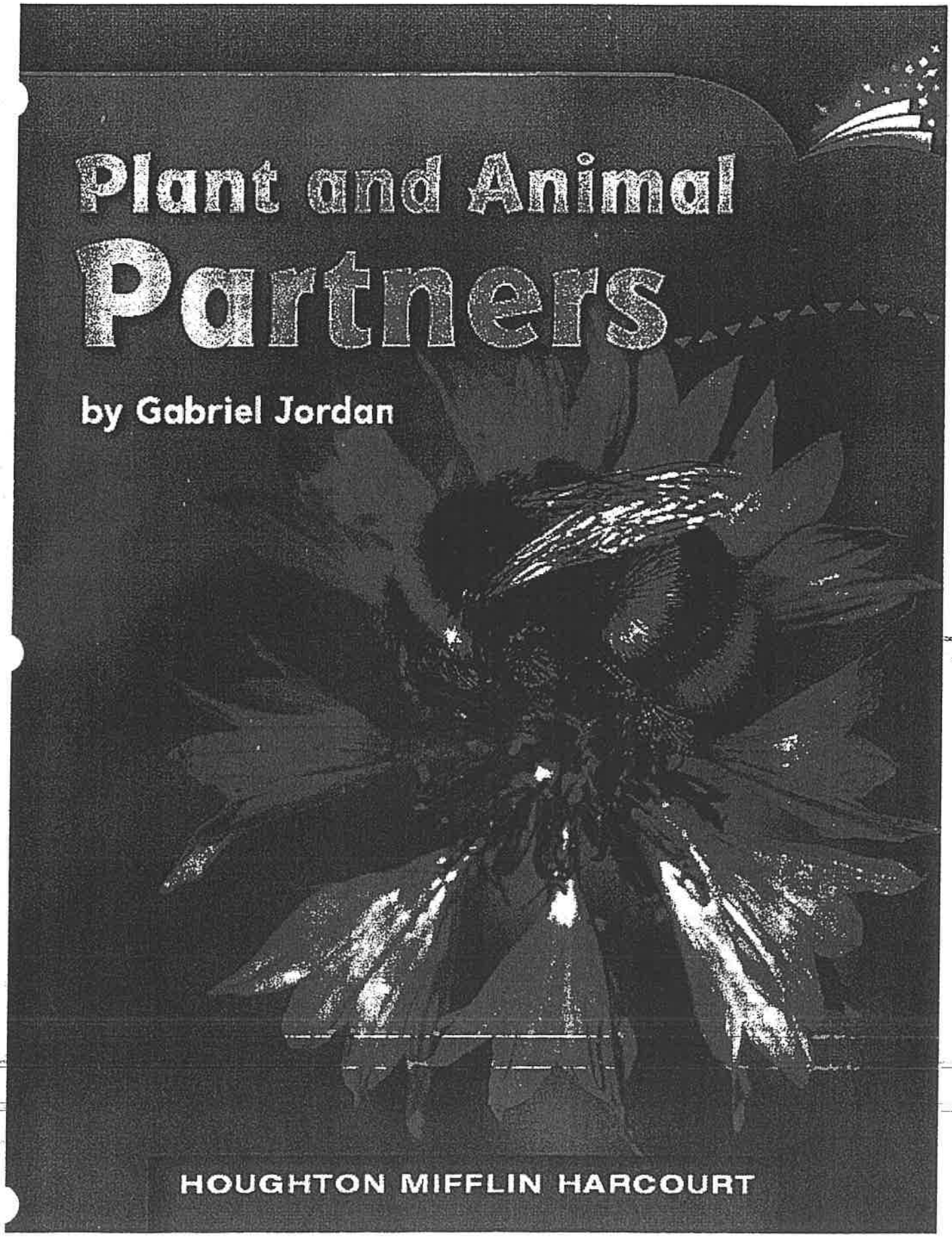
Writing
__Complete writing assignment

Math
__Number of the Day
__Math Facts
__Math assessment

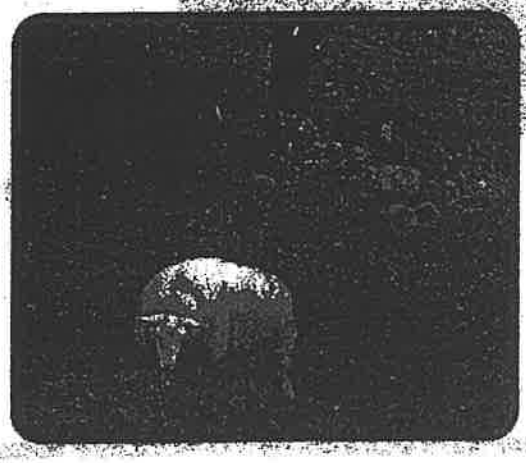
A google site has been created with many helpful videos to assist you when completing your work. You can reach this site by going to:

https://sites.google.com/harrison.kyschools.us/2nd-grade-hc-links-21-30/2nd-grade-hc-nti-21-30-links

Please feel free to contact any second grade teacher for further assistance.



Plant and Animal Partners



by Gabriel Jordan

HOUGHTON MIFFLIN HARCOURT

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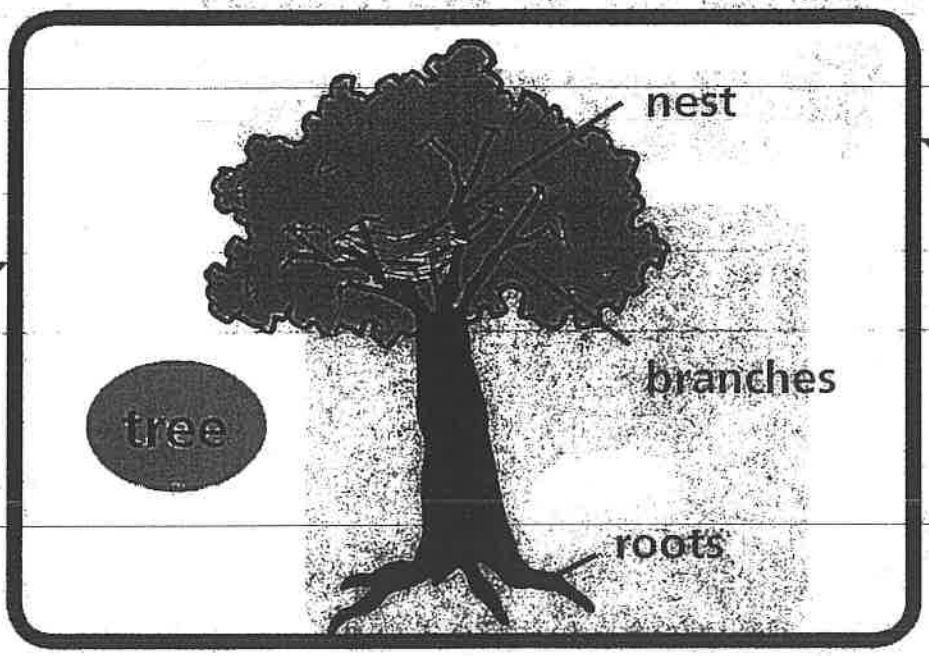
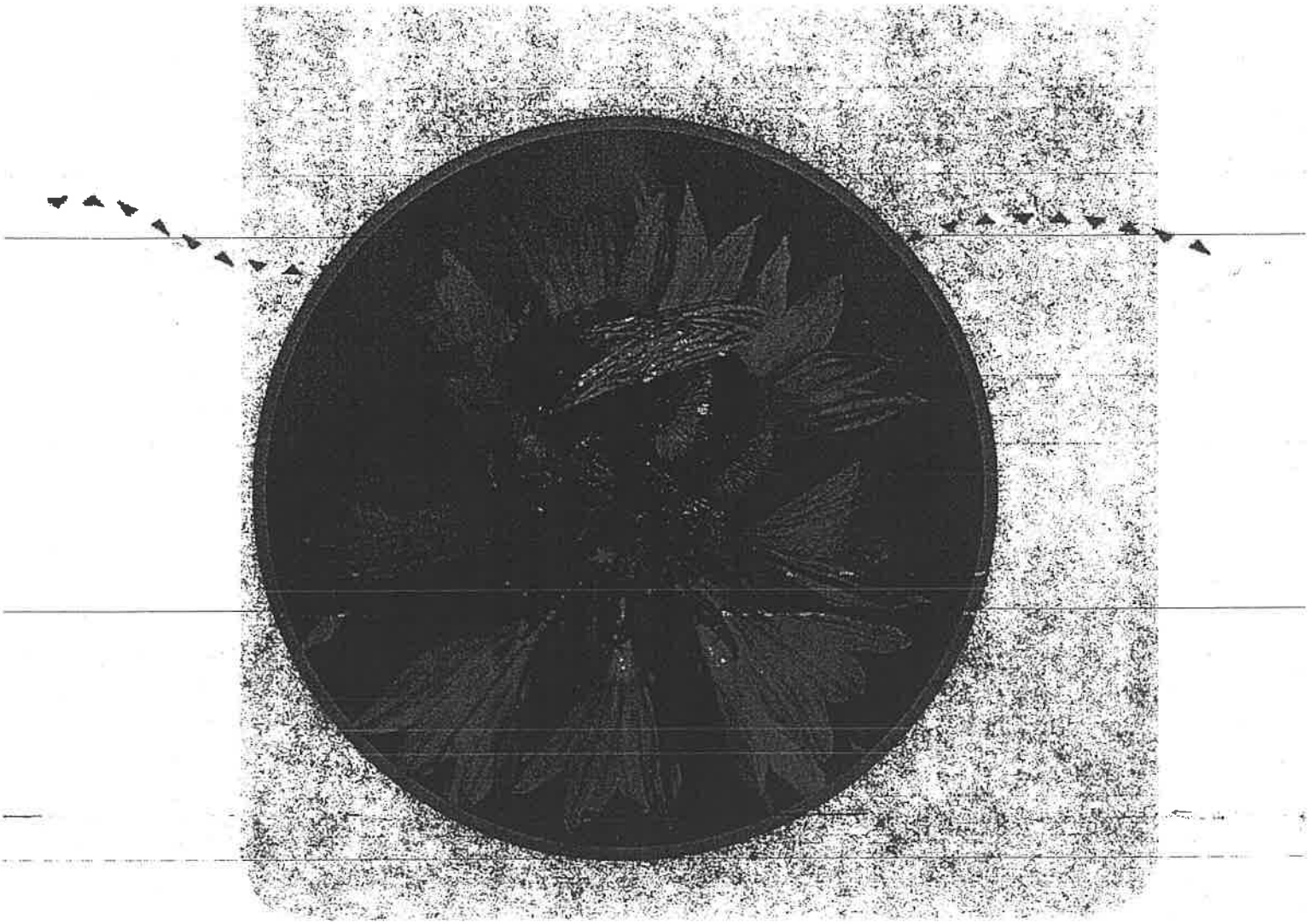


Plants and animals are partners.
They help each other live.
Plants can be homes for animals.
Many animals live in trees.
Birds build nests in branches.
Chipmunks make homes in
tree roots.

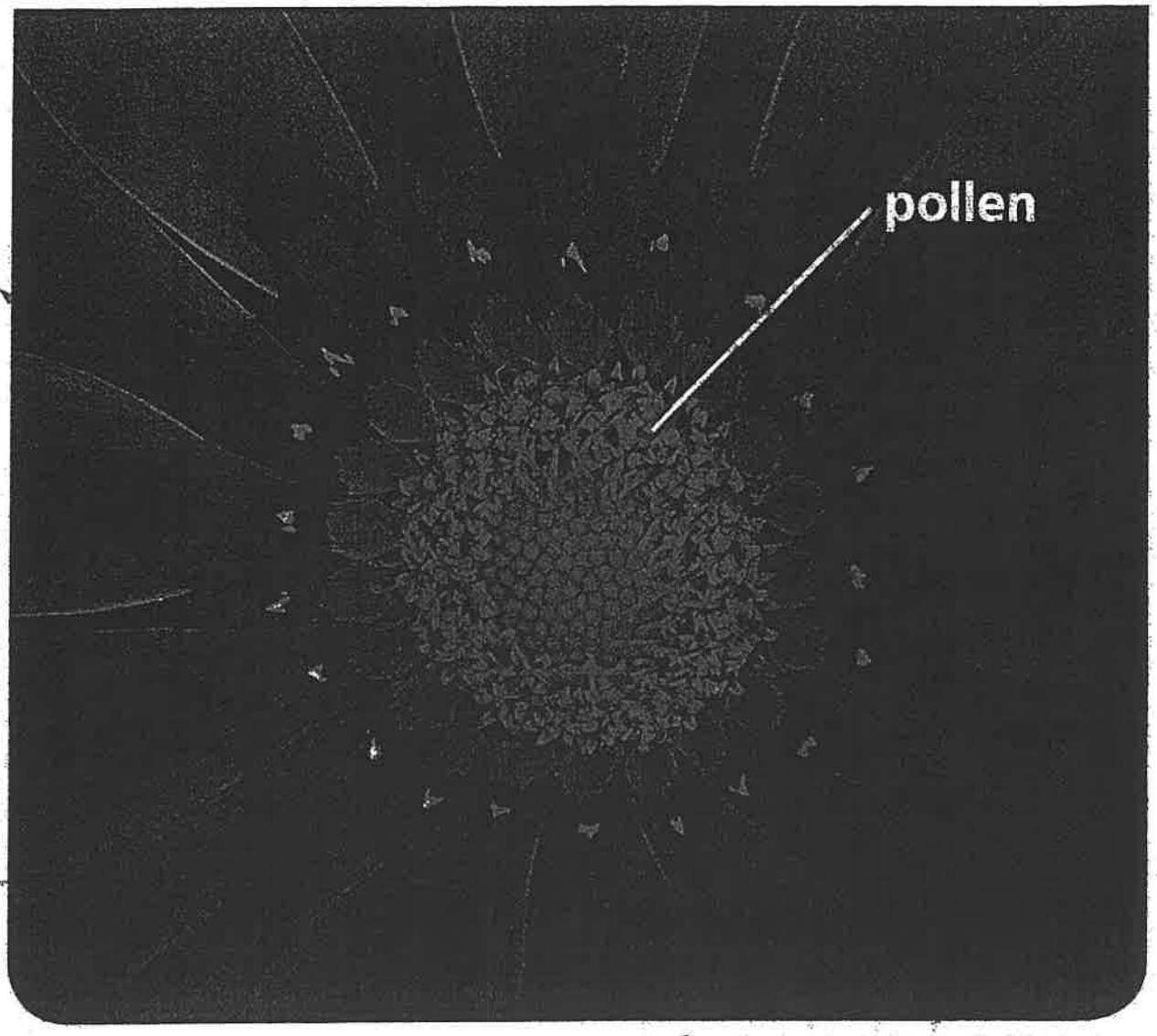
Plants help keep animals safe.
A rabbit can hide in tall grass.
A bug can hide on a leaf.
A deer can hide near the trees
in a forest.

Plants can also keep animals dry.
Some birds sit under leaves
during a storm.
Then the rain will not soak
their feathers.
Butterflies hide under leaves
when it rains.
They do not want to get rain
on their wings.

Plants also make food for animals. Some animals, such as sheep, eat only plants. Plants give these animals all the food they need.

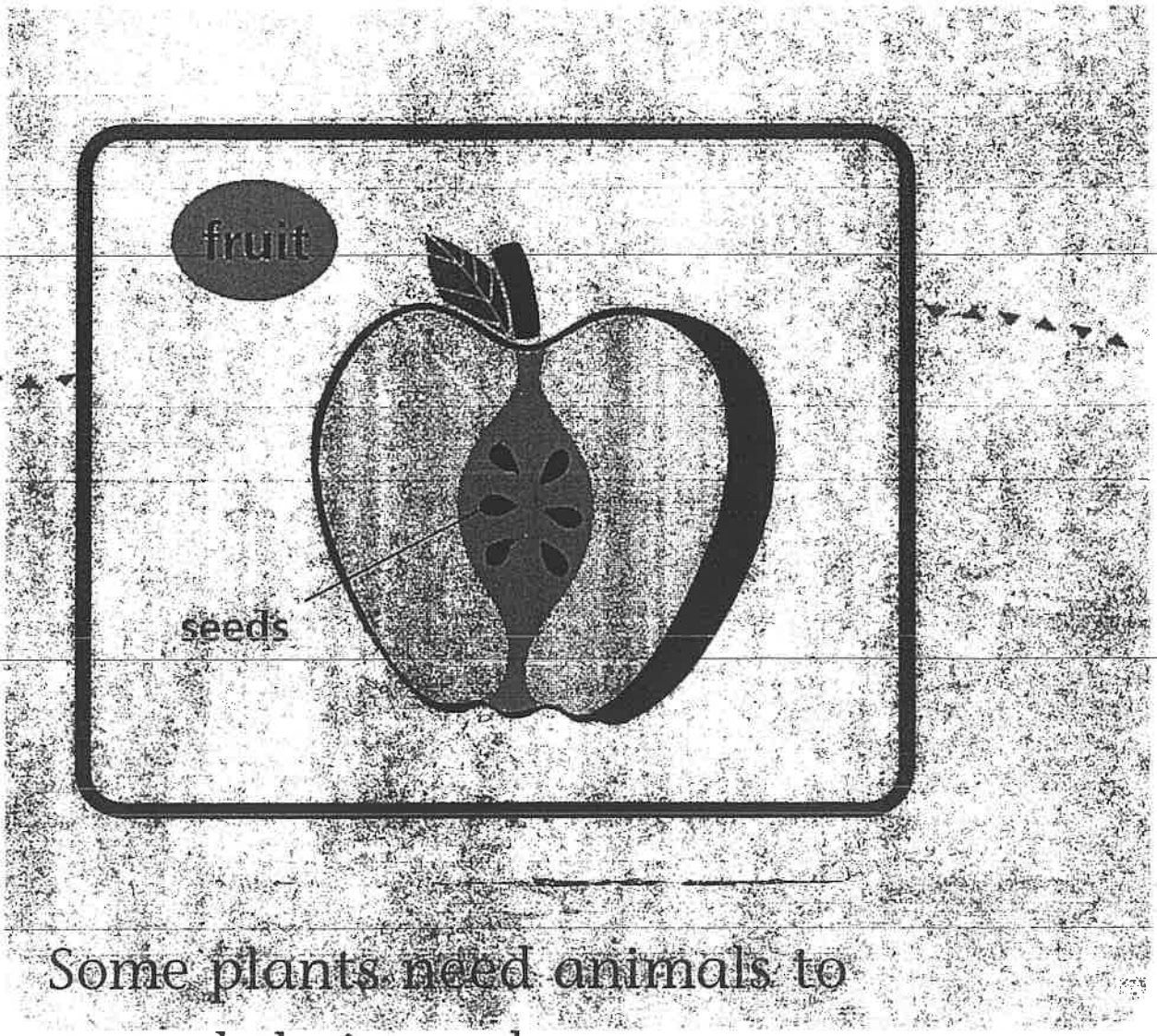


Bees take a sweet drink from flowers.
They fly to their hive with the drink.
Then they use the sweet drink to make honey.



When bees take the sweet drink, they also take grains of pollen. They spread the pollen to other flowers.

Pollen helps the flowers make seeds.



Some plants need animals to spread their seeds.

Then new plants can grow.

Some seeds are inside tasty fruit.

The animals eat the fruit.

Then they drop the seeds on the ground.

Squirrels dig holes for acorns.
They plan to come back
and eat them later.
Sometimes they forget!
Then the acorns grow into trees.

Animals can't live without plants.
Plants can't live without animals.
Plants and animals make
a great team!

NTI #25:Plant and Animal Partners

1. What animal makes their home in the tree roots?

_____

_____

2. How do plants keep animals safe?

_____

_____

3. How to plants protect animals from the rain?

_____

_____

4. What do bees make from flowers?

_____

_____

Name _____ Date _____

Vocabulary

Answer Numbers 1 through 10. Choose the best answer for each question.

1 What does the word *tasty* mean in the sentence below?

After school, Mother always gives us a tasty snack.

Ⓐ soft

Ⓑ colorful

Ⓒ good for you

Ⓓ with a good flavor

2 What does the word *pod* mean in the sentence below?

A seed pod fell on the ground below the tree.

Ⓕ nectar

Ⓖ pollen grain

Ⓗ small tree trunk

Ⓘ covering that grows around a seed

3 What does the word *soak* mean in the sentence below?

You must soak the shirt overnight to get out grass stains.

Ⓐ sew together

Ⓑ cover with dirt

Ⓒ make completely dry

Ⓓ make completely wet

4 What does the word *root* mean in the sentence below?

The plant grew a very long root.

Ⓕ the plant part above ground

Ⓖ the plant part under the soil

Ⓗ the plant part that has flowers

Ⓘ the plant part that catches pollen

Name _____ Date _____

Lesson 25
WEEKLY TESTS 25.6

From Seed to Plant

Vocabulary

5 What does the word *shoot* mean in the sentence below?

A plant's leaves grow on its shoot.

Ⓐ food that is stored inside a seed

Ⓑ the plant part that pokes out of the ground

Ⓒ seeds with hooks that stick to an animal's fur

Ⓓ the plant part that takes in minerals from the soil

6 What does the word *sculptures* mean in the sentence below?

Some artists use stone or clay to make forms called sculptures.

Ⓕ a kind of toy

Ⓖ tools artists use

Ⓗ buildings in a city

Ⓘ artwork that has a shape

7 What does the word *hue* mean in the sentence below?

Clay can be red, gray, or gold in hue.

Ⓐ color

Ⓑ feel

Ⓒ smell

Ⓓ taste

8 What does the word *texture* mean in the sentence below?

Lisa used thick, knobby yarn to give her weaving a rough texture.

Ⓕ the way something tastes

Ⓖ the way something moves

Ⓗ the way something looks and feels

Ⓘ the way something smells and sounds

Name _____ Date _____

Lesson 25
WEEKLY TESTS 25.1

From Seed to Plant

Vocabulary

9 What does the word *mane* mean in the sentence below?

Tim brushed his horse's long mane until it was shiny and silky.

Ⓐ hair along the neck

Ⓑ hard cover on the feet

Ⓒ soft skin around the nose

Ⓓ light-colored marking on the face

10 What does the word *nibbles* mean in the sentence below?

The rabbit nibbles lettuce right out of my hand.

Ⓕ takes little bites

Ⓖ plays a quiet game

Ⓗ feels with whiskers

Ⓘ licks something clean

STOP

Name_____ NTI Day 25- Writing/Grammar

Irregular verbs have their own past tense form. You do not add an -ed to the end to tell about the past. Finish the past tense sentence with each of the irregular verbs.

1. She gave _____

_____

2. Yesterday, I ate

_____

_____

3. Sometimes, I said _____

_____

4. Every year, we took _____

_____

5. Last week, I went _____

_____

Nam _____ Date: _____

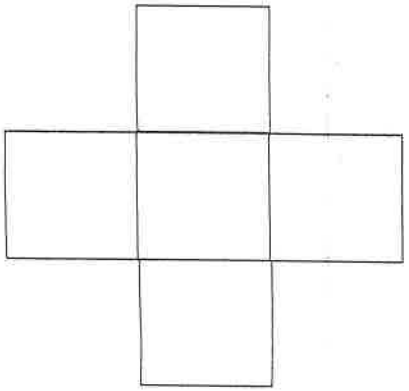
Number of the Day:

Word Form:

_____

Expanded Form:

_____ + _____ + _____ = _____



+100:

-100:

Even or Odd

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Draw It:

Addition Problem:

_____ + _____ = _____

Subtraction Problem:

_____ - _____ = _____

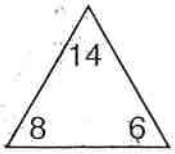
Build with Money:

Name : _____ Score : _____

Teacher : _____ Date : _____

Complete Each Family of Facts

1)



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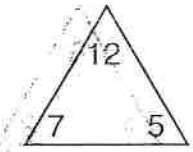

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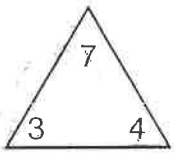

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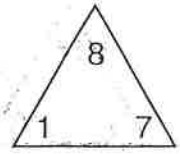

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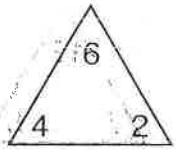

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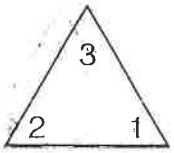

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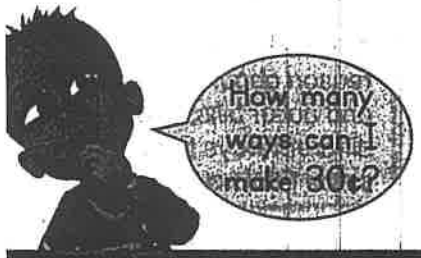
I have some quarters, dimes, and nickels. I want to buy a banana.



How can I reason about the different ways to make a total?

A table can show the coins. I can use **tally marks** to record the number of coins.

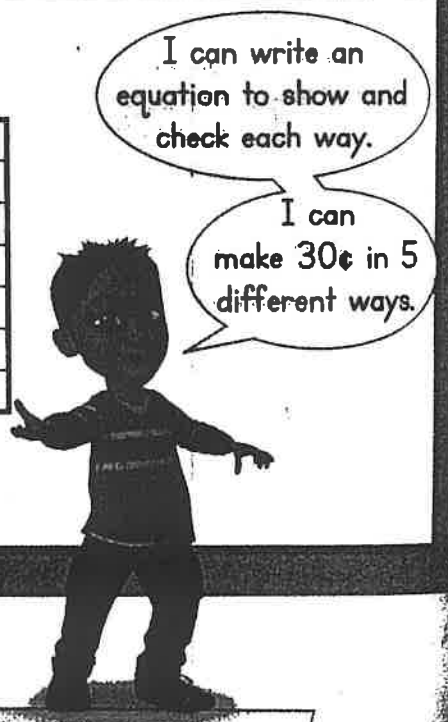
Ways to Show 30¢			
Quarter	Dime	Nickel	Total
I		I	30¢
	III		30¢

$25¢ + 5¢ = 30¢$

$10¢ + 10¢ + 10¢ = 30¢$

Tally marks make it easy to show the different ways.

Ways to Show 30¢			
Quarter	Dime	Nickel	Total
I		I	30¢
	III		30¢
	II	II	30¢
	I	IIII	30¢
		~~IIII~~ I	30¢



Do You Understand?

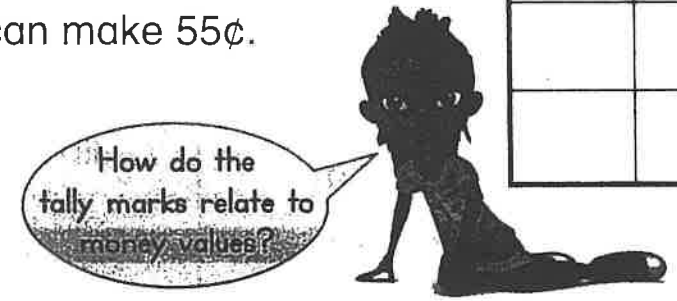
Show Me! Use the chart above. Write equations to show the ways to make 30¢ using dimes and nickels.

Guided Practice Use reasoning. Complete the table.

1. Tony wants to buy a pencil.

He has half-dollars, quarters, and nickels. Find all the ways he can make 55¢.

Half-Dollar	Quarter	Nickel	Total
I		I	55¢



Independent Practice

Use reasoning. Complete each table.

2. Sue needs $12 to buy a book. She has $1 bills, $5 bills, and $10 bills. Find 3 more ways Sue can make $12.

$10 Bill	$5 Bill	$1 Bill	Total
I		II	$12

3. Raul wants to buy a bookmark for 14¢. He has dimes, nickels, and pennies. Find all of the ways he can make 14¢.

Dime	Nickel	Penny	Total
	II	IIII	14¢

Number Sense What is the least number of bills or coins that you could use to make each amount? You can use the tables above to help.

4. $12

Number of bills: _____

Bills I would use:

_____

_____

5. 14¢

Number of coins: _____

Coins I would use:

_____

_____

6. Write an equation to show the total value of 2 nickels and 4 pennies.

_____

_____

Technology Day 25

2nd-5th Grades

Pick one of the activities below.

On-line activities: Go to the following website and practice determining which devices are input or output.

https://www.abcya.com/games/input_output

OR

Unplugged Activity: Use the pictures on the next page to create a T-chart of Input and Output devices that we use. Cut out the pictures and glue them on the T-chart.

Input	Output