

# NTI DAY 10



Harrison County Schools

Name: \_\_\_\_\_

Grade: 1st

Teacher: \_\_\_\_\_

**Complete within 2 weeks of returning to school.**



# First Grade

Day 10 Checklist

\_\_\_\_\_ **Read** - 15 minutes

Book Title \_\_\_\_\_

Adult Signature \_\_\_\_\_

\_\_\_\_\_ **Practice Sight Word List** - 5 minutes

\_\_\_\_\_ **Reading Lesson** - 40 minutes

OR \_\_\_\_\_ **EXACT PATH** (Reading) 40 minutes

Date

\_\_\_\_\_ **Math Lesson** - 40 minutes

OR \_\_\_\_\_ **EXACT PATH** (Math) 40 minutes

Date

\_\_\_\_\_ **Fact Fluency** - 15 minutes

\_\_\_\_\_ **Specials Activities** - 45 minutes

Students have the option of logging into their EXACT PATH account and completing activities. Although this is a new program for Harrison County, your student SHOULD know how to log in. Students can use tablets, smart phones, or computers to access their individual learning path.

On each NTI day, teachers will log in as well to check and monitor student activity, **IF** the student has chosen this option.

**\*\*All NTI packets need to be returned even if choosing EXACT PATH.**

## First Grade Journeys Sight Words

and	away	blue	two
be	call	cold	watch
help	come	far	bird
play	every	little	both
with	hear	live	eyes
you	said	their	fly
for	animal	water	long
have	how	where	or
he	make	been	those
look	of	brown	walk
too	some	know	around
what	why	never	because
do	her	off	before
find	now	out	bring
funny	our	own	carry
no	she	very	light
sing	today	down	show
they	would	fall	think
all	after	goes	about
does	draw	green	by
here	pictures	grow	car
me	read	new	could
my	was	open	don't
who	write	yellow	maybe
friend	eat	four	sure
full	give	five	there
good	one	into	first
hold	put	over	food
many	small	starts	ground
pull	take	three	right

## First Grade Journeys Sight Words

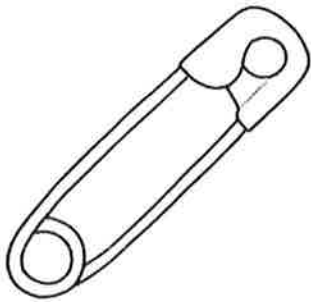
sometimes	eight	above	thought
these	follow	bear	took
under	learning	even	brothers
your	until	pushed	everyone
done	years	studied	field
great	young	surprised	loved
laugh	again	teacher	most
paper	along	toward	only
soon	began	always	people
talk	boy	different	sorry
were	father	enough	
work	house	happy	
door	nothing	high	
more	together	near	
mother	almost	once	
old	country	stories	
try	covers	across	
use	earth	ball	
want	kinds	cried	
wash	ready	head	
few	soil	heard	
loudly	warms	large	
night	buy	second	
noise	city	should	
shall	family	beautiful	
story	myself	caught	
window	party	friendship	
world	please	idea	
baby	school	listen	
begins	seven	minute	

Name: \_\_\_\_\_

# Which Spelling Is Right?

Look at each picture. Then circle the correct spelling of the word.

1.



pit  
plit  
pin

4.



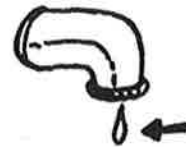
shin  
chin  
thin

2.



cid  
kid  
kidd

5.



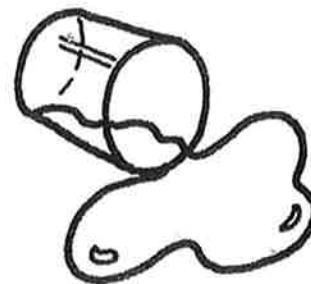
drip  
dirp  
dip

3



big  
dig  
digg

6.



spil  
sill  
spill

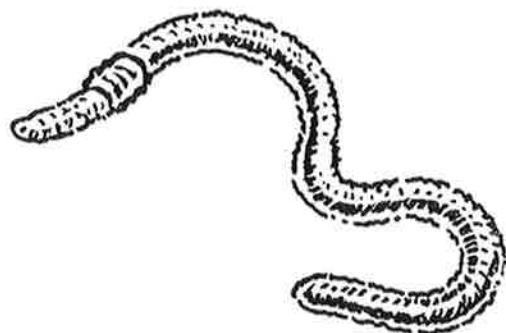


*Parents, For Your Information: 135 words, 23 new words—dirt, may, earthworm, funny, have, arms, legs, bones, ears, nose, teeth, leaves, tunnel, move, rock, air, make, plants, grow, need, our, where, walk*

*LISTEN to your child read this story aloud.*

## After the Rain

One day after the rain, go outside. Go outside and look in the dirt. You may see an earthworm. Earthworms come out of the dirt after the rain. The earthworm is funny. It does not have arms or legs or bones. It cannot make noise. It does not have ears or a nose or teeth.



The earthworm is a good friend. It eats dirt and leaves. It digs a tunnel in the dirt. An earthworm is little, but it can move dirt and it can move a big rock. It moves rocks and dirt to make tunnels. Rain and air go in the tunnels. Rain and air make plants grow. We need the earthworm to help our food grow.

Look where you walk after the rain. Do not walk on a good friend, the earthworm.



Dear Parents,

This piece may well be one of the first purely nonfiction articles that your child has read. It contains only factual information about the earthworm. Most children love to learn about their natural world, but such nonfiction articles usually require a vocabulary that is too advanced for beginning readers. So it's important to include "real" nonfiction books when you are choosing material to read out loud to your child. Your child can understand hundreds of words that he or she cannot yet read.

Encourage (and help) your child to go back to the text to answer these questions. This kind of searching lays the groundwork for the advanced skills of skimming and scanning that older readers employ.

Skill

Factual recall

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

## The Questions

Read the questions below. Use a crayon to underline the sentence in the story that answers each question. Then write the correct answers on the lines.

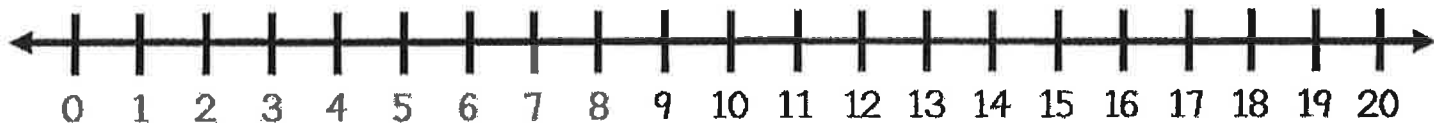
1. What does an earthworm eat? \_\_\_\_\_
2. What does the earthworm dig in the dirt? \_\_\_\_\_
3. When does the earthworm come out of the dirt? \_\_\_\_\_
4. How does the earthworm help us? \_\_\_\_\_



Name \_\_\_\_\_

## Word Problem:

Mr. Smith has 9 boys and 8 girls in his class. How many kids are in Mr. Smith's class in all?



I can draw a picture of the problem:

I can show the problem on a twenty frame:

My Answer  
is:

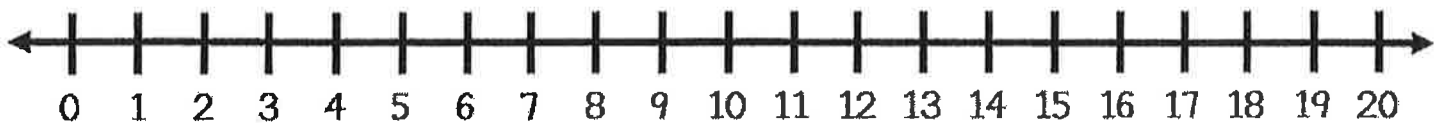

I can write an equation for the problem:

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

## Word Problem:

Max has to read 20 books for class. He has read 15. How many more books does he need to read?



I can draw a picture of the problem:

I can show the problem on a twenty frame:

My Answer  
is:


I can write an equation for the problem:

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_



## ADDITION – UP TO 12+12 SHEET 4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

1)  $10 + 7 = \underline{\quad}$

11)  $\underline{\quad} + 10 = 13$

2)  $9 + \underline{\quad} = 13$

12)  $11 + \underline{\quad} = 16$

3)  $3 + \underline{\quad} = 10$

13)  $9 + \underline{\quad} = 14$

4)  $7 + \underline{\quad} = 12$

14)  $\underline{\quad} + 10 = 16$

5)  $\underline{\quad} + 7 = 9$

15)  $5 + \underline{\quad} = 15$

6)  $\underline{\quad} + 3 = 9$

16)  $8 + \underline{\quad} = 16$

7)  $4 + \underline{\quad} = 12$

17)  $\underline{\quad} + 11 = 17$

8)  $11 + \underline{\quad} = 14$

18)  $\underline{\quad} + 12 = 14$

9)  $8 + \underline{\quad} = 13$

19)  $12 + \underline{\quad} = 20$

10)  $\underline{\quad} + 8 = 15$

20)  $\underline{\quad} + 6 = 17$

Count on from the addend you have got to get to the total to find the missing addend.



Free Math Sheets, Math Games and Math Help

[MATH-SALAMANDERS.COM](http://MATH-SALAMANDERS.COM)

Name \_\_\_\_\_

Give each answer.

1.  $10 - 4 =$  \_\_\_\_\_

2.  $16 - 6 =$  \_\_\_\_\_

3.  $12 - 10 =$  \_\_\_\_\_

4.  $11 - 9 =$  \_\_\_\_\_

5.  $14 - 4 =$  \_\_\_\_\_

6.  $15 - 8 =$  \_\_\_\_\_

7.  $13 - 4 =$  \_\_\_\_\_

8.  $20 - 10 =$  \_\_\_\_\_

9.  $18 - 9 =$  \_\_\_\_\_

10.  $17 - 7 =$  \_\_\_\_\_

11.  $12 - 8 =$  \_\_\_\_\_

12.  $18 - 8 =$  \_\_\_\_\_

13.  $13 - 3 =$  \_\_\_\_\_

14.  $19 - 9 =$  \_\_\_\_\_

15.  $11 - 10 =$  \_\_\_\_\_

16.  $16 - 9 =$  \_\_\_\_\_

17.  $12 - 9 =$  \_\_\_\_\_

18.  $14 - 6 =$  \_\_\_\_\_

19.  $14 - 10 =$  \_\_\_\_\_

20.  $18 - 9 =$  \_\_\_\_\_

21.  $19 - 10 =$  \_\_\_\_\_

22.  $14 - 9 =$  \_\_\_\_\_

23.  $11 - 8 =$  \_\_\_\_\_

24.  $13 - 5 =$  \_\_\_\_\_

25.  $12 - 6 =$  \_\_\_\_\_

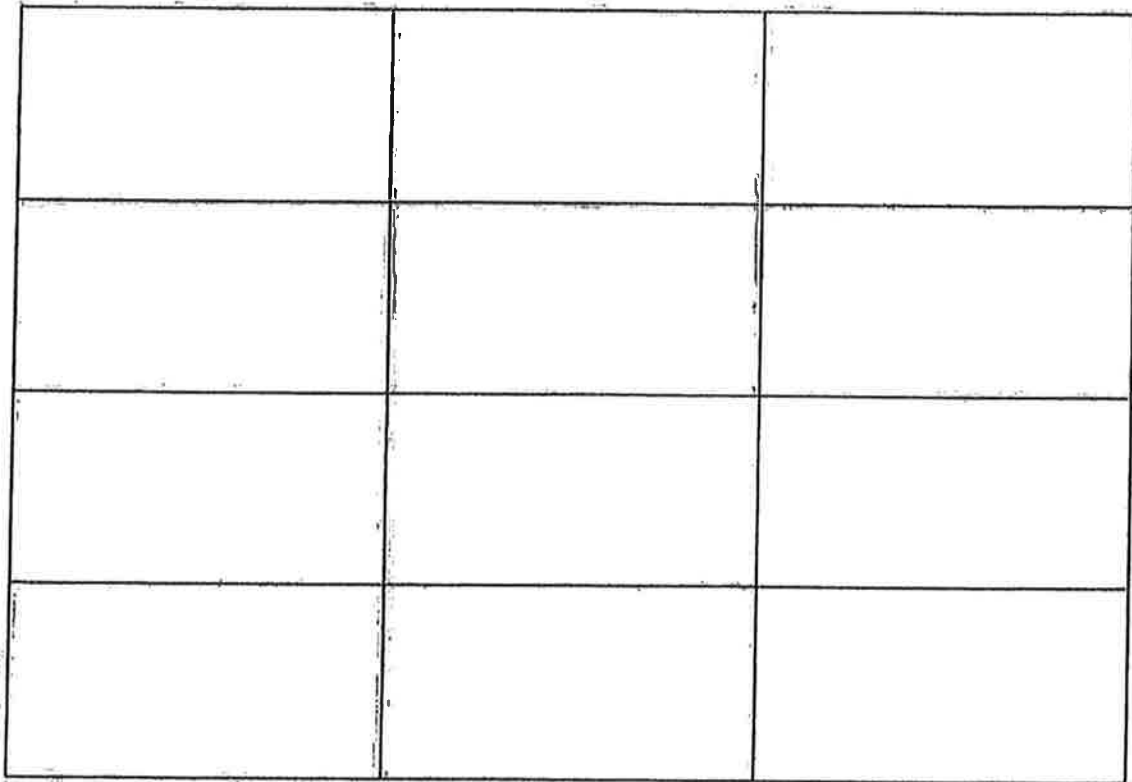
26.  $15 - 9 =$  \_\_\_\_\_

1st Grade Technology Lesson  
Happy Maps Single Step Adventure

**Algorithm**

**An algorithm is a list of steps that you can follow to finish a task.**

Pretend that you have to give your friend instructions to get from your living room to your kitchen. You'll need to tell them the exact steps to get there. Draw a map below using arrows to show what they need to do. Mark where your living room and kitchen would be on the squares below.

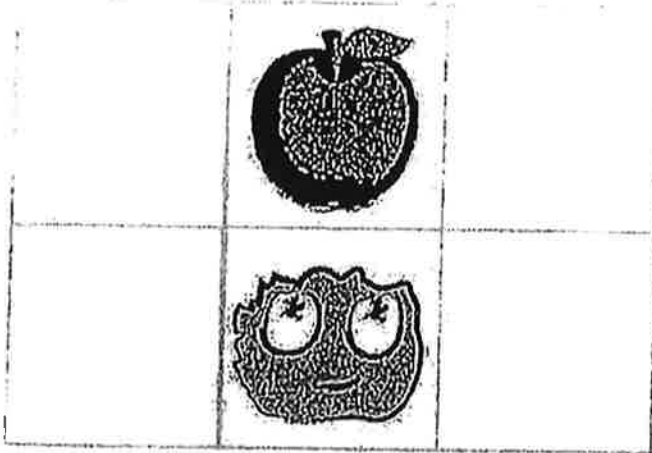


Computers use algorithms to complete tasks and run programs. On the following pages, you will circle the arrows that help the Flurb get to the fruit in its grid.

1

# Happy Map 1

CO  
DE



Which way should the Flurb step to get to the fruit?

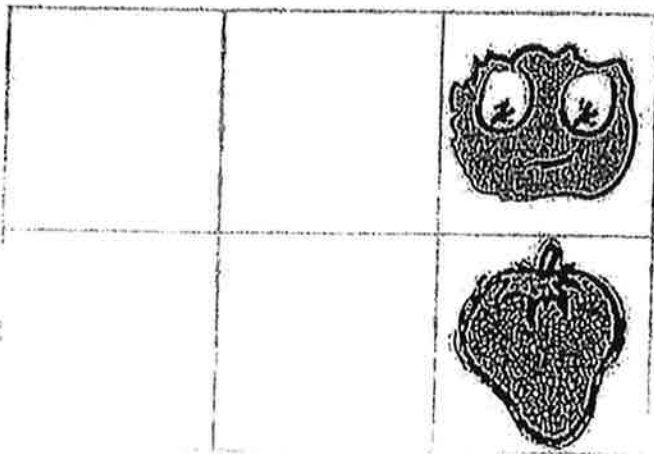


Revision 140428.1a

2

# Happy Map 2

CO  
DE



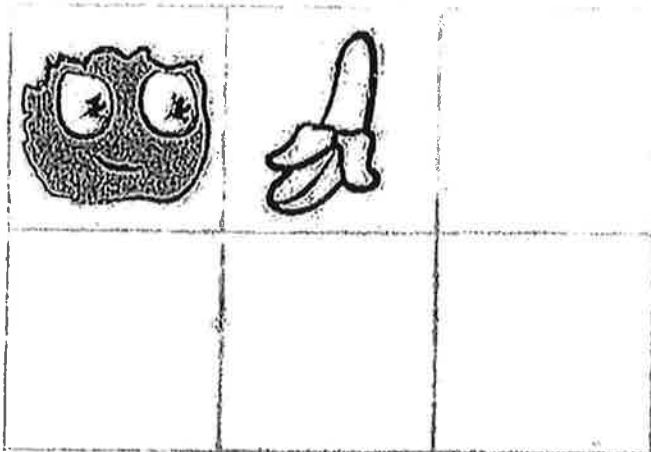
Which way should the Flurb step to get to the fruit?



Revision 140428.1a

3

# Happy Map 3



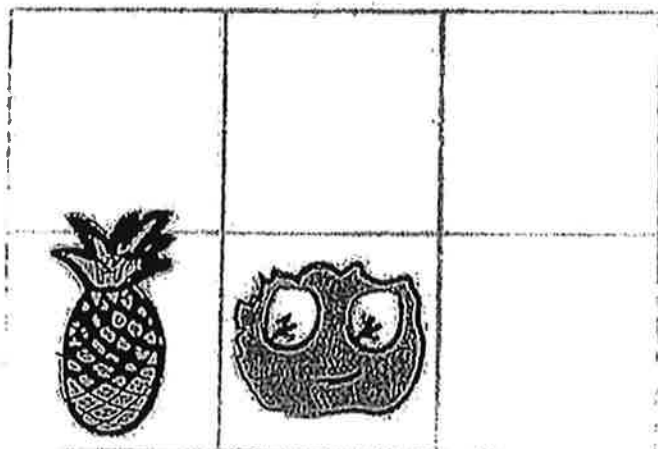
Which way should the Flurb step to get to the fruit?



Revision 1404281b

4

# Happy Map 4



Which way should the Flurb step to get to the fruit?



Revision 1404281b