

# NTI DAY 8



Harrison County Schools

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

Grade: 1<sup>st</sup>

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

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



# First Grade

Day 8 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

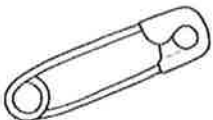
## First Grade Journeys Sight Words

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: \_\_\_\_\_

# Where Do You Hear It?

Do you hear the sound at the BEGINNING, MIDDLE, or END?  
Circle the right answer.

1. I hear the **p** in  at the B M E

2. I hear the **i** in  at the B M E

3. I hear the **p** in  at the B M E

4. I hear the **l** in  at the B M E

5. I hear the **i** in  at the B M E

6. I hear the **sh** in  at the B M E

7. I hear the **p** in  at the B M E

8. I hear the **l** in  at the B M E

9. I hear the **ch** in  at the B M E

10. I hear the **t** in  at the B M E



Parents, For Your Information: 116 words, 14 new words—once, was, lion, mouse, ran, said, you, my, supper, someday, little, rope, chewed, but

LISTEN to your child read this story aloud.

# The Lion and the Mouse

Once there was a lion. He liked to sleep and eat. A mouse liked to run. He ran to the lion. The lion said, "Stop. I will eat you for my supper."

The mouse said, "No, no. Do not eat me. Someday I will help you."

"You cannot help me," said the lion.

"You are too little to help me."

"You will see," said the mouse.

Then the lion was in a rope. The mouse ran to the lion. "I will help you now," said the mouse. The mouse chewed the rope.

The lion said, "You can help me, Mouse. You are little, but you can help a lion." Now the mouse and lion are friends.





Skill

Recognizing Cause and Effect

Dear Parents,

Much of what we are doing with these easy reading passages is laying the groundwork for more sophisticated lessons. The story "The Lion and the Mouse" is a good example of this. This week's skill focus is recognizing the "cause-and-effect" text pattern; in upper grades, where reading passages are much more complex, this can be a challenging skill for students to master. Be sure to take a few minutes to talk to your child about events in this story. Your child should understand that because the lion was nice to the mouse, the mouse returned the favor and saved the lion's life.

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

### The Questions



Answer these questions together.

1. How did the lion help the mouse? \_\_\_\_\_

\_\_\_\_\_

2. How did the mouse help the lion? \_\_\_\_\_

\_\_\_\_\_

3. Why did the mouse help the lion? \_\_\_\_\_

\_\_\_\_\_

4. What lesson can you learn from this story? \_\_\_\_\_

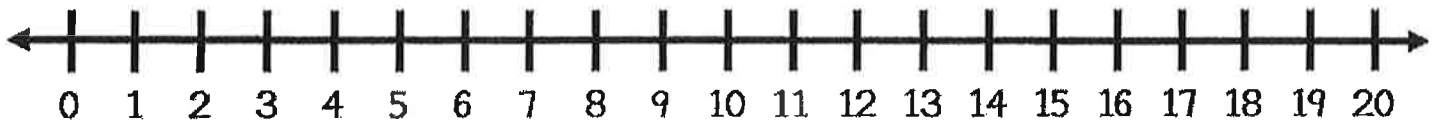
\_\_\_\_\_



Name \_\_\_\_\_

# Word Problem:

I read 3 books on Friday and 2 books on Saturday. Then, I read a book on Sunday. How many books did I read?



I can draw a picture of the problem:

I can show the problem on a twenty frame:

My Answer  
is:

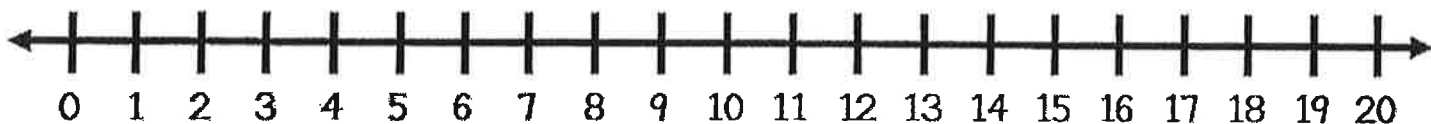

I can write an equation for the problem:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

## Word Problem:

There are 12 dogs running in the park. 5 dogs go home. How many dogs are running in the park now?



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:

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

0~100



Greater Than  
Less Than

or Equal To



Write in the symbol that makes the problem true.

>, < or =

1. 35  52

2. 40  74

3. 45  30

4. 84  77

5. 38  64

6. 51  39

7. 43  43

8. 79  28

9. 99  89

10. 23  22

11. 66  77

12. 6  16

13. 98  89

14. 18  18

15. 30  49

Name \_\_\_\_\_

Basic-Facts  
Timed Test

**12**

Give each answer.

1.  $15 - 9 =$  \_\_\_\_\_

2.  $18 - 8 =$  \_\_\_\_\_

3.  $12 - 2 =$  \_\_\_\_\_

4.  $11 - 10 =$  \_\_\_\_\_

5.  $15 - 5 =$  \_\_\_\_\_

6.  $16 - 10 =$  \_\_\_\_\_

7.  $18 - 9 =$  \_\_\_\_\_

8.  $17 - 9 =$  \_\_\_\_\_

9.  $16 - 8 =$  \_\_\_\_\_

10.  $14 - 7 =$  \_\_\_\_\_

11.  $20 - 10 =$  \_\_\_\_\_

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

13.  $15 - 8 =$  \_\_\_\_\_

14.  $12 - 3 =$  \_\_\_\_\_

15.  $18 - 10 =$  \_\_\_\_\_

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

17.  $14 - 8 =$  \_\_\_\_\_

18.  $19 - 9 =$  \_\_\_\_\_

19.  $13 - 6 =$  \_\_\_\_\_

20.  $14 - 9 =$  \_\_\_\_\_

21.  $16 - 6 =$  \_\_\_\_\_

22.  $13 - 8 =$  \_\_\_\_\_

23.  $12 - 5 =$  \_\_\_\_\_

24.  $15 - 7 =$  \_\_\_\_\_

25.  $16 - 7 =$  \_\_\_\_\_

26.  $15 - 6 =$  \_\_\_\_\_

This page was left blank on purpose. - Goes w/ music

# ACTIVITY MASTER 16

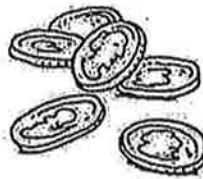
## The Band on the Bus

Cut out these pictures and words.

Match the action words to the pictures.



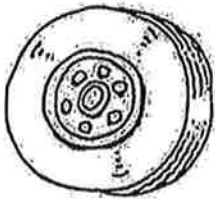
people



money

up and down

round and round



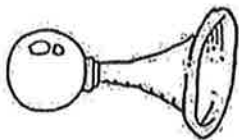
wheels



wipers

"Beep, beep, beep!"

"Clink, clink, clink!"



horn



driver

"Swish, swish, swish!"

"Move on back!"





# NTI Music - 1st

## The Band On the Bus

Please glue a picture in the top box and the sound that matches it in the box below.
