

NTI DAY

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Harrison County Schools

Name: _____

Grade: 1st

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day # 11

Reading

This week we are going to be reading the story Little Rabbit's Tale. Please keep this book for the rest of the two week period as there will be questions to answer each day.

1. Read the story Little Rabbit's Tale. Discuss the Essential Questions that are found on the pages throughout the story. As you are reading, think about the characters in the story. Remember a character is a person or animal in the story. Also, think about the setting. Where does this story take place?
2. Once you are finished reading through the story. Go back and find the vocabulary words for the week and circle the words in the story. These words are located on the eight cards that can be cut apart.
3. Complete the writing prompt. Be sure to use your neatest handwriting. Go back and check for capital letters and punctuation in your sentences.
4. We have discussed compound words in class. A compound word is when you take two words and put them together to make one word.
Dog + House=Doghouse. Look at the five sentences and practice sounding out the words. Choose the compound word that makes sense in the sentence. Circle the word and write it in the blank.

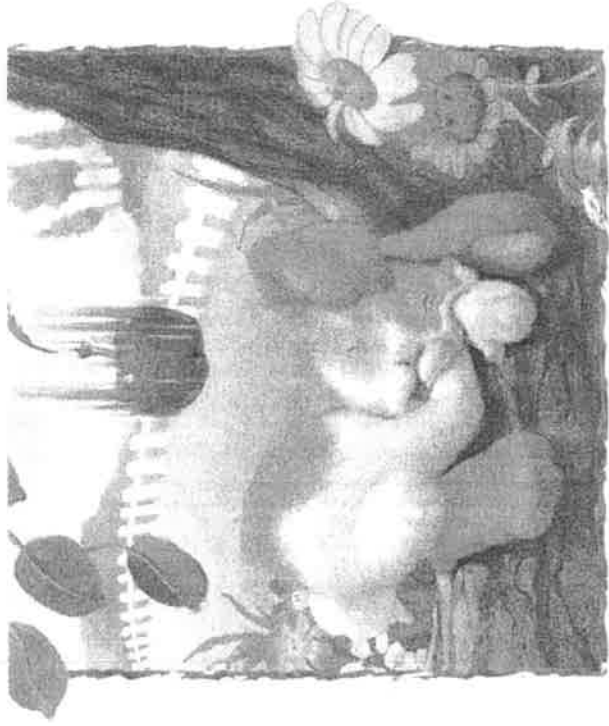
Little Rabbits' Tale

by Wong Herbert Yee
illustrated by Richard Bernal



ESSENTIAL QUESTION

How can you help a friend who feels sad?



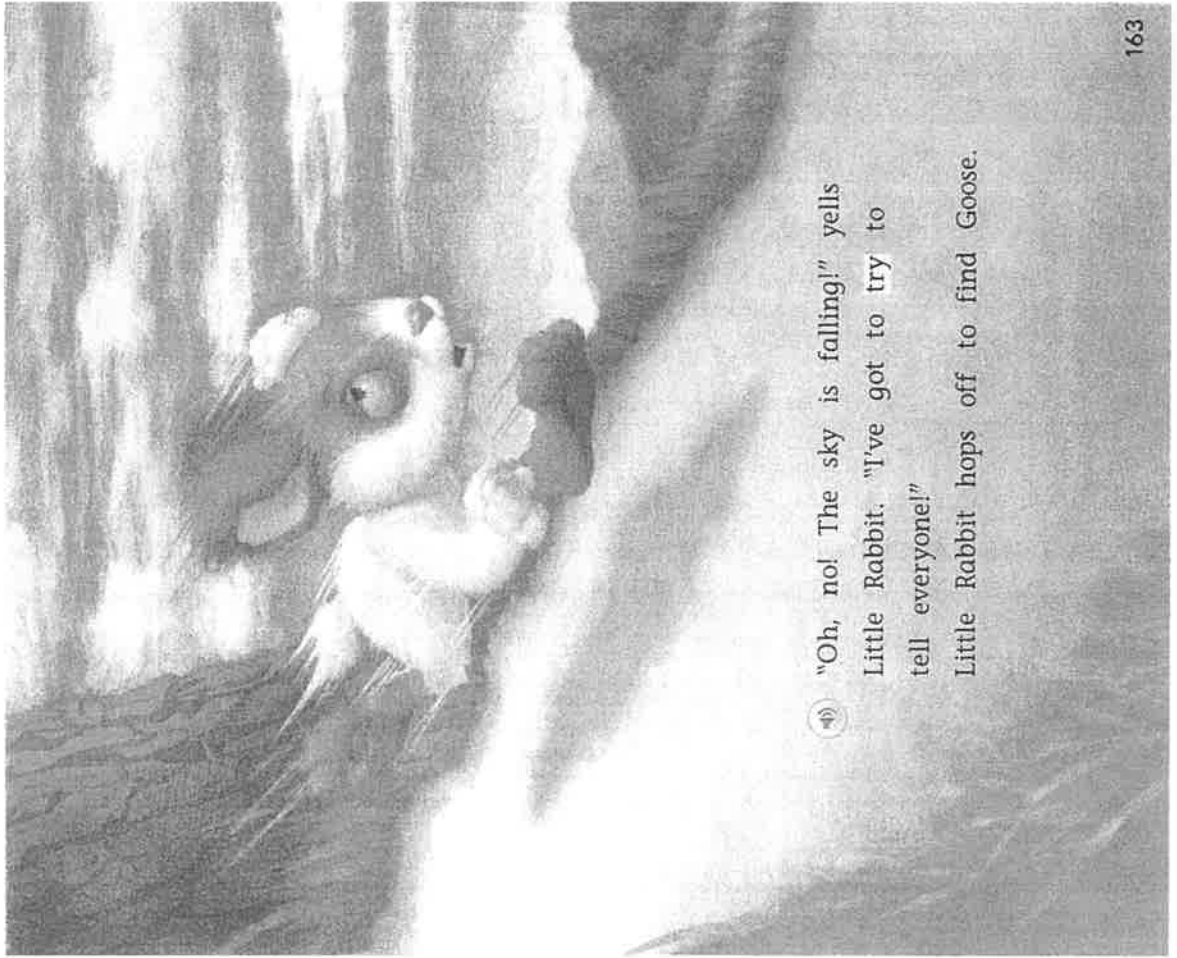
Little Rabbit sleeps under an old apple tree. Just then, the wind starts to blow. The branches shift in the wind.

Thump!

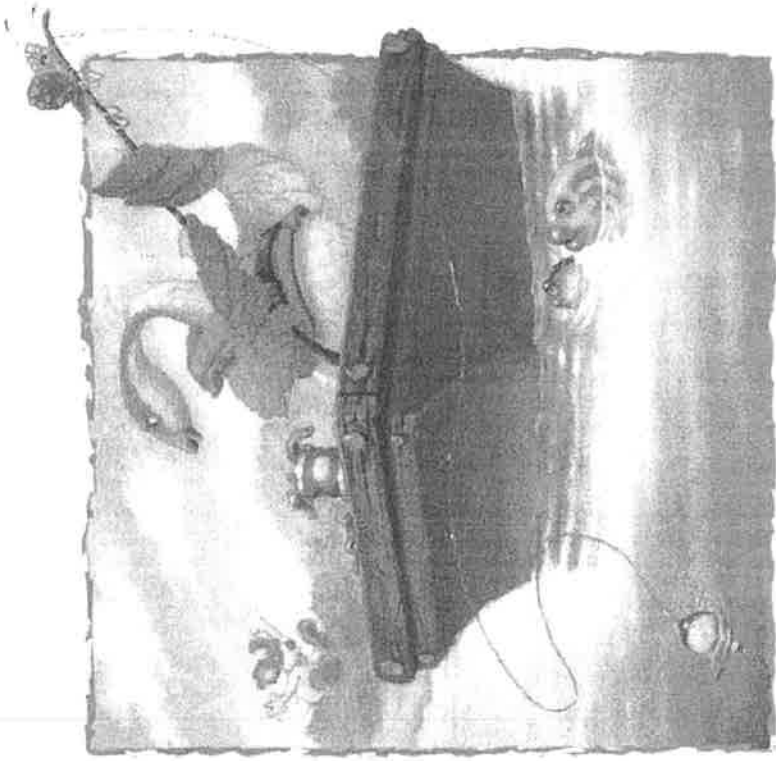
Something hits Little Rabbit.

ANALYZE THE TEXT

Cause and Effect What causes Little Rabbit to wake up?

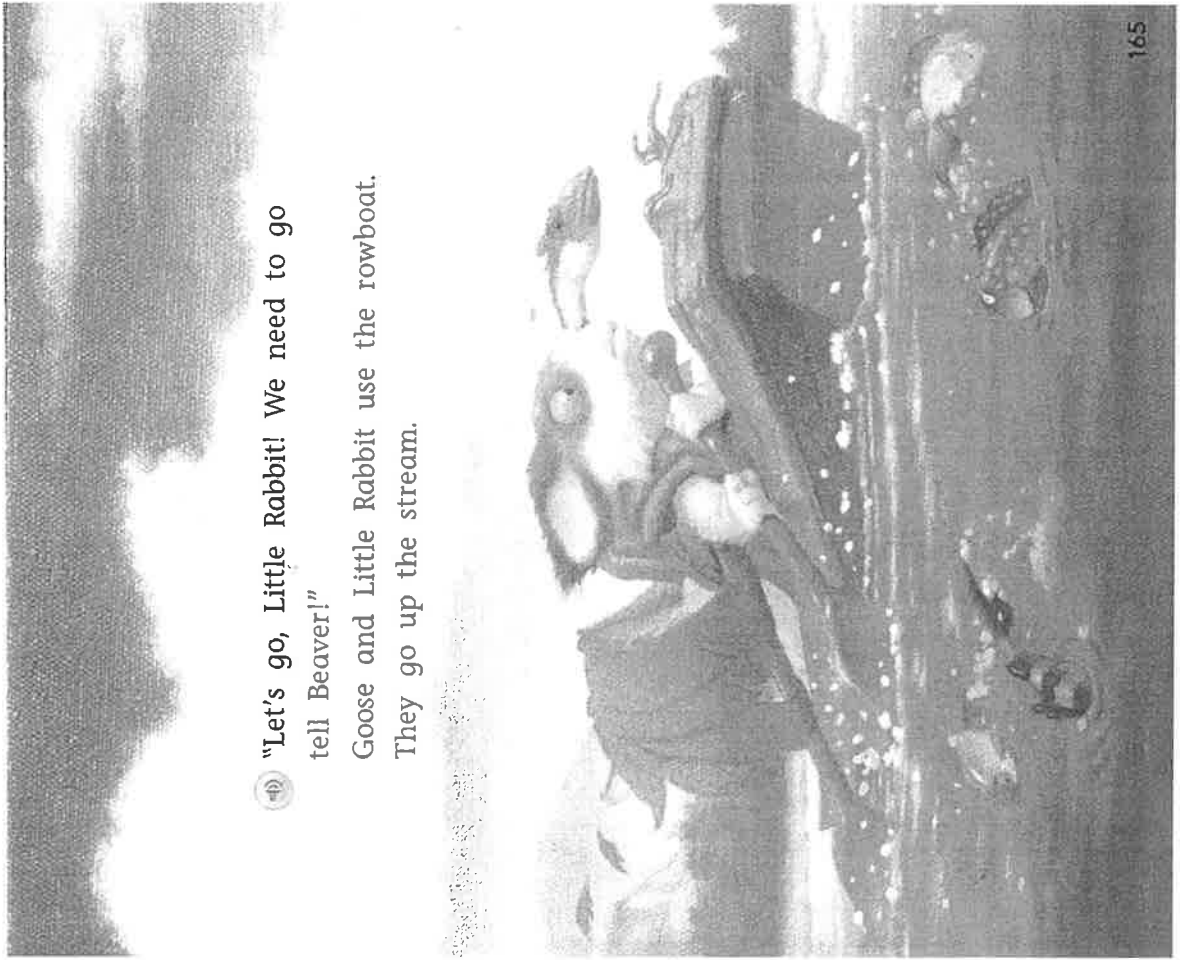


🔊 "Oh, no! The sky is falling!" yells Little Rabbit. "I've got to try to tell everyone!" Little Rabbit hops off to find Goose.

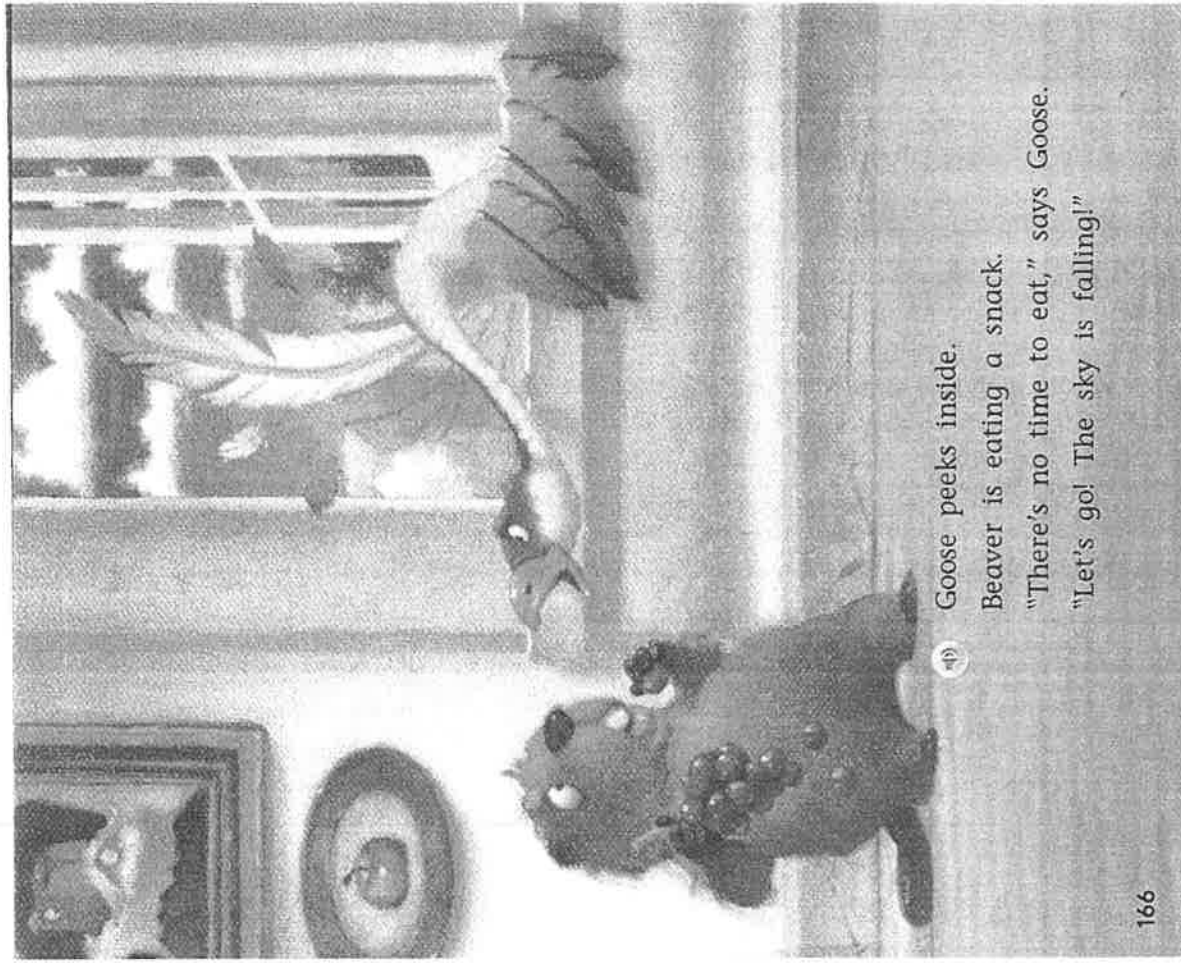


🔊 Goose sits in his rowboat. The tip of his rod starts to twitch. "There's no time to fish!" yells Little Rabbit. "The sky is falling!"

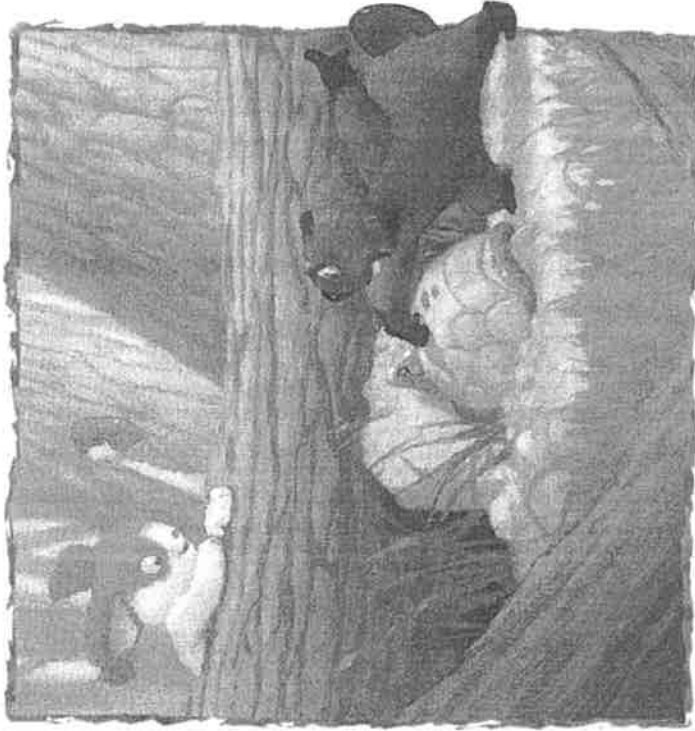
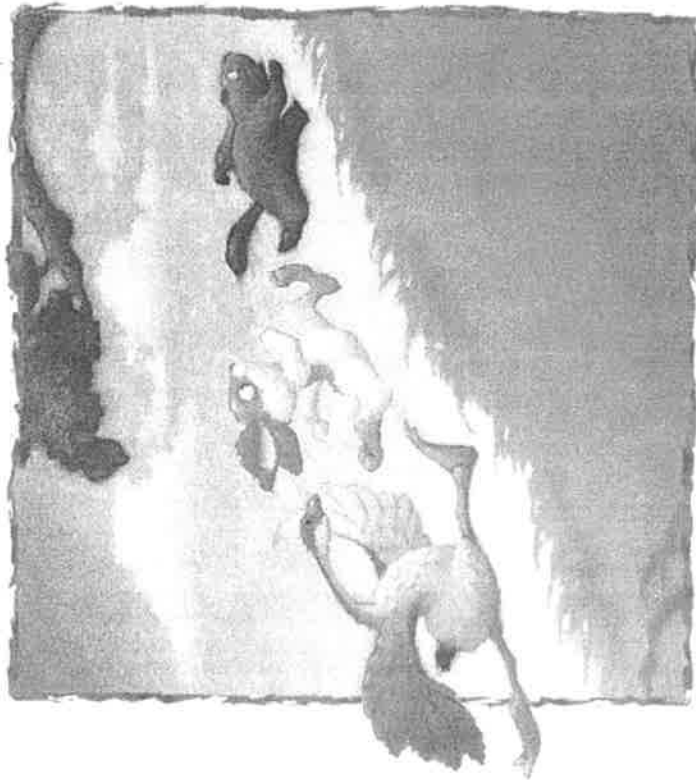
🔊 "Let's go, Little Rabbit! We need to go tell Beaver!"
Goose and Little Rabbit use the rowboat. They go up the stream.



🔊 Goose peeks inside. Beaver is eating a snack. "There's no time to eat," says Goose. "Let's go! The sky is falling!"



④ "Oh my!" says Beaver. "We need to go tell Turtle."
Beaver, Goose, and Little Rabbit dash up the hill.



④ Turtle sleeps under a log.
TAP, TAP! Beaver taps on Turtle's shell. Turtle peeks out.

"There's no time to sleep," says Beaver.
"Let's go! The sky is falling!"

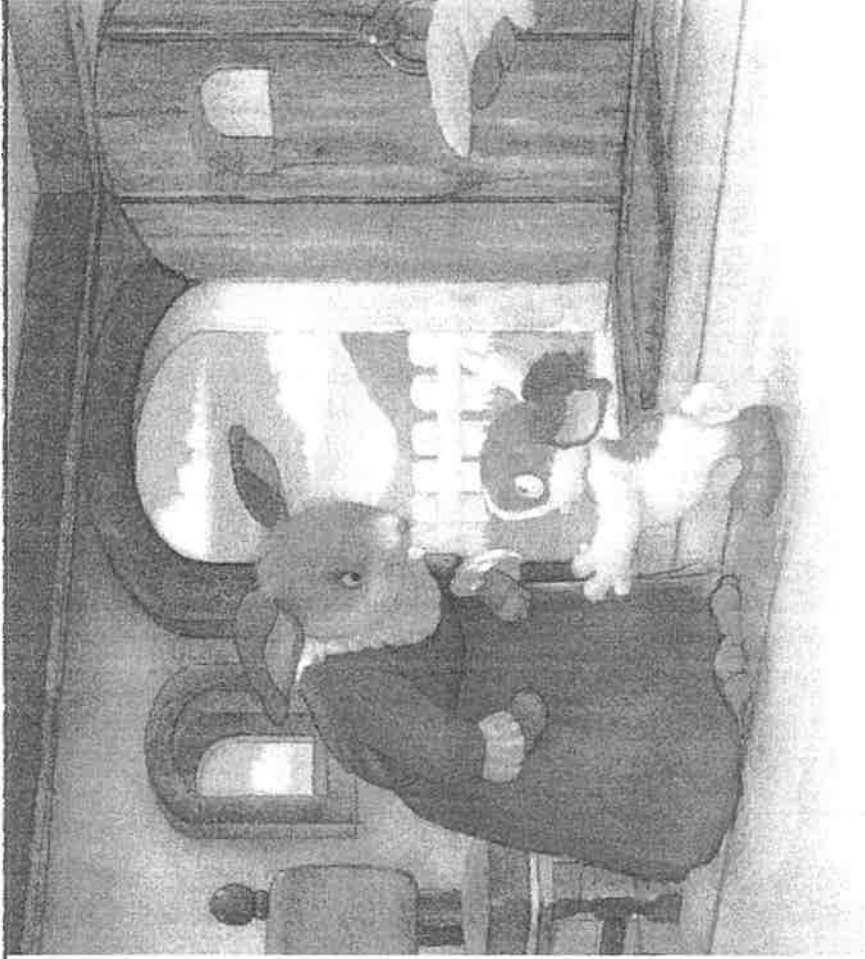
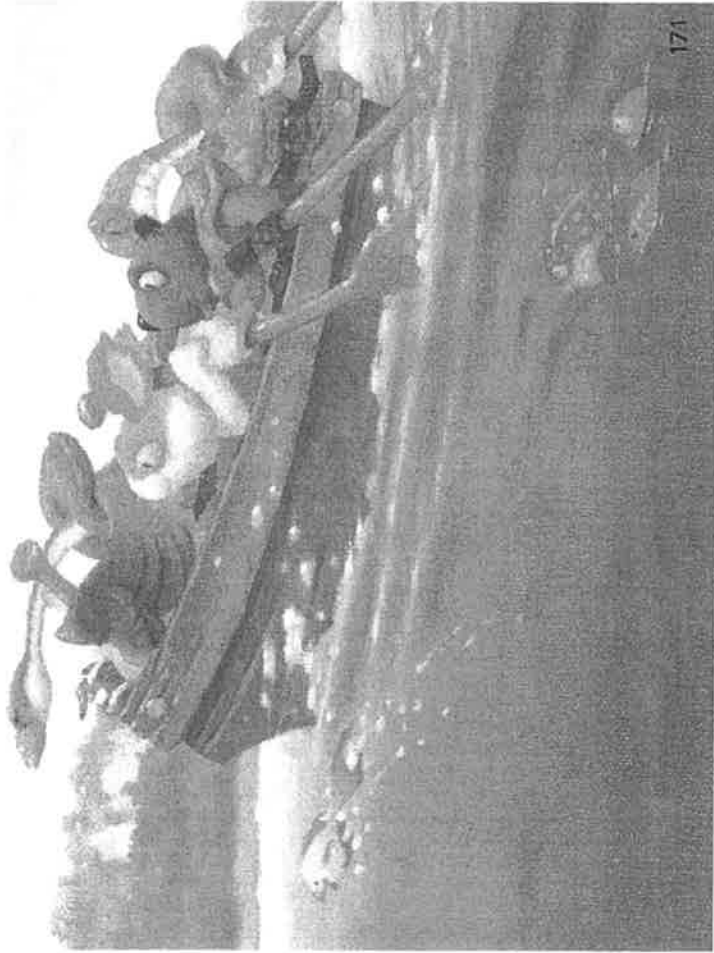
④ "Oh, no!" yells Turtle. "What can we do?"
"Let's run back home," says Little Rabbit.
"I want to tell my mother!"



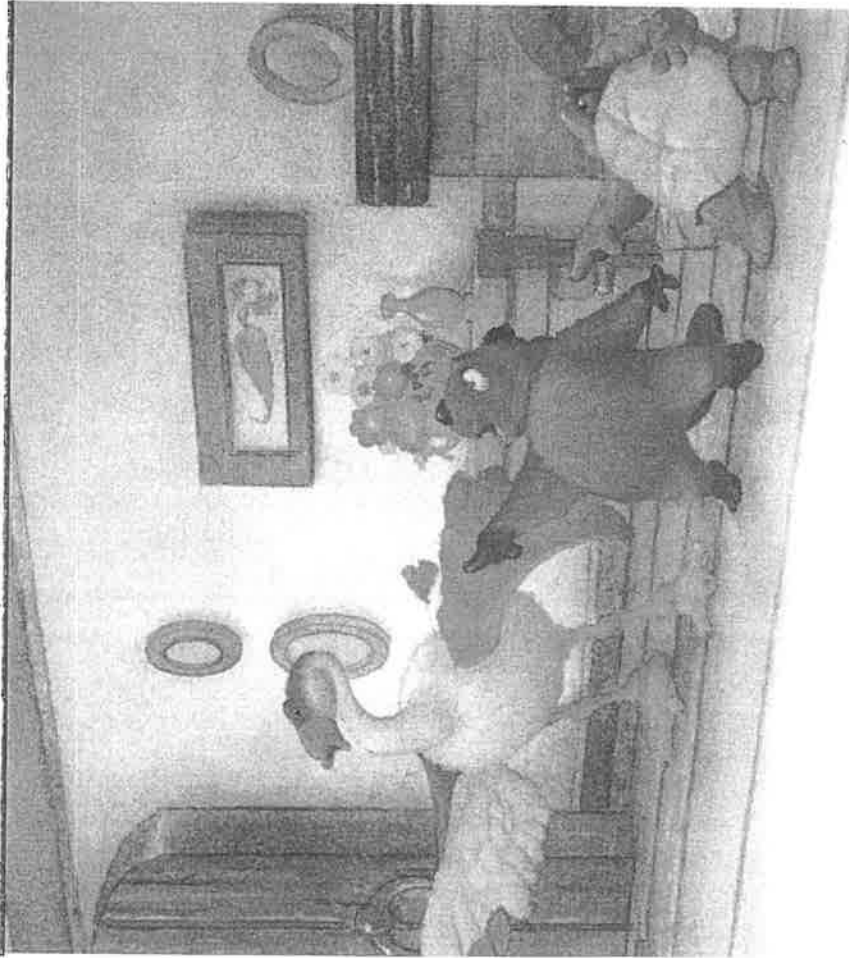
④ Turtle, Beaver, Goose, and Little Rabbit
run fast. They hop over the log,
dash down the hill, . . .



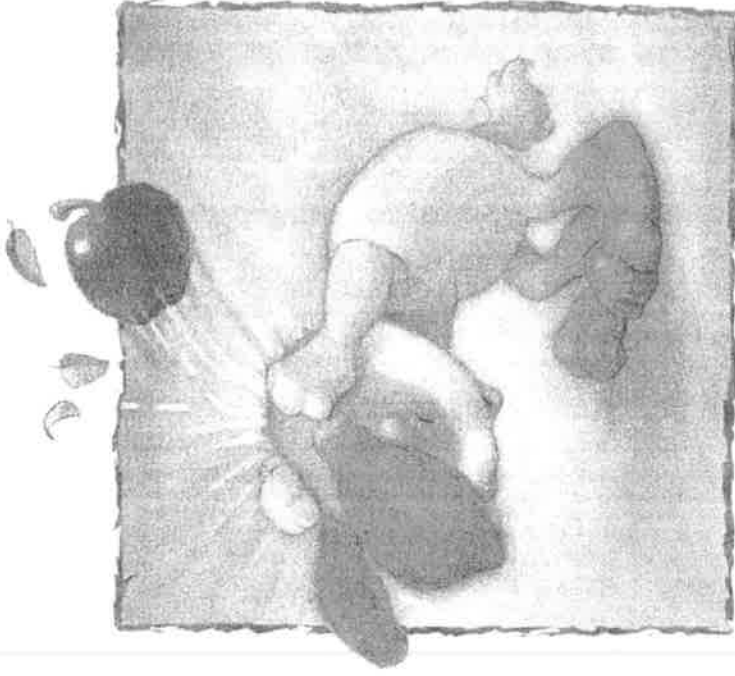
4) and jump into Goose's rowboat.
Then they go as fast as they can
down the stream.



4) Little Rabbit hops in the door.
"Mother, the sky is falling!"
"Who told you such a thing?"
asks Mother Rabbit.



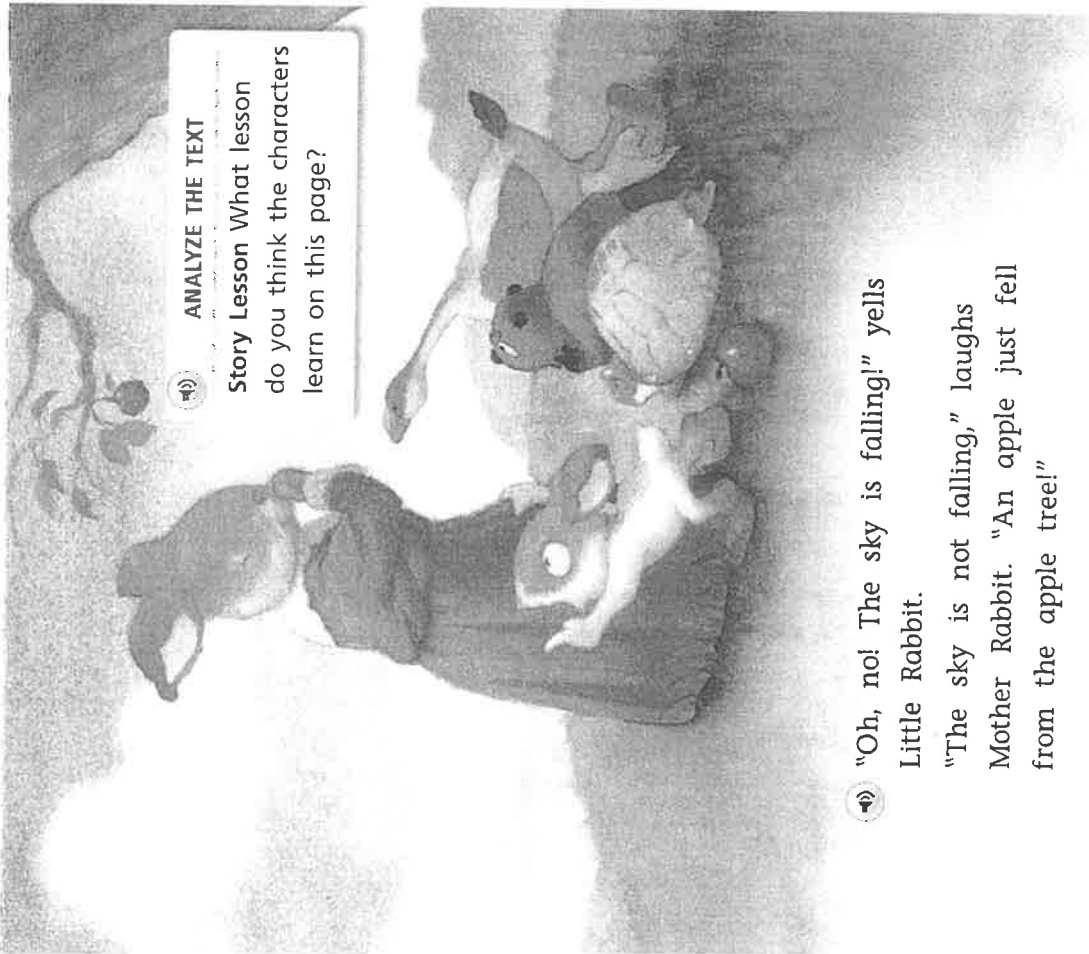
- 🔊 "Beaver told me!" says Turtle.
- 🔊 "Goose told me!" says Beaver.
- 🔊 "Little Rabbit told me!" says Goose.
- 🔊 "Well let's just go outside and look at the sky," says Mother Rabbit.



- 🔊 Just then, the wind starts to blow.
- 🔊 The branches shift in the wind.

Thump!

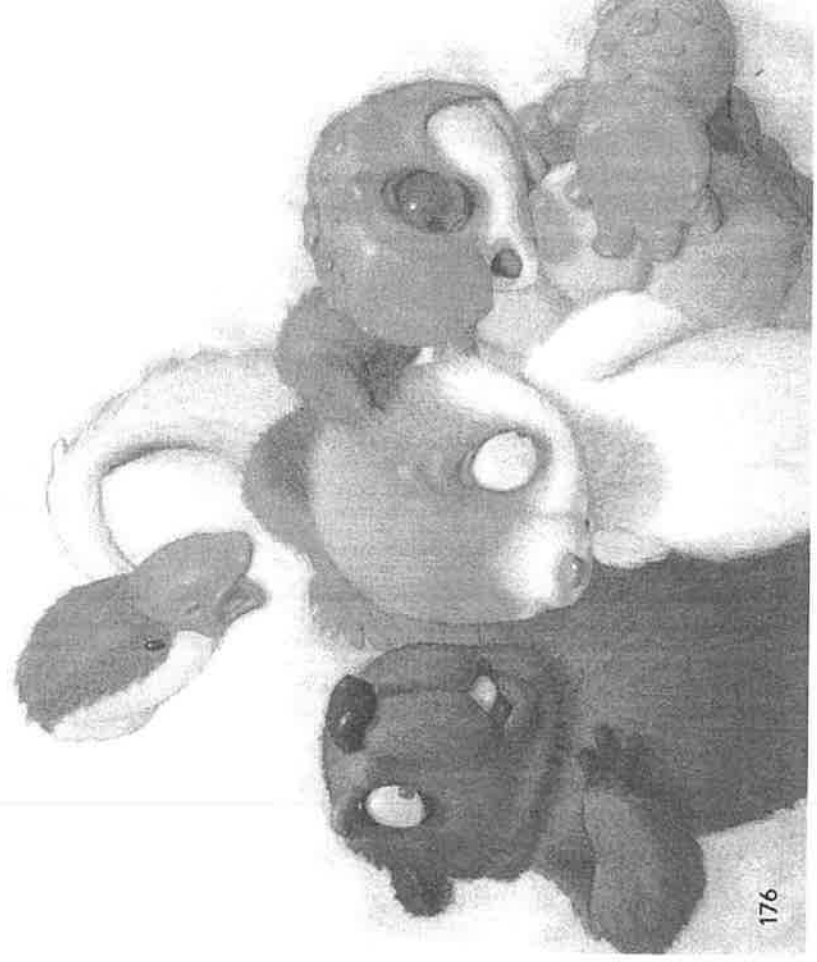
Something hits Little Rabbit.



ANALYZE THE TEXT
Story Lesson What lesson do you think the characters learn on this page?

"Oh, no! The sky is falling!" yells Little Rabbit.
"The sky is not falling," laughs Mother Rabbit. "An apple just fell from the apple tree!"

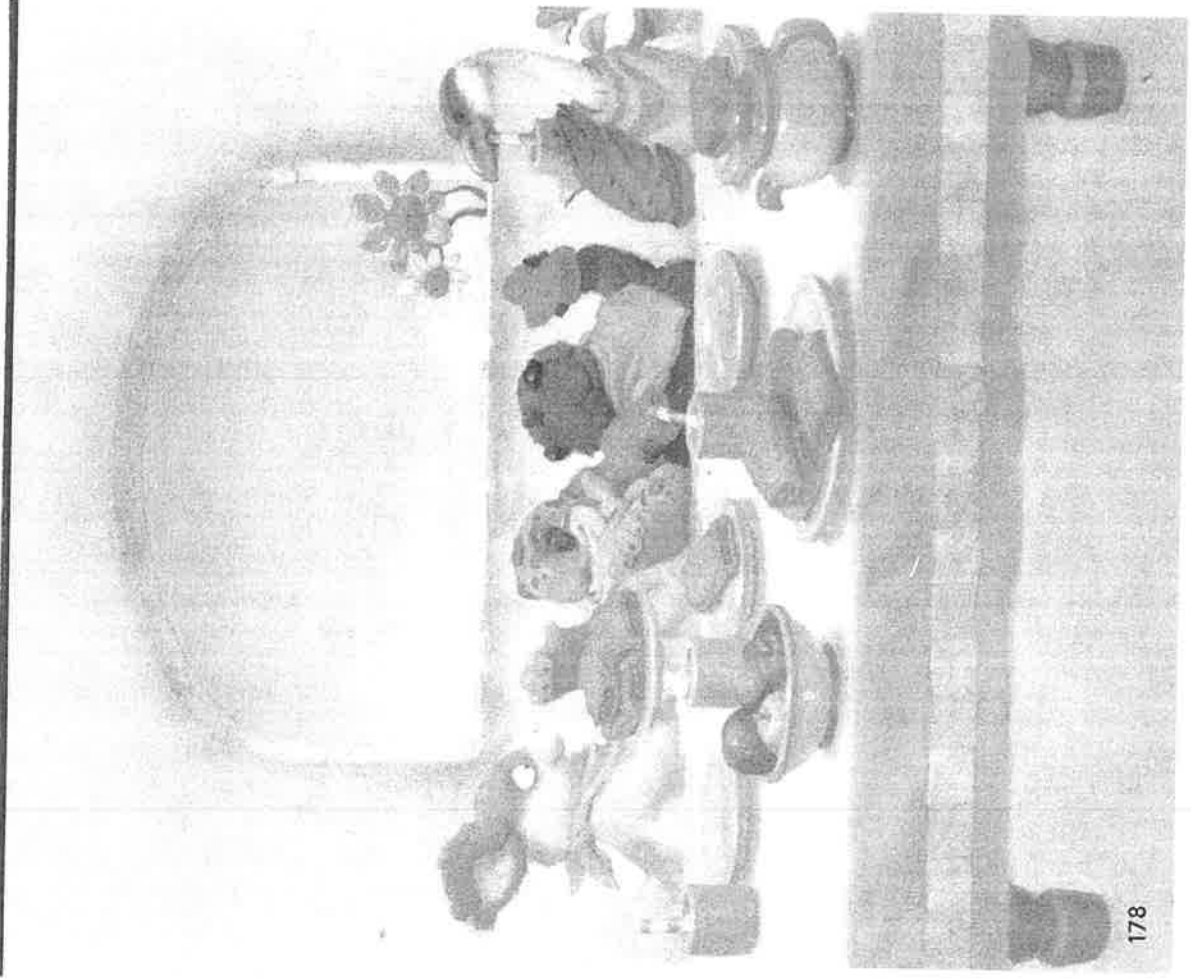
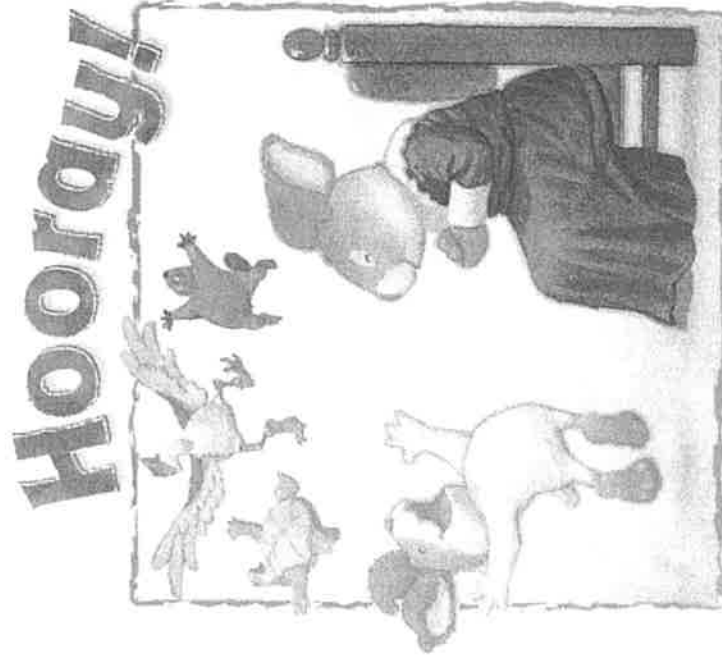
"I didn't get to catch a fish," says Goose.
"I didn't get to eat my snack," says Beaver.
"I didn't get to sleep," says Turtle.



⑩ "I've got a plan," says Little Rabbit.

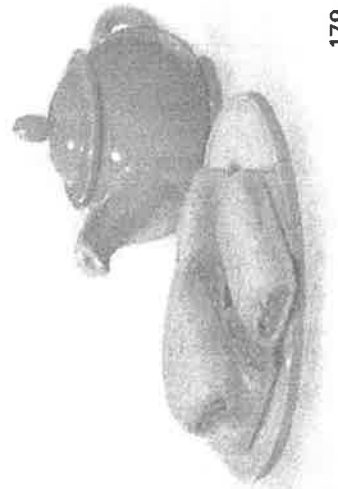
"Can my friends eat with us?"

"Yes," says Mother Rabbit. "Go wash your hands while I get more plates."



Little Rabbit has a nice meal with his friends. After that, they all have homemade apple treats!

The friends lived happily ever after!



Name _____

Little Rabbit's Tale
Vocabulary Word Cards

door	try
more	use
mother	want
old	wash

What hits Little Rabbit on the head?
How does Little Rabbit feel after it hits him?
How can you tell?

Handwriting practice lines with four sets of icons: a rabbit head, a carrot, a rabbit, and a rabbit head.

Name _____

Spelling Compound Words

Little Rabbit's Tale
Spelling: Compound Words



Write the correct word to complete each sentence.

1. The _____ was very red.

sunset **himself**

2. Let us play _____ today.

inside **flagpole**

3. I carry my _____ with me.

playpen **backpack**

4. Before _____ I brush my teeth.

bedtime **sailboat**

5. My _____ has a matching hat.

bathtub **raincoat**

1st Grade
Math NTI 11-20

Envisions-Measurement

Day 11: 12-1 Lesson

Day 12: 12-1 Homework

Day 13: 12-2 Lesson

Day 14: 12-2 Homework

Day 15: 12-3 Lesson

Day 16: 12-3 Homework

Day 17: 12-4 Lesson

Day 18: 12-4 Homework

Day 19: Measurement Review Activity

Day 20: Assessment

Name _____



Solve & Share

Can you put these objects in order from longest to shortest? How can you tell if one object is longer than another object?



Lesson 12-1

Compare and Order by Length

I can ...

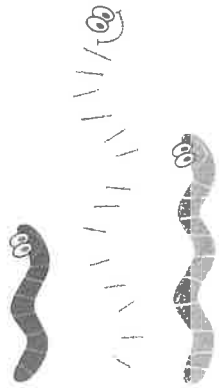
order objects by length.

© Content Standard 1.MD.A.1
Mathematical Practices MP.2,
MP.6, MP.8

Longest

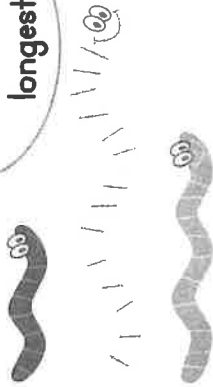
Shortest

You can put the worms in order by **length**.



The yellow worm is **longer** than the red worm and the blue worm.

The yellow worm is the **longest**.



The red worm is **shorter** than the blue worm.

The red worm is the **shortest**.



The red worm is the **shortest**.



Now the worms are in order from **longest** to **shortest**.

The yellow worm is the **longest**.



The red worm is the **shortest**.



Do You Understand?

Show Me! Use the words “shorter” and “shortest” to describe two different worms above.

☆ **Guided Practice** Draw lines to show which object is longest and which is shortest.

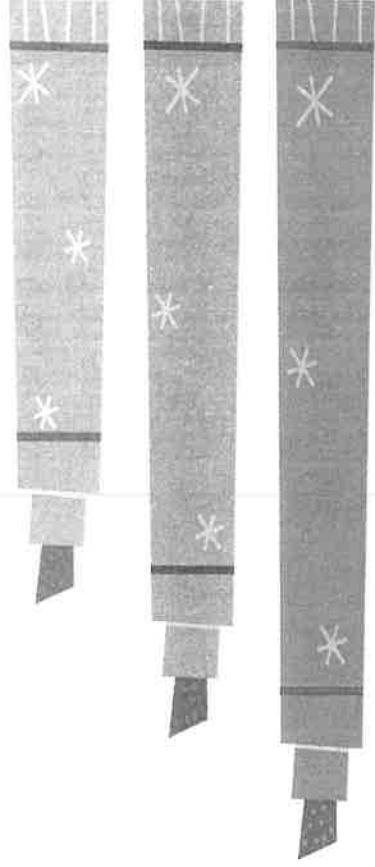
1. longest shortest

2. longest shortest

★ Independent Practice ☆

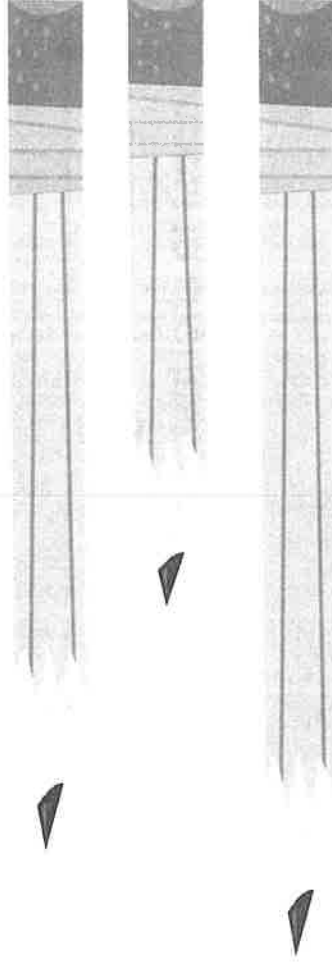
Draw lines to show which object is longest and which is shortest.

3. longest



shortest

4. longest

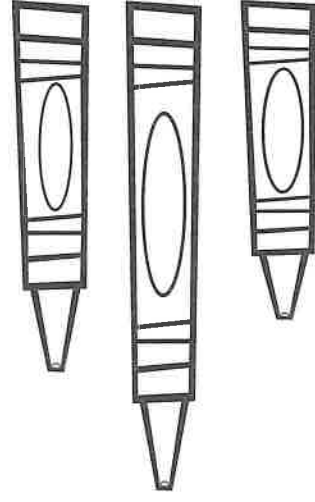


shortest

A-Z Vocabulary Use the clues about **length** to color the crayons.

5. The **shortest** crayon is orange.

The blue crayon is **longer** than the green crayon.



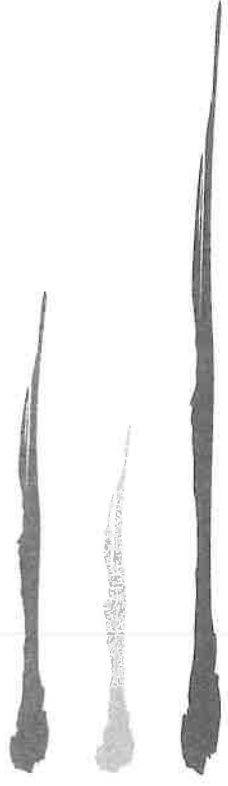
Math Practices and Problem Solving [☆] Solve the problems below.

6. © **MP.6 Be Precise** Tomaz paints a line

that is longer than the blue line.

What color line did he paint?

Use the pictures to solve.



7. © **MP.6 Be Precise** Amber's piece of

chalk is shorter than the blue piece.

What color is Amber's chalk?

Use the pictures to solve.

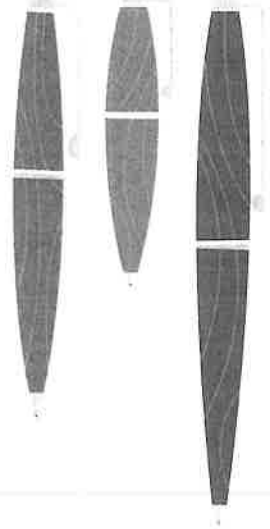


8. **Higher Order Thinking** Draw 3 lines with different lengths in order

from longest to shortest. Label the longest and shortest lines.

9. © **Assessment** Which best describes the pens?

- Ⓐ The blue pen is longest.
- Ⓑ The red pen is longest.
- Ⓒ The green pen is longest.
- Ⓓ The blue pen is shortest.



NTI DAY #11**PHONICS/FUNDATIONS****Dear Parents/Guardians,**

You will work with your student in learning a new sound which will help in reading, spelling, and writing. Your focus is on sounds and making sure your student hears all the sounds in each word.

Parent says	<i>Today, we will be focusing on the long o sound. This sound can be made by the vowel team -oa. When you see this vowel in a word, it will say /o/ like in boat, road, and soap.</i>
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Parent says	<i>I will say the letters, then key word, and then sound. You will repeat it back to me.</i>
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Parent says	<i>-oa, boat, /o/.</i>
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Student repeats	<i>-oa, boat, /o/.</i>
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You will use the Dictation Page for the following practice.

Parent says	<i>Now, we are going to practice writing words using the vowel team -oa. I will say the words and you will repeat it back to me before writing it. Say it slow so you can hear all the sounds. You may tap out the word before writing it.</i>
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Parent says	<i>1. boat</i>
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Student repeats	<i>/b/-/o/-/t/</i>
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You will continue to dictate words 1-5 in this manner. Supporting your student to write -oa when the long o sound is heard.

1. boat 2. foam 3. goat 4. bloat 5. coast

Now, you will dictate a sentence for your student to write. Support your student by counting the number of words in the sentence. Then have your student repeat the sentence back to you before beginning to write.

Parent says	<i>Don't soak the goat with the soap.</i>
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Have your student practice reading the words on the Words to Practice page.

Words to Practice

loaf	coat	soap
roam	soak	float
boat	foam	croak
road	moan	toast
load	goal	coast
goat	coal	throat
toad	loan	coach

NTI #11 DICTATION PAGE

1.

2.

3.

4.

5.

Sentence Dictation

NTI Day 11

PE/Health

As part of NTi Day 11, PE and Health has been designated as your special, for today. For today's lesson, students will be performing various physical/health related activities.

Students will be asked to perform various physical activities, as well as complete a nutrition log.

ALL GRADE LEVELS

Nutrition Log - All students will fill out a Nutrition Log, by recording everything they eat and drink during the day.

PE Fitness Calendar - For each day that we are out of school, students will perform the designated movement 3 times a day, for each day on the calendar. They will then cross out each movement that they perform.

DATE-

BREAKFAST

EXAMPLE-

Breakfast

8 oz Glass of Orange Juice

2 pieces of Toast

2 eggs

1 piece of sausage

LUNCH

Lunch

Peanut butter and Jelly Sandwich

1 Handful of Dortios

1 can of Mt. Dew

SNACK

Snack

Snickers bar

20 oz. Gatorade

SUPPER

SUPPER

Pork Chop

Mashed potatoes

Green Beans

1 Bottle of water




















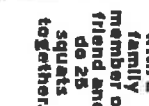









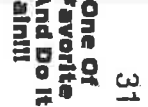
Big piece of Chocolate Cake

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>1  Hold onto a chair and stand on your tiptoes for 1 minute.</p>	<p>2  Lift one leg and balance without putting your other foot down for 30 seconds. Repeat with the other leg.</p>	<p>3  Jog in place for 30 seconds in every room of your home.</p>	<p>4  Do 25 back leg kicks per leg.</p>	<p>5  Hold the Superman pose while you say the alphabet backwards. Repeat 3 times.</p>	<p>6  Do bicycle legs with a family member or friend for 60 seconds.</p>	
<p>8  Do 15 push-ups with a family member or friend.</p>	<p>9  Do a side plank for 30 seconds each arm.</p>	<p>10  Do side lunges 30 times per leg.</p>	<p>11  In the Superman pose lift a book over your head and read one entire page.</p>	<p>12  Rest Day</p>	<p>13  Hold the Bird Dog position for 45 seconds per side.</p>	<p>14  Do 50 Jumping Jacks with a family member or friend.</p>
<p>15  Do 25 front lunges per leg with a family member or friend.</p>	<p>16  Put your feet under the couch and do 20 curl-ups.</p>	<p>17  Hold onto your toes while balancing on your bottom for 30 seconds.</p>	<p>18  Rest Day</p>	<p>19  Do side leg lifts 30 times per leg.</p>	<p>20  Do high knees while singing the school song.</p>	<p>21  Hold hands with a family member or friend and do 25 squats together.</p>
<p>22  Challenge a family member or friend to a balance on their feet with their eyes closed without losing balance.</p>	<p>23  Challenge a family member or friend to a plank without laughing.</p>	<p>24  Rest Day</p>	<p>25  Do 30 Wall Push-ups.</p>	<p>26  See how many push-ups you can do in 30 seconds.</p>	<p>27  Put your toes under the couch and do 15 curl-ups.</p>	<p>28  Challenge a family member or friend to a "V-balance" competition.</p>
<p>29  Make up your own fitness challenge and draw it on the back of this paper.</p>	<p>30  Rest Day</p>	<p>31  Pick One of Your Favorite Days And Do It Again!!!</p>	<p>Student Name: _____ Parent Signature: _____</p> <p>Classroom Teacher: _____</p>		<p>Check off (✓) when you finish each day</p>	