

NTI DAY

14



Harrison County Schools

Name: _____

Grade: 1ST

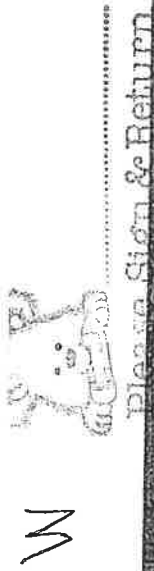
Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day #14

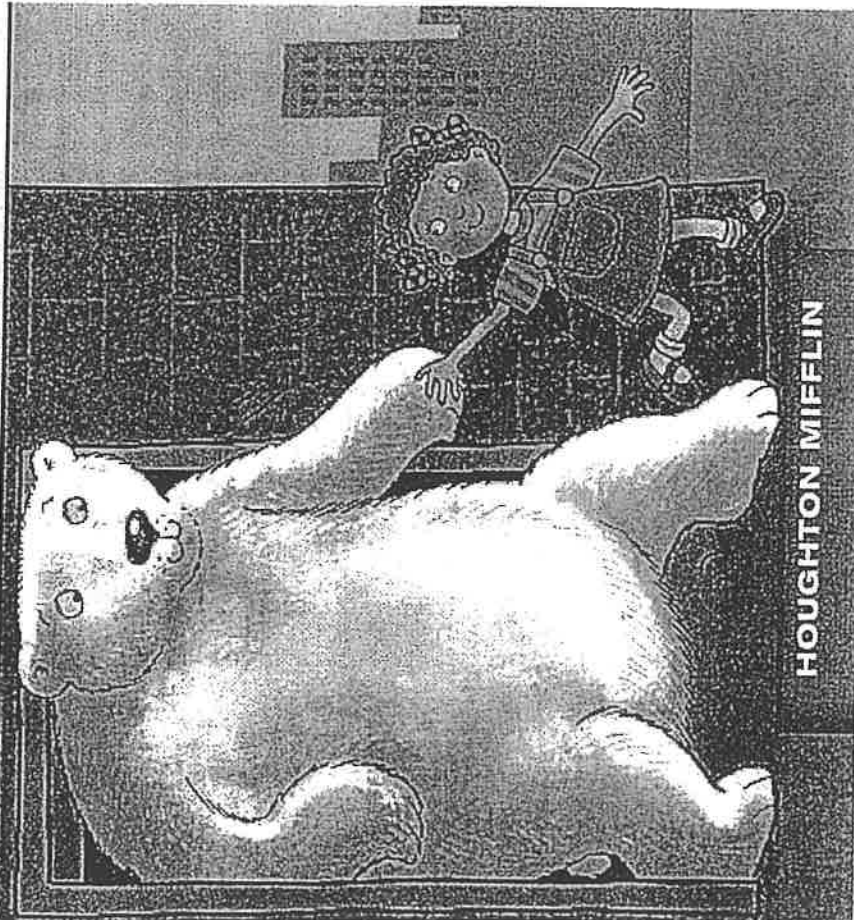
Reading

1. Today you will be using the vocabulary words to write sentences. On the lined writing paper, choose three of our weekly vocab words and use them in a sentence. Be sure to check for your neatest handwriting and punctuation in each of your sentences.
2. There is a new story for today. Read the book Polar Bear Pete. Think about the characters and setting in the story. Review your words to know and practice finding them throughout the story.
3. Complete the cause and effect sheet for the Polar Bear Pete story. Go through the story and look at the events that happened. Complete either what happened or why it happened on the sheet.
4. For compound words today, look at the five pictures that are given. Go through the words that are provided and choose two that can be put together to make the compound word for each picture. Write the word on the line.

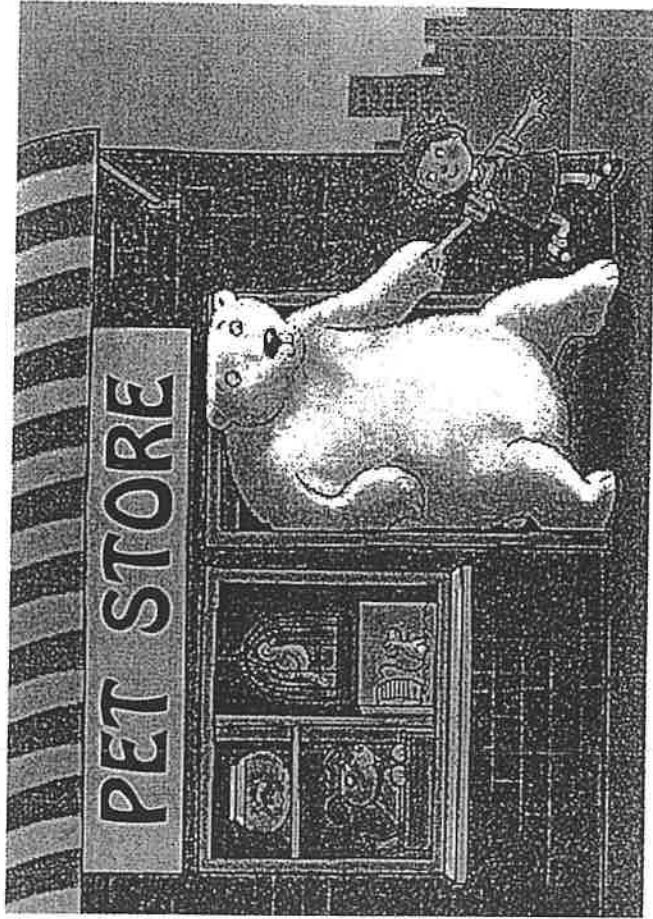


"Polar Bear" Pete

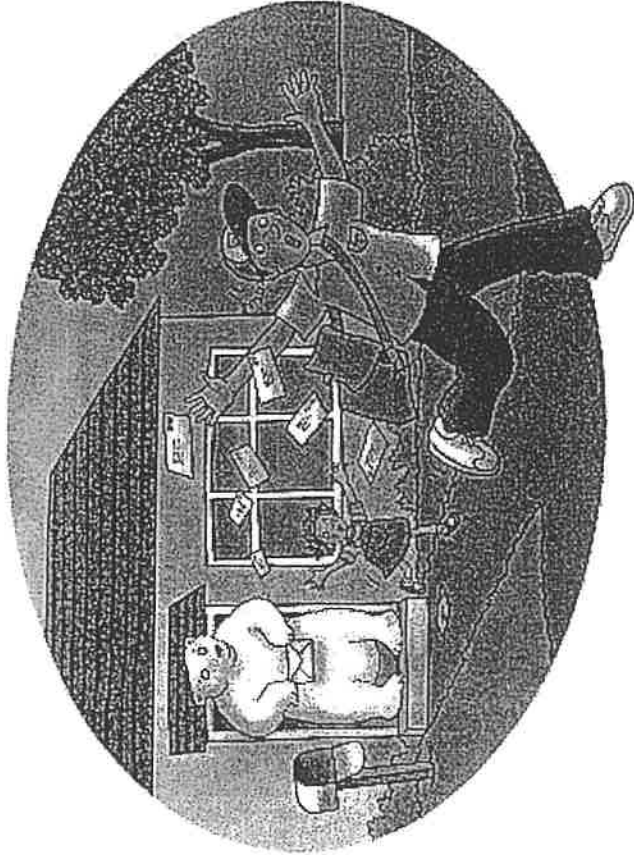
by Nikolai Katkov • illustrated by Steve Cox
Please Sign & Return



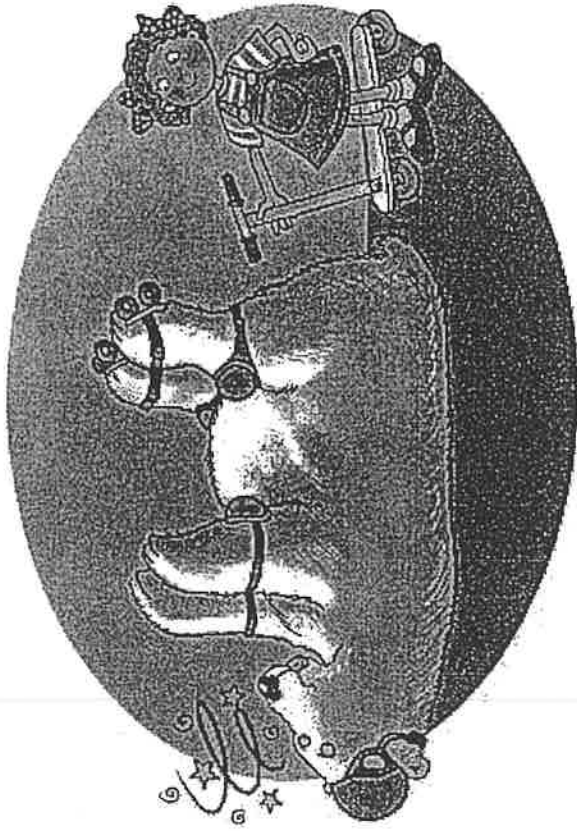
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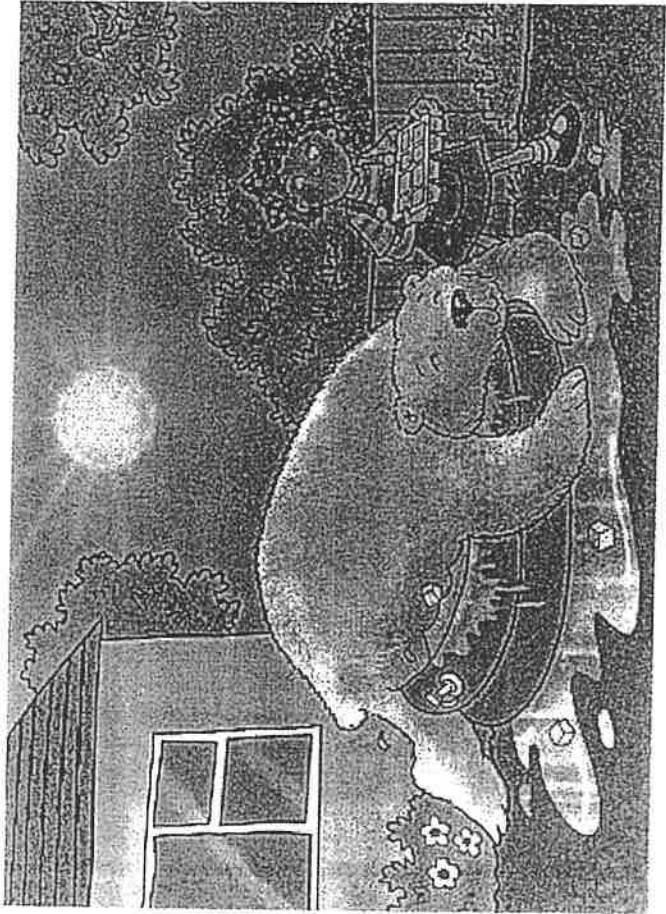
- ▶ Polly goes to the pet store.
- ▶ She does not get a brown dog or a green bird.
- ▶ Polly gets a big white polar bear.
- ▶ His name is Big Pete.
- ▶ He is not like most pets!



- Big Pete causes big trouble, but he does not mean to.
- Big Pete races to the door when the mail comes.
- He just wants to say hello. Polly tries to get there first... but Big Pete is too fast.



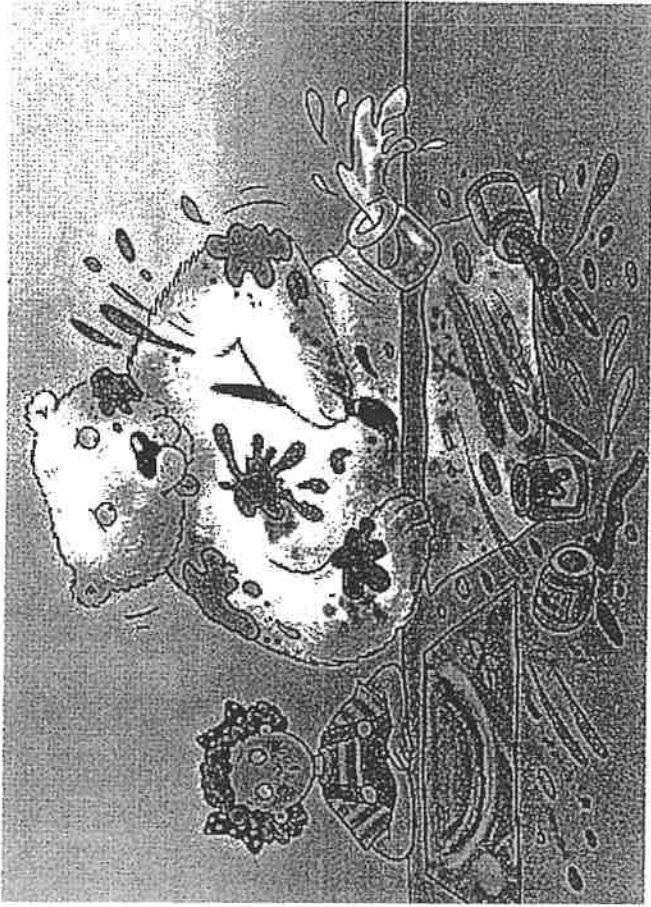
- Big Pete wants to try on Polly's skates.
- The skates are too small, and Big Pete falls down.
- Polly gives him an old scooter to ride.
- It is a better size for Pete.



||| The days grow hot.

Big Pete misses the frost
and snow.

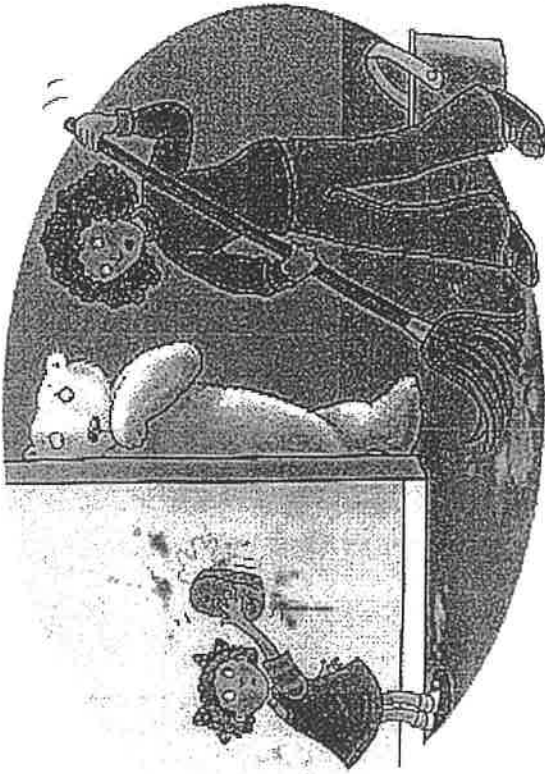
||| Polly fills the pool with ice and
water, and Big Pete goes for a
cold swim.



||| Big Pete sees Polly painting a
picture, and he wants to paint a
picture too.

||| He uses Polly's brush.

Look at the mess he makes!



Big Pete spills paint on the floor and walls.

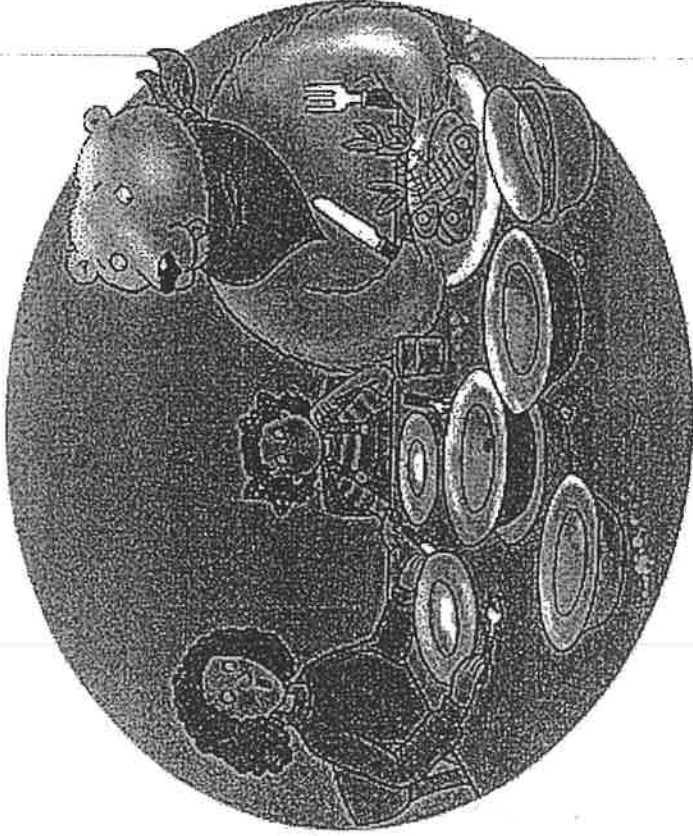
He splashes paint

on the window too.

Polly wipes the walls, and Mother mops the floor.

Big Pete washes the window.

7

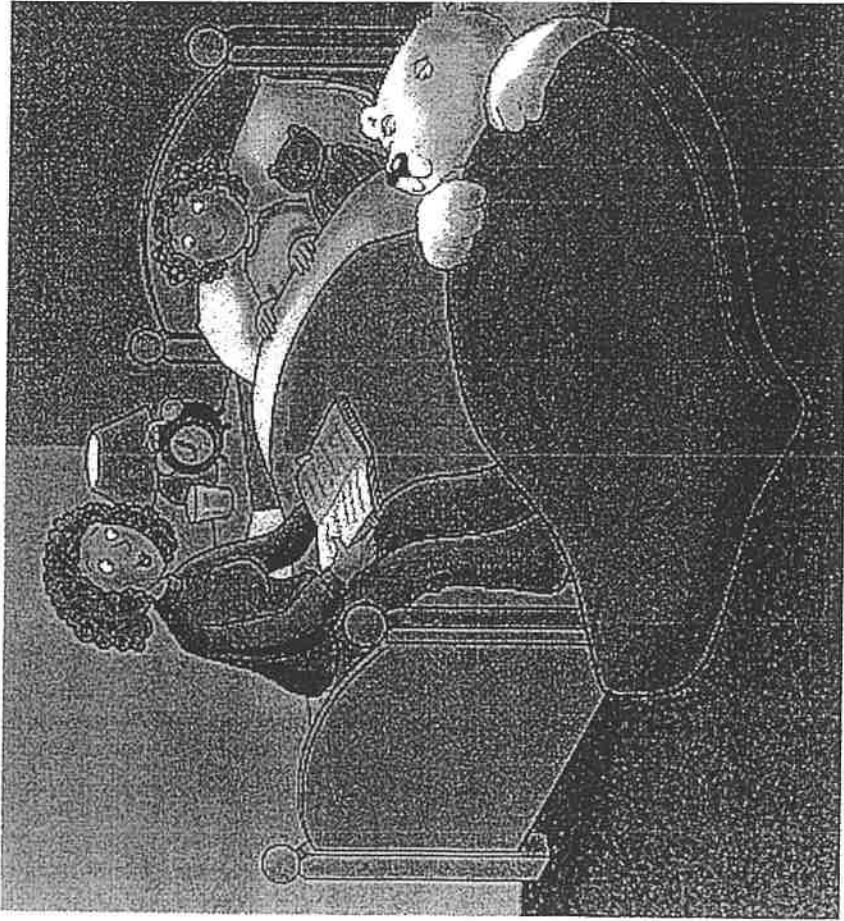


Mother makes dinner for Polly. Big Pete wants to eat, too.

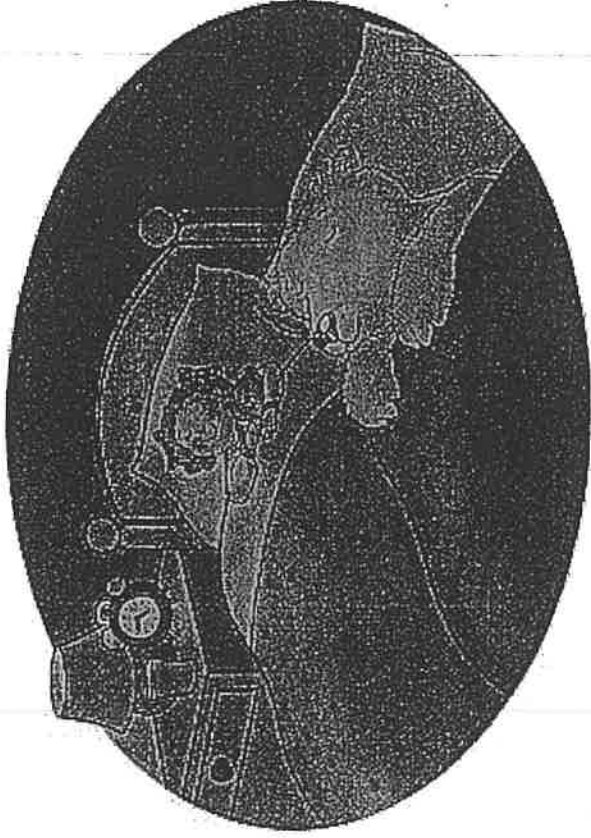
Mother gives him lots of fish, but Big Pete still wants more.

Big Pete is always hungry!

8



- Mother reads a story to Polly.
Big Pete listens, too.
- Listening to the story makes
him sleepy.



- Polly goes to sleep, and Big Pete
goes to sleep, too.
- Polly is not afraid of the dark
when Pete is there.
- She has happy dreams.
Big Pete dreams, too.
His dream is about his fun day.

Name _____

Little Rabbit's Tale
Vocabulary Word Cards

door	try
more	use
mother	want
old	wash

Cause and Effect Worksheet for Polar Bear Pete

Cause

Effect

<p>Big Pete causes trouble.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Big Pete tries on Polly's skates.</p>
<p>Big Pete makes a big mess.</p>	<hr/> <hr/>

Name _____

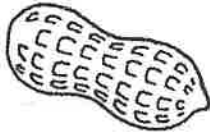
Little Rabbit's Tale
Phonics: Compound Words

Compound Words



Name each picture. Circle two words to make a compound for the picture. Write the compound word.

1.



sea

pea

nut

side

2.



trail

rain

bow

mix

3.



blue

sea

bird

shell

4.



snow

mail

box

flake

5.



cup

sail

cake

boat

& Practice 12-2

Indirect Measurement

Another Look! You can compare the lengths of 2 objects without putting them next to each other.

I can use the table to tell if the couch or the bookcase is longer.



The couch is longer than the table. The bookcase is shorter than the table.

That means the couch is longer than the bookcase.



Circle the object that is shorter.
Use the red string to help.

1.



2.



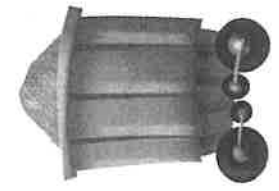
SCIENCE

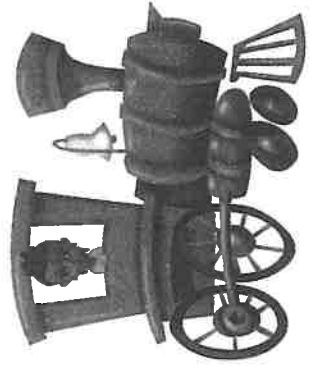


HOME ACTIVITY Review
the meanings of *shorter*, *shortest*, *longer*, *longest* with your child. Put 3 different sized objects on the table. Ask your child to tell you which is the shortest and which is the longest. Then ask him or her if one object is longer than another. Then have your child use the words *longer* and *shorter* to compare all 3 objects.

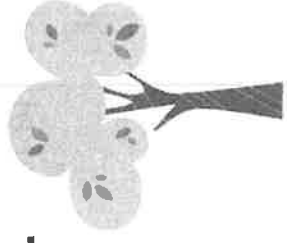
Circle the object that is shorter. Use the purple string to help.

3.





4.



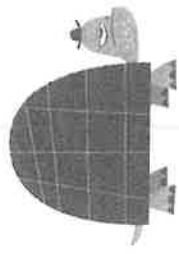


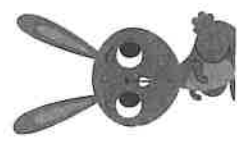
5.





6.

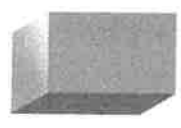


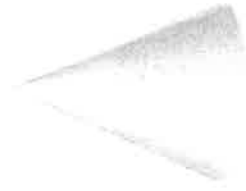


7. **Higher Order Thinking** Andrea has three candles. Explain how she can use the yellow candle to find out if the red candle is shorter or taller than the blue candle.







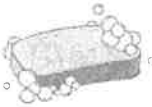

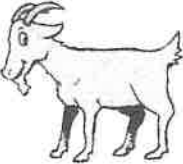


8. **Assessment** Circle the shape that is longer. Use the orange string to help.





NTI # 14 PHONICS/FUNDATIONS

Directions: Write the -oa word that goes with the picture.

		
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Circle the word that best completes the sentence.

1. She will wash her hands with _____. sop soap sope
2. The man _____ his new car. drove droav dove
3. The _____ sails across the lake. bote boat bot
4. She will score a _____ in the game. gool gole goal

Words to Practice

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

Social/Emotional Learning - Positive Thinking
1st Grade

Directions: Read the different thoughts below. Some are positive thoughts you can have, others are negative. Only color the positive thoughts. Come up with one positive thought of your own and write it at the bottom of the page. Remember, thoughts are powerful!!

This is hard, but I can do it!

Math isn't my thing. I just give up!

I missed one word on my spelling test.
I'm not good at spelling.

I'm nervous about my first soccer practice,
but I'm excited about meeting new friends.

I can't ride a bike yet, but
I'm going to keep practicing!

I read a word wrong. I'm not a
good reader.

Write your own positive thought below:
