

17

# NTI DAY

11-20



Harrison County Schools

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

Grade: 1<sup>st</sup>

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

Complete within 2 weeks of returning to school.

## NTI Day # 17

### Reading

1. Today there is a new decodable reader for practice. Read the story Bedtime for Ray. This story focuses a lot on words with ay and sneaky e. Practice finding these words and sounding them out. Discuss what happens in the story.
2. For our writing prompt today we are revisiting Little Rabbit's Tale and looking at Turtle. Answer the two questions using your neatest handwriting. Go back and check for capital letters and punctuation in each of your sentence.
3. For a vocabulary word review there is a Words to Know paper. Read the sentences and choose the vocabulary word that best completes the sentence. Be sure to use your neatest handwriting.

# Bedtime for Ray

by Tami Lo Verso  
illustrated by Yvette Banek

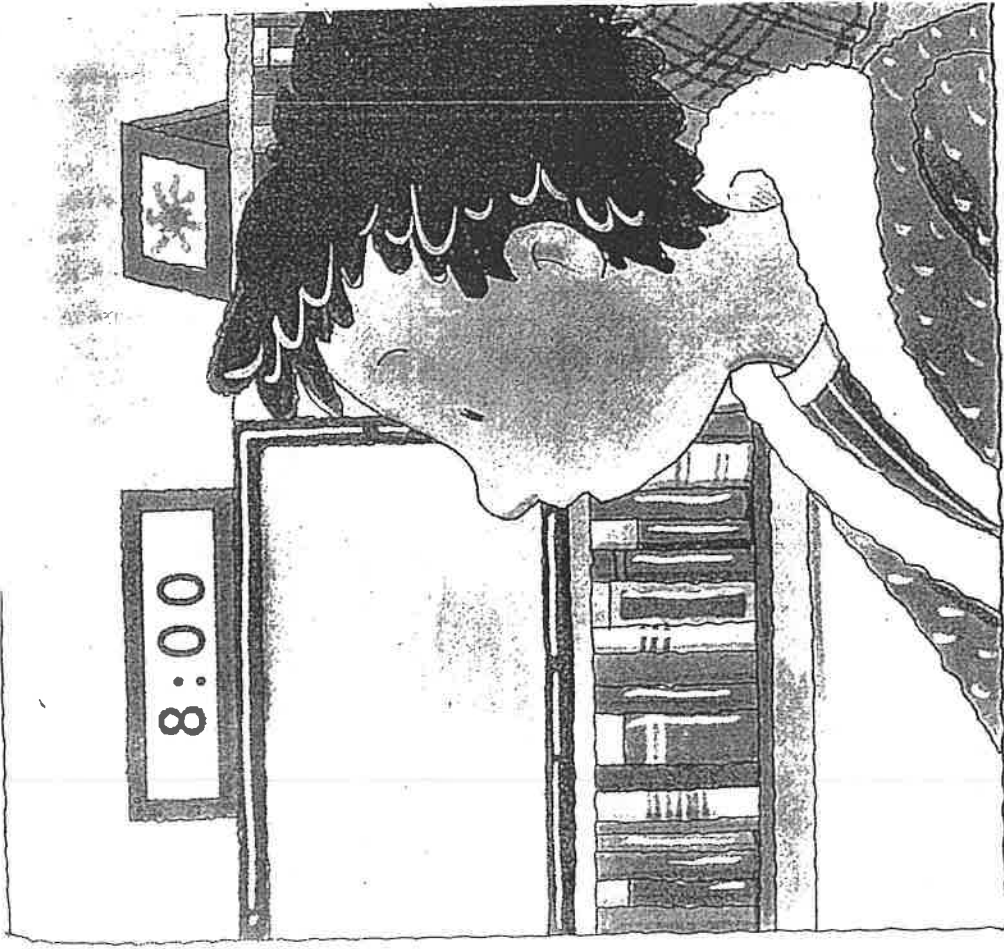


It was bedtime. Ray didn't want to go to bed yet. He wanted to play his game. He wanted to win.

Sign & return

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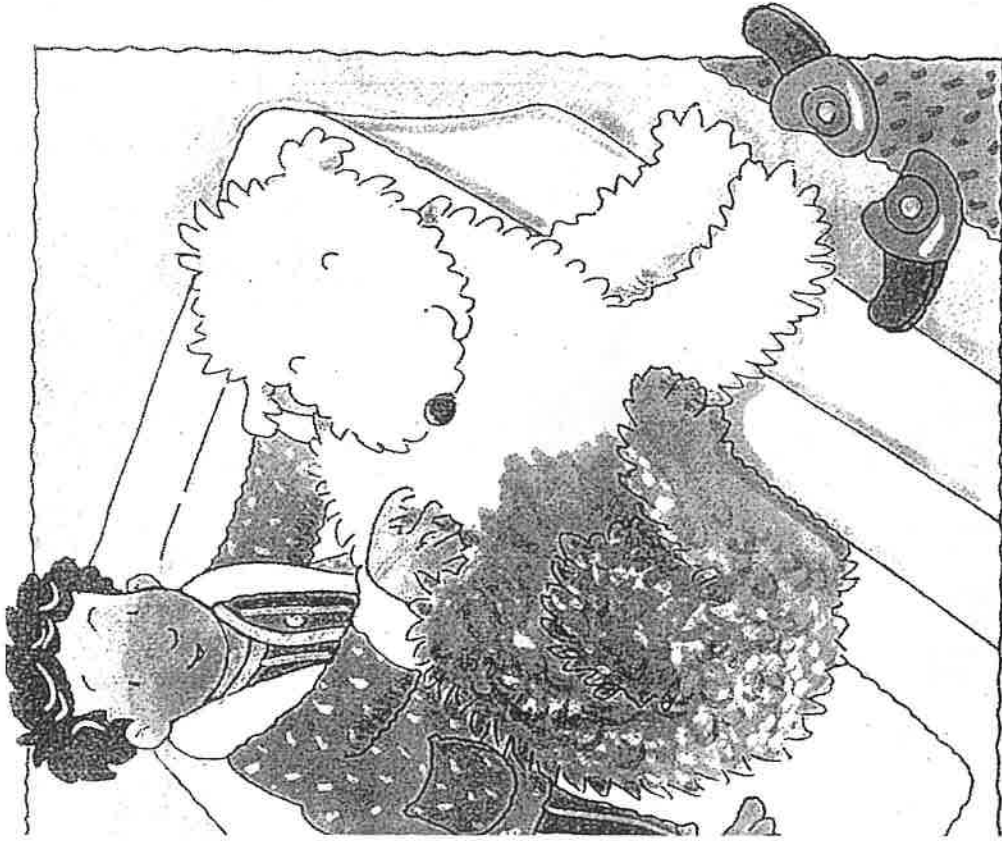
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Ray is six. He can tell time. Ray's dad has a rule about bedtime. On a weekday, Ray's bedtime is at 8:00. It was that time.

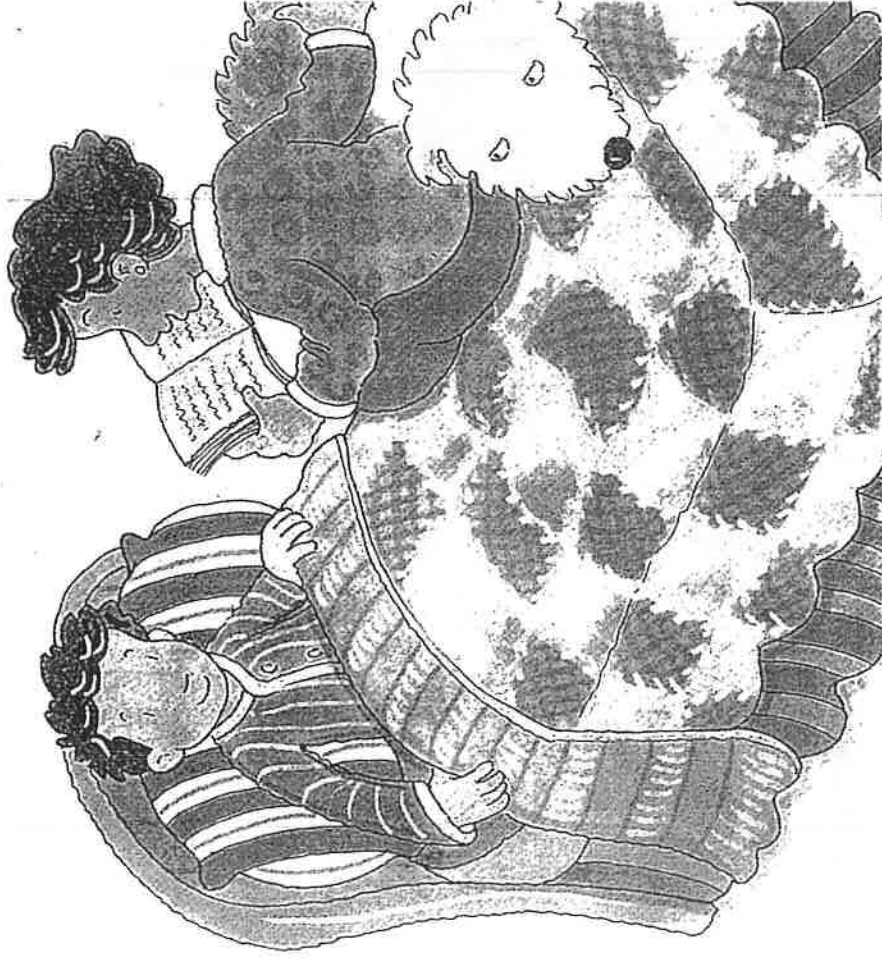
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Unit 4/Lesson 20/Selection 1



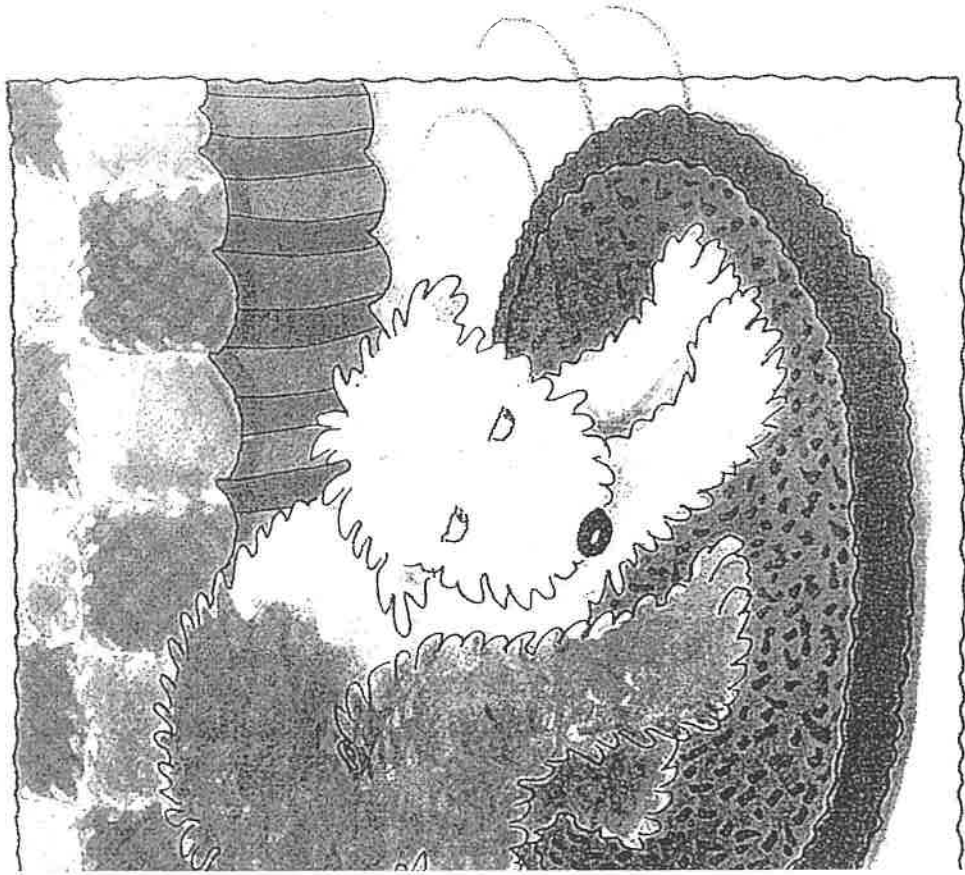
Ray must try to get Shep out. So Ray gets in the bathtub. Ray can't get Shep up, but he gets Shep out. Ray grins as if it is a game.

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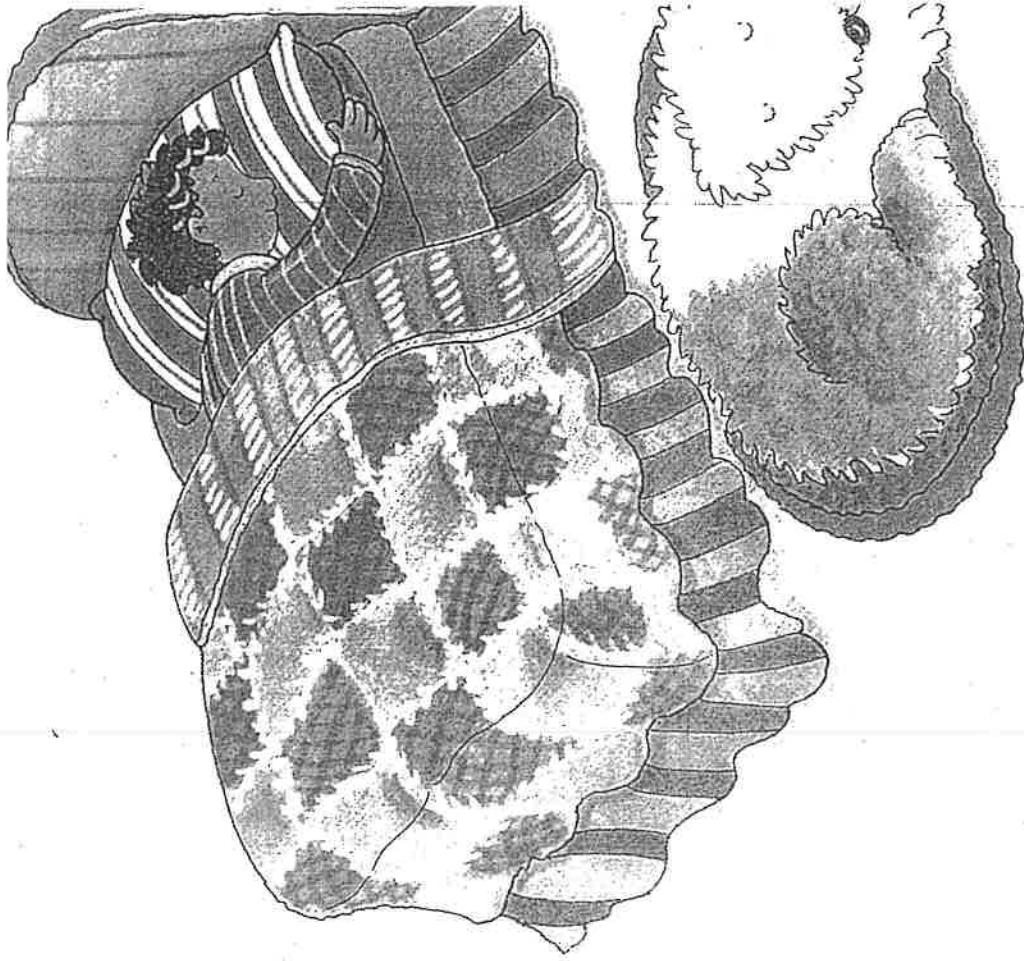
At last, Ray gets in his bed. His mother reads him a nice bedtime tale. Shep is so big that he can't sleep on Ray's bed.

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Shep can't get on Ray's bed, but he has a rug. Shep sleeps on the rug at Ray's bedside.

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Ray's dream is about his game. In his dream, Ray wins the game. What do you think Shep's dream is?

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Why does Beaver tap on Turtle's shell?  
Where does Turtle live?



Name \_\_\_\_\_

**Little Rabbit's Tale**  
High-Frequency Words

# Words to Know



Complete each sentence with a word from the box. Then read the sentence aloud.

**Words to Know**

old mother try want use wash door

1. The big tree is very \_\_\_\_\_.

2. The back \_\_\_\_\_ is open.

3. I will \_\_\_\_\_ to fix my skates.

4. My \_\_\_\_\_ has brown eyes.

5. I will \_\_\_\_\_ a pen to write.

6. I \_\_\_\_\_ a new bike.

7. We will \_\_\_\_\_ the dishes.

Name \_\_\_\_\_



Use cubes to measure the length and the height of the poster. Tell whether the poster is longer or taller.

How do you know?



The poster is \_\_\_\_\_ than it is \_\_\_\_\_.

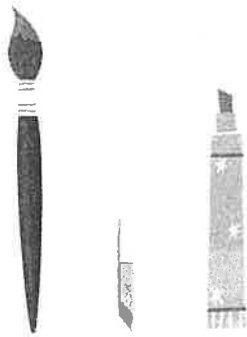
# Continue to Measure Length

**I can ...**  
use cubes and other units to compare lengths and heights of objects.

© Content Standards 1.MD.A.1,  
1.MD.A.2  
Mathematical Practices MP.3,  
MP.4, MP.6



I can measure objects  
compare and order  
their lengths.



The eraser is  
about 3 long.

The marker is  
about 6 long.

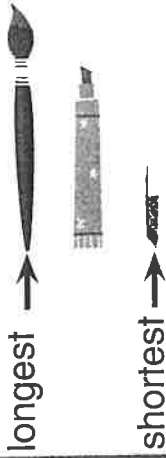


The paintbrush is  
about 9 long.



The paintbrush  
is longer than the  
marker and  
the eraser.

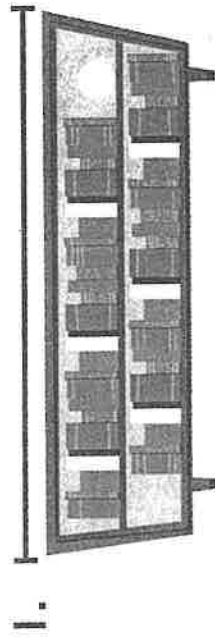
The objects are in order  
from longest to shortest.



**☆ Guided** Find each object in your classroom.  
**☆ Practice** Measure the length with cubes.

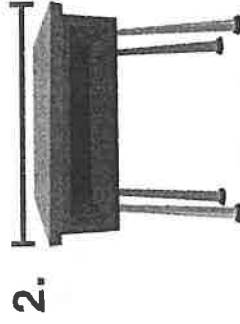
### You Understand?

How do you know which object is longer?  
How do you know which object is longer?



Bookshelf

about      long



Desk

about      long

3. The      is longer.

**ependent Practice** Find each object in your classroom. Use cubes to measure how tall it is.

August 2010						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

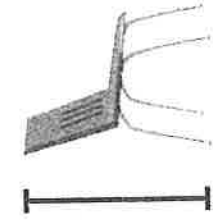
**Calendar**

about  tall



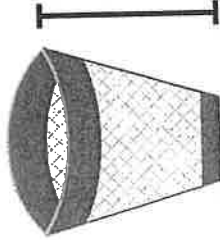
**Table**

about  tall



**Chair**

about  tall



**Trash can**

about  tall

8. **Number Sense** Order the objects from shortest to tallest.

shortest

tallest



Use your measurements above to answer Item 8.

9. © **MP.4 Model** Draw a line that is longer than 2 cubes but shorter than 6 cubes. Then use cubes to measure.
10. © **MP.4 Model** Draw a tower that is taller than 3 cubes but shorter than 6 cubes. Then use cubes to measure.

My line is about  long.


My tower is about  tall.

11. **Higher Order Thinking** For Item 9, could you have more than one correct answer? Explain.

12. © **Assessment** Measure the green line.

Write the number.

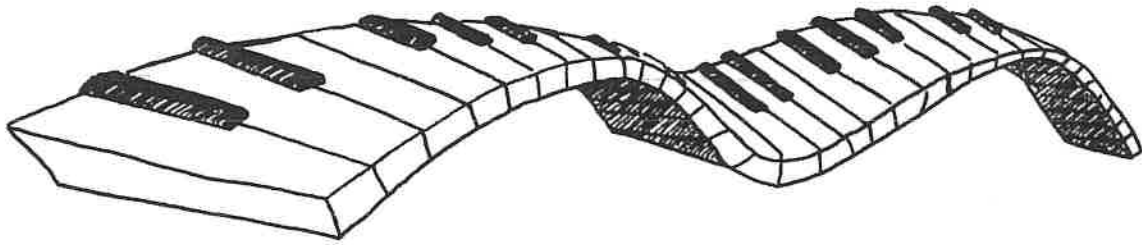


The green line is  long.



## Words to Practice

low	crow	own
row	snow	bow
mow	throw	thrown
show	bowl	growth
blow	blown	yellow
flow	grown	pillow
grow	flown	window



## Ms. Mattill's Music Notes

1<sup>st</sup> grade NTI ~~Week 3~~ Day #17

This week you will be singing or saying nursery rhymes together.

- Say the poem "Jack and Jill"
- Try to add a melody (sing it)
- Turn this paper over and keep the beat while you sing or say the poem.



Jack and Jill  
Little Jack and Jill  
went up the hill,  
To fetch a pail of water.  
Jack fell down and  
broke his crown,  
And Jill came  
tumbling after.

# Jack and Jill

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

Track the beat as you sing the song:

