

NTI DAY 1



Harrison County Schools

Name: _____

Grade: 2

Teacher: _____

Complete within 2 weeks of returning to school.

Name: _____ Date: _____

Harrison County 2nd Grade NTI

Day 1

**Read for 10 minutes _____ (adult initial)

1. READING:

- a. Work for 30 minutes on Reading in Exact Path OR
- b. Complete the attached reading pages

2. MATH:

- a. Work for 30 minutes on Math in Exact Path OR
- b. Complete the attached math pages

3. Choose ONE activity from each subcategory:

- a. Reading
- b. Math
- c. STEM

Please return this list along with the attached NTI Day assignments. Check off the 3 activities you have completed, have an adult initial next to the activity, and attach any work you may have done to complete the activities you chose.

4. Complete the attached "specials" activity.

READING

_____ Make a list of 10 compound words. Remember compound words are two smaller words put together to make a new word.

Ex. sun+shine=sunshine

_____ Make a snack and write the steps you used to make the snack.

MATH

_____ Write at least 10 numbers between 1-1000 and write each one in standard form (just the number), word form (number word), and expanded form (number sentence.) Ex. 670, six hundred seventy, $600+70+0=670$

_____ Write your doubles facts 1-20, have someone TIME you, and solve. How long did it take you to solve the problems?
_____minutes

STEM

_____ Build an indoor or outdoor fort. List the materials you used and list the steps you took to build it. Then draw a picture of it.

_____ Get 2 different size pieces of paper. Fold both as many times as possible. How many times can you fold the larger piece? How many times can you fold the smaller piece?

_____ Find 2 objects. Do they sink or float in water? Write down your observations.

The Little Red Hen

LISTEN to
your child read
this story aloud.

Once upon a time there was a little red hen who loved bread, so she wanted to plant wheat.

"Who will help me plant the wheat?" asked the little red hen.

"Not I," said the dog.

"Not I," said the cat.

"Not I," said the pig.

"Then I will do it myself," said the little red hen. And she did.

Soon the wheat was ready to cut. "Who will help me cut the wheat?" asked the little red hen.

"Not I," said the dog.

"Not I," said the cat.

"Not I," said the pig.

"Then I will do it myself," said the little red hen. And she did.

The wheat had to go to the mill to be ground into flour. "Who will help me take the wheat to the mill?" asked the little red hen.

"Not I," said the dog.

"Not I," said the cat.

"Not I," said the pig.

"Then I will do it myself," said the little red hen. And she did.

"Who will help me bake my bread?" asked the little red hen.

"Not I," said the dog.

"Not I," said the cat.

"Not I," said the pig.

"Then I will do it myself," said the little red hen. And the little red hen made bread.

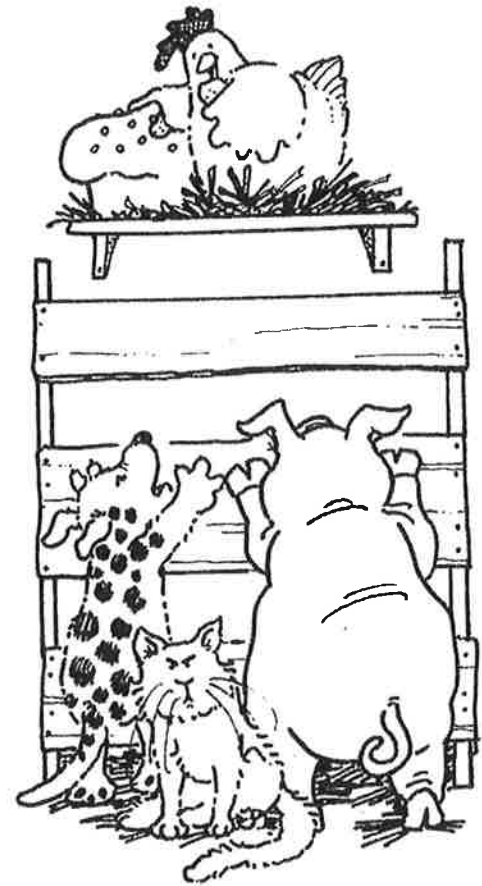
When the bread was done, the little red hen asked, "Who will help me eat the bread?"

"I will," said the dog.

"I will," said the cat.

"I will," said the pig.

"No, you will not," said the little red hen. "You did not help me plant or cut or bake the bread. You will not help me eat it. I will eat it myself." And she did.



Retold by Mary Rose

Dear Parents,

In this familiar story, readers are again asked to make a comparison, this time between the little red hen and her friends, the dog, the cat, and the pig. Students will need to figure out how the little red hen is like her friends and how she is different from her friends. It is obvious to us that the little red hen is industrious and willing to work for what she gets, while her friends are lazy and want something for nothing. To help your child discover how the animals are alike, have him or her look at the first sentence of the story and then at how the animals respond to the freshly baked bread near the story's end.

As with other fables, your child should recognize that he or she is supposed to learn a lesson from the story. The final question focuses on this lesson and is intended to help your child articulate the underlying message.

Skill

Recognizing Compare and Contrast

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

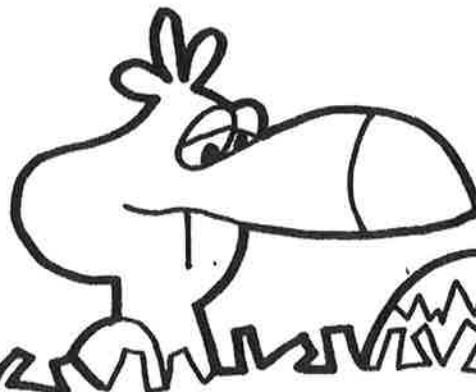
Together write simple answers to the following questions.

1. Explain one way the little red hen is different from her friends. _____

2. Explain one way the little red hen is like her friends. _____

3. What lesson did you learn from the little red hen? _____

Fill in the missing numbers.



$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$3 + 2 = \underline{\quad}$

$0 + 5 = \underline{\quad}$

$5 - 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

$1 + 4 = \underline{\quad}$

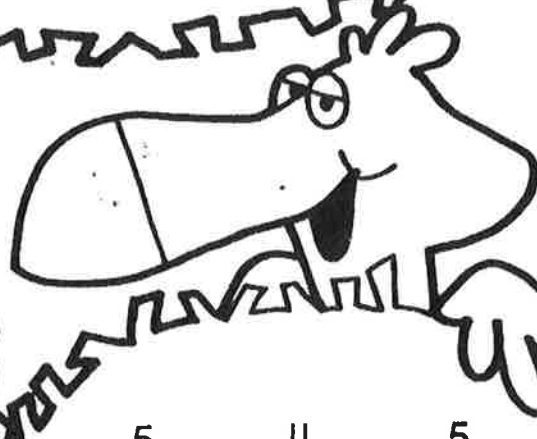
$5 - 2 = \underline{\quad}$

$5 + 0 = \underline{\quad}$

$5 - 4 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

$4 + 1 = \underline{\quad}$



$1 + 4 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$5 - 0 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$0 + 5 = \underline{\quad}$

$5 - 5 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$5 - 4 = \underline{\quad}$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

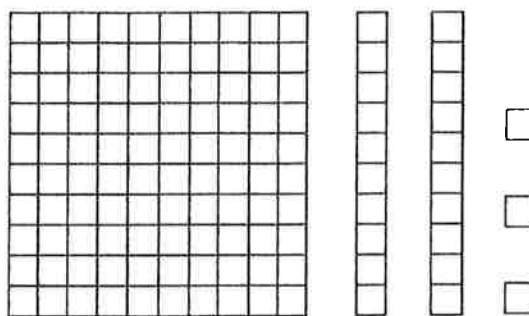
$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$

Write how many hundreds, tens, and ones are shown. Then, write the number.

Count 1 hundred, 2 tens, and 3 ones
It is the same as the number 123.

1 hundred
 2 tens
 3 ones
 = 123



1. _____ hundred _____ tens _____ ones = _____ 	2. _____ hundred _____ tens _____ ones = _____ 	3. _____ hundreds _____ tens _____ ones = _____
4. _____ hundreds _____ tens _____ ones = _____ 	5. _____ hundreds _____ tens _____ ones = _____ 	6. _____ hundreds _____ tens _____ ones = _____
7. _____ hundreds _____ tens _____ ones = _____ 	8. _____ hundreds _____ tens _____ ones = _____ 	9. _____ hundreds _____ tens _____ ones = _____

- ☐ I know that three-digit numbers are made up of hundreds, tens, and ones.
☐ I know that 100 is 10 tens.

NTI Day 1

PE/Health

As part of your first NTI day, PE and Health has been designated as your special for today. For today's lesson, students will be performing various physical activities and a health activity that is related to nutrition.

For the PE side, students will perform various physical activities and record their data on the attached physical activity log. Students are required to perform at least 30 minutes of moderate to vigorous activity. This 30 minutes does not have to be completed all at once. It can be broken down into 5-10 minute intervals, but must total 30+ minutes of activity, for the day. Students will write down the type of activity they participated in, how long they did it, and how intense the activity was.

For the remaining part of the lesson, students will learn about nutrition and other health related subject matter through Grade Level appropriate worksheets/assignments. Please see the break down of assignments below and have your child complete the assignments for his or her grade level:

Kindergarten -

Students will complete a Physical Activity log and the attached worksheets "A Smile or Frown" and "Healthful Food Choices"

1st Grade -

Students will complete a Physical Activity Log and the attached worksheets "Whose Heart Works Hard", "Keeping Active", and "Getting a Good Night's Sleep"

2nd Grade -

Students will complete a Physical Activity Log and the attached worksheets "Miss Mary Mack's Food Tally Chart" and "Miss Mary Mack's Food Bar Graph"

3rd Grade -

Students will complete a Physical Activity Log and the attached worksheets "Too Much of a Good Thing" and "Sam's Health"

4th Grade -

Students will complete a Physical Activity Log and complete the attached worksheets "Reading Nutrition Labels"

5th Grade -

Students will complete a Physical Activity Log and complete the attached worksheets "Health Behavior Contract"

NTI Day Activity Log:

Type of Activity:	Length of Activity:	Intensity: (Low, Moderate, High)	Parent/Guardian Signature:

Examples of Activities:

















Running or jogging, walking, sledding, snowboarding, yard work, shoveling the driveway, stretching, push-ups, crunches, dancing, sport activities or practice, or any other physical activity that you may do during the day.

Name _____

NUTRITION GRAPHING

Use your knowledge of nutrition and the information below to create a bar graph and answer questions.

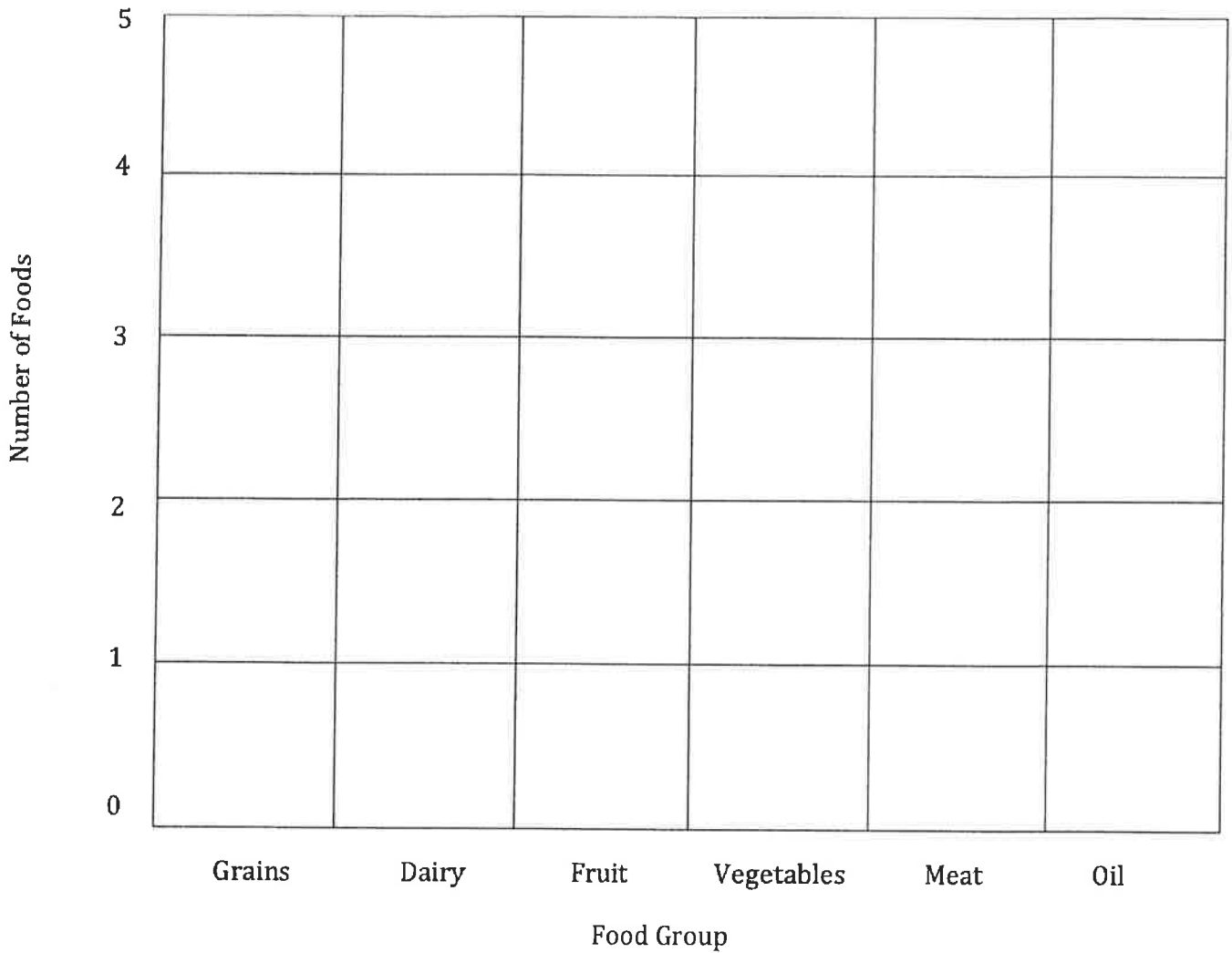
Miss Mary Mack decided to record her food for one day:

breakfast	whole grain toast 	blueberries 	peanut butter 	orange juice 		
snack	pepper 					
lunch	lettuce 	cheese 	cucumber 	carrots 	salad-dressing (oil) 	milk 
snack	yogurt 					
dinner	chicken 	brown rice 	broccoli 			
dessert	strawberries 					

Create a tally chart to record how much food from each food group was eaten.

Miss Mary Mack's Food Tally Chart	
grains	
dairy	
fruit	
vegetables	
meat	
oil	

Miss Mary Mack's Food Bar Graph



Use $>$ $<$ or $=$ to show greater, less than, and equal:

Grains _____ Dairy

Meat _____ Dairy

Oil _____ Vegetables

Meat _____ Fruit

Fruit _____ Vegetables