

# NTI DAY 17



Harrison County Schools

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

Grade: 2nd

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

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

## **Second Grade**

### **NTI Day 17**

**Please check off as you complete:**

#### **Reading**

- ☐ Read "The Trick"
- ☐ Complete comprehension questions
- ☐ Complete irregular action verbs worksheet

#### **Writing**

- ☐ Complete writing assignment

#### **Math**

- ☐ Number of the Day
- ☐ Math Facts
- ☐ Math Lesson

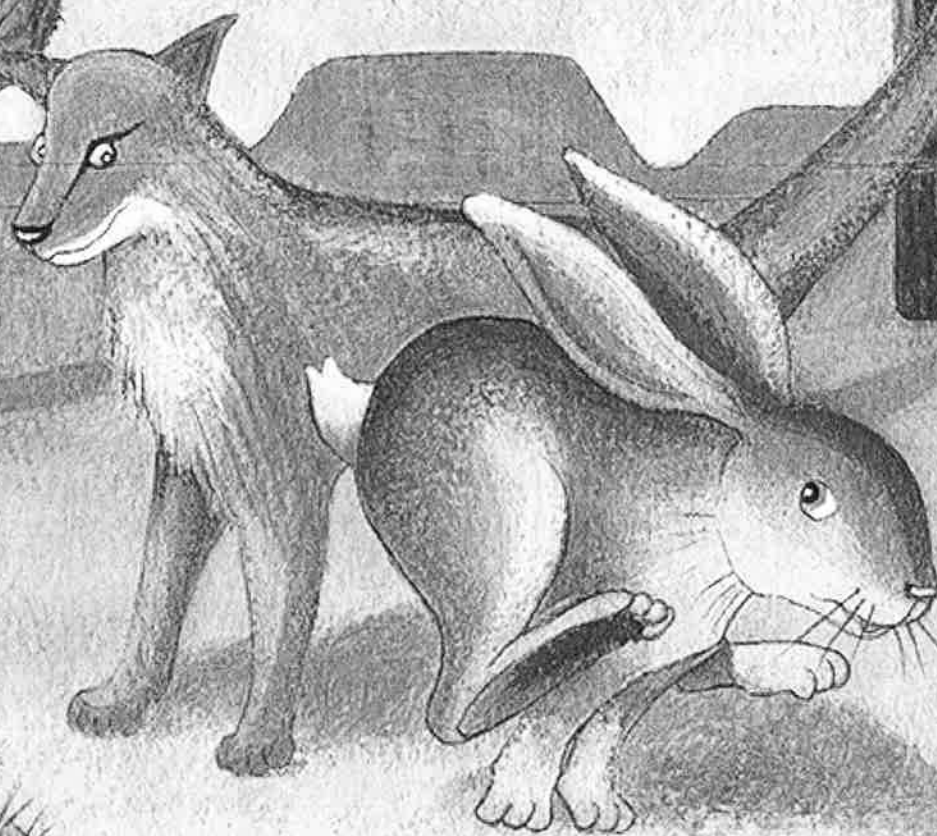
**A google site has been created with many helpful videos to assist you when completing your work. You can reach this site by going to:**

**<https://sites.google.com/harrison.kyschools.us/grade2/2nd-grade-harrison-county-nti-days-11-20-links>**

**Please feel free to contact any second grade teacher for further assistance.**

# THE TRICK

*A Tale from the Southwest*

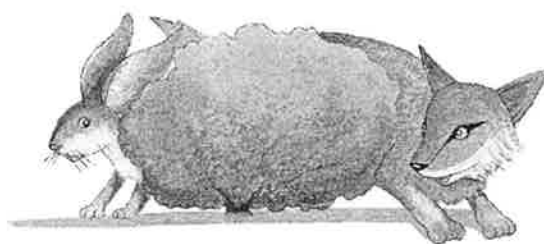


by Roy Lewis  
illustrated by Cathy Shimmen

**HOUGHTON MIFFLIN HARCOURT**

# THE TRICK

## A Tale from the Southwest



by Roy Lewis  
illustrated by Cathy Shimmen



HOUGHTON MIFFLIN HARCOURT  
School Publishers

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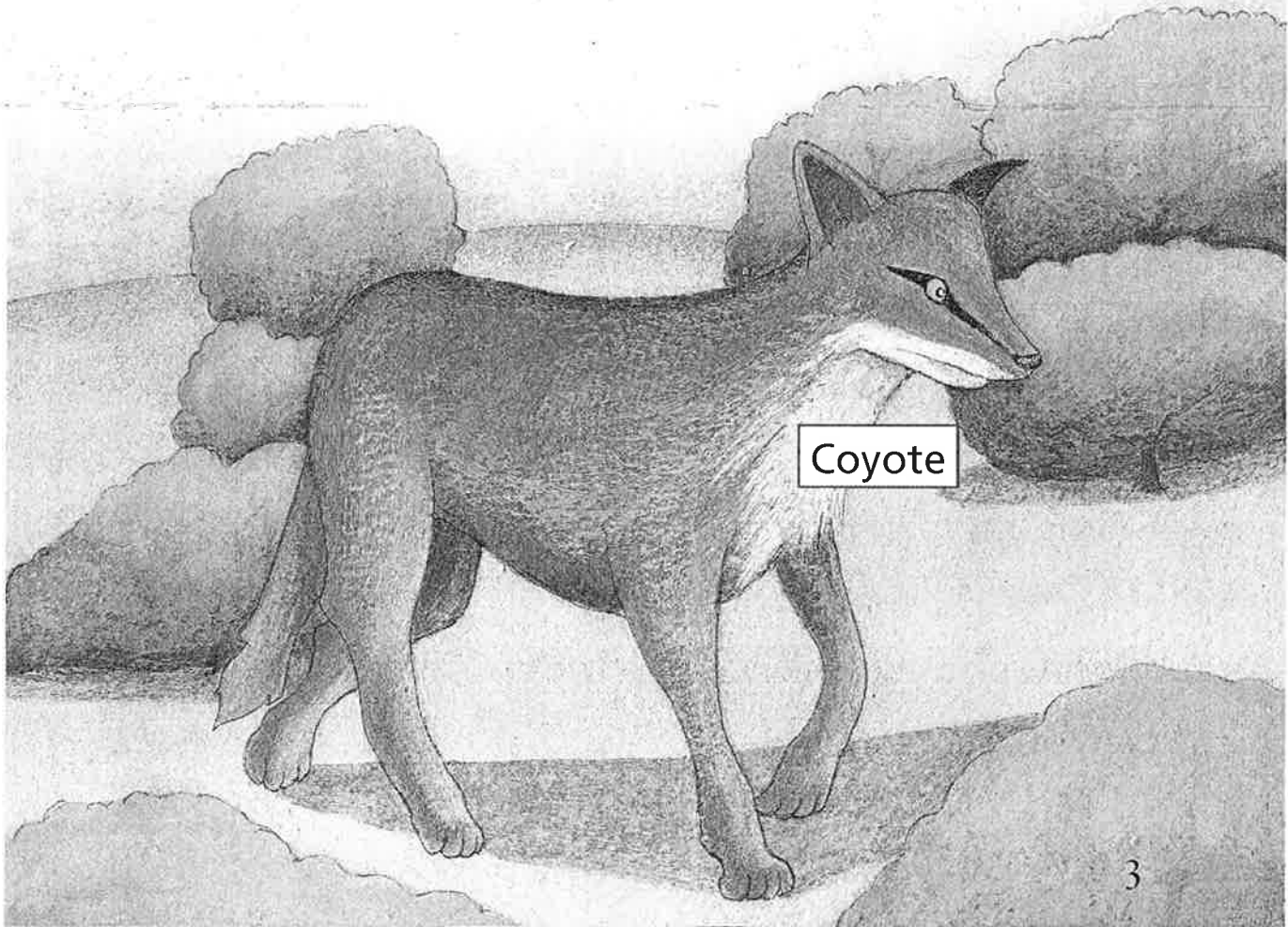
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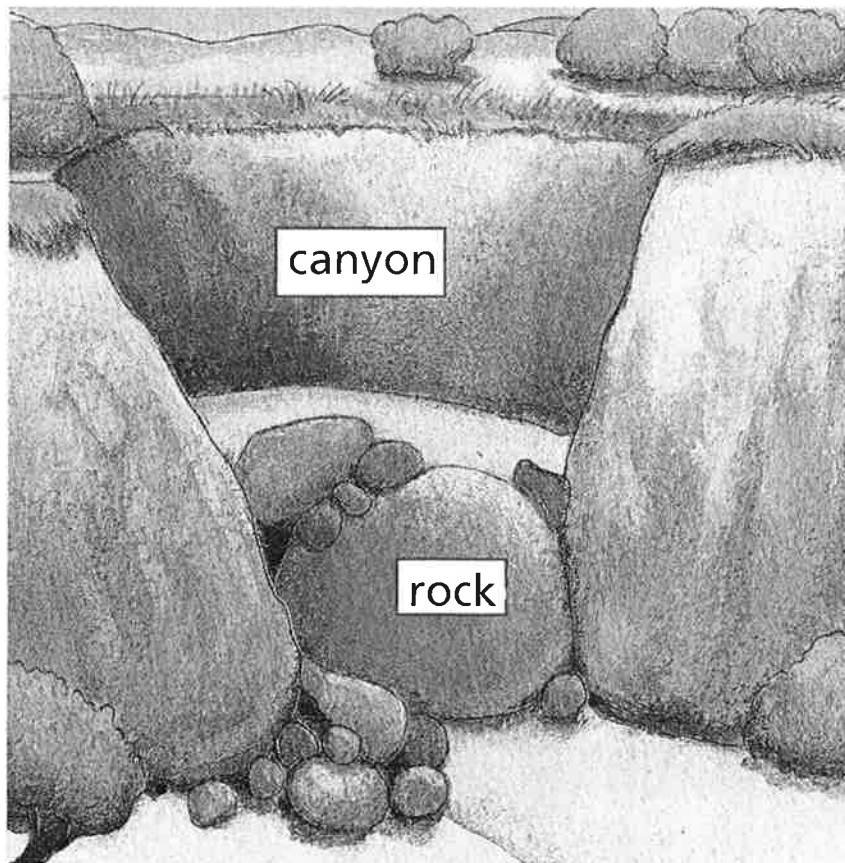
Coyote and Rabbit did not get along.  
Coyote was fast and swift. He was smart, too.  
But Rabbit was faster. And Rabbit was smarter.

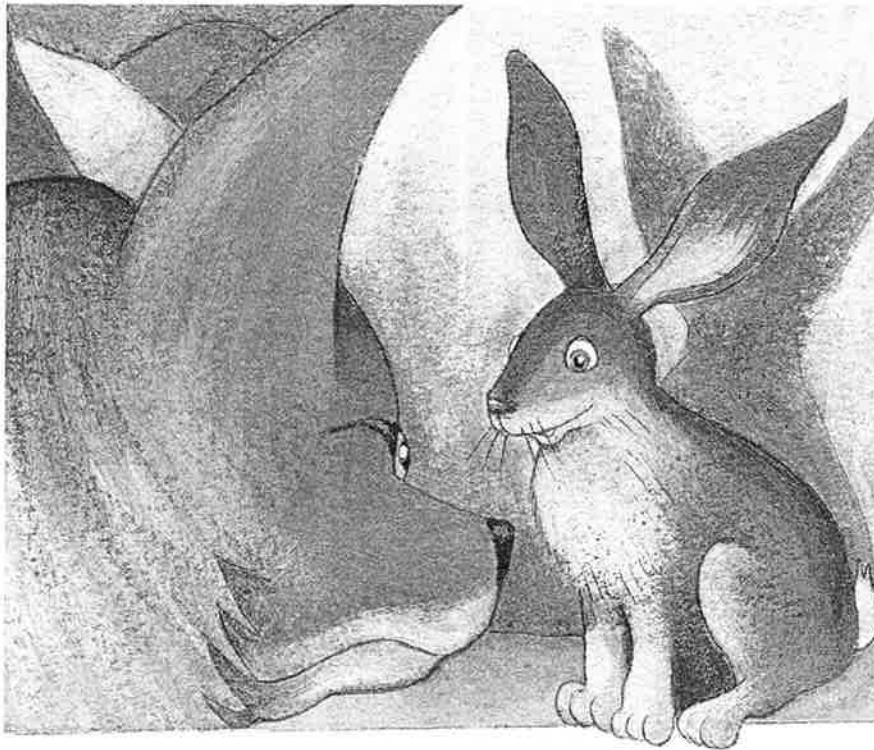
The two animals could not live together peacefully. So Coyote wanted to teach Rabbit a lesson.



Crow asked, “Is that the place where the stream flows after it rains a lot?”

Hawk said, “Yes. That is the place. It is blocked now. The stream is empty. The rock fell to the bottom of the canyon. So the opening is closed. So now there is only one way out of the canyon if you can’t fly.





— This time Coyote’s plan worked. Rabbit did not know that the way out was blocked. He came to the place where he had jumped sideways. But the hole was blocked. There was no way for him to get out.

Rabbit looked around. He saw that there was no way to escape from Coyote. Rabbit stayed calm. He said, “You are smarter than me, Coyote.”

Coyote liked hearing those words. He liked to think that he was smarter than Rabbit.

Coyote said, "Why should I let you go?"

Rabbit said, "Well, you can eat me today. Or you can learn how to eat well every day."

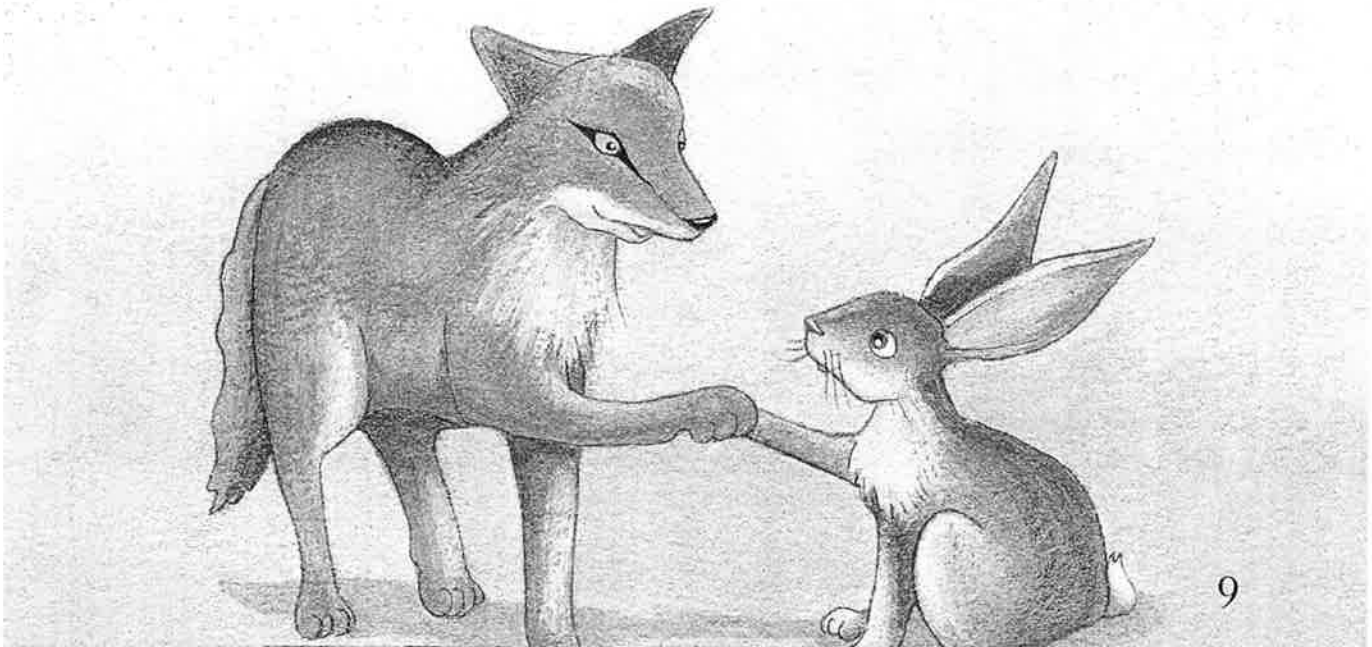
"But you will trick me and run away," said Coyote.

"No, I will not," said Rabbit. "I will show you how we trick you and then get away."

"But how can I trust you?" said Coyote. "You have tricked me so many times."

"I always keep my word," said Rabbit.

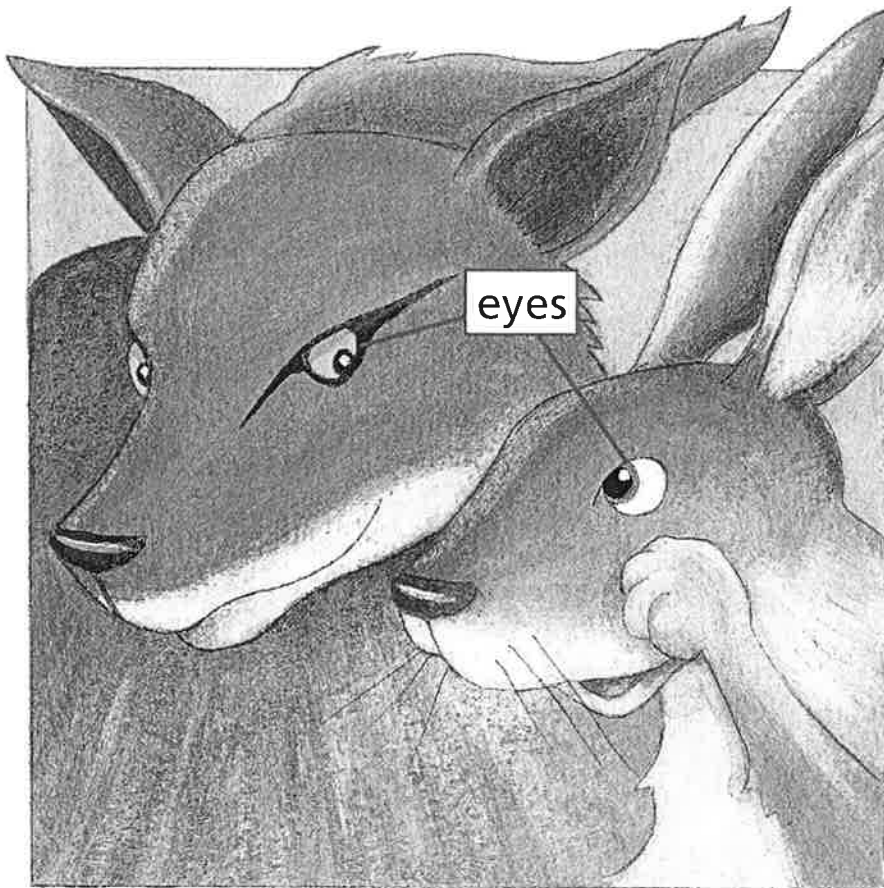
"Okay," said Coyote. "You can teach me your tricks."

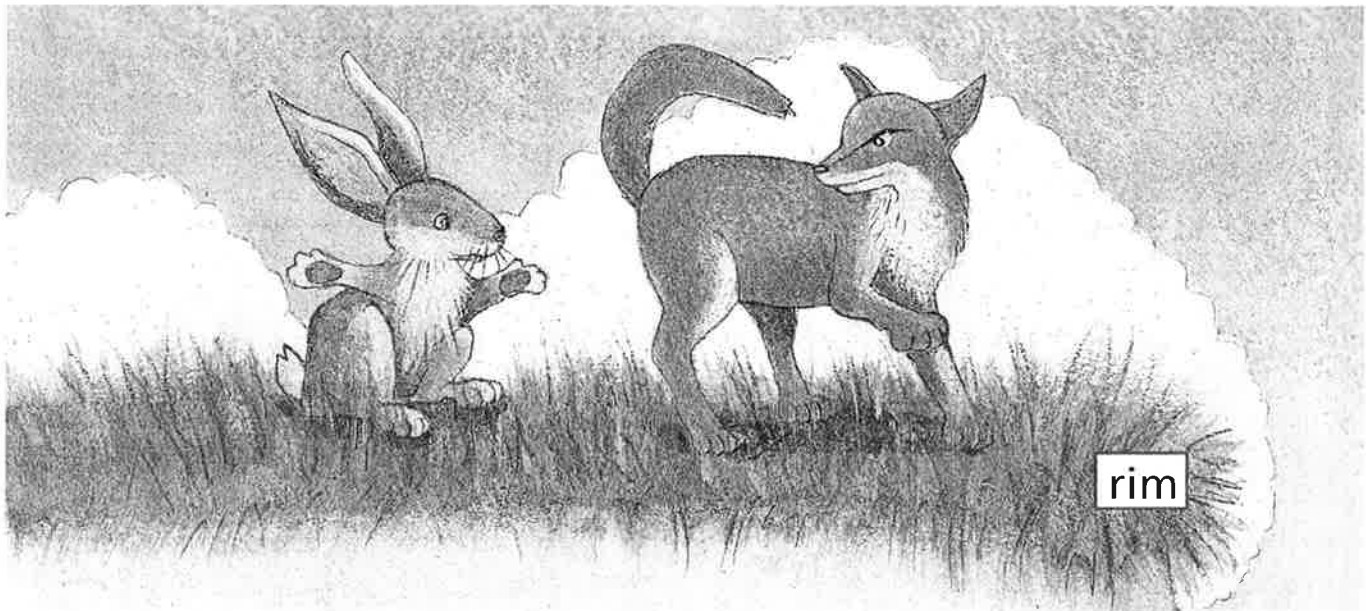


Rabbit said, “Your eyes are in the wrong place.”

Coyote said, “My eyes are fine!”

Rabbit said, “They are fine for a coyote. But I am a rabbit. My eyes are on the side of my head. I see well to the side. Your eyes are in the front of your head. So you cannot see to the side.”





The animals practiced. Rabbit jumped sideways. Coyote jumped with him. He did not like holding his head to the side. He could not see where he was going. But he did want to learn the trick.

Rabbit said, “Let’s try again.”

They moved along the edge of the rim of the canyon. Rabbit ran very fast. Coyote ran after him.

Then Rabbit yelled, “Get ready!”

But this time Rabbit did not jump sideways. He stopped. Coyote was looking to the side. So he did not see Rabbit. Then Coyote tripped over Rabbit and fell over the edge of the canyon. He was tumbling in the air!

NTI DAY #17 The Trick

1. Why didn't Coyote and Rabbit get along? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What two animals were talking as Coyote wondered by? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What fell into the bottom of the canyon? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What is the only way out of the canyon? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What does the word, flung mean in the sentence below? Coyote  
flung himself in front of rabbit. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 24**  
READER'S NOTEBOOK**Half-Chicken**  
Grammar: Irregular Action Verbs

# Irregular Action Verbs



Read the word that tells when the action happens.  
Then write each sentence using the correct verb.

1. The horses (hide, hid) with their babies. **now**

---

2. The colts (come, came) to the water. **now**

---

3. The animals (run, ran) for a drink. **past**

---

4. The boys (see, saw) the horses. **past**

---

5. The girls (go, went) to the barn. **past**

---

6. The dogs (sit, sat) with the girls. **now**

---

7. The girls (tell, told) the boys where to go. **past**

---

Name \_\_\_\_\_ NTI Day 17- Writing/Grammar

See, go, say, eat, and tell are irregular verbs. You do not add an -ed to the end to tell about the past. Write a past tense sentence with each of the irregular verbs.

1. see/saw \_\_\_\_\_

\_\_\_\_\_

2. go/went \_\_\_\_\_

\_\_\_\_\_

3. say/said \_\_\_\_\_

\_\_\_\_\_

4. eat/ate \_\_\_\_\_

\_\_\_\_\_

5. tell/told \_\_\_\_\_

\_\_\_\_\_

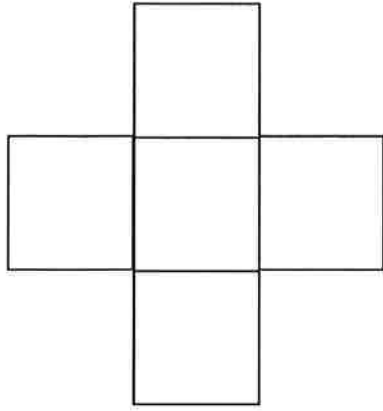
# Number of the Day:

Word form: \_\_\_\_\_



Expanded Form:

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



+100:

-100:

Even  
or  
Odd

>

<

Draw It:

Addition Problem:

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

Subtraction Problem:

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

Build with Money:

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

Date: \_\_\_\_\_

Score: \_\_\_\_\_



# Math Worksheet

$$\begin{array}{r} 1) \quad 11 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 15 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 11 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 14 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 13 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 12 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 13 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 12 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 7 \\ - 2 \\ \hline \end{array}$$

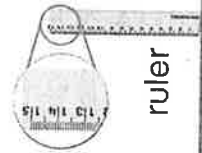
$$\begin{array}{r} 19) \quad 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 9 \\ - 3 \\ \hline \end{array}$$

You can use a ruler or a meter stick to measure length.



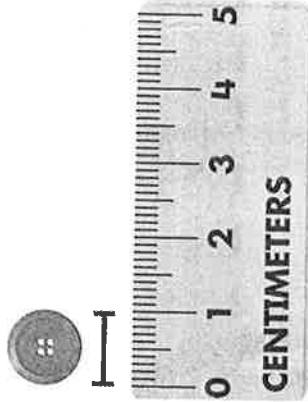
1 meter is 100 centimeters long!



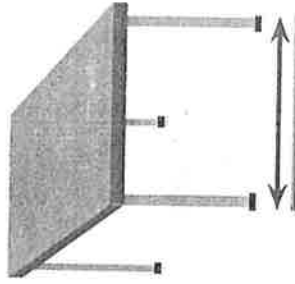
ruler

meter stick

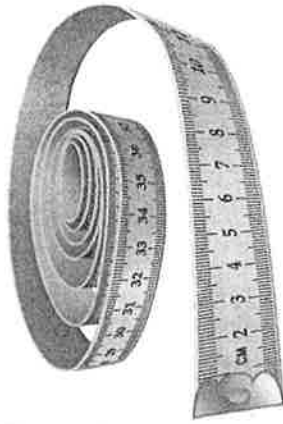
The button is about 1 centimeter (cm) long.



This table is about 1 meter (m) long.



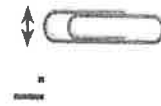
You can also use a measuring tape to measure centimeters and meters.



## Do You Understand?

**Show Me!** Would you measure the length of a house in centimeters or meters? Why?

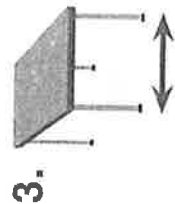
**☆ Guided Practice** Match each object with a reasonable estimate of its length.



about 1 cm



about 10 cm

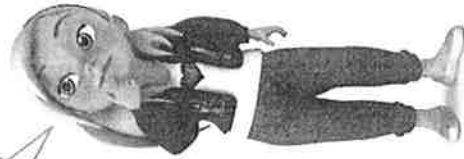


about 1 m



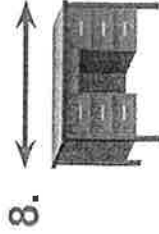
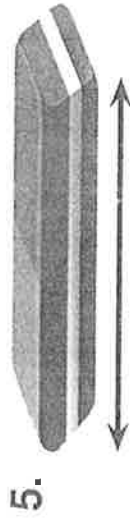
about 10 m

Think about which tool you would use to measure each object.



# Independent Practice

Estimate the length or height of each real object shown. Then choose a tool and measure. Write the tool you used.

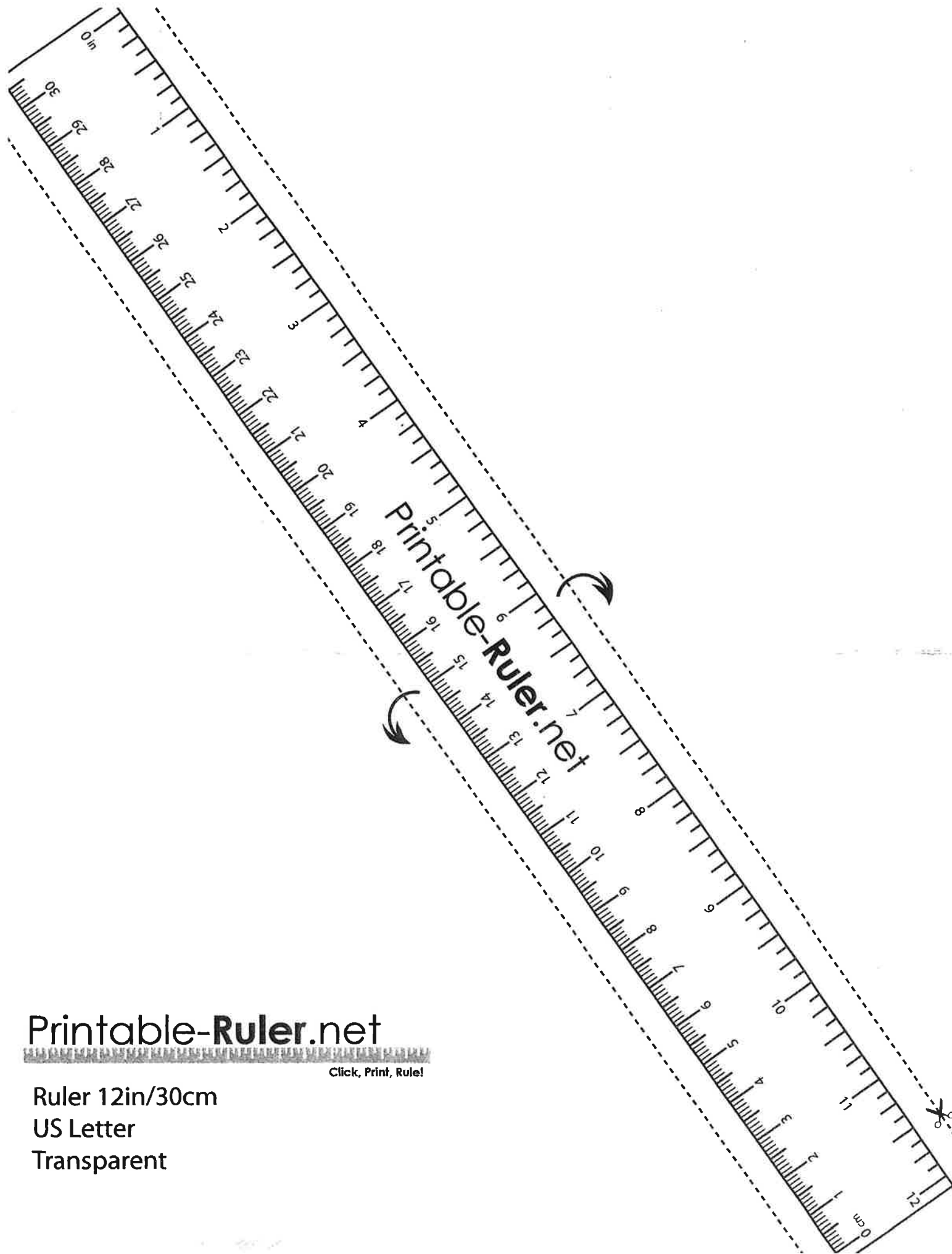


| Estimate      | Measure       | Tool  |
|---------------|---------------|-------|
| about ____ cm | about ____ cm | _____ |
| about ____ m  | about ____ m  | _____ |
| about ____ cm | about ____ cm | _____ |
| about ____ m  | about ____ m  | _____ |

9. Tom uses a meter stick to measure the length of a fence. He moves the meter stick 5 times to measure from one end to the other end. How long is the fence?

\_\_\_\_\_ meters

10. **Higher Order Thinking** Debbie says that her doll is about 30 meters long. Do you think this is a good estimate? Why or why not?



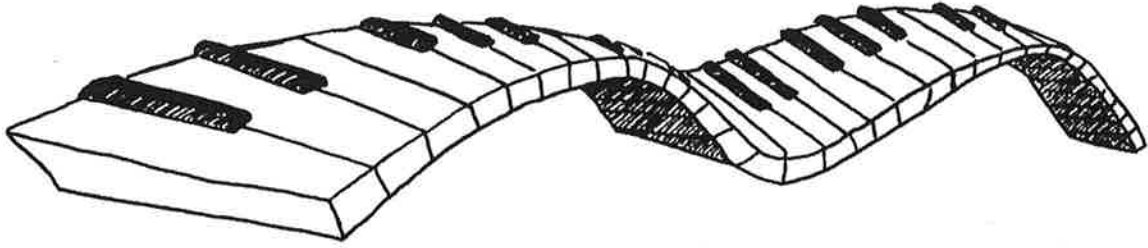
Printable-Ruler.net

Click, Print, Rule!

Ruler 12in/30cm

US Letter

Transparent



## Ms. Mattill's Music Notes

2<sup>nd</sup> grade NTI ~~Week 3~~ Day #17

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

☐ Say the poem "One, Two Buckle My Shoe"

1, 2, Buckle My Shoe

1, 2, buckle my shoe.

3, 4, shut the door.

5, 6, pick up sticks.

7, 8, lay them straight.

9, 10, a big fat hen!



- ☐ Practice clapping just on the numbers.
- ☐ Practice clapping on all the other words (not the numbers.)
- ☐ Turn this page over and point to beat while you say the poem.

# 12

## Buckle My Shoe

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

Track the beat as you sing the song:

