

NTI DAY 19



Harrison County Schools

Name: _____

Grade: 2nd

Teacher: _____

Complete within 2 weeks of returning to school.

Second Grade
NTI Day 19

Please check off as you complete:

Reading

- ☐ Read "Groundhog's New Home"
- ☐ Complete comprehension questions
- ☐ Complete 10 phonics questions

Writing

- ☐ Complete writing assignment

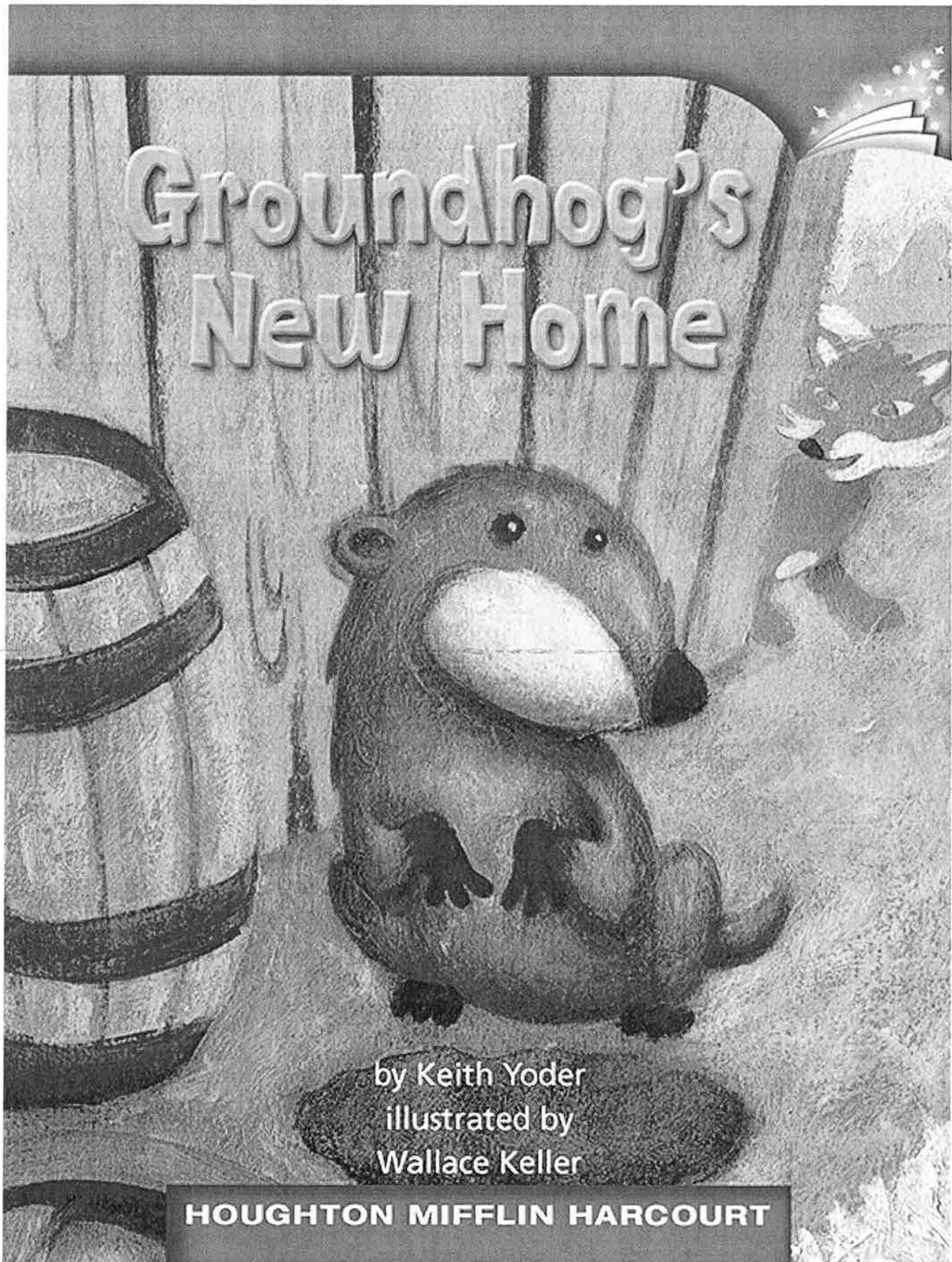
Math

- ☐ 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.



Groundhog's New Home



by Keith Yoder
illustrated by Wallace Keller



HOUGHTON MIFFLIN HARCOURT
School Publishers

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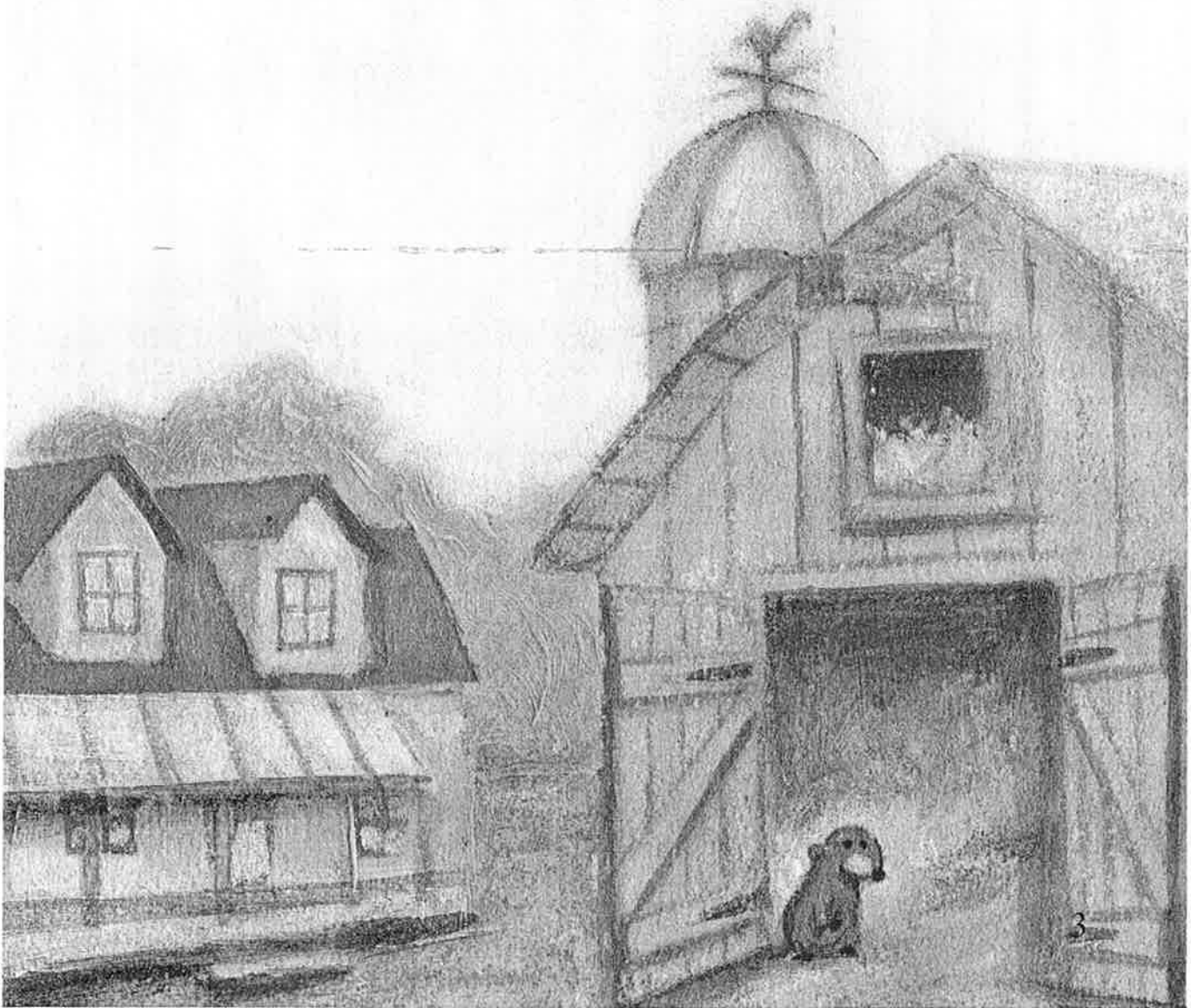
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Groundhog had lived on the farm for a long time. Years ago, he had moved into the barn. On cold winter days, a fire blazed in a woodstove in the middle of the barn. It kept Groundhog warm even on the coldest winter days.

Days were quiet now because the farmer had grown older and no longer farmed.





Groundhog wouldn't have to move far. He found a perfect place up the hill, along a ridge near a stream.

Returning, he saw the tip of Fox's tail in the distance. Groundhog moved quickly and became tangled in some bushes. Just as Groundhog got back to his burrow, Fox came to the entrance.

"I have overheard that change is coming," said Fox.

"Perhaps so," said Groundhog.



“Why don’t we trade homes?” said Fox. “I have a cozy den up on the ridge.”


“Wouldn’t you have problems with the man and his dog?” asked Groundhog.

“I am too swift and sly for a man or a dog,” Fox said.

“How would we switch, Fox?” asked Groundhog. “Surely, you don’t think I’m just going to walk out of here in front of you.”

“Well, since you can see in the dark, let’s trade homes at night,” said Fox. “I will come down the east side of the field, and you go up the west side. That way you will be safe.”





Fox, of course, was not going to come down the east side. He planned to come straight down the west side and catch Groundhog.

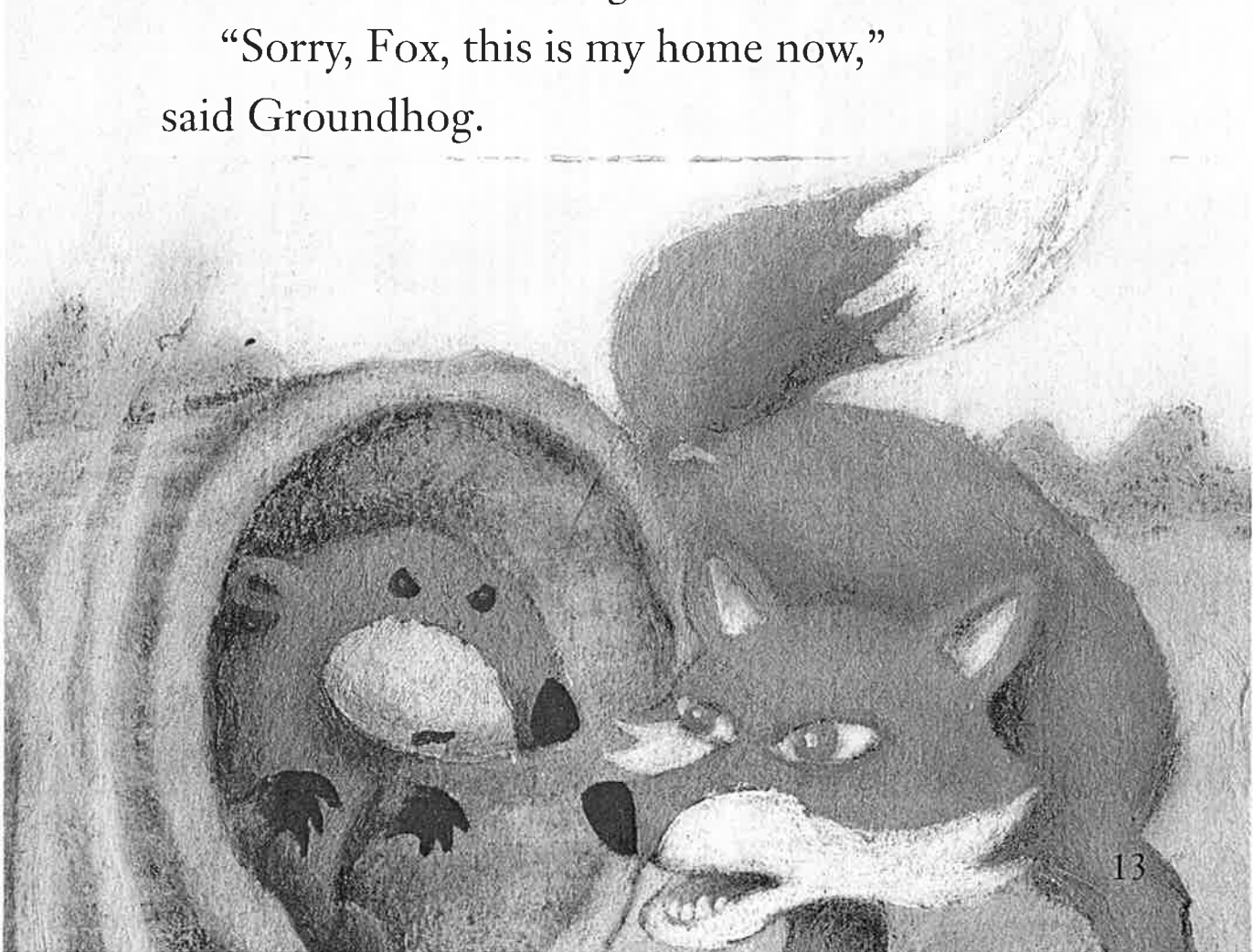
Groundhog had been thinking very carefully. The agreement to wait until the full moon would give him just the time he needed.



“Ah, well, at least there will be chickens for breakfast,” Fox said to himself. Then he squeezed into Groundhog’s old burrow and slept peacefully.

The next morning, Fox stuck his head out and bumped noses with the big dog. Fox ran out of the barn so quickly that he tripped and went tumbling down on his back. He got up and ran towards the ridge and his old home.

“Sorry, Fox, this is my home now,” said Groundhog.



NTI Day #19 Groundhogs New Home

1. What words on page 12 help you picture what Groundhog does when he gets to Fox's burrow? _____

2. Why cant Fox return to his old burrow? _____

3. What time of day did Fox suggest they trade homes? _____

4. What side of the field was Fox supposed to come down? _____

Phonics

Answer Numbers 1 through 10. Choose the best answer for each question.

1 Which is the CORRECT way to divide the word *overthrow* into syllables?

- (A) o • verth • row
- (B) o • ver • throw
- (C) o • ver • th • row
- (D) o • vert • hrow

2 Which is the CORRECT way to divide the word *prepay* into syllables?

- (F) pre • pay
- (G) pr • e • pay
- (H) prep • ay
- (I) pre • p • ay

3 Which is the CORRECT way to divide the word *unfair* into syllables?

- (A) unf • air
- (B) un • fair
- (C) u • nfair
- (D) unfa • ir

4 Which is the CORRECT way to divide the word *rename* into syllables?

- (F) re • na • me
- (G) ren • ame
- (H) re • name
- (I) rena • me

5 Which is the CORRECT way to divide the word *misplace* into syllables?

- (A) mi • spl • ace
- (B) misp • lace
- (C) mi • splace
- (D) mis • place

6 Which word below has a PREFIX?

- (F) reach
- (G) ready
- (H) really
- (I) revisit

7 Which word below has a PREFIX?

- (A) partly
- (B) pregame
- (C) prettiest
- (D) proven

8 Which word below has a PREFIX?

- (F) uncle
- (G) under
- (H) unsafe
- (I) until

9 Which word below has a PREFIX?

- (A) cloverleaf
- (B) covered
- (C) open
- (D) oversleep

10 Which word below has a PREFIX?

- (F) misprint
- (G) missed
- (H) mission
- (I) misty



Name _____ NTI Day 19- Writing/Grammar

Think of 3 proper nouns. Write a complete sentence using each proper noun. Remember to use beginning capitalization, ending punctuation and capitalize the proper noun.

proper noun/person

proper noun/place

proper noun/thing

1. _____

2. _____

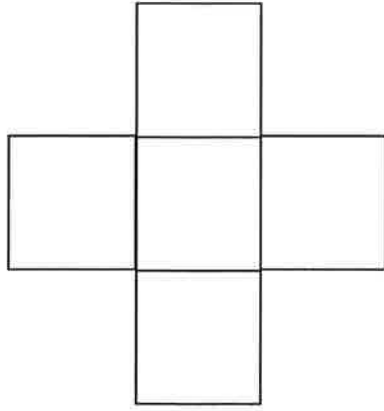
3. _____

Number of the Day:

Word form: _____



Expanded Form:
 _____ + _____ + _____ = _____



+100: _____

-100: _____

Even
or
Odd

> <

Draw It:

Addition Problem:
 _____ + _____ = _____

Subtraction Problem:
 _____ - _____ = _____

Build with Money:

Name : _____

Score : _____

Teacher : _____

Date : _____

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

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

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

$$\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$



Anna uses a string to help measure the worm.

Is her work precise? Why or why not?

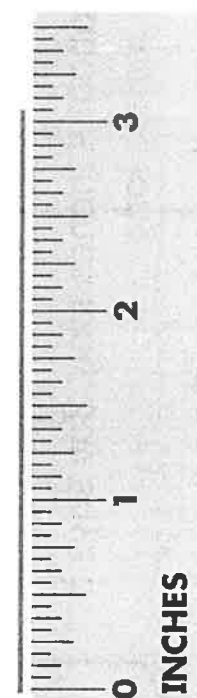


What can I do to measure precisely?

I can choose units and tools that will help me measure precisely.

- Measure Precisely**
- Estimate first.
 - Choose a tool.
 - Start at 0.
 - Measure twice.
 - Write the unit.

Anna lines up the string along a ruler to measure the length.



Then Anna measures the worm again to check her work. Then she writes the length. The worm is about 3 inches long.

Anna uses precision to measure and write the units.

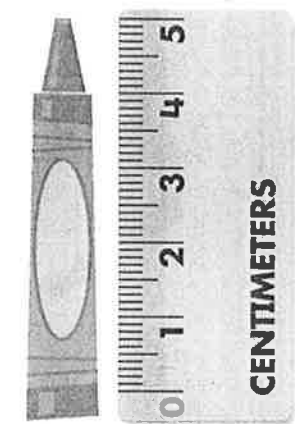


Do You Understand?

Show Me! How does using a string help Anna use precision to measure the worm?

★ Guided Practice ★ Solve.

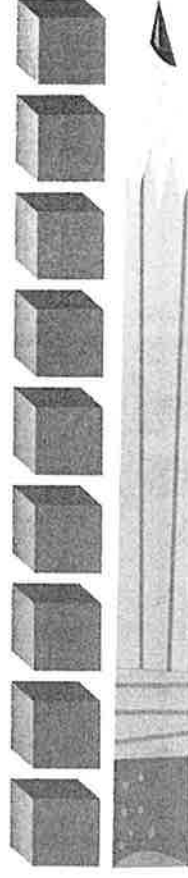
1. Bev measures the crayon and says it is exactly 5 centimeters. Is her work precise? Explain.



Independent Practice ☆ Solve each problem.

2. Traci measures the length of her pencil. She uses a centimeter ruler. Traci writes 17 for the length. Is her answer precise? Explain.

3. Steve uses centimeter cubes. He says the pencil is 9 centimeters long. Is his work precise? Explain.

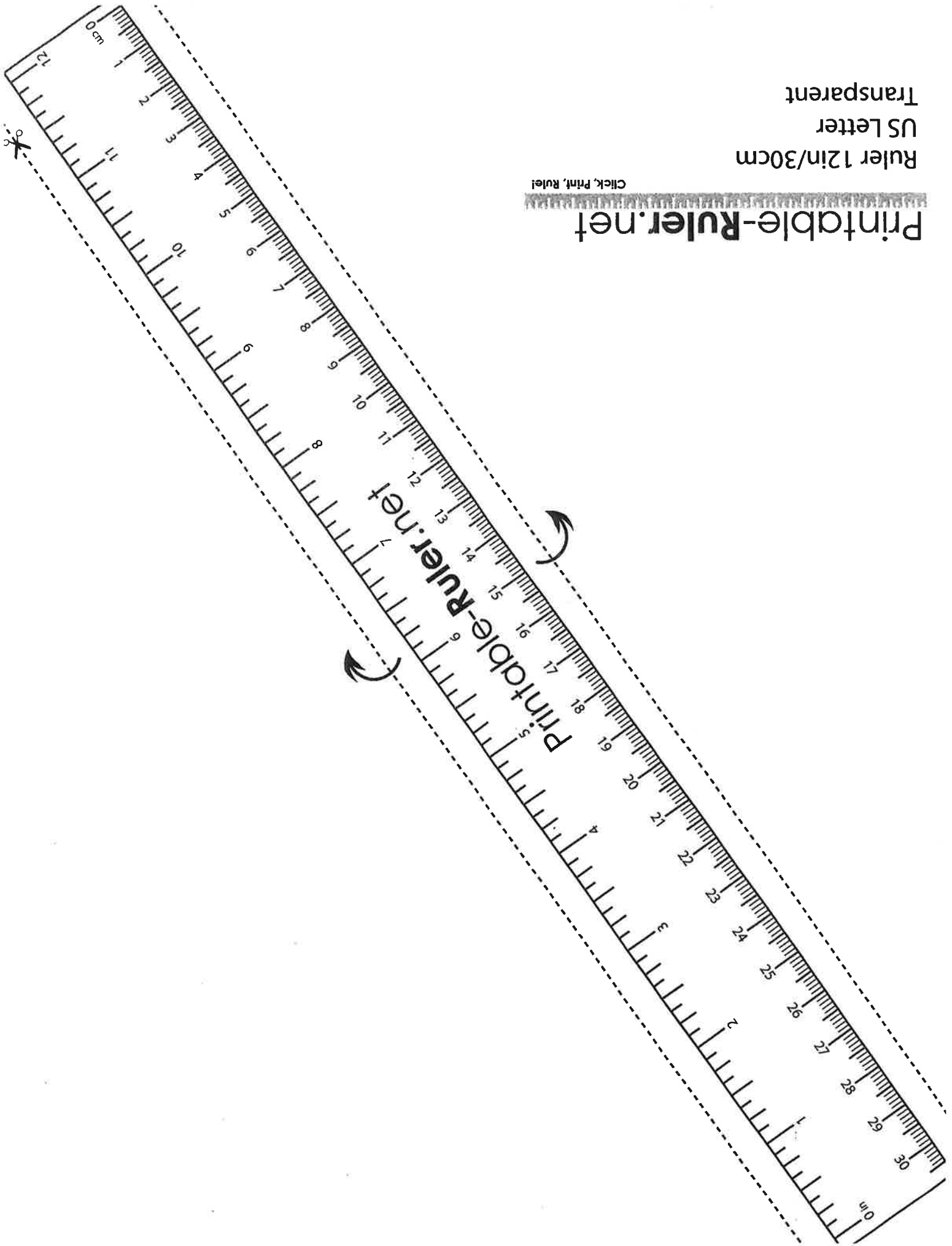


4. Use a centimeter ruler to measure the pencil yourself. How long is the pencil? Explain what you did to make sure your work is precise.

Ruler 12in/30cm
US Letter
Transparent

Click, Print, Ruler!

Printable-Ruler.net



Name: _____

Social Emotional Learning- Diversity
2nd Grade

Please complete the following page titled What Can You Do Well?

Directions: Match the personal strength with the situation by drawing a line to the best matches. Share why you picked that strength for a particular situation.

Also, complete the page titled Who Are Your True Friends

Please follow the directions outlined at the top of the page.

WHO ARE YOUR TRUE FRIENDS

Directions: Think of who your friends are. Write their initials on each of the turtles outside the circle. Now think of how many are your very best friends who you can share anything with and trust they won't tell others. Write their initials on the turtle in the middle of the circle. Describe how the friends in the middle are different from the others. Next, draw lines from the friends on the outside to the center and write what it would take for that person to become a closer friend.



WHAT CAN YOU DO WELL?

Directions: Match the personal strength with the situation by drawing a line to the best matches. Share why you picked that strength for a particular situation.

We are all talented at something and have personal strengths. Think of what personal strengths could be useful in the following situations.

Caring

Hard Worker

Never Gives Up

Good Listener

Understanding

Funny

Patient

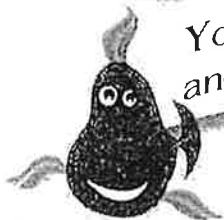
Creative

Cautious

Your teacher needs a poster for Bully Prevention month.



Your friend has had a bad day so far and needs a good laugh.



You are trying to figure out a math problem.



You notice a student looking very sad.



You are working with another student who is very slow.



A friend tells you they did something bad and got in trouble.



You are approached by someone you don't know.



You notice your teacher needs help.



You need to complete a difficult project for Science.

