

# NTI DAY 6



Harrison County Schools

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

Grade: **1**

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

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

First Grade

Day 6 Checklist

\_\_\_ Read - 15 minutes

\_\_\_ Practice Sight Word List - 5 minutes

\_\_\_ Reading Lesson - 40 minutes

\_\_\_ Math Lesson - Word Problems - 45 minutes

\_\_\_ Fact Fluency - 15 minutes

\_\_\_ Specials Activities - 45 minutes

## First Grade Journeys Sight Words

and	away	blue	two
be	call	cold	watch
help	come	far	bird
play	every	little	both
with	hear	live	eyes
you	said	their	fly
for	animal	water	long
have	how	where	or
he	make	been	those
look	of	brown	walk
too	some	know	around
what	why	never	because
do	her	off	before
find	now	out	bring
funny	our	own	carry
no	she	very	light
sing	today	down	show
they	would	fall	think
all	after	goes	about
does	draw	green	by
here	pictures	grow	car
me	read	new	could
my	was	open	don't
who	write	yellow	maybe
friend	eat	four	sure
full	give	five	there
good	one	into	first
hold	put	over	food
many	small	starts	ground
pull	take	three	right

## First Grade Journeys Sight Words

sometimes	eight	above	thought
these	follow	bear	took
under	learning	even	brothers
your	until	pushed	everyone
done	years	studied	field
great	young	surprised	loved
laugh	again	teacher	most
paper	along	toward	only
soon	began	always	people
talk	boy	different	sorry
were	father	enough	
work	house	happy	
door	nothing	high	
more	together	near	
mother	almost	once	
old	country	stories	
try	covers	across	
use	earth	ball	
want	kinds	cried	
wash	ready	head	
few	soil	heard	
loudly	warms	large	
night	buy	second	
noise	city	should	
shall	family	beautiful	
story	myself	caught	
window	party	friendship	
world	please	idea	
baby	school	listen	
begins	seven	minute	

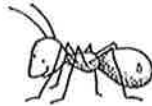
Name: \_\_\_\_\_

## Where Do You Hear It?

Do you hear the sound at the BEGINNING, MIDDLE, or END?  
Circle the right answer.

1. I hear the **h** in

at the B M E

2. I hear the **t** in

at the B M E

3. I hear the **a** in

at the B M E

4. I hear the **l** in

at the B M E

5. I hear the **p** in

at the B M E

6. I hear the **a** in

at the B M E

7. I hear the **k** in

at the B M E

8. I hear the **sh** in

at the B M E

9. I hear the **d** in

at the B M E

10. I hear the **a** in

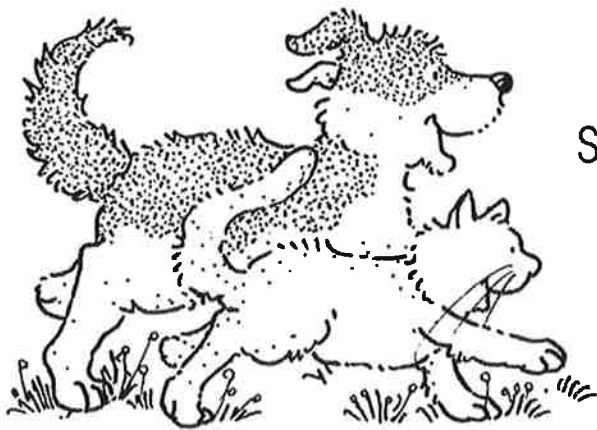
at the B M E



Parents, For Your Information: 56 words, 4 new words—  
dog, are, friends, bath

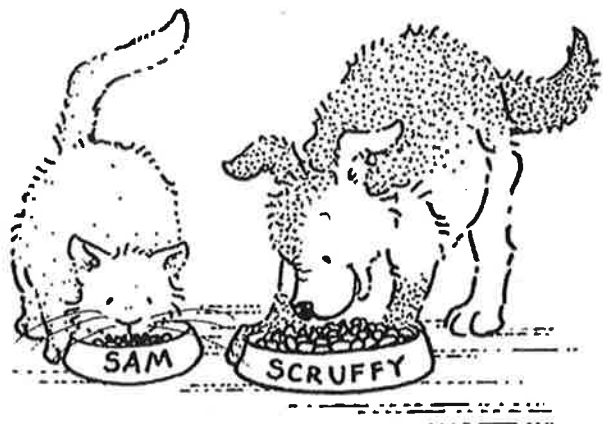
LISTEN to your  
child read this  
story aloud.

# Scruffy is a dog

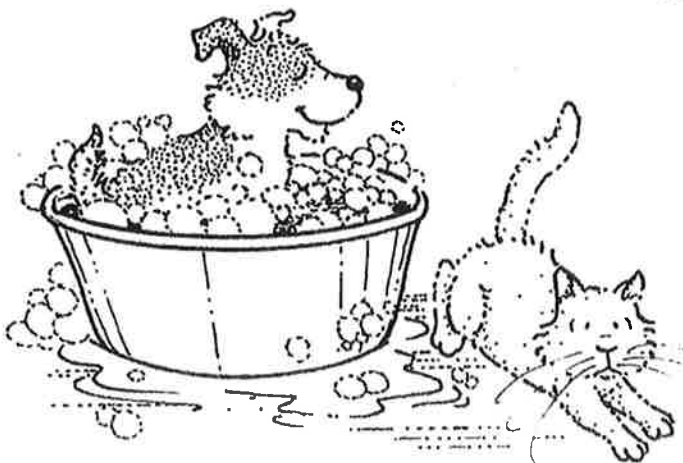
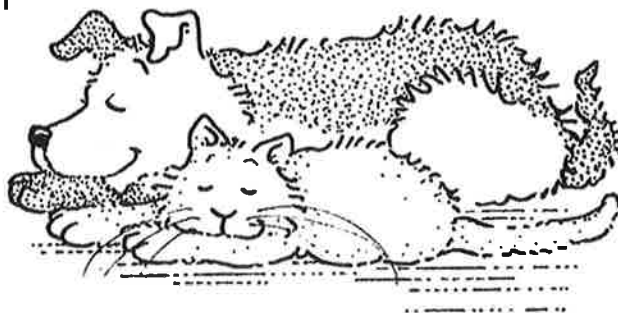


Scruffy is a dog.  
Scruffy will run with Sam.

Scruffy will eat with Sam.  
Scruffy will play with Sam.



Scruffy will sleep with  
Sam. Scruffy and Sam  
are friends. Scruffy will  
get something new.



Scruffy will get a  
bath. Sam will not  
get a bath. Sam will  
run. He will not get a  
bath with Scruffy.



Skill

Comparing and Contrasting

Dear Parents,

Recognizing when an author has used compare and contrast in a story or essay is an important literacy skill. Your child will need to know how to interpret this text pattern as he or she reads increasingly more complex fiction and nonfiction. You can help teach this skill by having your child compare Sam and Scruffy. How are they alike and how are they different? These are the two basic concepts in any comparing and contrasting activity—likeness and difference. Have fun with this activity!

We completed this assignment together.

\_\_\_\_\_

(Child's Signature)

\_\_\_\_\_

(Parent's Signature)

## The Questions



Read these questions to your child and help him or her write the answers.

1. What do Sam and Scruffy do that is the same?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

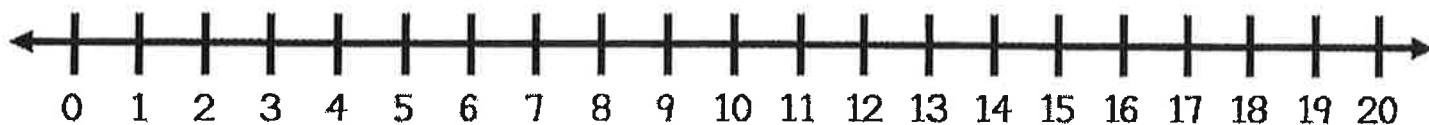
2. What does Scruffy do that Sam does not do?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

## Word Problem:

We ate 6 cookies. Then, we ate 4 brownies. Last, we had 3 candies. How many treats did we have?



I can draw a picture of the problem:

I can show the problem on a twenty frame:

My Answer  
is:


I can write an equation for the problem:

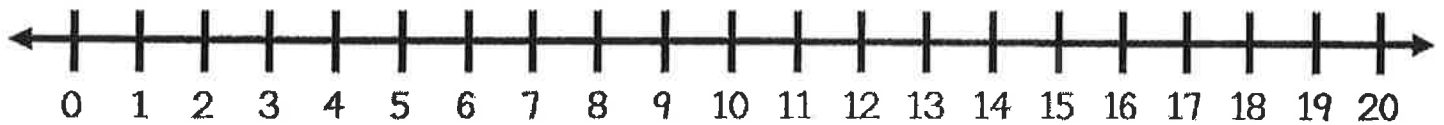
\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



Name \_\_\_\_\_

# Word Problem:

Sam had 15 stickers. He gave one to each of his 8 friends. How many stickers does he have left?



I can draw a picture of the problem:

I can show the problem on a twenty frame:

My Answer  
is:


I can write an equation for the problem:

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

# Missing Numbers

Fill in the missing numbers in the chart.

1		3	4	5	6		8	9	10
11		13	14		16	17	18		20
21	22		24	25	26		28	29	30
31	32	33	34	35	36	37	38	39	
	42		44		46	47	48	49	50
51	52	53	54	55	56	57		59	60
61		63		65		67	68	69	
71	72		74	75	76		78	79	80
	82	83	84		86	87	88	89	90
91	92		94	95		97	98		100

Name \_\_\_\_\_

Give each answer.

1.  $10 - 2 =$  \_\_\_\_\_

2.  $12 - 3 =$  \_\_\_\_\_

3.  $9 - 2 =$  \_\_\_\_\_

4.  $11 - 1 =$  \_\_\_\_\_

5.  $7 - 3 =$  \_\_\_\_\_

6.  $9 - 3 =$  \_\_\_\_\_

7.  $6 - 2 =$  \_\_\_\_\_

8.  $10 - 0 =$  \_\_\_\_\_

9.  $12 - 2 =$  \_\_\_\_\_

10.  $9 - 1 =$  \_\_\_\_\_

11.  $11 - 3 =$  \_\_\_\_\_

12.  $12 - 7 =$  \_\_\_\_\_

13.  $9 - 8 =$  \_\_\_\_\_

14.  $12 - 4 =$  \_\_\_\_\_

15.  $10 - 10 =$  \_\_\_\_\_

16.  $11 - 5 =$  \_\_\_\_\_

17.  $7 - 1 =$  \_\_\_\_\_

18.  $8 - 6 =$  \_\_\_\_\_

19.  $10 - 4 =$  \_\_\_\_\_

20.  $5 - 1 =$  \_\_\_\_\_

21.  $8 - 1 =$  \_\_\_\_\_

22.  $10 - 6 =$  \_\_\_\_\_

23.  $9 - 5 =$  \_\_\_\_\_

24.  $11 - 4 =$  \_\_\_\_\_

25.  $8 - 7 =$  \_\_\_\_\_

26.  $10 - 1 =$  \_\_\_\_\_

## **NTI Day 6**

### **PE/Health**

As part of your NTI Day 6 packet, PE and Health has been designated as your special for the day. For today's lessons, students will be performing various physical activities and a some worksheets concerning general health.

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 Health part of the lessons, students will learn about the benefits of nutrition and the importance of physical activity. Please see the break down of assignments below and have your child complete the assignments for his/her grade level:

#### **KINDERGARTEN and 1<sup>st</sup> Grade – Activity Log**

Food ID – Animal or Plant?

Valuable Vitamins

#### **2<sup>nd</sup> and 3<sup>rd</sup> – Activity Log**

Nutrition Word Search

Types of Movement

#### **4<sup>th</sup> and 5<sup>th</sup> – Activity Log**

Why You Should Exercise

Why You Need Physical Education

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.**

PUT AN **A** ON ALL THE **ANIMAL** FOODS.  
 PUT AN **P** ON ALL THE **PLANT** FOODS.  
 PUT A **?** ON FOODS YOU'RE NOT SURE OF.



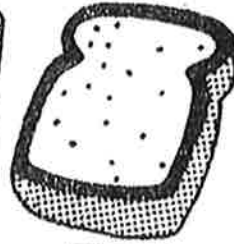
BACON



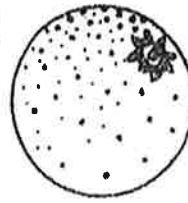

MILK




TOAST




ORANGE

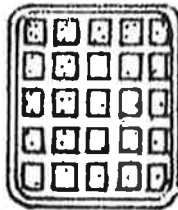



PEANUT BUTTER





WAFFLES



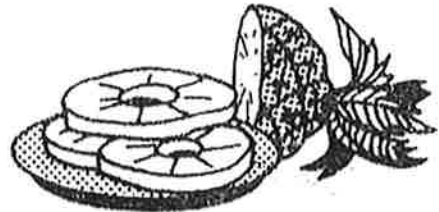

BUTTER




MILK

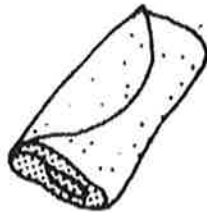



PINEAPPLE





TORTILLA




GREEN CHILI PEPPERS




EGGS

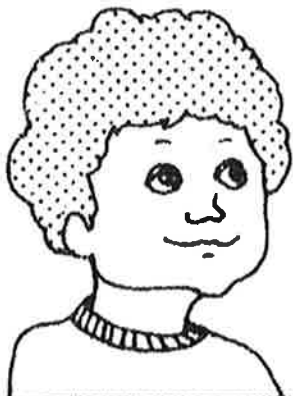



MILK




REFRIED BEANS





BAGEL



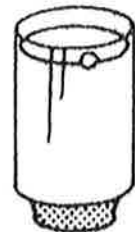

CREAM CHEESE




LOX




MILK



# VALUABLE VITAMINS

Vitamins are nutrients that help to regulate many things in the body. They help the body run smoothly. The body also uses vitamins with other nutrients for growth. Connect the dots to find out how many servings you should have from this food group.



**EAT FOUR  
SERVINGS  
FROM THE  
GROUP.**

Which food group do the foods inside the big number come from? Write your answer in the space to the right.

Now list some of your favorite foods containing vitamins in the space below.