Mrs. Brandy's 2nd Grade NTI Work

This folder contains NTI work for 10 Days. For example: If we are only out for 3 days; then only do work for Days 1, 2, & 3. Save the rest for possible future NTI Days.

Please contact me using Class Dojo or my email brandy.whitten@fulton.kyschools.us.

Day 1

The Magic Treehouse

Bossy "r" er

Day 2

The Mischievous Squirrel

Bossy 'r" ar

Day 3

The Time Traveling Dinosaur

Bossy "r" ir

Day 4

The Enchanted Bookstore

Bossy "r" ur

Day 5

The Four Seasons

Bossy "r" or

FCES Weekly Lesson Plan

Teacher: Alfred
Grade: Second
NTI Davs 1-5 Plans

Class/ Period	Day 1	Day2	Day3	Day 4	Day 5
Math	I can make a 10 to help me add quickly and accurately. I can use and move counters to make 10 to help me add and to make it easier to add with a 10.	I can make a 10 to help me subtract quickly and accurately. I can use counters to make a 10 then help me subtract more quickly.	I can tell if a group of objects is even or odd. I can tell that if each block has a partner it is even. If there is a block alone it is odd.	I can find the total number of objects in a set of rows and columns. Arrays have equal rows and equal columns.	I can add within 100 using place value-strategies and properties of operations. Use the Tens|Ones charts
	Pages 13,14,15,16	Pages 29,30,31,32	Pages 61,62,63,64	Pages 69, 70,71, 72	Pages 93,94,95,96

Name:_____ Date:_____

Reading Comprehension #2

Directions: Read the passage. Answer the questions.

THE MISCHIEVOUS SQUIRREL

One sunny morning in a quiet neighborhood, Lucy spotted a mischievous squirrel in her backyard. The squirrel was busy stealing nuts from the bird feeder. Lucy watched as it scampered up and down the tree, its fluffy tail twitching with excitement.

Lucy decided to have some fun with the squirrel. She carefully placed a pile of acorns on one side of the yard and sat down to watch. The squirrel, curious and hungry, couldn't resist the new stash of acorns. It darted over and began collecting them, filling its cheeks to the brim.

Lucy giggled as she watched the squirrel's cheeks puff out like balloons. When the squirrel finally noticed her, it gave her a playful look before scampering away with its treasure, leaving Lucy with a smile.

Day 2

1. Where did Lucy spot the mischievous squirrel?
   - A. In her house
   - B. In her neighbor's yard
   - C. In her backyard
   - D. At the park

2. What was the squirrel stealing from the backyard?

_____

_____

3. How did Lucy decide to have fun with the squirrel?

_____

_____

4. What did the squirrel do when it noticed Lucy?

_____

_____

5. If you could have a pet squirrel, what would you name it, and what fun activities would you do together?

Answer on Writing Paper Day 2.

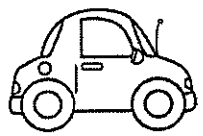
Name: _____

Writing Paper Day 2

Day 2

ar Bossy "r" Word Work

Name _____

Say & Blend It!	Color It!	Write It!
	b ar k	bark
	c ar	car
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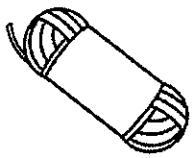
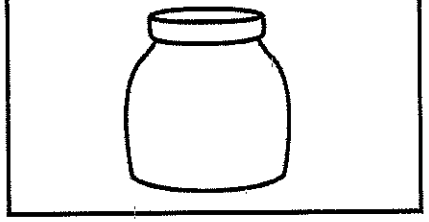
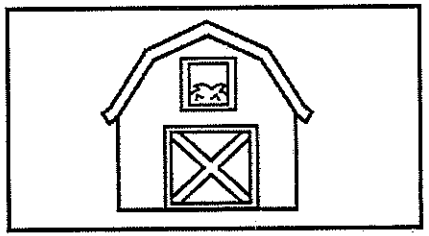
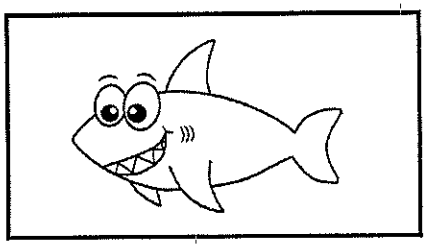
	y ar n	yarn

Pick an "ar" word from above. Use the word in a sentence.

Spell It!







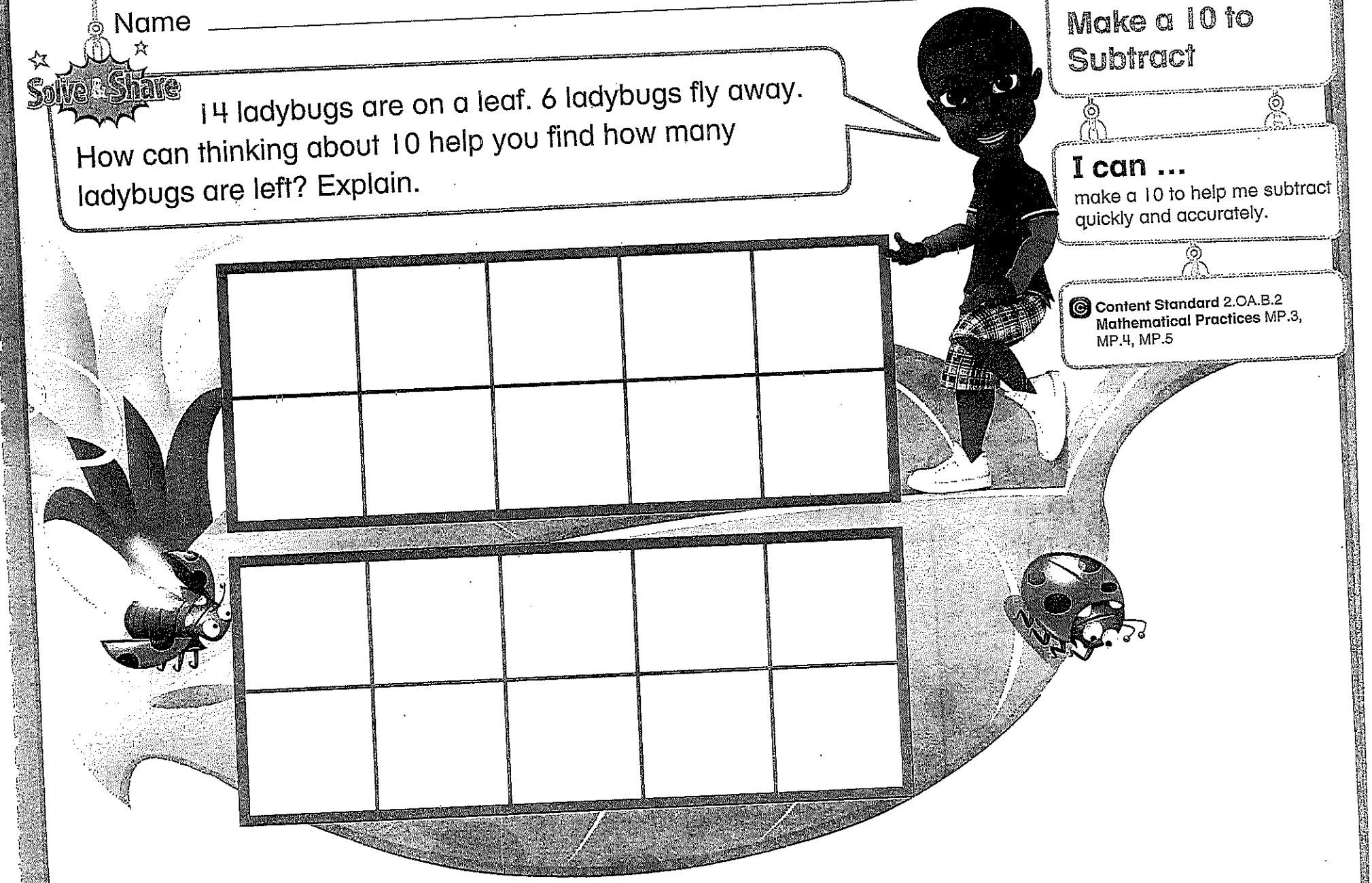
Name _____

Activity

Lesson 1-7 Day 2
Make a 10 to Subtract

Solve & Share

14 ladybugs are on a leaf. 6 ladybugs fly away. How can thinking about 10 help you find how many ladybugs are left? Explain.



I can ...
make a 10 to help me subtract quickly and accurately.

Content Standard 2.OA.B.2
Mathematical Practices MP.3, MP.4, MP.5

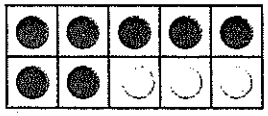
_____ ◯ _____ = _____

Visual Learning Bridge

Find 13 – 7. You can use 10 to help you subtract.

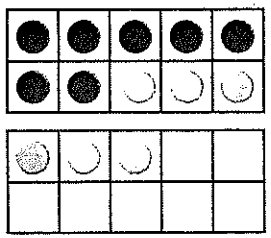
One way is to start with 7 and add 3 to get to 10.

$7 + 3 = 10$

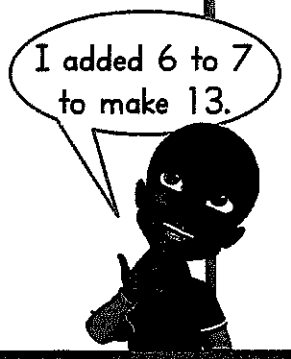


Next, add 3 more to make 13.

$10 + 3 = 13$

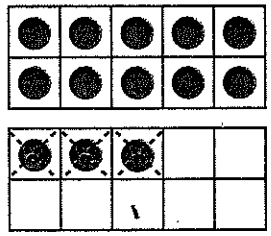


$7 + 6 = 13$,
so $13 - 7 = 6$.



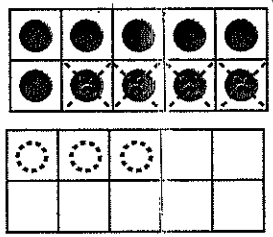
Another way is to start with 13 and subtract 3 to get to 10.

$13 - 3 = 10$



Since $3 + 4 = 7$, subtract 4 more.

$10 - 4 = 6$



So, $13 - 7 = 6$.

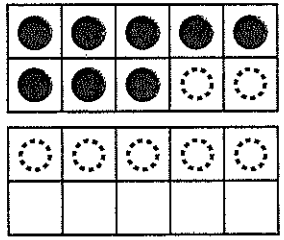
Convince Me! Do you prefer to add first to get to 10 or subtract first to get to 10? Explain.

☆ Guided Practice ☆

Make a 10 to subtract.
Use counters and your workmat.

1. First add to get to 10.

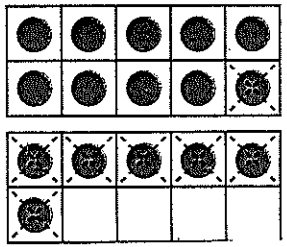
$$\begin{array}{r} 15 \\ -\ 8 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 8 \\ +\ \square \\ \hline 10 \end{array} \qquad \begin{array}{r} 10 \\ +\ \square \\ \hline 15 \end{array}$$

2. First subtract to get to 10.

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



$$\begin{array}{r} 16 \\ -\ \square \\ \hline 10 \end{array} \qquad \begin{array}{r} 10 \\ -\ \square \\ \hline 9 \end{array}$$

Name _____

Tools Assessment

Independent Practice

Make a 10 to subtract. Use counters and your workmat.

3. $\begin{array}{r} 11 \\ -\ 4 \\ \hline \end{array}$

4. $\begin{array}{r} 14 \\ -\ 8 \\ \hline \end{array}$

5. $\begin{array}{r} 12 \\ -\ 7 \\ \hline \end{array}$

6. $\begin{array}{r} 12 \\ -\ 4 \\ \hline \end{array}$

7. $\begin{array}{r} 18 \\ -\ 9 \\ \hline \end{array}$

8. $\begin{array}{r} 17 \\ -\ 8 \\ \hline \end{array}$

9. $\begin{array}{r} 16 \\ -\ 8 \\ \hline \end{array}$

10. $\begin{array}{r} 13 \\ -\ 4 \\ \hline \end{array}$

11. $\begin{array}{r} 15 \\ -\ 9 \\ \hline \end{array}$

12. $\begin{array}{r} 14 \\ -\ 7 \\ \hline \end{array}$

13. $\begin{array}{r} 12 \\ -\ 8 \\ \hline \end{array}$

14. $\begin{array}{r} 16 \\ -\ 9 \\ \hline \end{array}$

15. **Higher Order Thinking** Carol subtracts (6) from (15). First, she adds to get to 10. Then she adds again to find her answer. Her answer is 10. Is Carol correct? Explain.

No. To make a 10, you would add 4 to 6. Then add 5 more to get to 15. Your answer is 9

Problem Solving

Solve each problem. Which tool would you use?

16. **Use Tools** Chen had 12 animal stickers. He gave 5 of the stickers away. How many animal stickers does Chen have now?

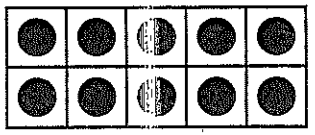
____ animal stickers

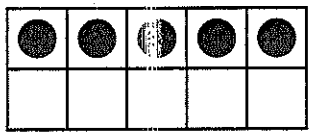
17. **Use Tools** Angie bought 13 strawberries. She ate 8 of the strawberries. How many strawberries does Angie have now?

____ strawberries

18. **Higher Order Thinking** Show how you can make a 10 to find 17 – 9. Then explain your work.

19. **Assessment Practice** Use the ten-frames. Show how to make a 10 to find 15 – 9. Start by subtracting to get to 10. Then complete the equations.





15 – ____ = 10

10 – ____ = ____ So, 15 – 9 = ____.