

NTI

Day 10

NTI DAY 10 2nd GRADE KENTUCKY ACADEMIC STANDARDS

READING:

RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

MATH:

KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.

Name _____

Writing

Punctuation with Interjections

An interjection is a word used to express an emotion.

Interjections that express strong emotions are followed by an exclamation point.

- **Ouch!** I stubbed my toe.

Interjections that express mild emotions are followed by a comma.

- **Yes,** I will read the story.



Add a comma or an exclamation point after the interjection in each sentence.

1. Wow Hiro is an amazing swimmer.
2. Aha I knew it was true.
3. Oh I didn't know the movie was over.
4. Yes I will wait for you.
5. Hooray I made my first goal in soccer.
6. Hi It's so wonderful to meet you.
7. Yuck I've never tasted anything so terrible.
8. Yay Kateri brought her puppy to the party!
9. Hey can I have another piece of fruit?
10. Well I could get there by noon.

**Directions: Read the passage to
an adult and illustrate.**

Maple Fudge

Uncle Billy wanted to take Able to the candy shop. They drove to a lot and jumped on a shuttle to the shop. When they walked into the candy shop, they smelled the fudge on the table. Able wanted a sample of the maple fudge. He hoped it would not be a hassle for the woman behind the table.

"Can I have a sample?" asked Able. "Yes, you can! Which would you like to sample?" said the woman. Able, with a giggle, asked for the maple fudge. "You picked the best one to sample!" said the woman.

Able nibbled on the fudge. "This is so yummy!" he said while licking his lips. Uncle Billy got a little bag of fudge for Able to take back home.

Illustrate the story here:

A large, empty rectangular box with a thin black border, intended for a student to draw an illustration of the story.

Subtraction Facts—Repeated Reasoning

Find patterns when you subtract from 9 or 11.

1 $10 - 1 =$ _____

2 $9 - 1 =$ _____

3 $11 - 1 =$ _____

4 $10 - 2 =$ _____

5 $9 - 2 =$ _____

6 $11 - 2 =$ _____

7 $10 - 3 =$ _____

8 $9 - 3 =$ _____

9 $11 - 3 =$ _____

10 $10 - 4 =$ _____

11 $9 - 4 =$ _____

12 $11 - 4 =$ _____

13 $10 - 5 =$ _____

14 $9 - 5 =$ _____

15 $11 - 5 =$ _____

16 $10 - 6 =$ _____

17 $9 - 6 =$ _____

18 $11 - 6 =$ _____

19 $10 - 7 =$ _____

20 $9 - 7 =$ _____

21 $11 - 7 =$ _____

22 $10 - 8 =$ _____

23 $9 - 8 =$ _____

24 $11 - 8 =$ _____

25 $10 - 9 =$ _____

26 $9 - 9 =$ _____

27 $11 - 9 =$ _____

How does knowing that $10 - 8 = 2$ help you find $9 - 8$? How does it help you find $11 - 8$?

Subtraction Facts—Repeated Reasoning

Find patterns with differences of 9.

- | | | |
|----------------------|-----------------------|-----------------------|
| 1 $12 - 10 =$ _____ | 11 $17 - 10 =$ _____ | 21 $19 - 9 =$ _____ |
| 2 $12 - 9 =$ _____ | 12 $17 - 9 =$ _____ | 22 $18 -$ _____ $= 9$ |
| 3 $15 - 10 =$ _____ | 13 $14 - 10 =$ _____ | 23 $15 - 5 =$ _____ |
| 4 $15 - 9 =$ _____ | 14 $14 -$ _____ $= 5$ | 24 $14 - 5 =$ _____ |
| 5 $13 - 10 =$ _____ | 15 $12 - 2 =$ _____ | 25 $17 - 7 =$ _____ |
| 6 $13 -$ _____ $= 4$ | 16 $11 - 2 =$ _____ | 26 _____ $- 7 = 9$ |
| 7 $18 - 10 =$ _____ | 17 $13 - 3 =$ _____ | 27 $14 - 4 =$ _____ |
| 8 $18 - 9 =$ _____ | 18 _____ $- 3 = 9$ | 28 $13 - 4 =$ _____ |
| 9 $11 - 10 =$ _____ | 19 $16 - 6 =$ _____ | 29 $18 - 8 =$ _____ |
| 10 _____ $- 9 = 2$ | 20 $15 - 6 =$ _____ | 30 $17 -$ _____ $= 9$ |

How does knowing that $12 - 10 = 2$ help you find $12 - 9$? How does knowing that $15 - 10 = 5$ help you find $15 - 9$?

