



# Beale Elementary 1<sup>st</sup> Grade

## NTI Day/Snow & Go Packet

Grade Level Teacher Names & Email Addresses:

Ms. Bartee      jennifer.bartee@k12.wv.us

Mrs. Pyles      kaci.riffle@k12.wv.us

---

---

---

**Due Date:** Individually completed student packets are due for grading on the first day students return from the inclement weather day. Packets submitted late for grading will be subject to regular classroom policies.

**School Phone:** 304-675-1260 \* **School Website:** <http://beale.maso.k12.wv.us>

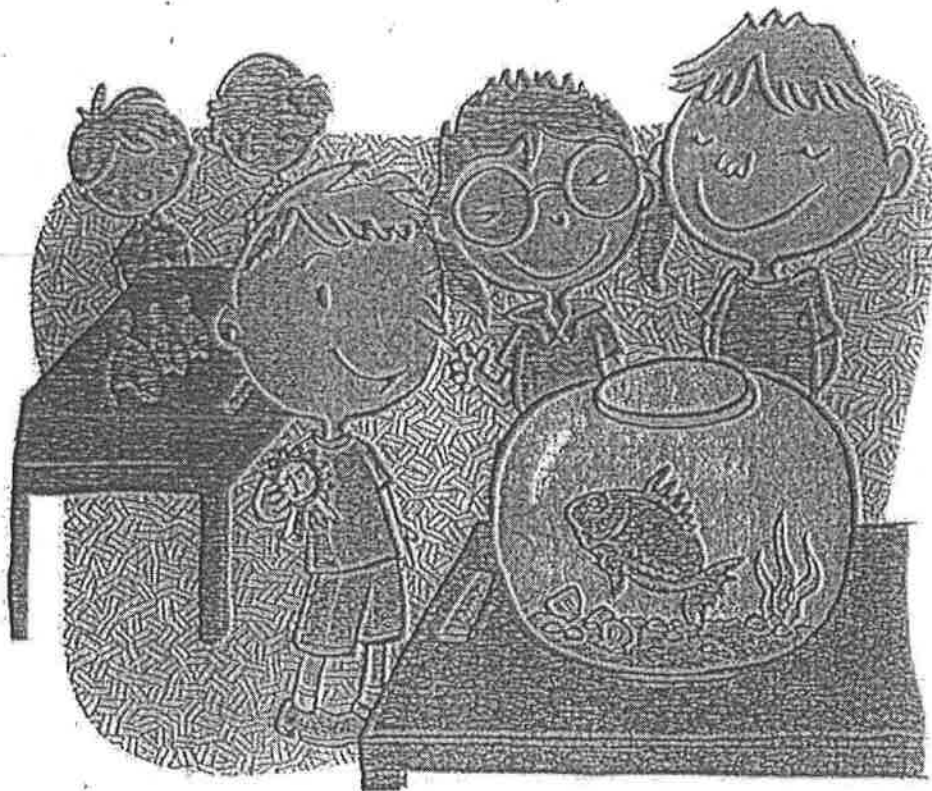
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Day 1

## The Best Fish

The day of the class art show comes. Chris, Jen, and Ted have put their clay fish into a fishbowl. Chris and Jen add rocks and shells. Ted puts in a small plant. It looks as if their fish were in the sea. All of the art pieces look great. All of the children get a ribbon. But Chris, Jen, and Ted think their ribbon is best!



ME:

DATE:

**DIRECTIONS**

Read "The Best Fish." Answer the questions.

Day 1

SCORE

1. Chris, Jen, and Ted think their ribbon is best. Why?

- (A) They are proud of their art.
- (B) They want a new ribbon.
- (C) They want to share a ribbon.

3. Why do they add more to the fishbowl?

- (A) to make it look like the sea
- (B) to make it look more fun
- (C) to make it have more color

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

\_\_\_ / 4

Total

2. Where is the art show?

- (A) in a house
- (B) in a classroom
- (C) in a park

4. What do you think they learned?

- (A) They like painting best.
- (B) They like working as a team.
- (C) They like having a fishbowl.

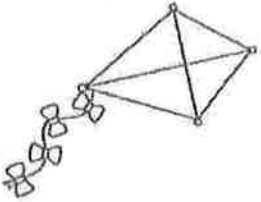
# Day 1

Name \_\_\_\_\_

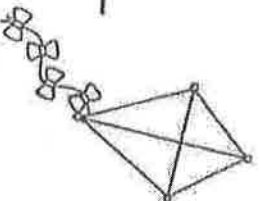
Add. Color to show the sum.



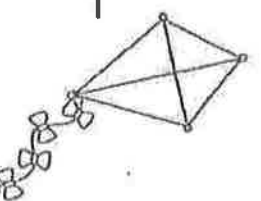
$6 + 9 = \underline{\quad}$



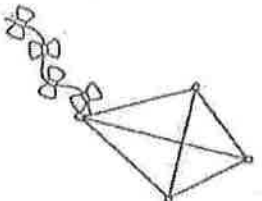
$7 + 6 = \underline{\quad}$



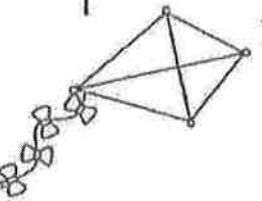
$10 + 5 = \underline{\quad}$



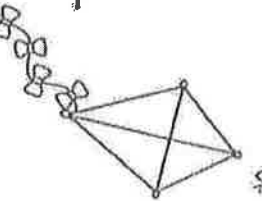
$8 + 8 = \underline{\quad}$



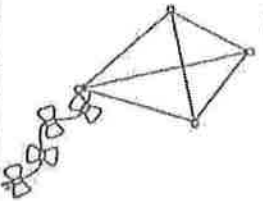
$8 + 9 = \underline{\quad}$



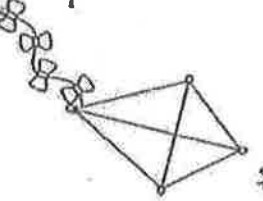
$7 + 9 = \underline{\quad}$



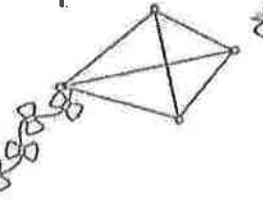
$8 + 5 = \underline{\quad}$



$7 + 8 = \underline{\quad}$



$4 + 9 = \underline{\quad}$



purple: 13

blue: 15

yellow: 16

red: 17

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Day 2

## Ski School

Zoe and Taj take skiing lessons the first day. First, they learn how to get up after a fall. They fall down a lot. But it is still fun. That afternoon, they ride the ski lift to the top of a small hill. Soon they can zip down the hill without falling. They are skiers!



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Ski School." Answer the questions.

Day 2

SCORE

1. What do you think they want to do the next day?

- (A) quit skiing
- (B) ride back home
- (C) go skiing again

3. What other things might they do on this trip?

- (A) learn to use a skateboard
- (B) learn to water ski
- (C) learn to use a snowboard

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

\_\_\_\_ / 4

Total

2. What is a *ski lift*?

- (A) a chair that takes skiers up a hill
- (B) an elevator to help you lift skis
- (C) a pair of skis and poles

4. Which is another good title for this text?

- (A) Learning to Ski
- (B) Learning the Mountain
- (C) Learning to Play

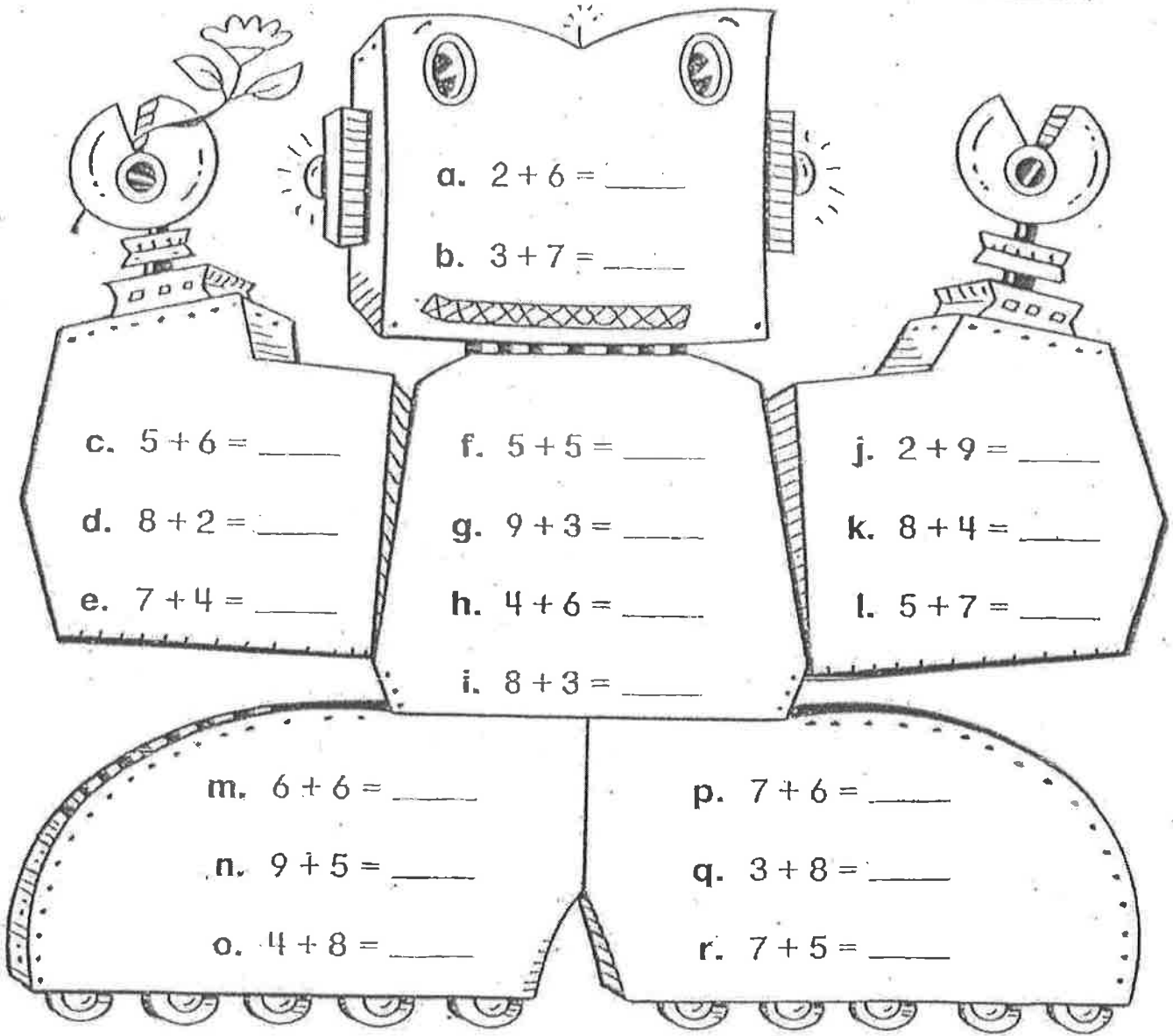
Name \_\_\_\_\_ Date \_\_\_\_\_

LEVEL 2

# O-Bot the Robot

O-Bot is a special robot made with math! Solve the problems to build the robot from head to toe. **Try to get those facts fast!**

Day 2



★ Record your time and correct answers ★  
on your Racetrack chart.



Time to complete:

\_\_\_\_\_ minutes

\_\_\_\_\_ seconds



Total answers: \_\_\_\_\_

Incorrect answers: \_\_\_\_\_

Correct answers: \_\_\_\_\_



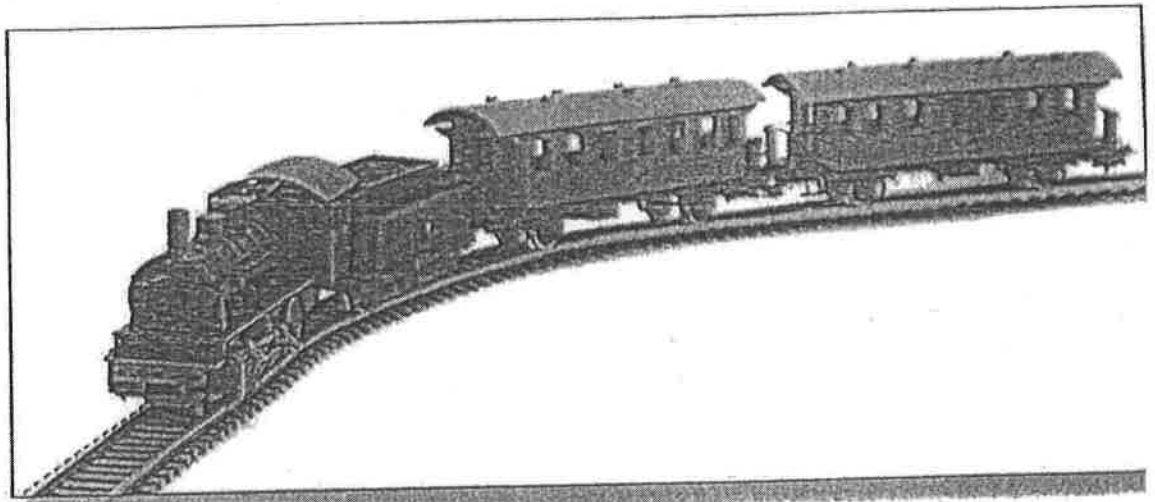
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Day 3

## Trains for All Ages

The first model trains were made more than 100 years ago. They showed what it was like to ride on a train. Then, toy makers found out that children of all ages love trains. They began to make model trains that cost less. Now, lots of people can have a simple train set. They can also build a full railway!





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Trains for All Ages." Answer the questions.

Day 3

SCORE

1. What does *model* mean in this text?
- (A) an older kind of train  
 (B) a small copy of a train  
 (C) a track for a train

3. Why did toy makers make trains?
- (A) because people wanted to have their own toy train  
 (B) because people wanted to go on train trips  
 (C) because people could not go on train trips

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

\_\_\_\_ / 4

Total

2. Which kind of train set would be simple?
- (A) a plain train set with one track  
 (B) a full railway with three tracks  
 (C) a set of two trains with a station

4. What is another good title for this text?
- (A) Why We Take Train Trips  
 (B) Why Toy Trains Cost Too Much  
 (C) Why We Have Model Trains

# Day 3

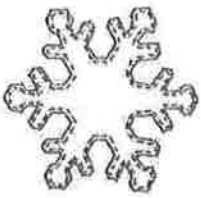
Name \_\_\_\_\_

Add. Color to show the sum.

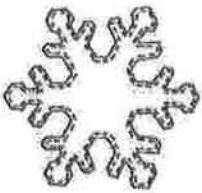


(A)

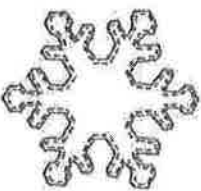
$6 + 4 = \underline{\quad}$



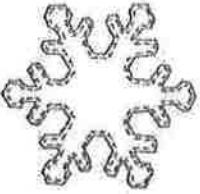
$6 + 3 = \underline{\quad}$



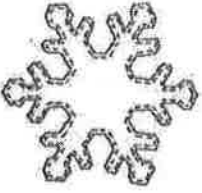
$8 + 4 = \underline{\quad}$



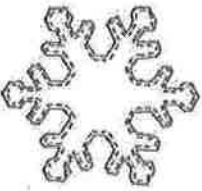
$8 + 3 = \underline{\quad}$



$9 + 3 = \underline{\quad}$



$7 + 4 = \underline{\quad}$



$4 + 8 = \underline{\quad}$



$5 + 4 = \underline{\quad}$



$7 + 3 = \underline{\quad}$



9 = pink

10 = blue

11 = green

12 = purple

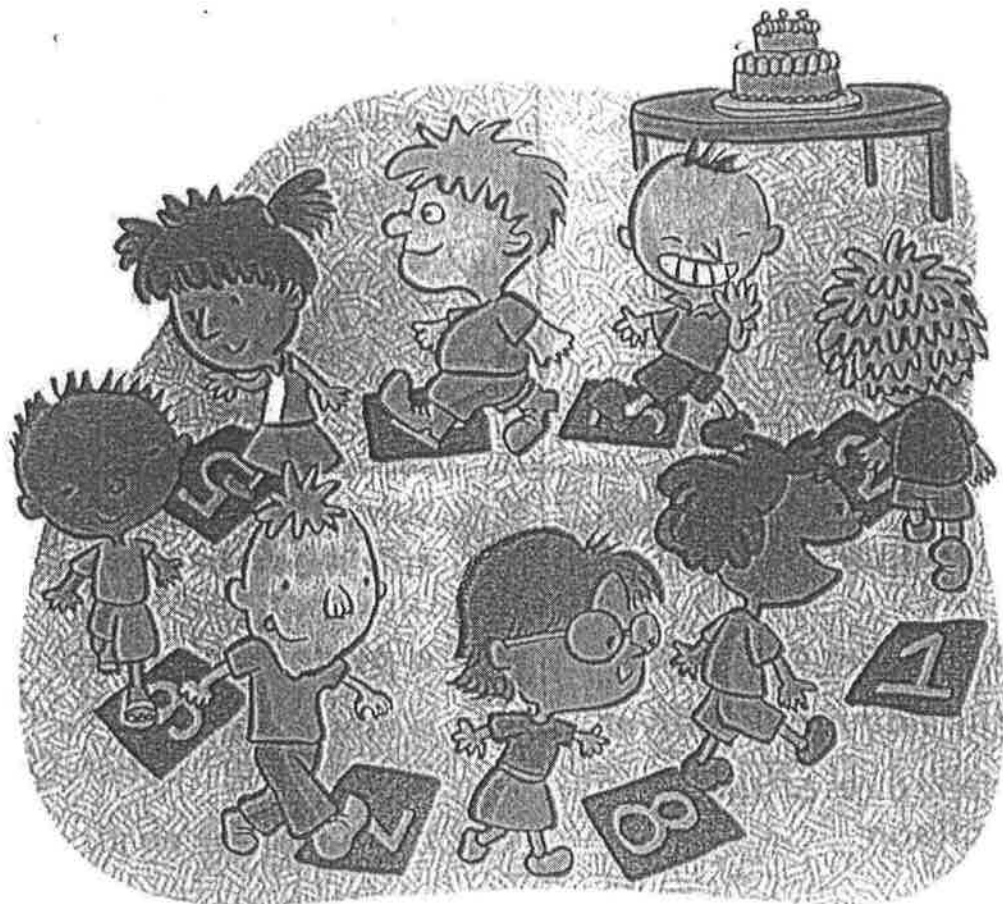
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Day 4

## The Cakewalk

Kile and Dave do the cakewalk at the fair. They each stand on a square with a number on it. The music starts, and they walk in a circle. The music stops, and everyone stands on a square. The leader draws two numbers from a hat. Kile and Dave cheer. They each walk home with a big cake!



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**DIRECTIONS**

Read "The Cakewalk." Answer the questions.

Day 4

SCORE

1. Why do you think Kile and Dave did the cakewalk?
- (A) They like to play a game.
  - (B) They want to win a cake.
  - (C) They are best friends.

3. Why do Kile and Dave cheer?
- (A) They are ready to go home.
  - (B) Their friends won cakes.
  - (C) They each won a cake.

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

\_\_\_ / 4

Total

2. What does the leader do?
- (A) She chooses the cakes from a table.
  - (B) She chooses the winning numbers from a hat.
  - (C) She chooses the winning names from a hat.

4. Which sentence best tells about this text?
- (A) Kile and Dave have fun.
  - (B) Kile and Dave do the cakewalk.
  - (C) Kile and Dave go home.

# Day 4

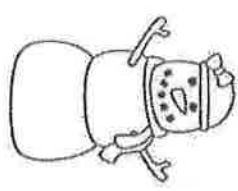
Name \_\_\_\_\_

Subtract. Color to show the difference.

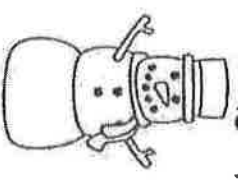


(E)

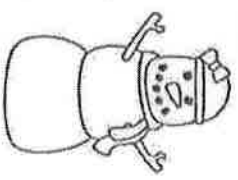
$6 - 4 = \underline{\quad}$



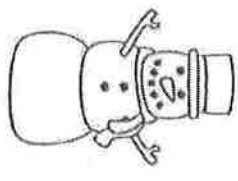
$7 - 4 = \underline{\quad}$



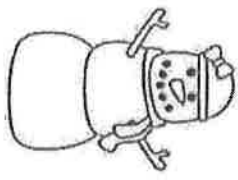
$8 - 3 = \underline{\quad}$



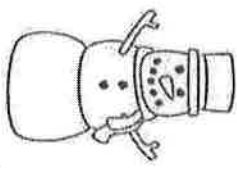
$7 - 3 = \underline{\quad}$



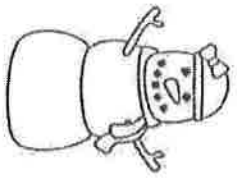
$9 - 3 = \underline{\quad}$



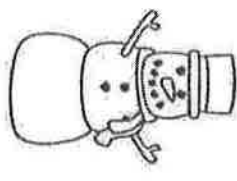
$8 - 4 = \underline{\quad}$



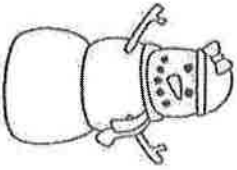
$9 - 4 = \underline{\quad}$



$6 - 3 = \underline{\quad}$



$5 - 3 = \underline{\quad}$



2 = yellow

3 = blue

4 = purple

5 = orange

6 = red

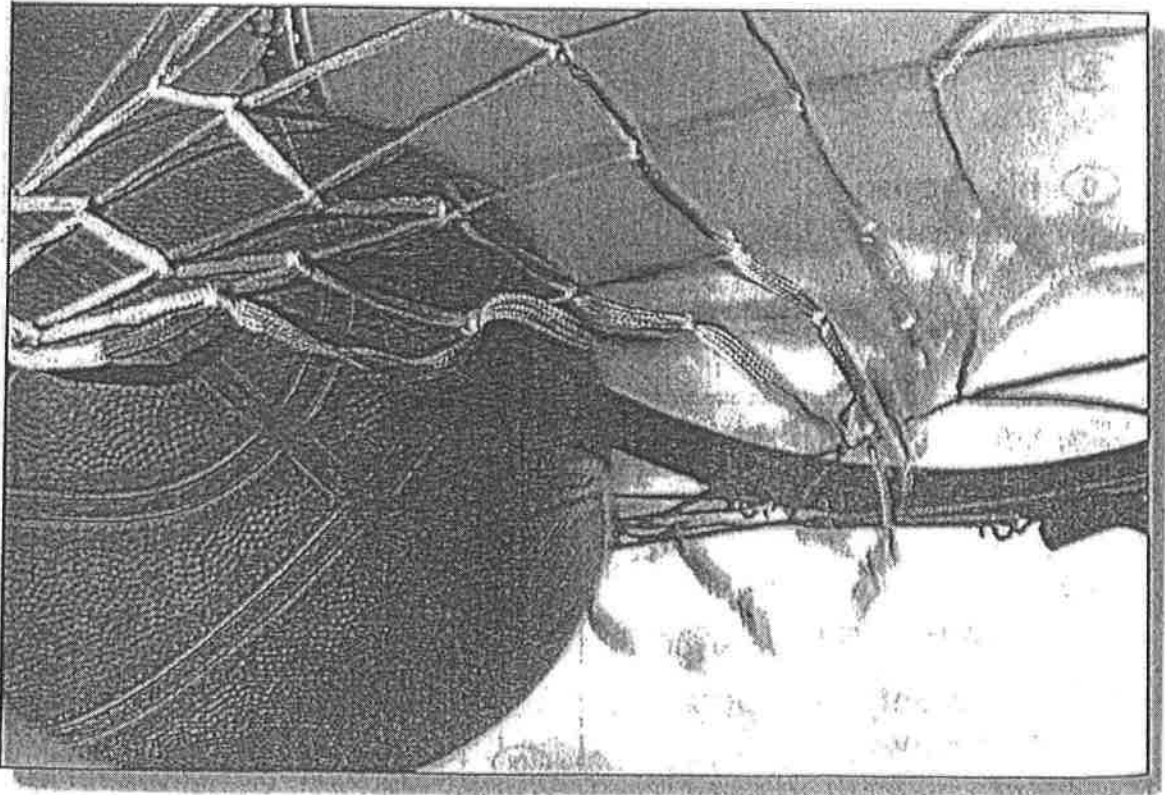
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Day 5

## A New Game

James called his game *basketball*. At first, players had to toss the ball back and forth to get to the baskets. Years later, the rules changed. Players could dribble the ball as they ran. The basket problem got solved, too. A hoop with a net replaced each peach basket. The ball could swish right through. Basketball was a hit!



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A New Game." Answer the questions.

**Day 5**

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

\_\_\_\_ / 4

**Total**

**1.** Why do you think basketball was a hit?

- (A) It was a lot of work for the boys to play.
- (B) It was fun to play and to watch.
- (C) It had a lot of rules for playing.

**3.** Why do you think the rules changed?

- (A) The players wanted to run with the ball.
- (B) The players liked passing the ball.
- (C) The players liked the peach basket.

**2.** Why is a hoop with a net better than a basket?

- (A) The boys did not have to get the ball out of the basket.
- (B) The boys did not get to rest as much.
- (C) The boys did not have any more peach baskets.

**4.** What is another good title for this text?

- (A) How to Dribble a Ball
- (B) How to Solve a Problem
- (C) The Beginnings of Basketball



# Addition and Subtraction

Name \_\_\_\_\_



Total Problems 30

Problems Correct \_\_\_\_\_

$8 - 4 =$

$6 + 3 =$

$10 - 10 =$

$5 + 1 =$

$4 + 5 =$

$5 - 4 =$

$10 - 4 =$

$7 + 3 =$

$2 + 6 =$

$8 - 7 =$

$6 - 3 =$

$9 + 1 =$

$3 + 4 =$

$5 + 5 =$

$8 - 2 =$

$10 - 6 =$

$2 + 7 =$

$8 - 5 =$

$6 + 4 =$

$9 - 3 =$

$10 - 10 =$

$5 + 1 =$

$5 + 4 =$

$6 - 4 =$

$7 + 3 =$

$9 - 2 =$

$8 - 6 =$

$5 + 3 =$

$10 - 0 =$

$9 - 1 =$



Practice hard. You'll win.