

NTI DAY 13



Harrison County Schools

Name: _____

Grade: K

Teacher: _____

Complete within 2 weeks of returning to school.

Harrison County Kindergarten
NTI Day # 13
Checklist

Reading

- Phonemic Awareness
- Guided Reading
- Writing Sight Word Sentences
- Handwriting
- Grammar
- Fundation Phonics

Math

- Number Talk
- 3-D Shapes
- Composing/Decomposing
- Number Writing
- Envisions Lesson

Must Do Specials

Specials: Library

- Library Activity for for NTI Day 13

Kindergarten Website for Video Links:

sites.google.com/view/harrisonkykinder

ELA Day #13

ELA	Activity	Technology
Phonemic Awareness	-Complete Phonemic Awareness Lesson Checklist	
Guided Reading	Read "Things I Can Do" with your child. -Complete Target Skill: Conclusions on page 7 -Complete ' Write About It' Activity on page 7 (use activity sheet included)	
Writing Sight Word Sentence	-Write 2 sentences using words from your sight word list (use writing page included)	
Handwriting	Uppercase Handwriting	
Grammar	Correct Sentence	
Fundation	-Watch videos if able -/wh/ & practice worksheet	/wh/ https://www.youtube.com/watch?v=TBA-R3Sx1Pc

Phonological Awareness Warm-Up - Day 13

Helpful Hints:

1. These activities are considered phonological awareness, which means that your child will only be listening and speaking – not reading or writing.
2. The answers are in the parentheses.
3. Anytime you see / /, use the sound of the letter or letters instead of the letter name.

Ask your child:

How many words are in the sentence?

- I can play the piano. (5)
- I like to read. (4)
- I can clean my messy room. (6)

They may clap or pound out the syllables. How many syllables are in the word...

- piano (3)
- read (1)
- moose (1)

Do these words rhyme?

- read, feed (yes)
- piano, play (no)
- like, pike (yes)
- bake, cake (yes)

Listen to these words. Take away the last sound. What is the new word?

- like (lie)
- bake (bay)
- paint (pay)
- moose (moo)

Tell me the sound that you hear at the end of the word.

- play (/ā/)
- read (/d/)
- can (/n/)
- paint (/t/)

Level: B
DRA: 2
Genre:
Fiction
Strategy:
Visualize
Skills:
Conclusions
Word Counts: 47

K.6.26

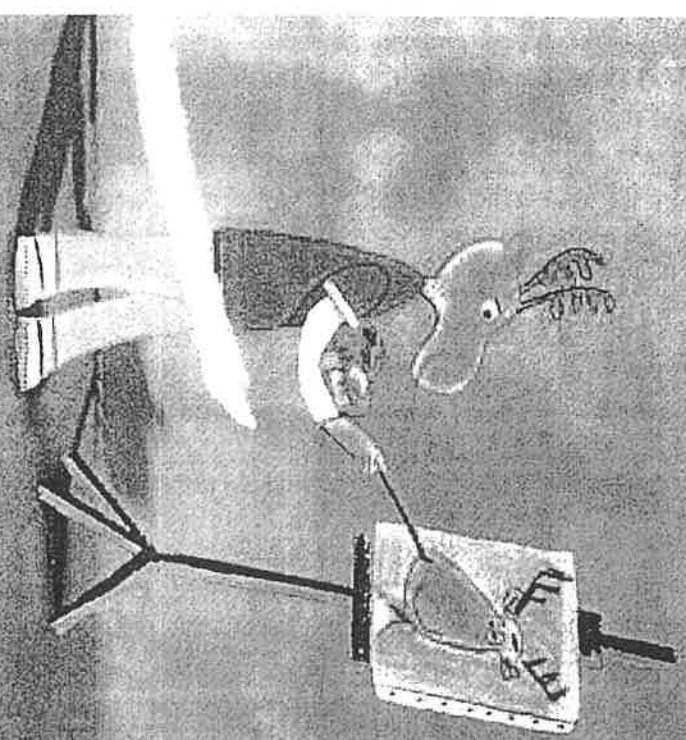


Houghton Mifflin
Online Levelled Books



Houghton Mifflin Harcourt 1507925

Things I Can Do

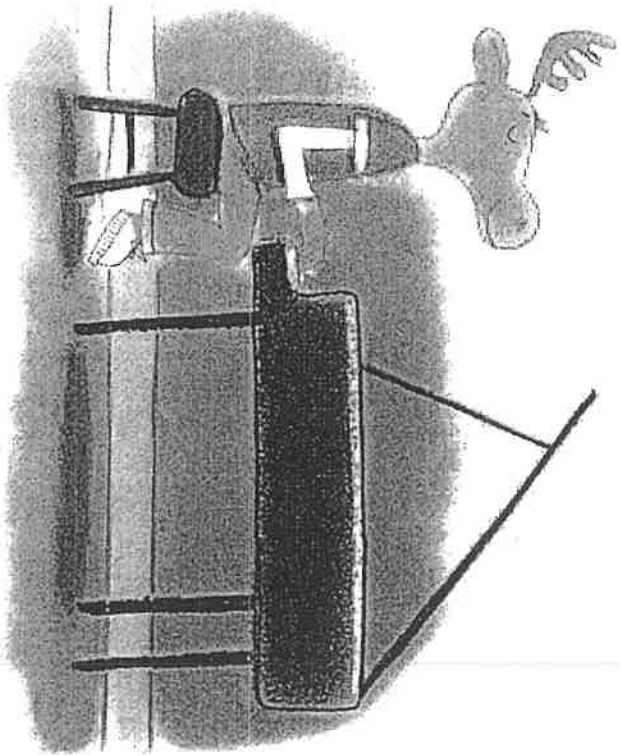


by Corey Mason
Illustrated by Rob Hefferan

Houghton Mifflin Harcourt



PLEASE SIGN & RETURN



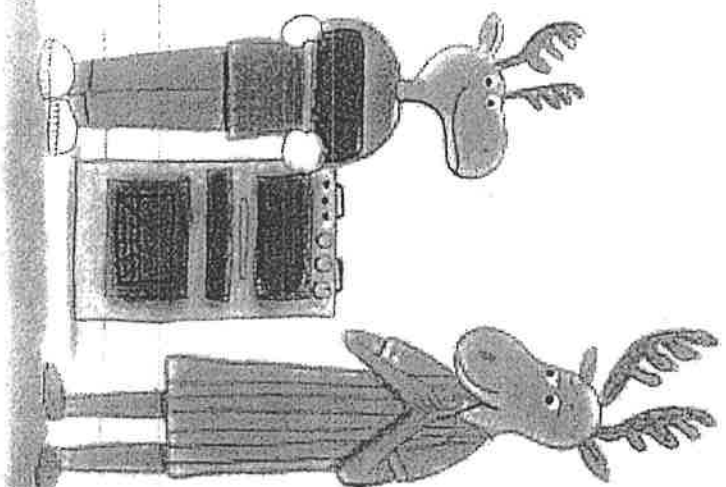
I can play the piano.
I like to play.

2



I can read a book.
I like to read.

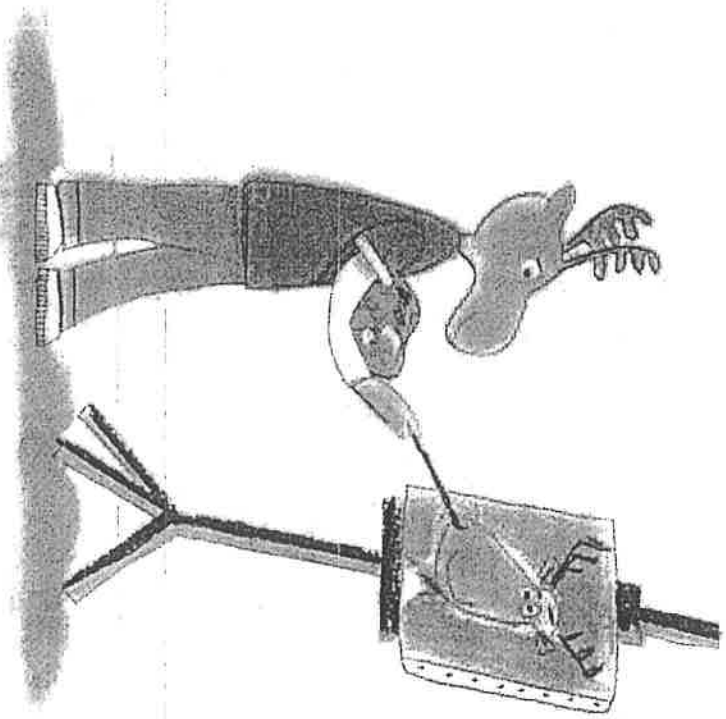
3



♣ I can bake a cake.
I like to bake.

4

}



♣ I can paint a picture.
I like to paint.

}

5

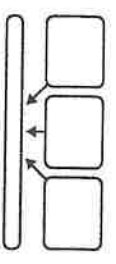


I can clean my room.
I do not like to clean!

Responding

TARGET SKILL Conclusions What

are three things the character in the story likes to do? What does this tell you about him? Make a chart.



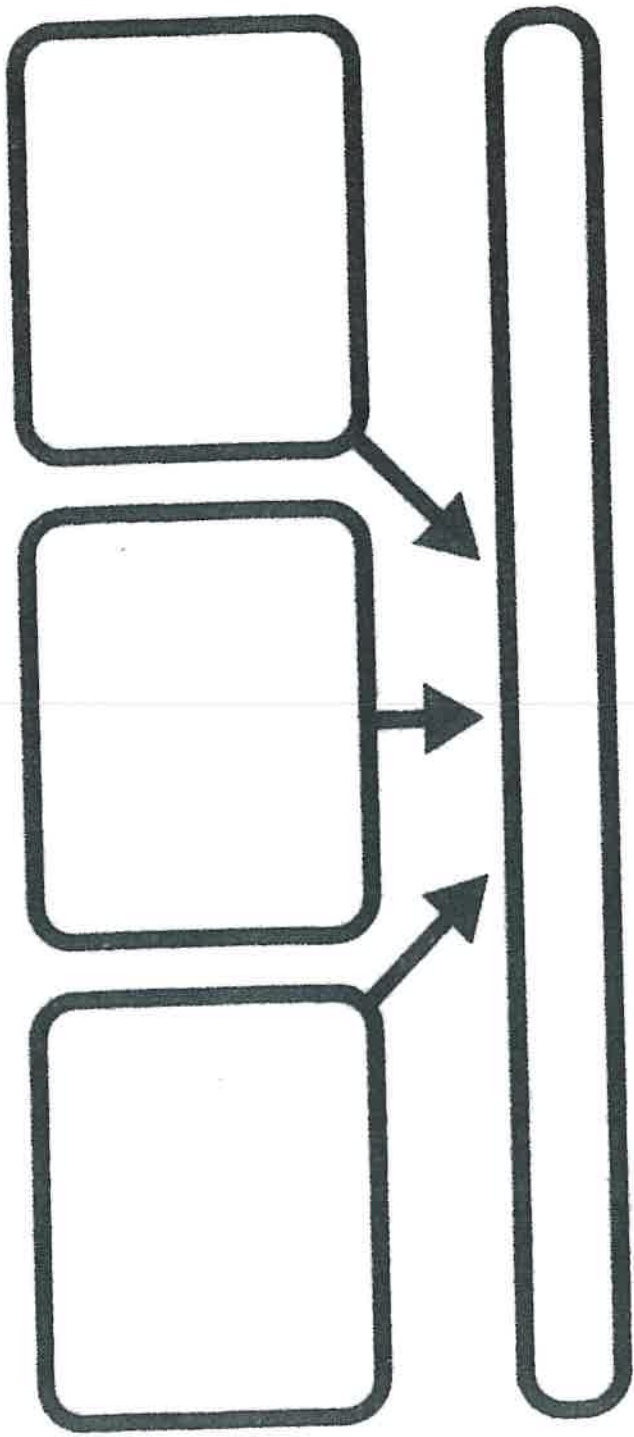
Write About It

Text to Self What can you do at home? Draw a picture of yourself doing something at home. Write sentences to tell about your picture.

Things I can Do

Target Skill

* Conclusions



Write About It

Fry List- Westside & Northside

the	of	and	a	To	in	Is	You	That	It
He	Was	For	On	Are	As	With	His	They	I
At	Be	This	Have	From	Or	One	Had	By	Words
But	Not	What	All	Were	We	When	Your	Can	Said
There	Use	An	Each	Which	She	So	How	Their	If
Will	Up	Other	About	Out	Many	Then	Them	These	So
Some	Her	Would	Make	Like	Him	Into	Time	Has	Look
Two	More	Write	Go	See	Number	No	Way	Could	People
My	Than	First	Water	Been	Called	Who	Oil	Sit	Now
Find	long	Down	Day	Did	Get	Come	Made	May	part

Write your letters, capital

, from A to Z.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Write your letters, lowercase, from A to Z.

The image shows a handwriting practice sheet with a grid of 10 columns and 4 rows. Each cell in the grid is designed for practicing lowercase letters. Each cell contains a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A small black dot is placed on the top line of each cell to indicate the starting point for writing. The grid is enclosed in a decorative border with a repeating pattern. The first two columns on the left have diagonal lines in the bottom-left corner of each cell, possibly indicating a specific writing technique or a section for a particular letter.

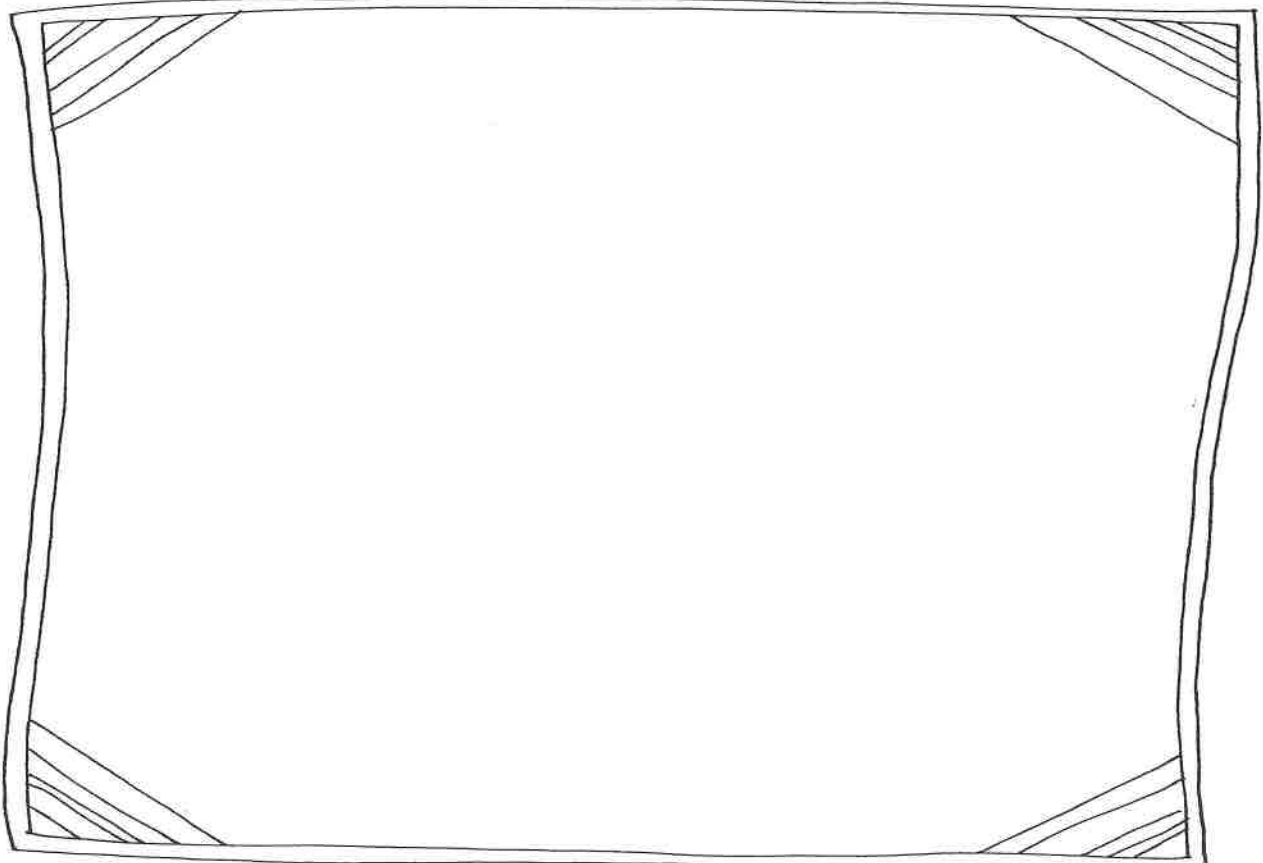
Read the sentence.

So, wHere isit paM

Write the sentence correctly.





Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).





Create an illustration of the sentence.









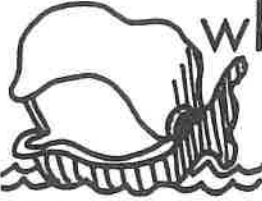

Name _____

DIRECTIONS: Look at the word in each box. Which picture does it name? Print the word on the line under the correct picture. Then color the pictures.

	
_____	_____
_____	_____
	wheel 
_____	_____
_____	_____

	
_____	_____
_____	_____
	whip 
_____	_____
_____	_____

	
_____	_____
_____	_____
	wheat 
_____	_____
_____	_____

	
_____	_____
_____	_____
	whale 
_____	_____
_____	_____

Draw a line between the two words that match. Then write and say the word.

when wham
 when

which whim
 which

whim whim
 whip

whet when
 whet

whip wham
 whip

wham which
 which

What sound do you hear at the beginning of the matching words?

Math Day #13

Topic	Activity	Technology
Number Talk	13	see kindergarten website for video links
3-D Shape	Shape Monster: Monster Shape worksheet *Save this for tomorrow's work	3D Shape Song: https://www.youtube.com/watch?v=zPZegz690Mg
Composing/Decomposing	Color the ten-frames to find the missing addend page	
Number writing	I Can Write to 20!	
Envisions Lesson	12-8	

Name _____

Number
Talk

Number of
the Day

-- 13 --

Odd or Even

Number Word

More and Less

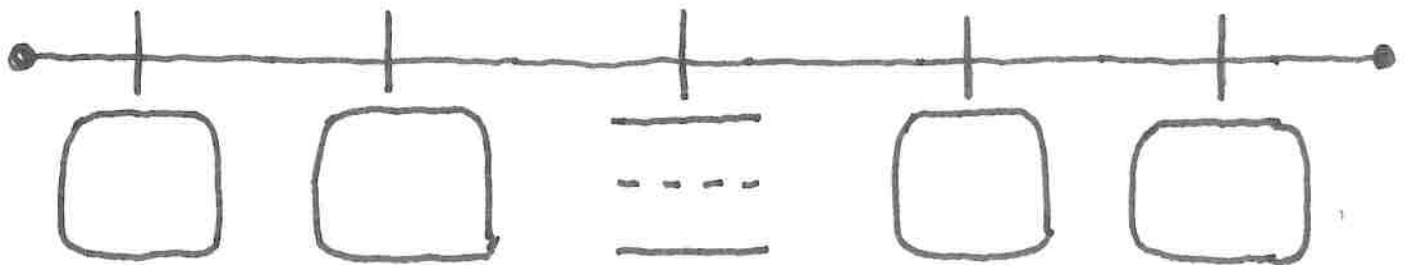
$$\underline{\quad} + 1 = \underline{\quad}$$

$$\underline{\quad} - 1 = \underline{\quad}$$

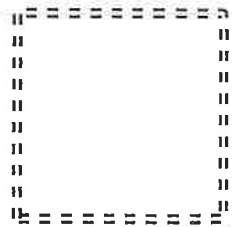
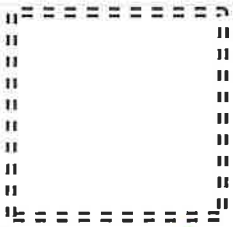
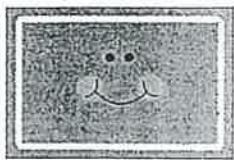
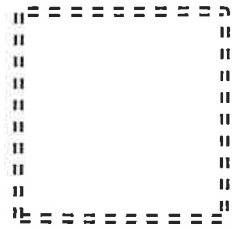
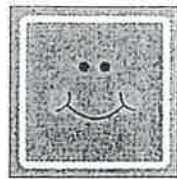
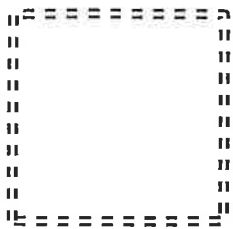
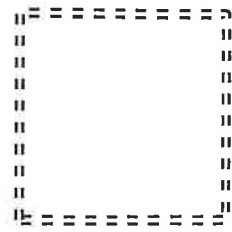
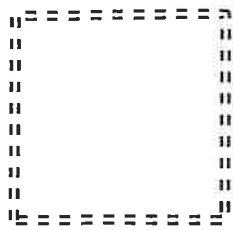
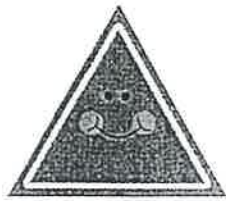
TALLY IT

Draw It

SHOW ON TEN FRAME



HOW MANY SHAPES DID I USE IN MY SHAPE MONSTER?



Use the number you wrote above. ↗
 Add the number to it to make 10. Complete equation below. ↙



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



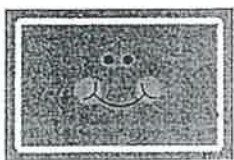
$$\underline{\quad} + \underline{\quad} = 10$$



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



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



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

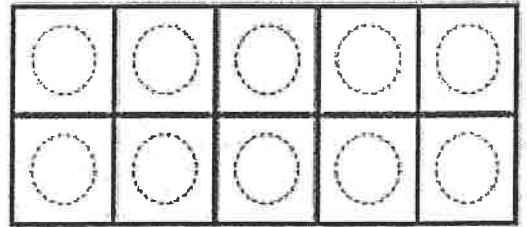


$$\underline{\quad} + \underline{\quad} = 10$$

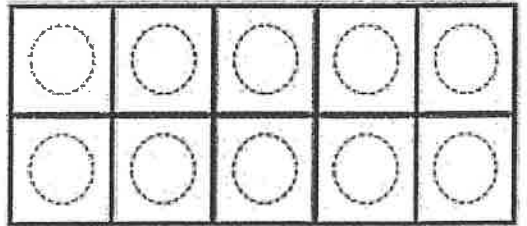
Name: _____

Color the ten-frames to find the missing addend.

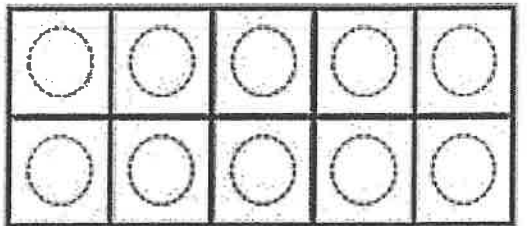
$$4 + \square = 10$$



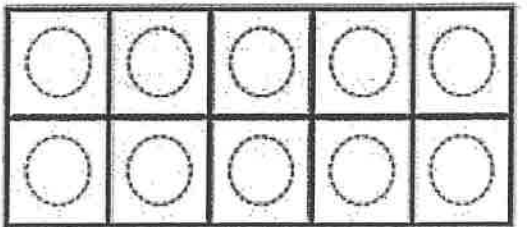
$$1 + \square = 6$$



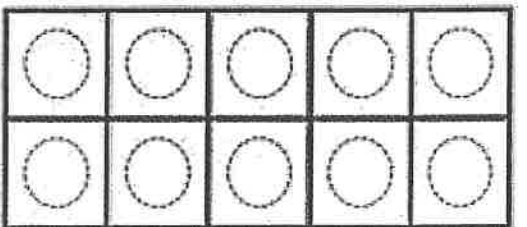
$$2 + \square = 7$$



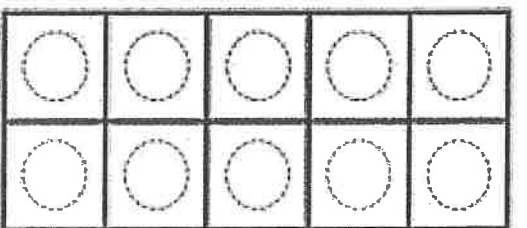
$$3 + \square = 5$$



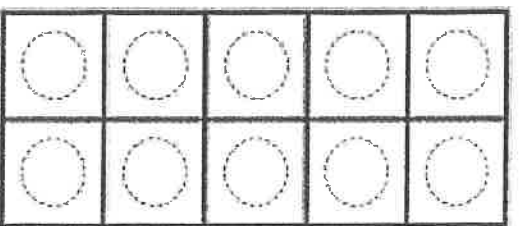
$$4 + \square = 9$$



$$7 + \square = 10$$

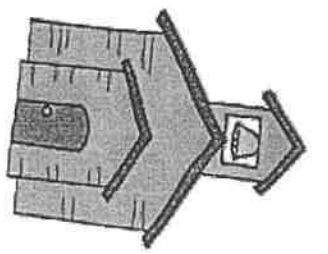


$$5 + \square = 8$$



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I can write to 20!

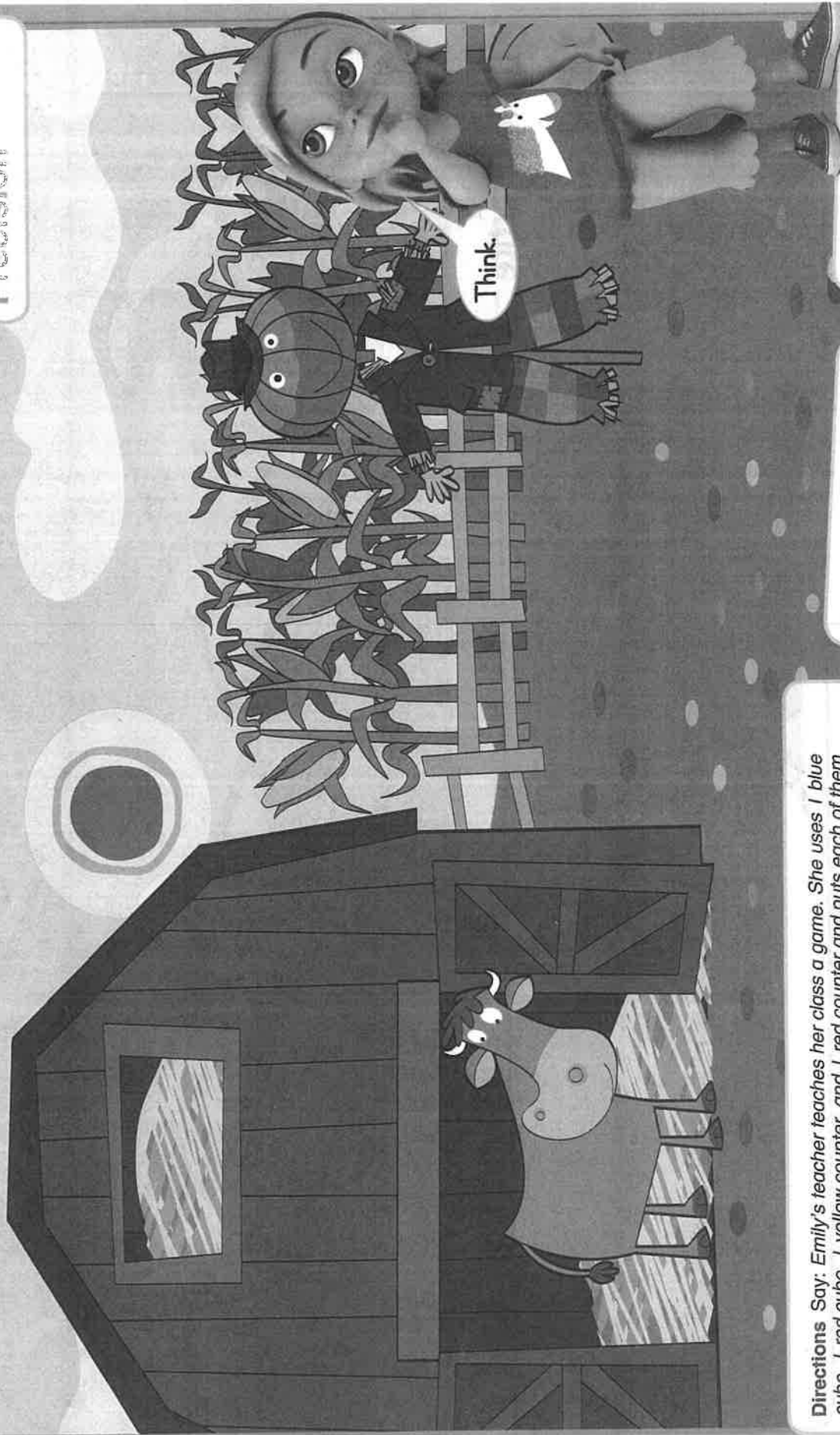


Name _____



Math Practices and Problem Solving

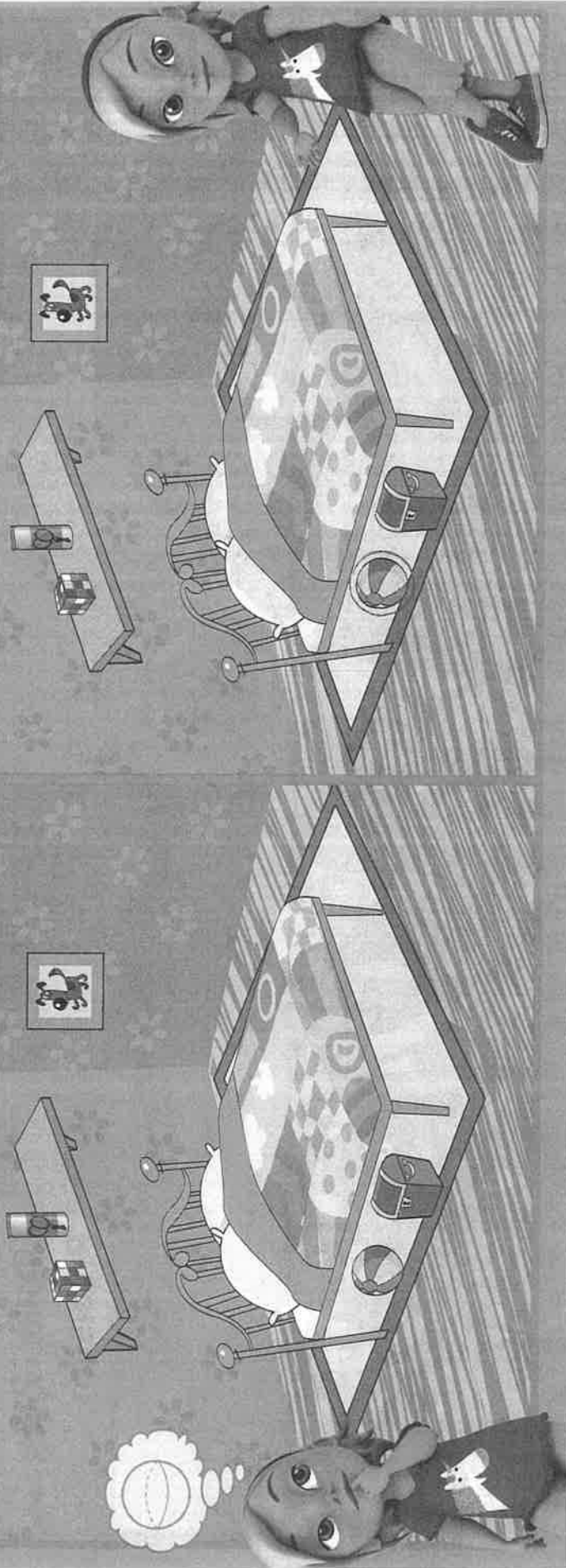
Lesson 12-8
Precision



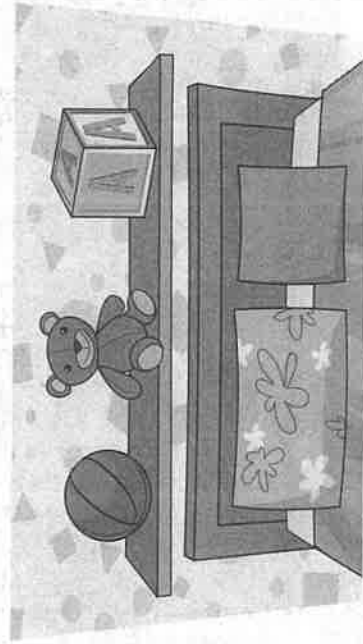
Directions Say: Emily's teacher teaches her class a game. She uses 1 blue cube, 1 red cube, 1 yellow counter, and 1 red counter and puts each of them somewhere on the farm picture. Play this game with a partner. Place the tools on the page, and then describe where one of them is located. Do NOT tell your partner which one you are talking about. How can your partner tell which one you are describing? Change places and play again.

I CAN ...
describe positions of shapes in the environment.

© Mathematical Practices
MP.6 Also MP.3, MP.2
Content Standards
K.G.A.1



☆ Guided Practice



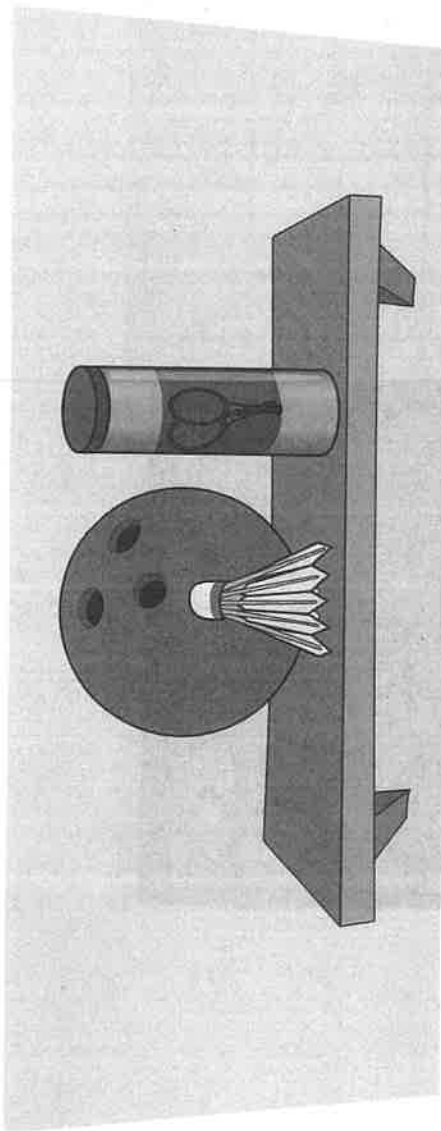
Directions ☆ Have students mark an X on the object above the bed that looks like a cube. Then have them explain how they know they are correct. Then have them draw a shape that looks like a rectangle next to the bed.

Name _____

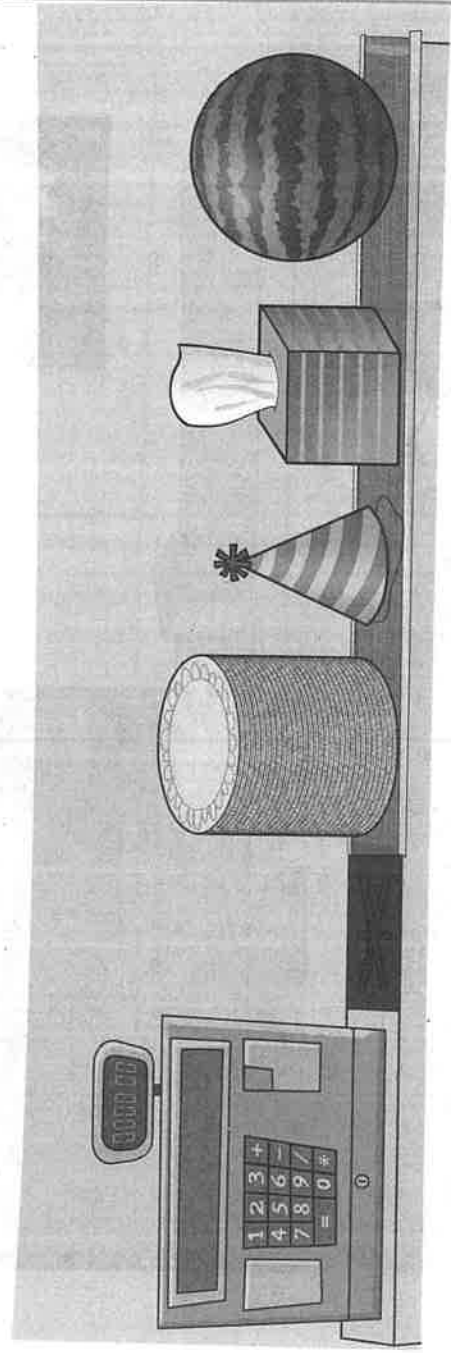


Independent Practice

2



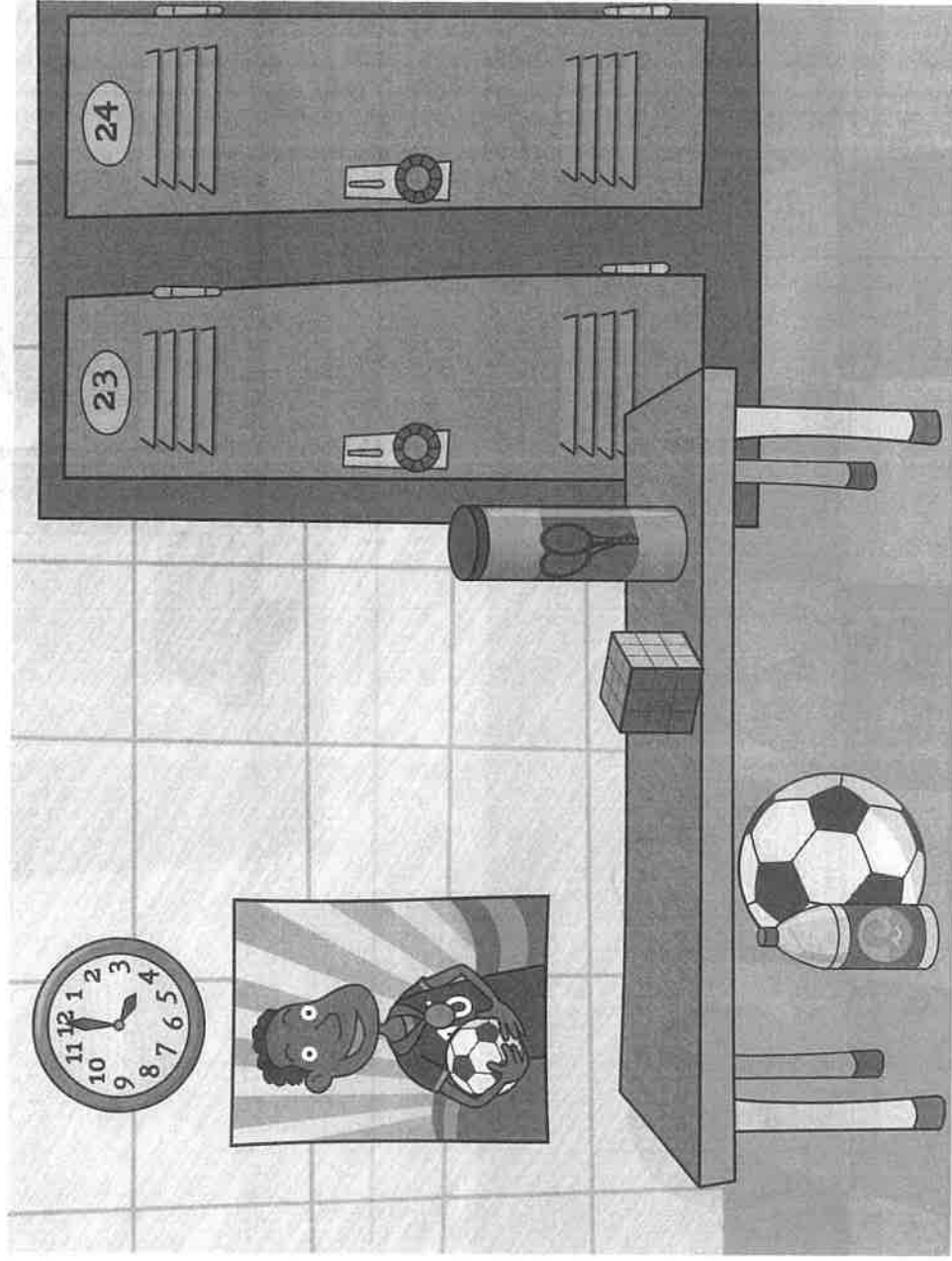
3



Directions Have students name the shapes of the objects in the picture. Then have them mark an X on the object that is behind another object, and is next to the object that looks like a cylinder. Have them explain how they decided which shape to mark. Have students find the object in the picture that is NOT beside the box of tissues, and then mark an X on the solid it looks like on the left. Have them explain why a sphere is NOT the right answer. Then have them name the shape of the objects in the picture.

☆ Math Practices and Problem Solving ☆

© Performance Assessment



Directions Read the problem to students. Then have them use multiple math practices to solve the problem. Say: Carlos wants to tell a friend about different things in the locker room and where they are located. What words can he use? **MP.6 Be Precise** Mark an X on the object that looks like a cylinder that is beside the object that looks like a cube. What words helped you find the correct object? **MP.2 Reason** Carlos says the soccer ball is behind the water bottle. What is another way to explain where the water bottle is? **MP.3 Explain** Carlos describes the rectangle poster as being above the circle clock. Do you agree or disagree? Explain how you know you are correct.

Library Activity for NTI Day 13 for grades K-1

Directions: Circle and complete one of the reading activities on the chart. Then complete the information below.

Read in the car	Read with a flashlight	Read in your pajamas	Read a book and talk about your favorite character	Read a book to a friend
Read a book with someone older than you	Read for 30 minutes	Read outside	Re-read an old favorite book	Have an adult read to you at bedtime
Read in a closet	Read a book with pictures	Read at the public library	Read a book with someone younger than you	Read a book and talk about the setting (the where and when)
Read to a pet or stuffed animal	Read a book by Dr. Seuss	Read a chapter book	Read under a table	Read a book while wearing a hat
Read a nonfiction (true) book	Read in a fort made of blankets	Read at a park	Read a recipe while helping to make food	Read a book and draw a picture of your favorite part

Book Title: _____

Author: _____

Draw or write about your favorite part of the story: