

# NTI DAY 14



Harrison County Schools

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

Grade:   K  

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

**Complete within 2 weeks of returning to school.**

Harrison County Kindergarten  
NTI Day # 14  
Checklist

Reading

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

Math

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

Must Do Specials

- Specials: Social Emotional Learning
- Positive Thinking

**Kindergarten Website for Video Links:**

[sites.google.com/view/harrisonkykinder](https://sites.google.com/view/harrisonkykinder)

ELA Day #14

ELA	Activity	Technology
Phonemic Awareness	-Complete Phonemic Awareness Lesson Checklist	
Guided Reading	-Read "Get the Pets" with your child. -Reading a-z.com Phonics Lesson 12 worksheet -Complete Short vowel e worksheet	
Writing Sight Word Sentence	-Write 2 sentences using words from your sight word list (use writing page included)	
Handwriting	Lowercase Handwriting	Alphabet Recognition: <a href="https://www.youtube.com/watch?v=gB0Zibf4B_U">https://www.youtube.com/watch?v=gB0Zibf4B_U</a>
Grammar	Correct Sentence	
Foundation	Watch videos if able -/wh/ & practice worksheet	/wh/ practice: <a href="https://www.youtube.com/watch?v=TBA-R3Sx1Pc">https://www.youtube.com/watch?v=TBA-R3Sx1Pc</a>

## Phonological Awareness Warm-Up - Day 14

### *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. Answers are in the parentheses.
3. Anytime you see / /, use the sound of the letter or letters instead of the letter name.

Which word does not rhyme?

- get, pet, chick (chick)
- Tam, pat, Sam (pat)
- Tom, pet, set (Tom)
- nets, nap, pets (nap)

What sound do you hear in the middle of the word?

- pet (/e/)
- Tom (/o/)
- nap (/a/)
- net (/e/)

Add a /p/ to the beginning of the nonsense word. What is your new word?

- ets (pets)
- en (pen)
- et (pets)
- ops (pops)

Blend these sounds to make a word. What is the word?

- /T/ /om/ (Tom)
- /t/ /en/ (ten)
- /sn/ /ake/ (snake)
- /s/ /et/ (set)

Take off the /s/ at the end of the word. What is your new word?

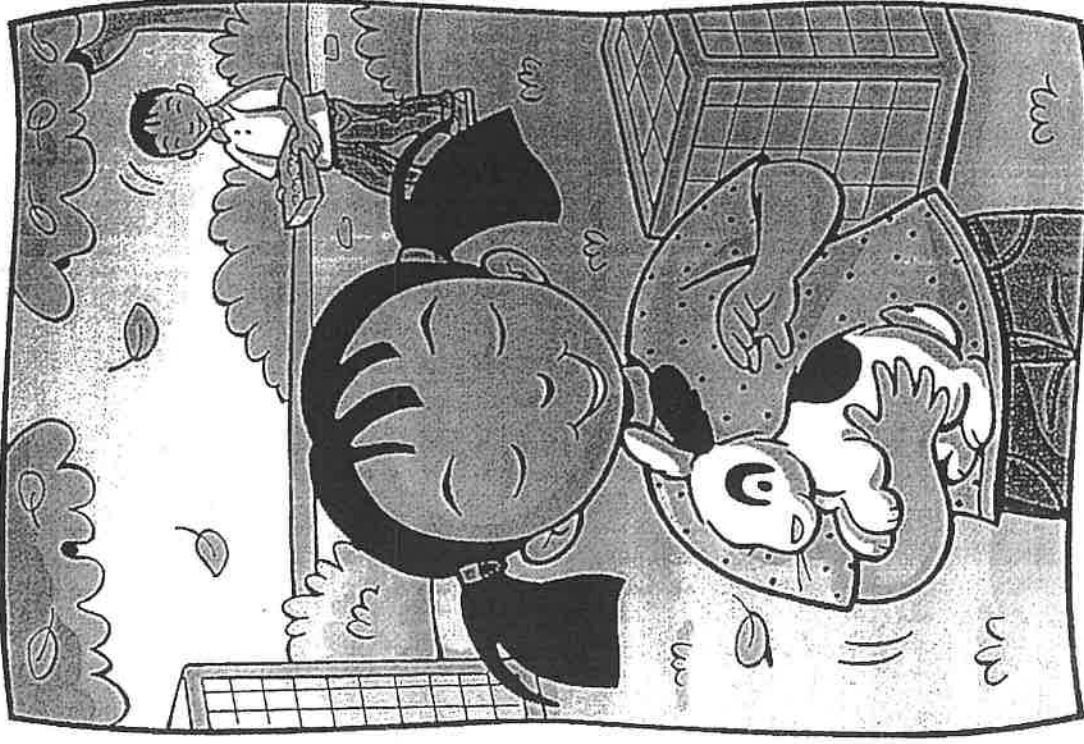
- pets (pet)
- sets (set)
- gets (get)
- nets (net)

# Get the Pets

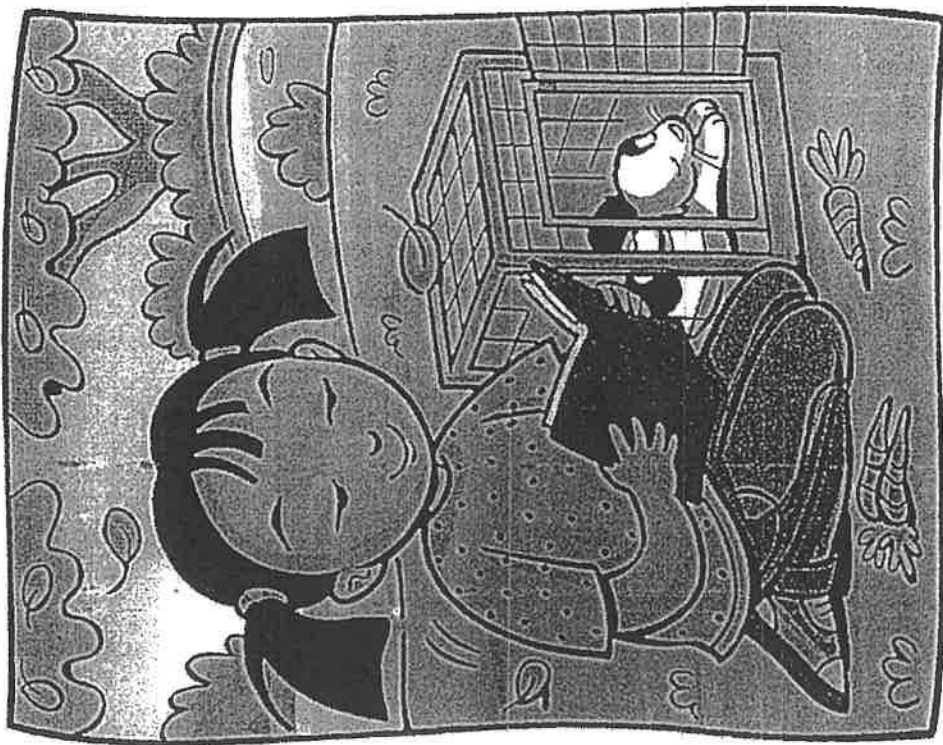


Written by Wayne Miller  
Illustrated by Nora Voutas

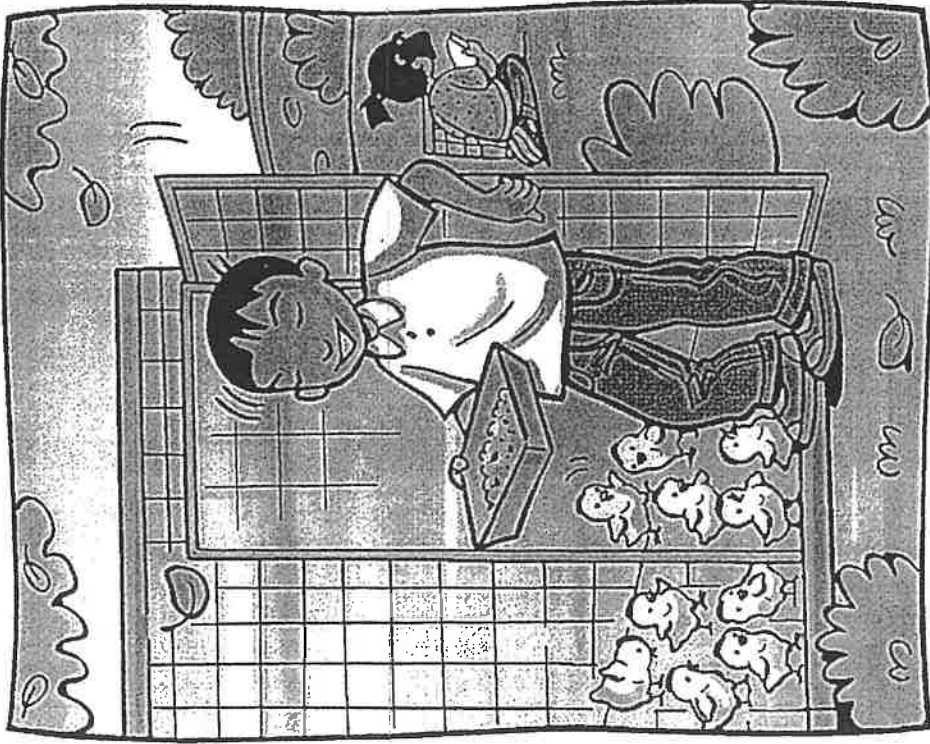
[www.readinga-z.com](http://www.readinga-z.com)



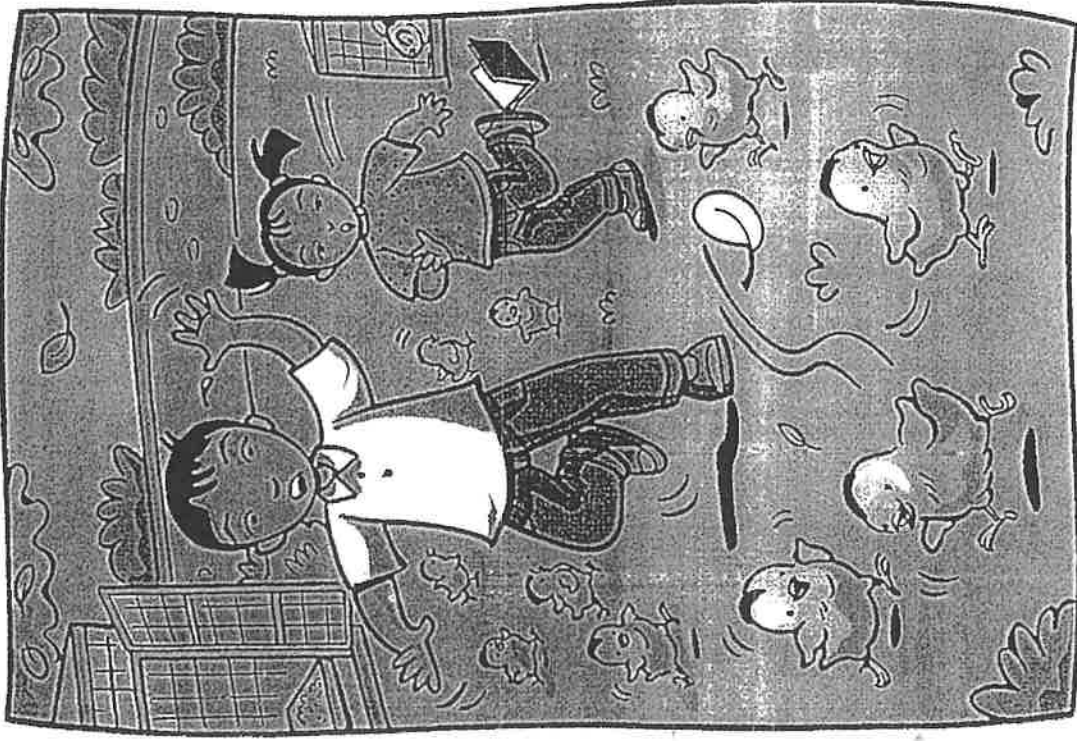
Tam has a pet.  
Tam can pat the pet.



Tam is at the pen.  
A pet is in the pen.  
The pet naps.



Tom has ten pets.  
He sets a pan  
in the pen.



Tom cannot get  
the ten pets.



Tom gets a net.  
Tom gets the pets  
in a net.

## ELEMENTS USED IN THIS BOOK

New phonic element short vowel /e/

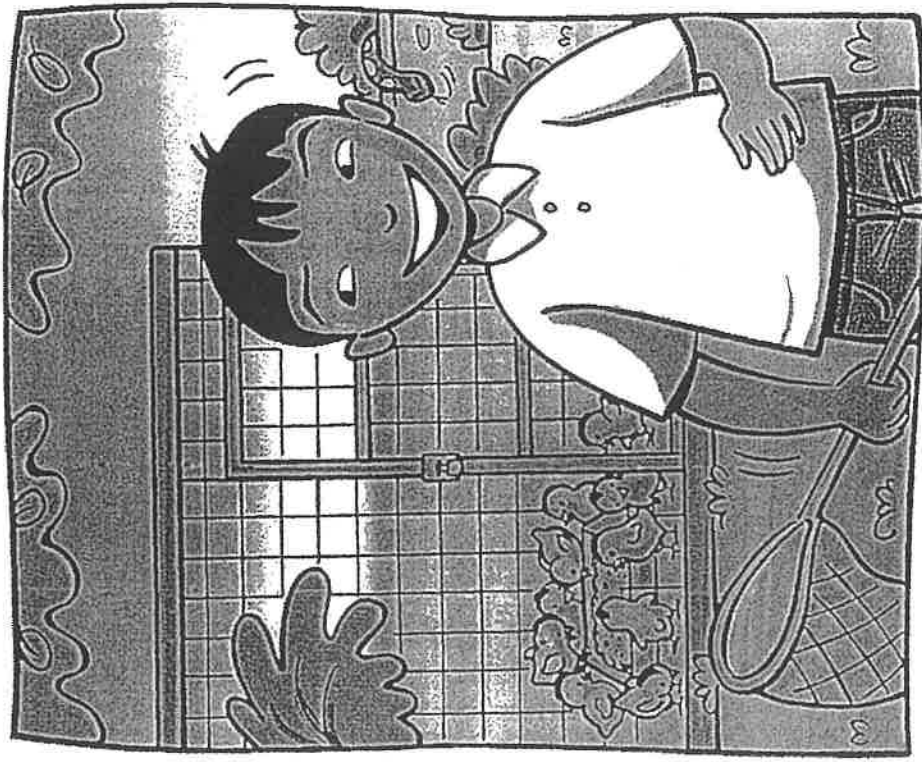
Words with new phonic element net, pen, pet, ten

Reviewed phonic elements n, a, p, m, s, t, o

New high-frequency words are, has

Reviewed high-frequency words a, can, cannot, get, he, in, the

Special considerations plural ending -s; inflectional ending -s



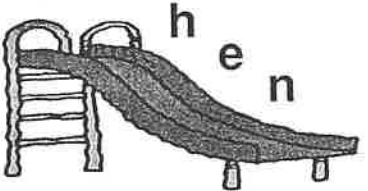
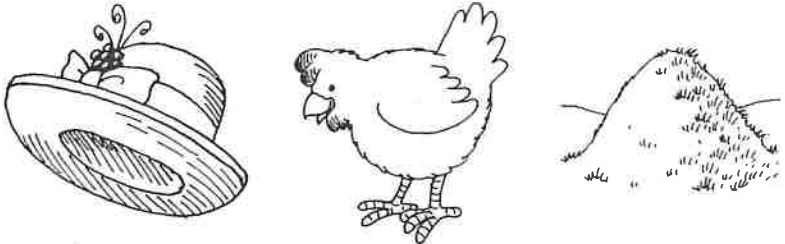
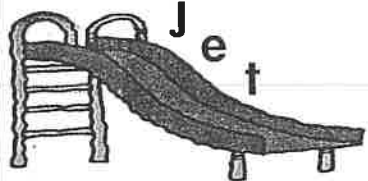

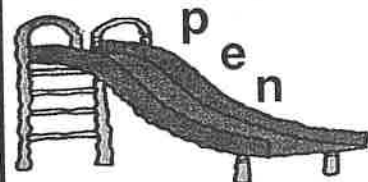



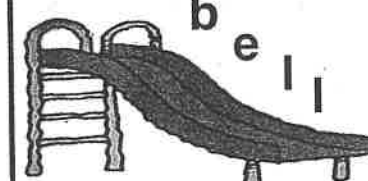
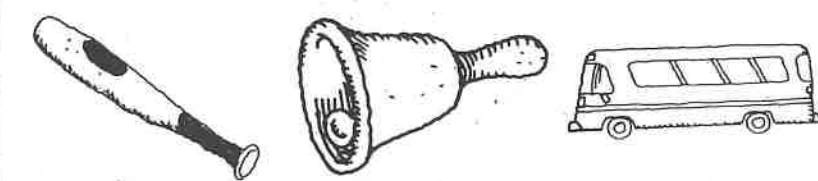
The pets are  
in the pen.  
The pets are  
at the pan.

Get the Pets  
Decodable Book 10  
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Illustrated by Nora Voutas  
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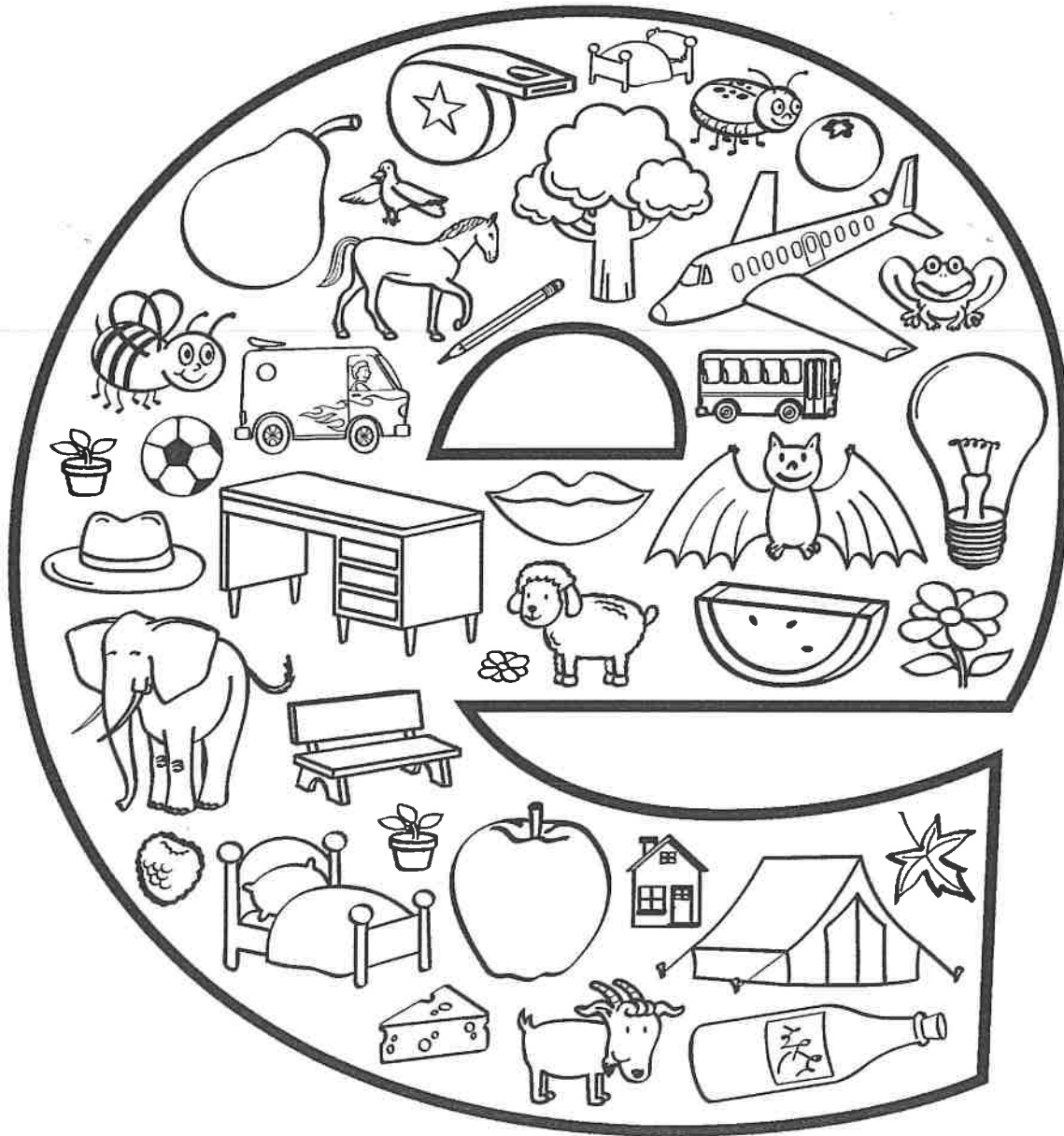
Name \_\_\_\_\_

Slide and read each word. Color the picture it names.

<p>1</p>  <p>h e n</p>	
<p>2</p>  <p>j e t</p>	
<p>3</p>  <p>p e n</p>	
<p>4</p>  <p>w e b</p>	
<p>5</p>  <p>b e l l</p>	

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

Date: \_\_\_\_\_



**Teacher Instructions:** Have students find and circle the pictures that have the short /e/ sound in them.

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



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

Date: \_\_\_\_\_



Name \_\_\_\_\_

Write your letters,

lowercase, 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

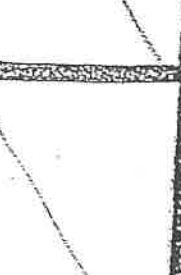
v

w

x

y

z



Write your letters, capital, , 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 writing a letter. It features three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A small black dot is placed in the center of each cell, serving as a starting point for the letter. 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.

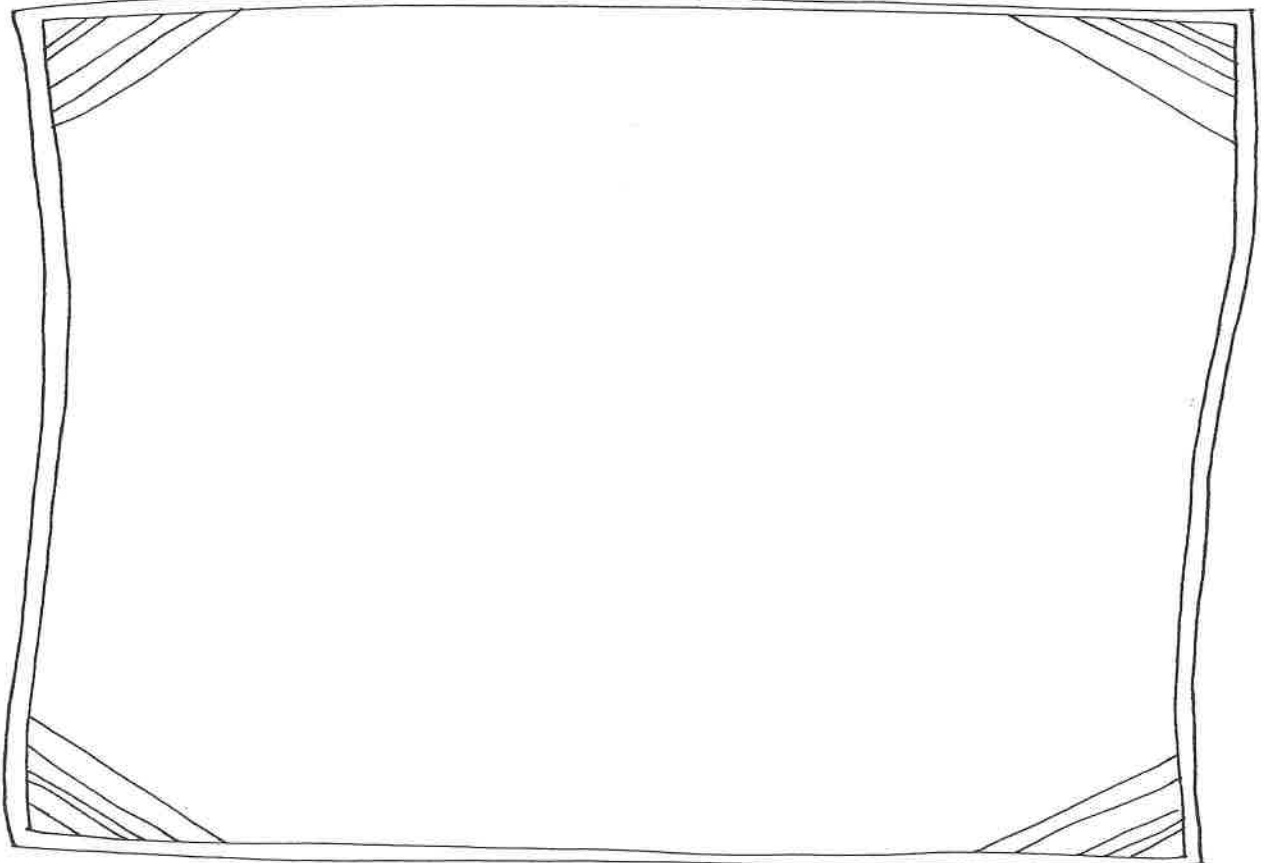
Read the sentence.

how mAny uv the catscAn fit

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.







Circle and color each picture whose name begins with the same sound as **whale**.

<p>1</p>	<p>2</p>	<p>3</p>
<p>4</p>	<p>5</p>	<p>6</p>
<p>7</p>	<p>8</p>	<p>9</p>

Change the first letter of each word to wh. Write the new word, and then read it.

rim

jet

hen

fit

lip

rip

ham

him

rich

den

Math Day #14

Topic	Activity	Technology
Number Talk	14	See kindergarten website for video links
3-D Shape	Shape Monster: graph	3D Shapes I Know <a href="https://www.youtube.com/watch?v=2cg-Uc556-Q">https://www.youtube.com/watch?v=2cg-Uc556-Q</a>
Composing/Decomposing	Cross out the correct number of cars to solve each subtraction.	
Number writing	I Can Write to 20!	
Envision Lesson	13-2	

Name \_\_\_\_\_

Number  
Talk

Number of  
the Day

---+4---

Odd or Even

Number Word

More and Less

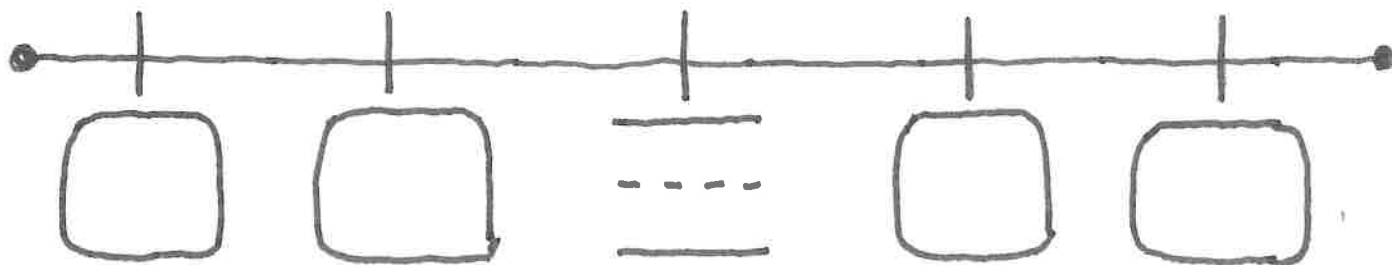
\_\_\_\_ + 1 = \_\_\_\_  
---+1---  
\_\_\_\_

\_\_\_\_ - 1 = \_\_\_\_  
--- - 1 ---  
\_\_\_\_

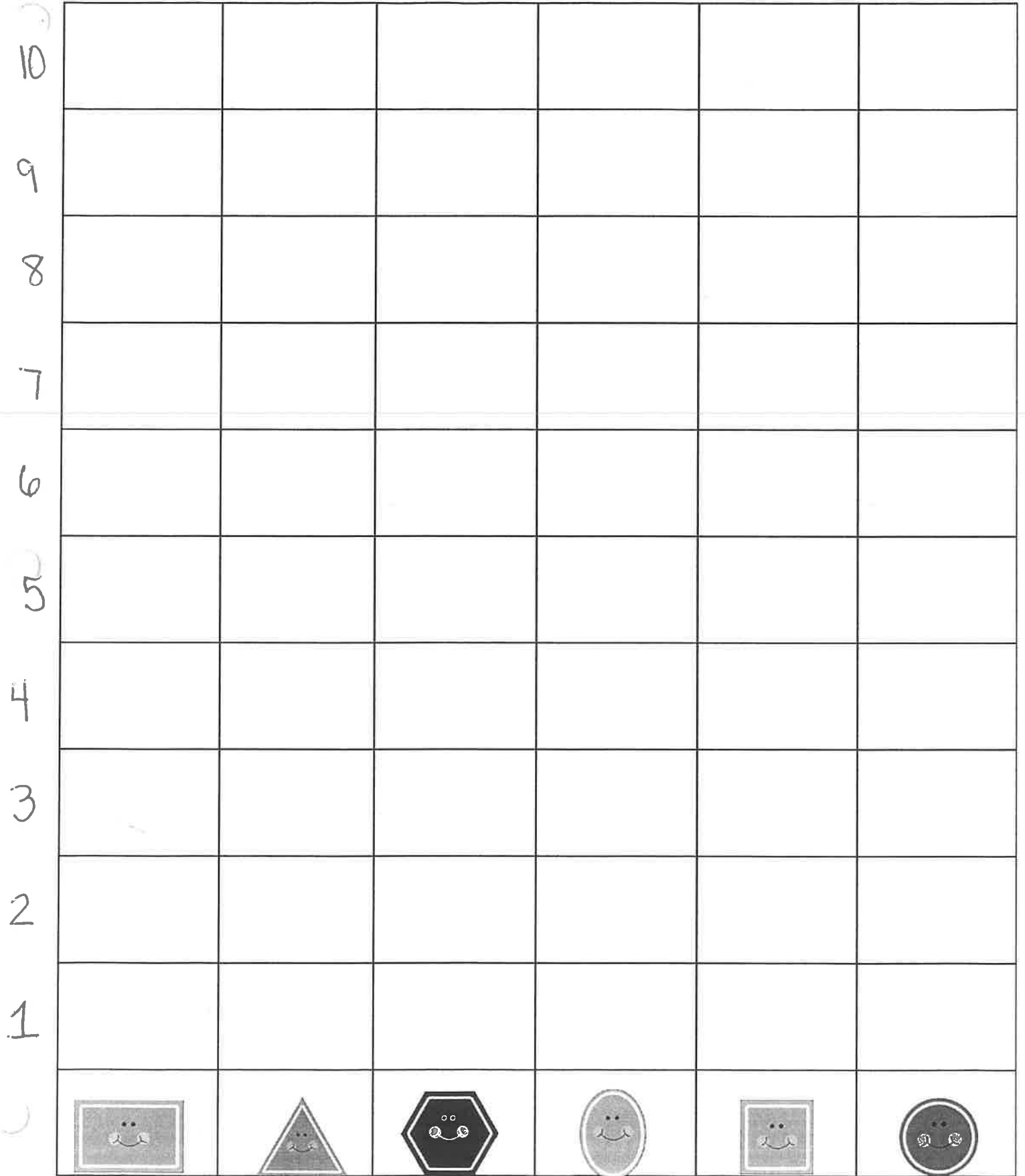
TALLY IT

Draw It

SHOW ON TEN FRAME

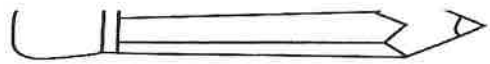



# SHAPE MONSTER GRAPHING!



Color 1 box for each shape used. Start at bottom.

Name \_\_\_\_\_



Cross out the correct number of cars to solve each subtraction.

$3 - 2 =$

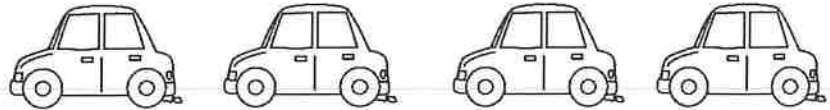
1



$5 - 3 =$



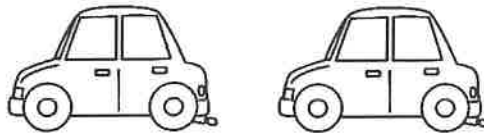
$4 - 1 =$



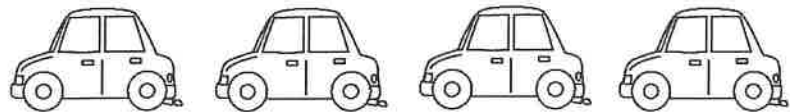
$5 - 4 =$



$2 - 2 =$



$4 - 3 =$

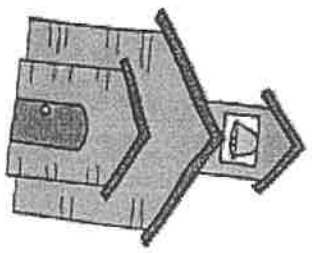


$5 - 1 =$

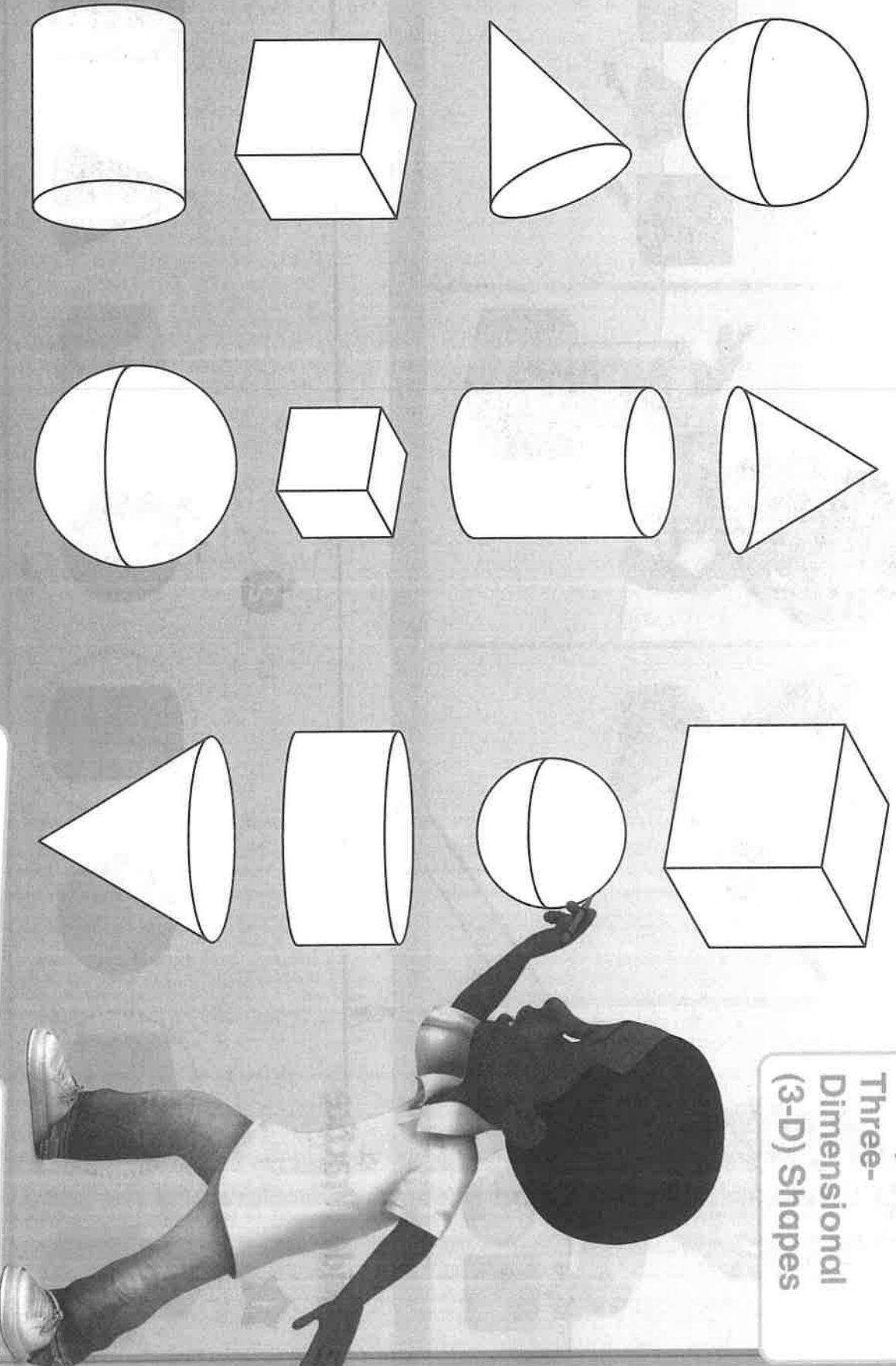


Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I can write to 20!




**Lesson 13-2**  
**Analyze and Compare Three-Dimensional (3-D) Shapes**



**Directions** Say: Jackson wants to find a solid figure. The solid figure has flat sides and it rolls. Color the solid figures that match the description.

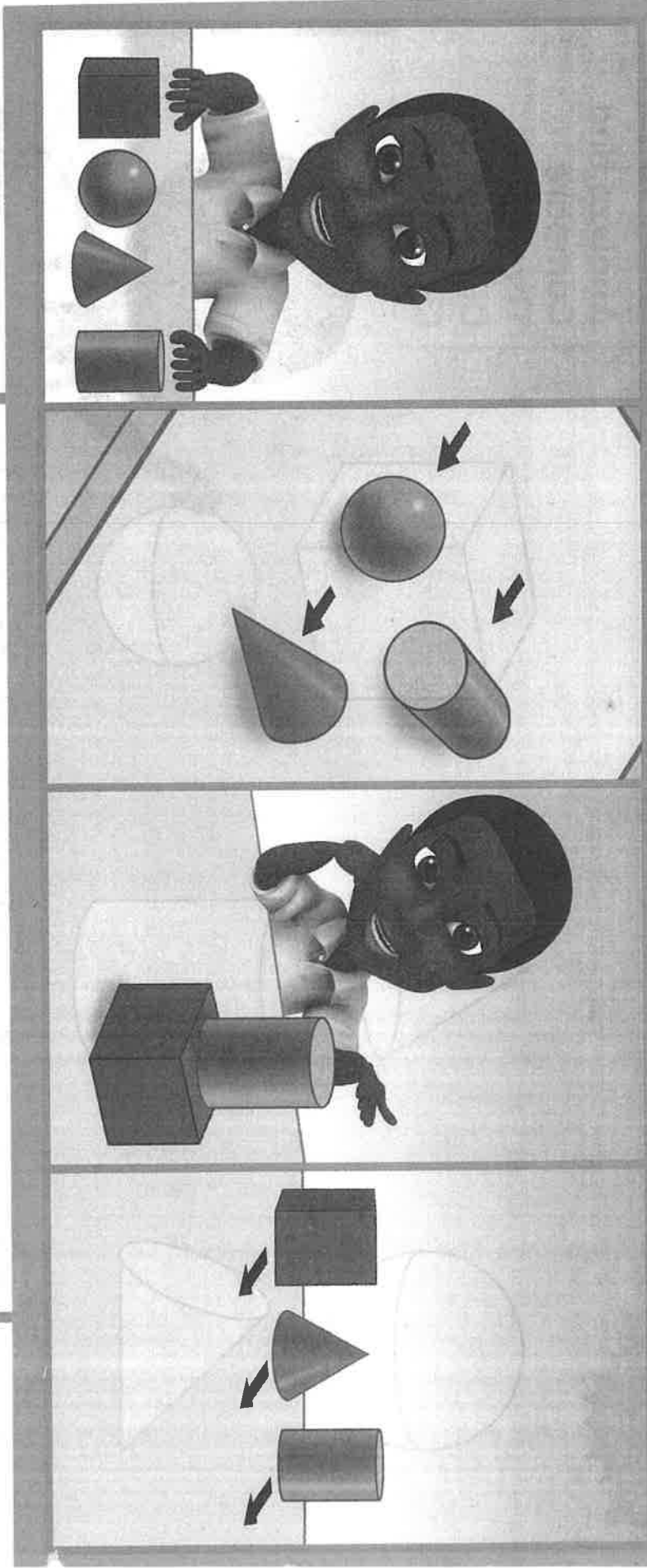
**I can ...**

analyze and compare 3-D shapes.

**Content Standards**

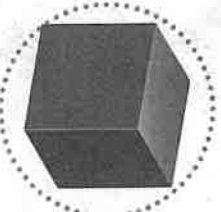
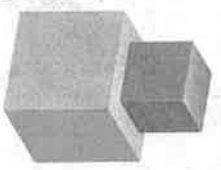
K.G.B.4  
 Mathematical Practices  
 MP.1, MP.2, MP.3, MP.7



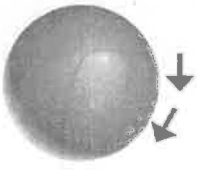


### ★ Guided Practice ★

1



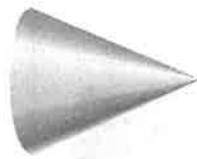
2



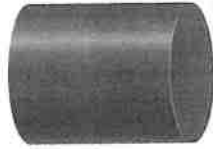
**Directions** Have students: ★ look at the stacked solid figures on the left, and then draw a circle around the other solid figures that stack; ● look at the rolling solid figure on the left, and then draw a circle around the other solid figures that roll.

Name \_\_\_\_\_

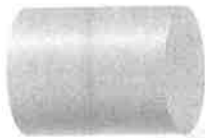
3



4



5



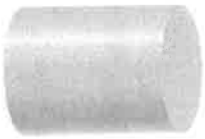
6



7



8

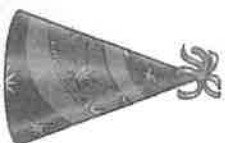
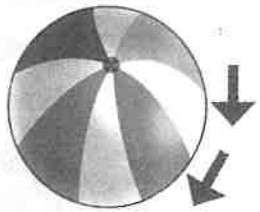


**Directions** Have students: **3** look at the sliding solid figure on the left, and then draw a circle around the other solid figures that slide; **4** look at the stacked solid figures on the left, and then draw a circle around the other solid figures that stack; **5** draw a circle around the solid figure that rolls and stacks; **6** draw a circle around the solid figures that slide and roll; **7** draw a circle around the solid figures that stack and slide. **8 Math & Science** Have students draw a circle around the solid figure that does NOT stack or slide. Then ask them what motion would cause a sphere to roll.

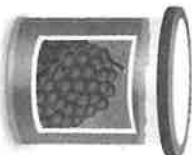
# Independent Practice

Tools Assessment

9



10



11

12



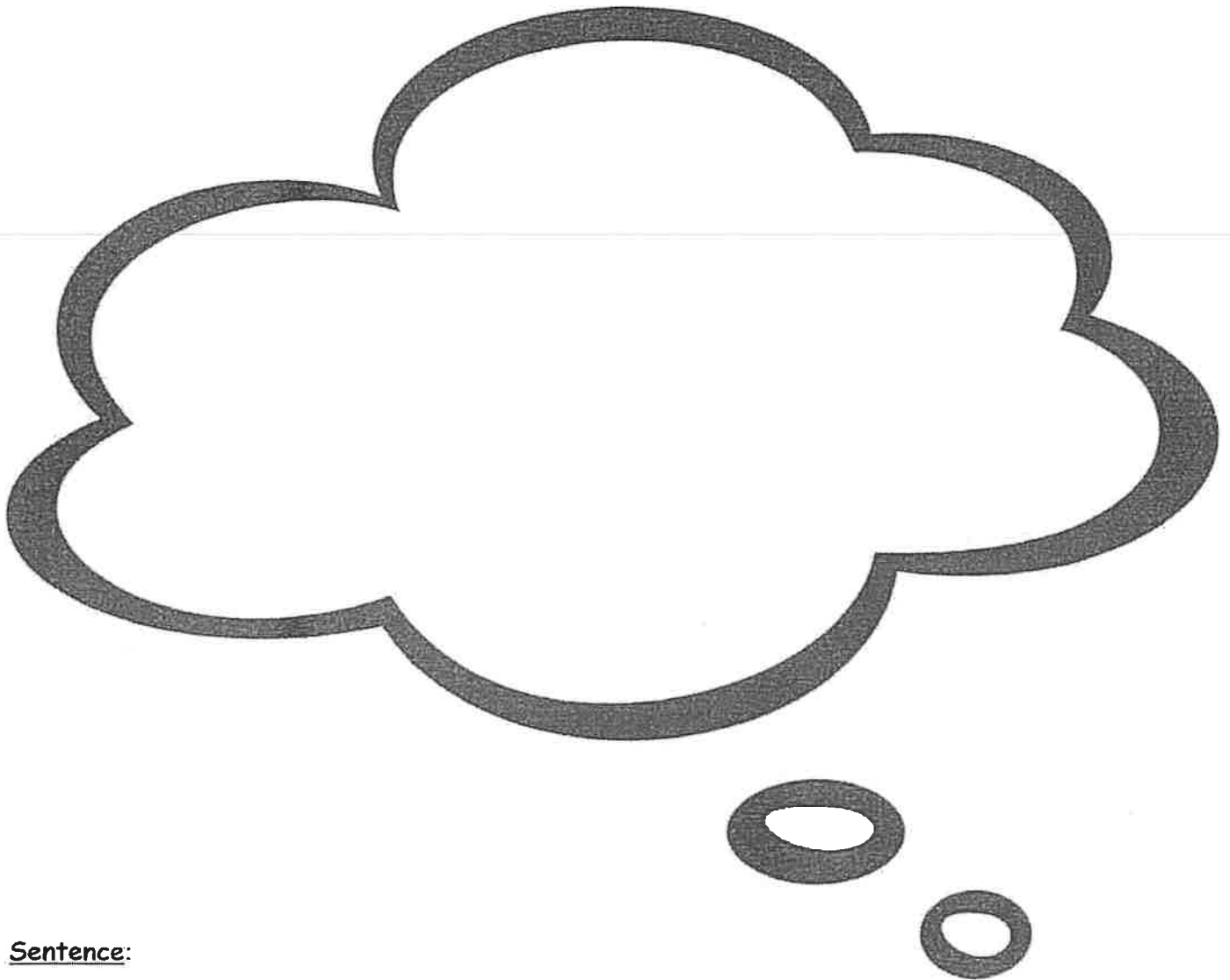
**Directions** Have students: look at the rolling object on the left, and then draw a circle around the other objects that roll; look at the sliding object on the left, and then draw a circle around the other objects that slide. **Higher Order Thinking** Have students draw 2 solid figures that can stack on each other. **Higher Order Thinking** Have students draw a circle around the cube, and then explain why the other solid is NOT a cube.



Social/Emotional Learning - Positive Thinking  
Kindergarten

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

Directions: Thoughts are powerful! Think of a happy/positive thought you can have when things aren't going your way. Draw a picture of your thought in the thought bubble and write a sentence describing your positive thought.



Sentence:

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