

NTI DAY 17



Harrison County Schools

Name: _____

Grade: K

Teacher: _____

Complete within 2 weeks of returning to school.

Harrison County Kindergarten
NTI Day # 17
Checklist

Reading

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

Math

- Number Talk
- Measurement
- Composing/Decomposing
- Number Writing
- Envisions Lesson

Must Do Specials

Specials: Music

- Mrs. Mattill's Music Notes

Kindergarten Website for Video Links:

sites.google.com/view/harrisonkykinder

ELA Day #17

ELA	Activity	Technology
Phonemic Awareness	-Complete Phonemic Awareness Lesson Checklist	
Guided Reading	-Read "I Can Hop" with your child. -Reading a-z.com Phonics Lesson 12 worksheet -Complete "-ot" worksheet	-ot Word Family: https://www.youtube.com/watch?v=E2ZghKzfJE0
Writing Sight Word Sentence	-Write 2 sentences using words from your sight word list (use writing page included)	
Handwriting	-Write uppercase letters	
Grammar	-Correct sentence worksheet	
FUNdations	-Watch videos if able -/ch/ worksheets	CVC Letter i: https://www.youtube.com/watch?v=13clYehVJHo /ch/ digraph: https://www.youtube.com/watch?v=FWg2uzAuSe4

Phonological Awareness Warm-Up - Day 17

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:

Which word does not rhyme?

- hop, mop, me (me)
- dots, pop, spots (pop)
- is, pop, hop (is)
- see, hop, key (hop)

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

- cannot (2)
- am (1)
- rabbie (2)
- pop (1)

Add an /am/ to the end of the first sound. What is the word?

- /s/ (Sam)
- /p/ (Pam)
- /h/ (ham)
- /r/ (ram)

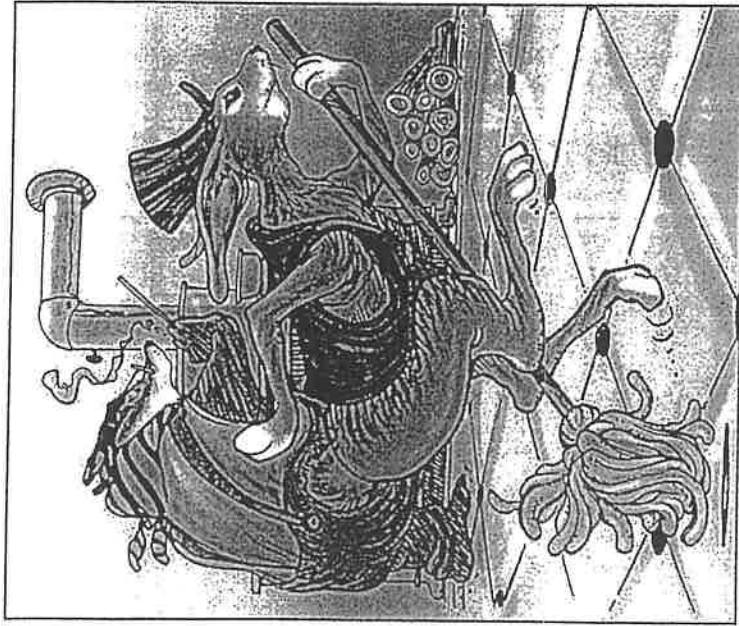
Listen to the word. Take away the first sound. What is the new nonsense word?

- dots (ots)
- hop (op)
- pot (ot)

Tell me the sounds, not the letters, that you hear in the word. How many sounds are in that word?

- hop (/h/ /o/ /p/, 3)
- not (/n/ /o/ /t/, 3)
- see (/s/ /e/, 2)
- mops (/m/ /o/ /p/ /s/, 4)

I Can Hop

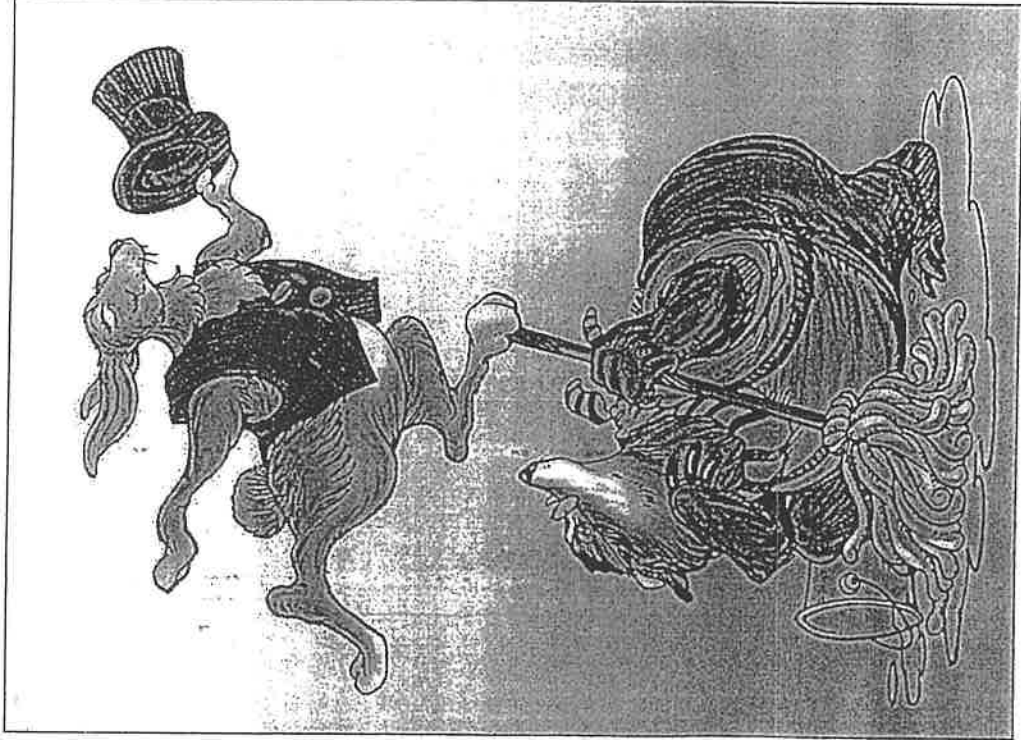


Written by Oliver Henderson
Illustrated by Joel Snyder

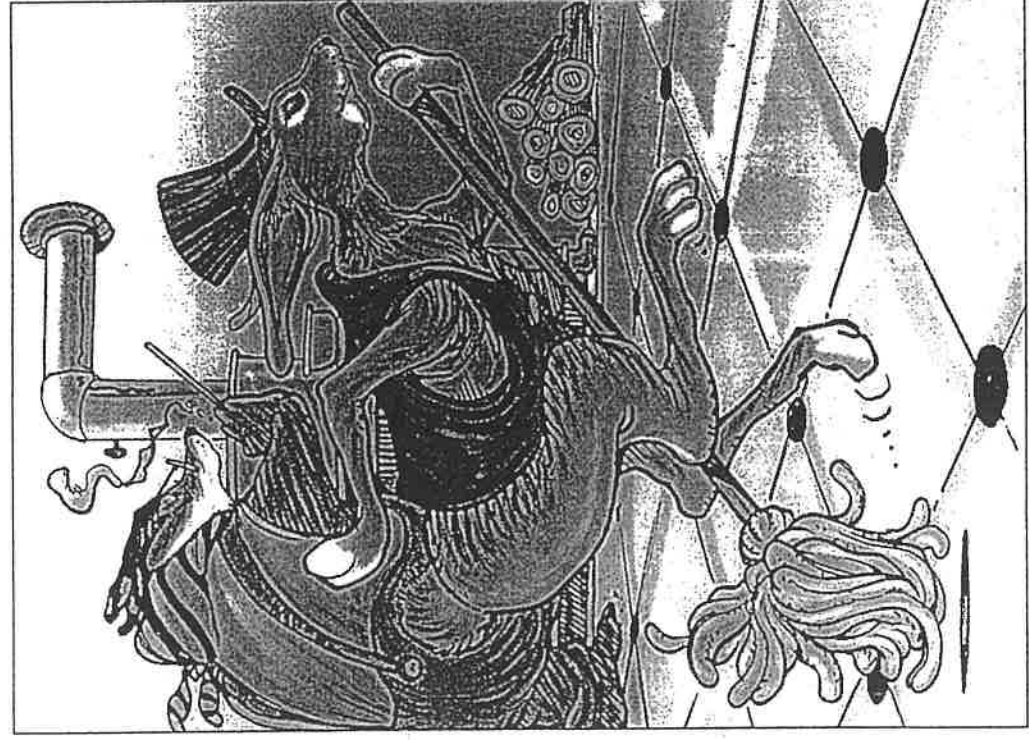
www.readinga-z.com



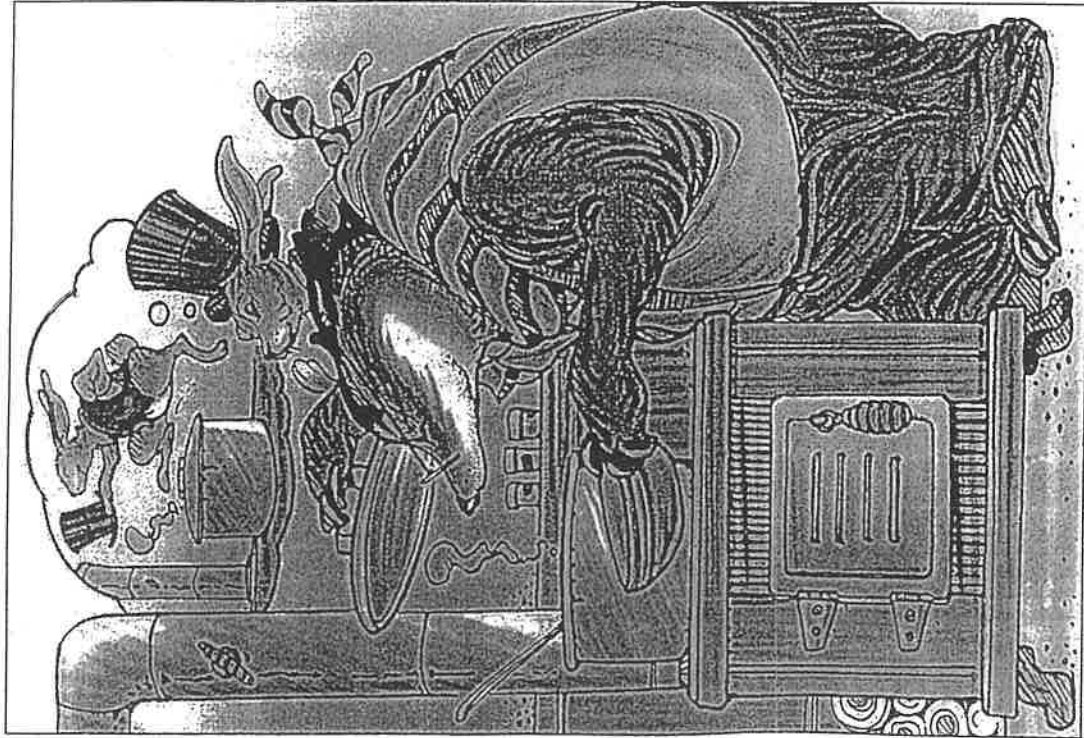
I can hop.
Pop cannot hop.
See me hop on the dots.



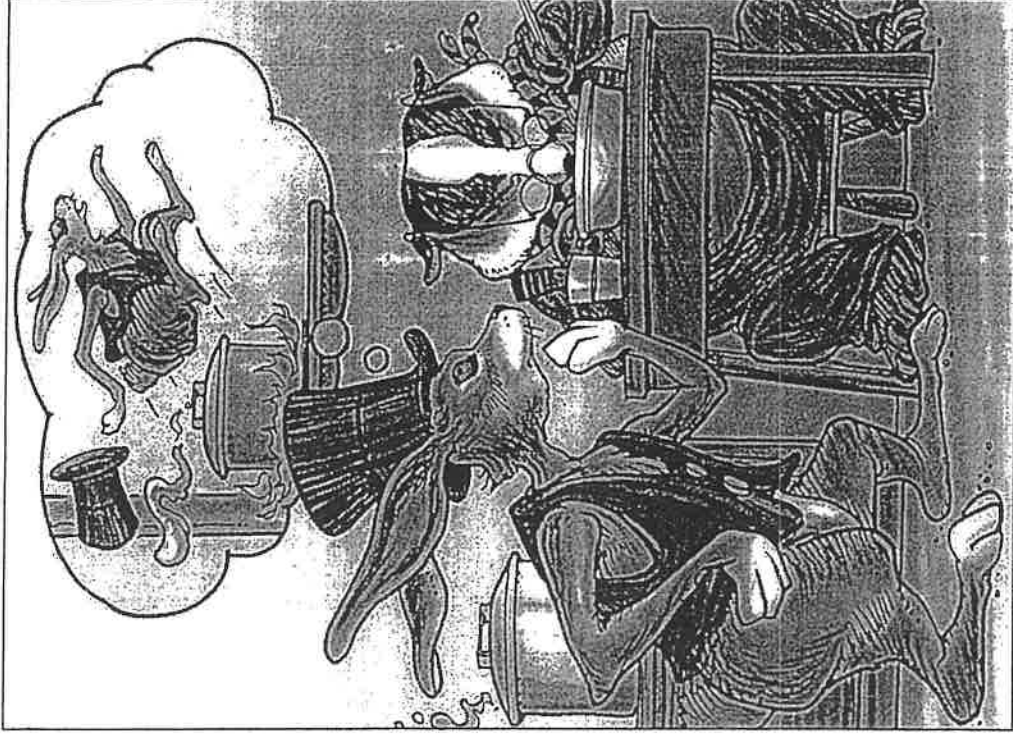
I can hop on top
of a mop.
See me hop on a mop.



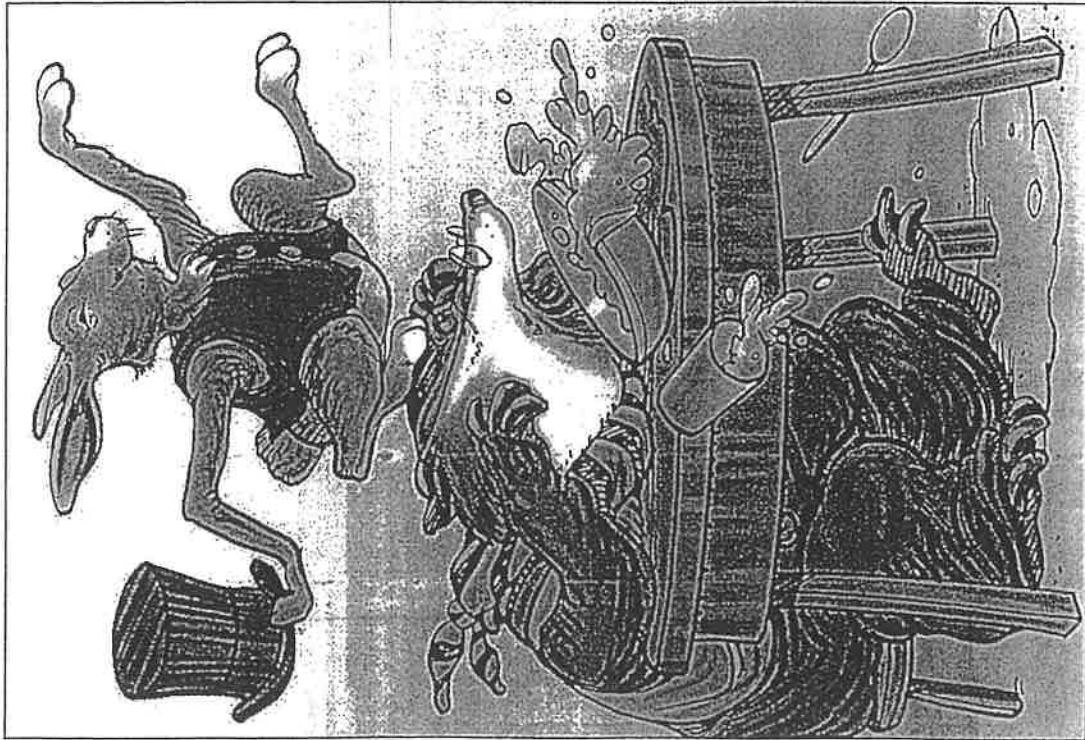
I can get a mop and
hop on the dots.
Hop, hop, hop.



Can I hop on top
of a pot?



No, I cannot hop
on a pot.
The pot is too hot!



I can hop on Pop.
 See me hop on Pop.

ELEMENTS USED IN THIS BOOK

Phonograms -op,-ot

Phonogram words dot, hop, hot, mop, Pop,
 pot, top

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

New high-frequency words me, of, too

Reviewed high-frequency words can, cannot, get, I, is, on,
 see, the

Special considerations plural ending -s

I Can Hop
 Decodable Book 12
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 Written by Oliver Henderson
 Illustrated by Joel Snyder

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Name: _____

Date: _____

p m t n d h

— o t

— o p

— o t

— o p

— o t

— o p

— o t

— o p

— o t

— o p

— o t

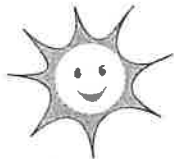
— o p

Teacher Instructions: Have students write each letter from the box at the beginning of each rime. Ask them to circle each combination that makes a real word. Then have students read the words.

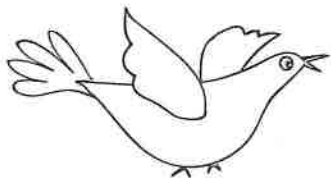
ot

Read the story and fill in the missing "ot" words from the word bank.

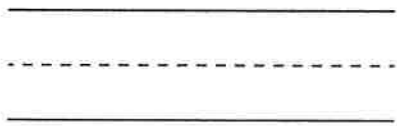
hot pot got lots



It was a very _____ day. The bird



_____ was very thirsty. He found a



_____ of water that had

very little water. So he _____ many

stones  and put them in the pot.

Soon the water came up and he

got _____ of water to drink.



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

Writing Sight Word Sentence Day #17

Name: _____

Date: _____



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 writing a lowercase letter. The grid is bounded by a decorative, textured border. Inside each cell, there are three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A small black dot is placed on the middle dashed line in each cell to indicate the starting point for writing. The letters to be written are lowercase, from A to Z, as indicated by the text on the left. The grid is currently blank, ready for the student to practice their handwriting.

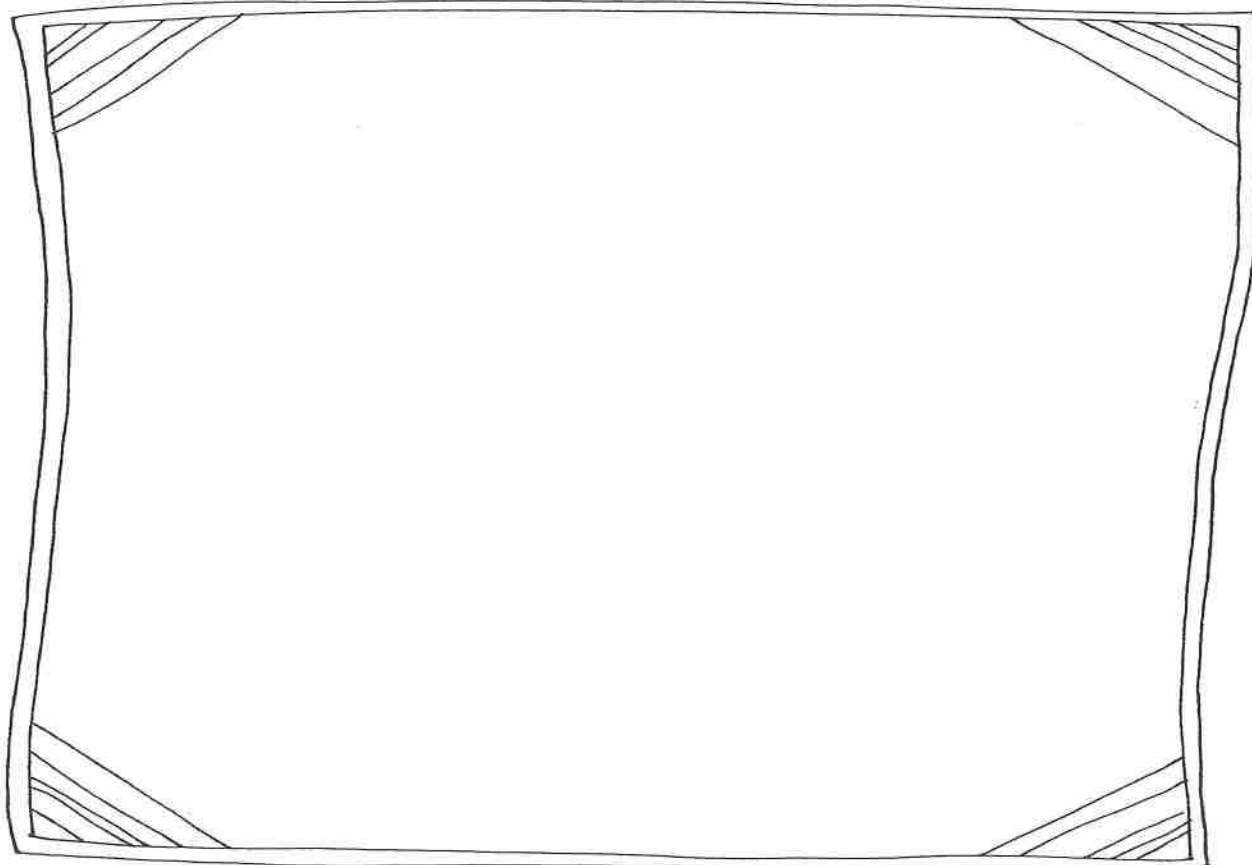
Read the sentence.

will tab be bIg likeyour CAT

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.



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

lap

hop

had

cat

lip

mop

Write the word under the matching picture.

Chad

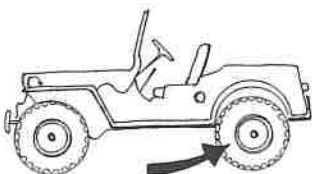
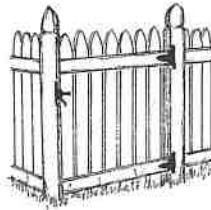
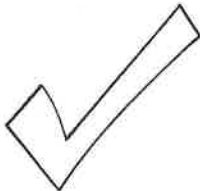
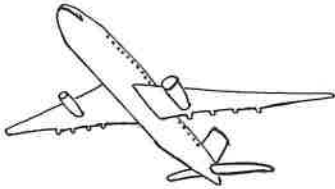
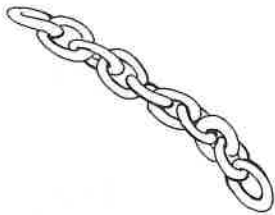
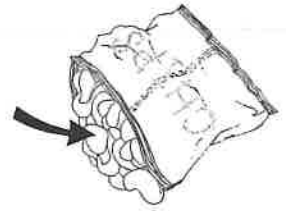
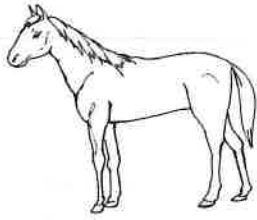
chip

chop



ch says /**ch**/ as in 

In each row, circle the picture whose name begins with **ch**.



Math Day #17

Topic	Activity	Technology
Number Talk	17	See kindergarten website for video links
Measurement	Measurement Assessment: Length	https://www.youtube.com/watch?v=zsv7bYSrzMU Math for Kids Measurement
Composing/Decomposing	On the Farm Addition Addition Reteaching	https://www.youtube.com/watch?v=ch7Kzl3n2Zk Jack Hartman- Number Pairs
Number writing	Counting Fun Writing numbers 1-20	
Envisions Lesson	Envisions 14-2 Capacity Lesson	

Name _____

Number
Talk

Number of
the Day

-- 7 --

Odd or Even

Number Word

More and Less

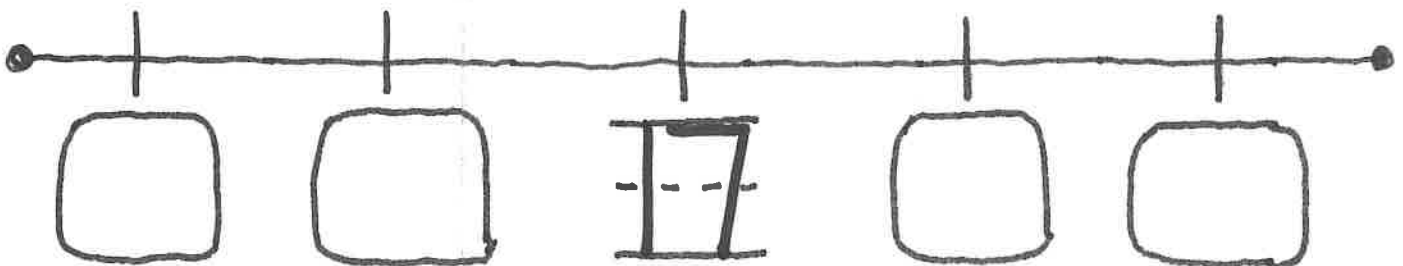
$$7 + 1 = \underline{\quad}$$

$$7 - 1 = \underline{\quad}$$

TALLY IT

Draw It

SHOW ON TEN FRAME

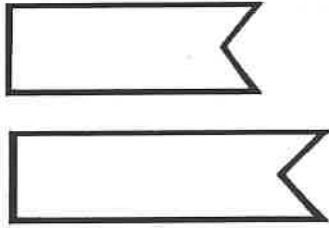


Name: _____

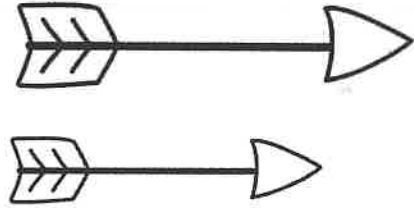
Date: _____

Measurement Assessment: Length

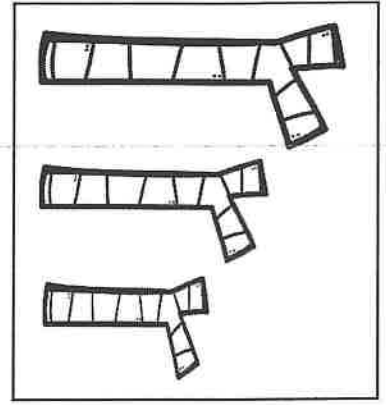
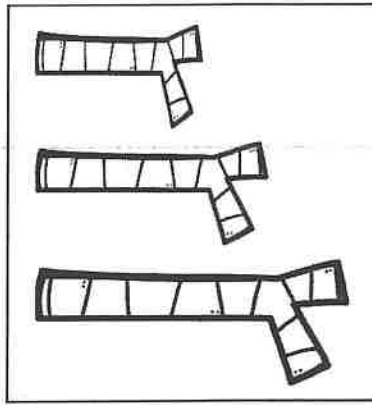
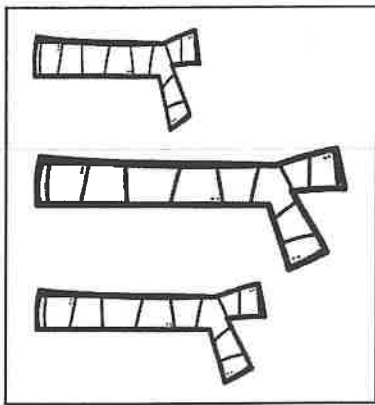
1. Circle the shorter one.



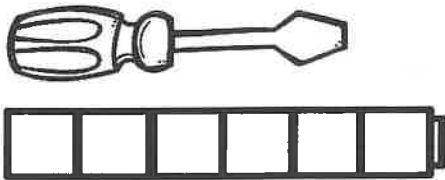
2. Circle the longer one.



3. Which one shows items in order from shortest to longest?

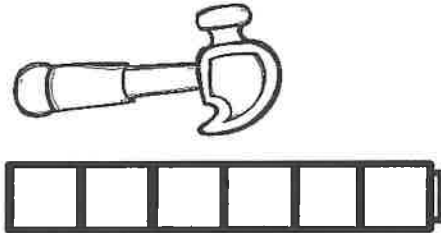


4. How long is the screwdriver?



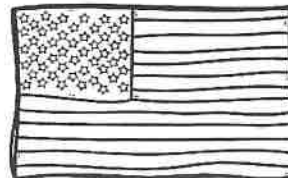
It is _____ cubes long.

5. How long is the hammer?

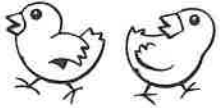


It is _____ cubes long.

7. Circle two things you could use to measure how long your shoe is.



On the Farm



2

+

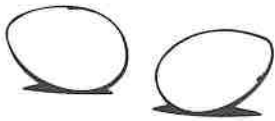


2

=

in all
4

Count. Write how many in all.



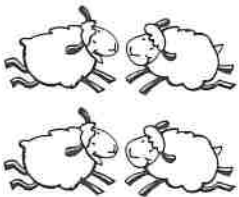
2

+



=

in all



+



=

in all



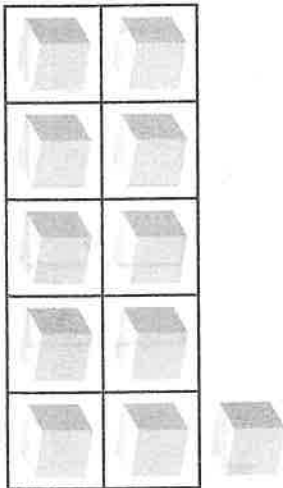
+



=

in all

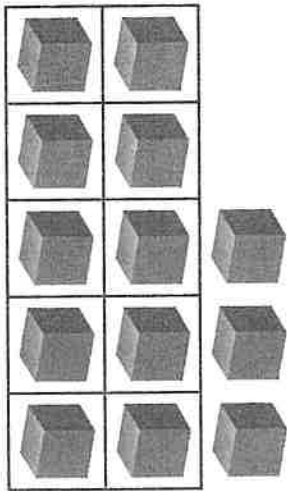
Set A



$$10 + 1 = 11$$

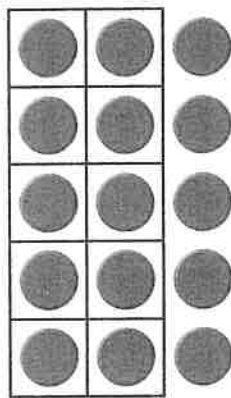


Reteaching

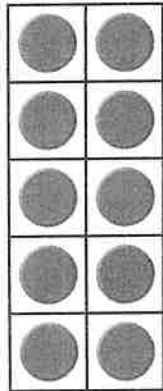


$$10 + 3 = 13$$

Set B



$$10 + 5 = 15$$



$$10 + 5 = 15$$



Directions Have students: ★ write an equation to match the blocks. Then have them tell how the picture and equation show 10 ones and some more ones; 🍏 draw counters to show 16, and then write an equation to match the picture. Then tell how the picture and equation show 10 ones and some more ones.

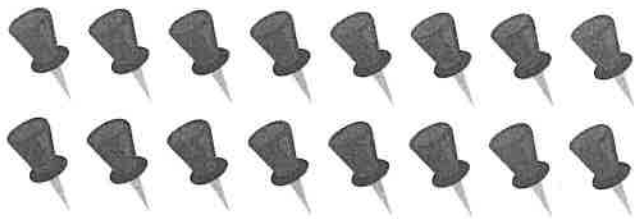
Counting Fun

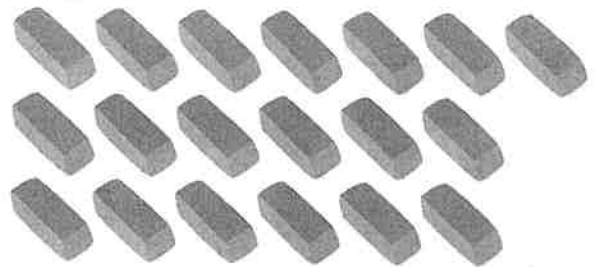
Count. Write how many.

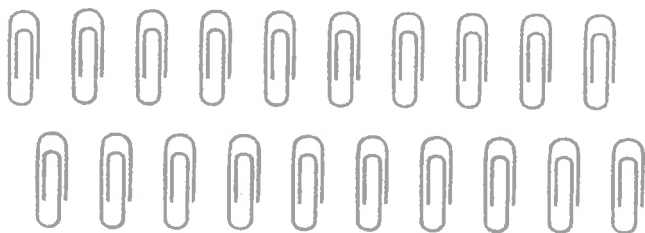


12

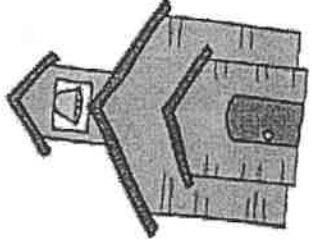






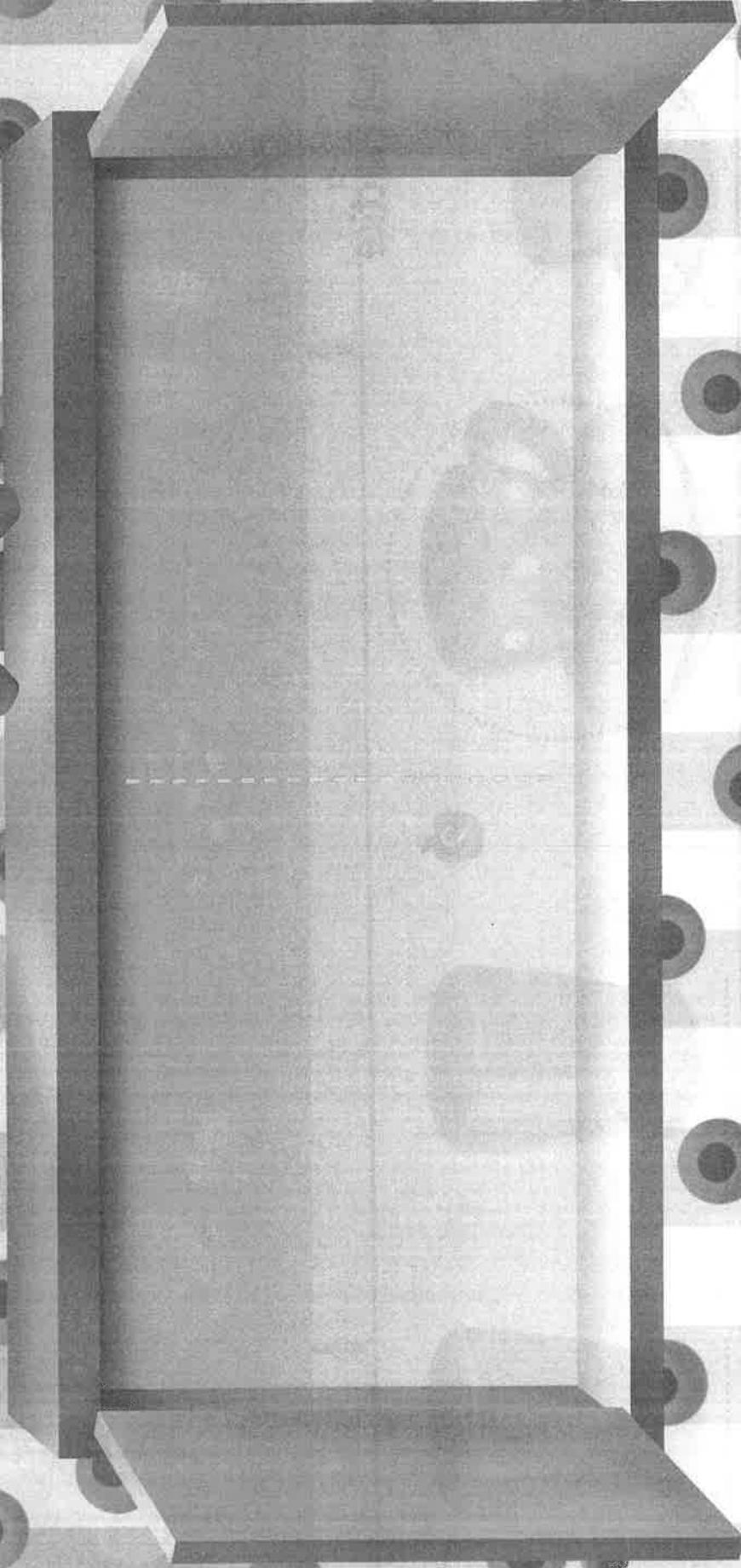






I can write to 20!

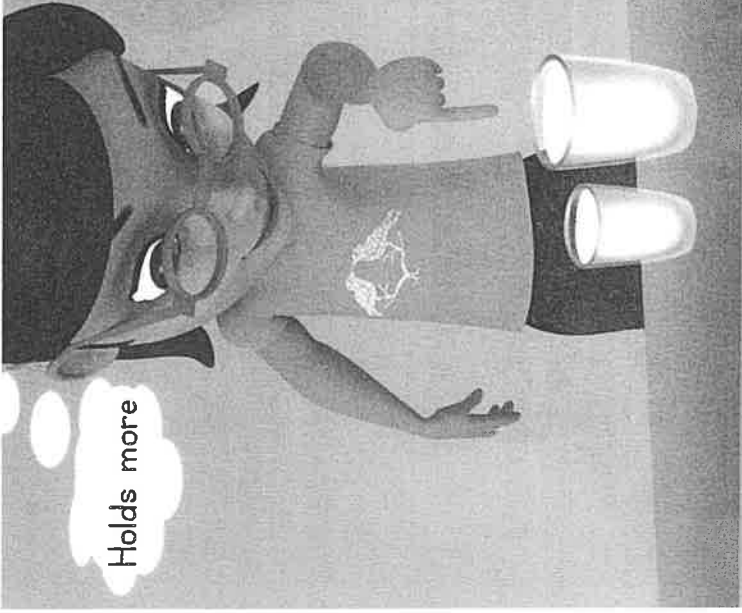
Compare by Capacity 14-2



Directions Say: *Marta has 2 cups. She wants to use the cup that holds more. How can she find out which cup holds more? Glue the cup that holds less on the left side of the workmat and the cup that holds more on the right side.*

I can compare objects by capacity.

Content Standards
K.MD.A.2
Mathematical Practices
MP.2, MP.3, MP.6, MP.8



Holds more

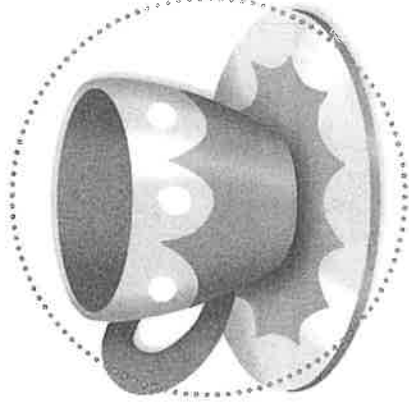
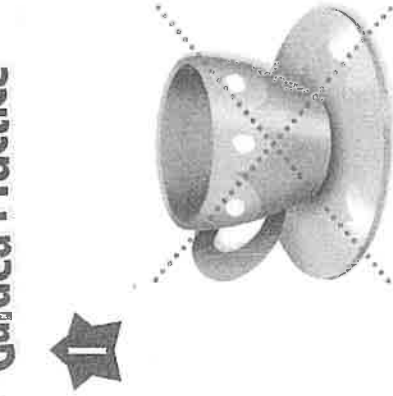


Holds less

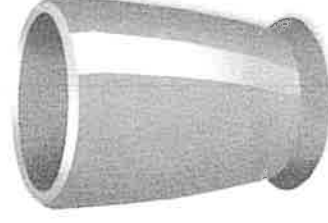
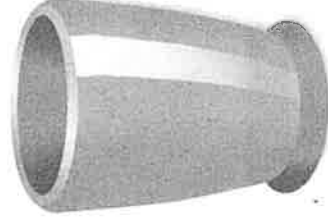


Holds the same

☆ Guided Practice

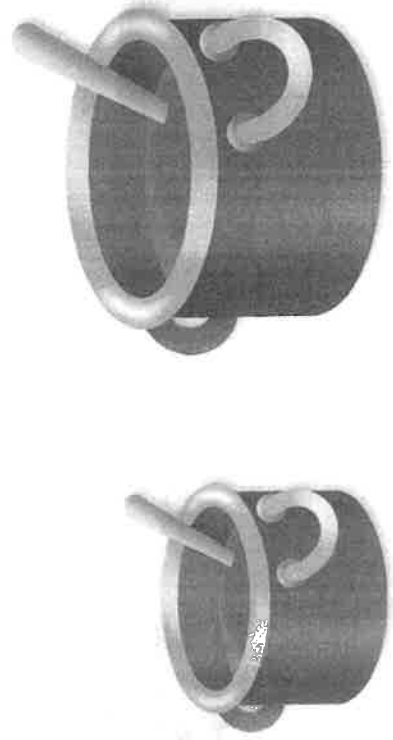


2

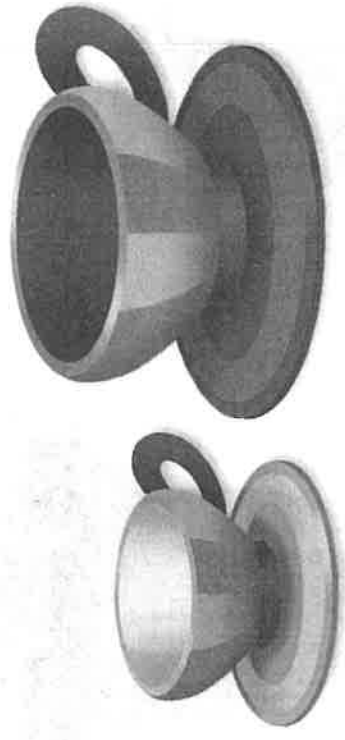


Directions ✂ and ✂ Have students draw a circle around the cup that holds more and mark an X on the cup that holds less, or underline the cups if they hold the same amount.

3



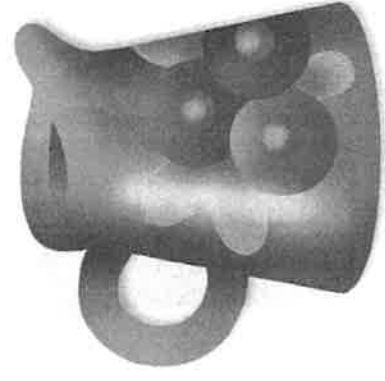
4



5



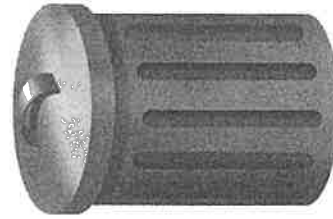
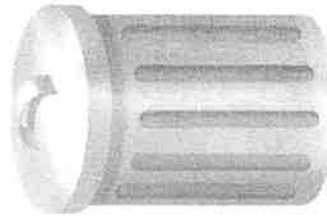
6



Directions 3-4 Have students draw a circle around the container that holds more and mark an X on the container that holds less, or underline the containers if they hold the same amount.



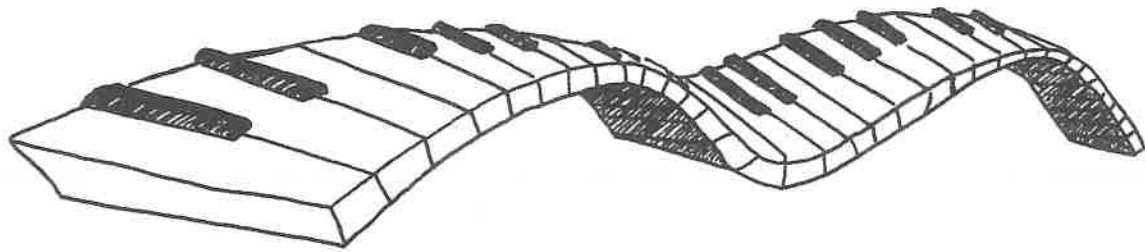
8



10



Directions 7 and 8 Have students draw a circle around the container that holds more and mark an X on the container that holds less, or underline the containers if they hold the same amount. 9 **Vocabulary** Have students draw a circle around the container that has a greater **capacity** and mark an X on the container that has a smaller **capacity**, or underline the containers if they have the same **capacity**, and then explain how they know. 10 **Higher Order Thinking** Have students draw a container that holds less than the container shown.



Ms. Mattill's Music Notes

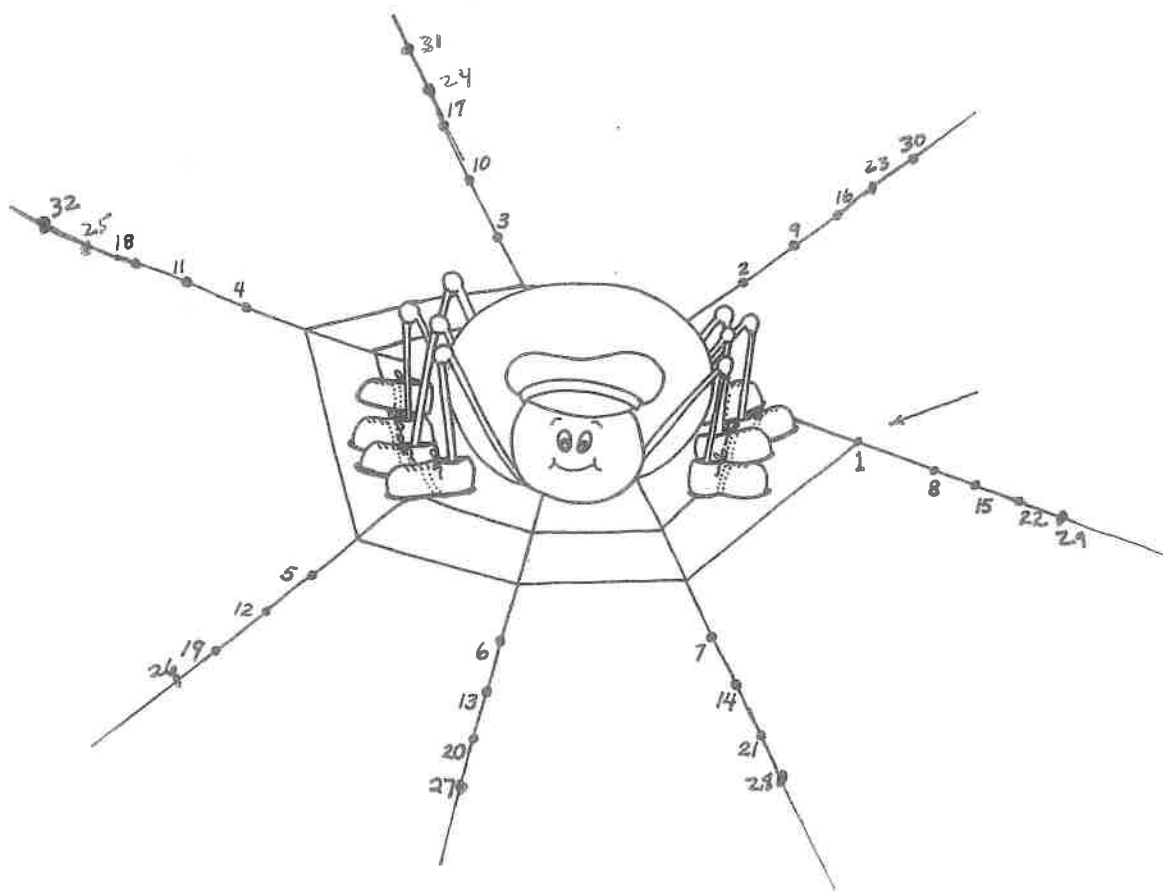
Kindergarten NTI Day 17

This week you will be singing or saying nursery rhymes together.

- Sing the song "The Itsy Bitsy Spider"
- Turn this page over and point to beat while you sing the song.
- Complete the dot-to-dot puzzle below if you would like.

Bonus Tip for parents—The number of dots equals the number of beats in the song!!

Connect the dots.



THE it'sy bitsy SPIDER

Name: _____

Track the beat as you sing the song:

