

NTI DAY 19



Harrison County Schools

Name: _____

Grade: K

Teacher: _____

Complete within 2 weeks of returning to school.

Harrison County Kindergarten
NTI Day # 19
Checklist

Reading

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

Math

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

Must Do Specials

Specials: Social-Emotional Learning

- Diversity

Kindergarten Website for Video Links:

sites.google.com/view/harrisonkykinder

ELA Day #19

ELA	Activity	Technology
Phonemic Awareness	-Complete Phonemic Awareness Lesson Checklist	
Guided Reading	-Read "A Fat Hat" with your child. -Reading a-z.com Phonics Lesson 13 worksheet -'Ff' coloring worksheet	
Writing Sight Word Sentence	-Write 2 sentences using words from your sight word list (use writing page included)	
Handwriting	-Write lowercase letters	
Grammar	-Correct sentence worksheet	
FUNdations	-Watch videos if able -/sh/ or /ch/ practice worksheet	CVC Words Letter O: https://www.youtube.com/watch?v=tkYDoNKit6o I love to rhyme: https://www.youtube.com/watch?v=RVophT8naUM

Phonological Awareness Warm-Up - Day 19

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, fat, hat (get)
- pot, dot, Tom (Tom)
- Pam, tree, see (Pam)
- mop, Pam, Sam (mop)

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

- hat (/a/)
- dot (/o/)
- fad (/a/)
- get (/e/)

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

- om (mom)
- et (met)
- ap (map)
- at (mat)

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

- /T/ /om/ (Tom)
- /P/ /am/ (Pam)
- /tr/ /ee/ (tree)
- /h/ /at/ (hat)

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

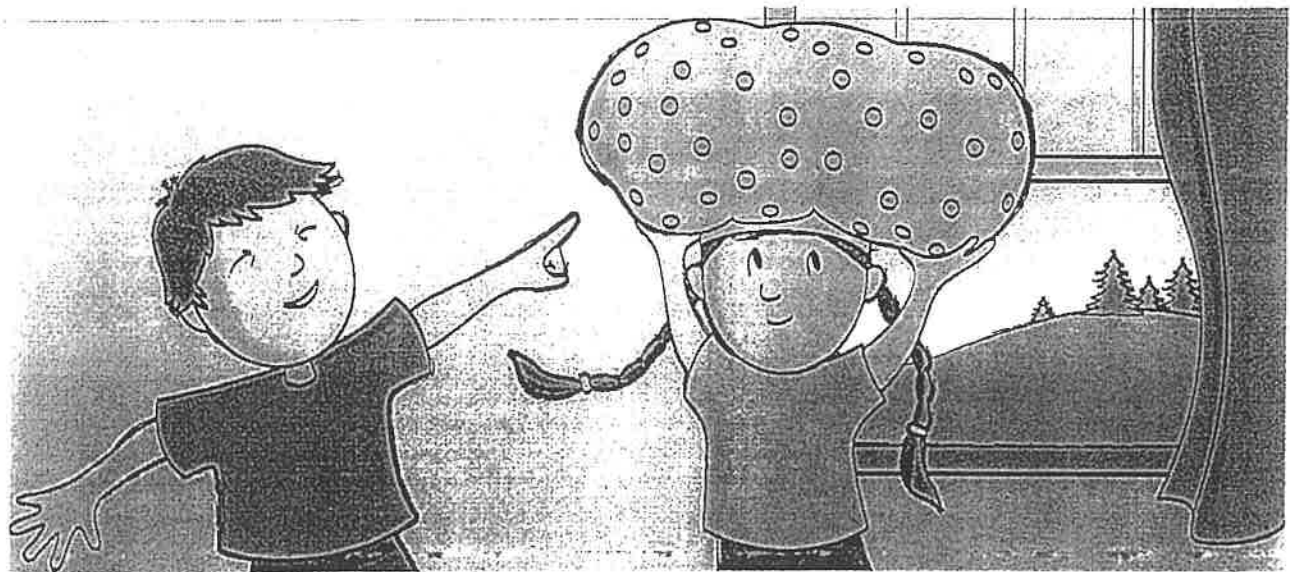
- hats (hat)
- dots (dot)
- gets (get)
- fads (fad)

A Fat Hat

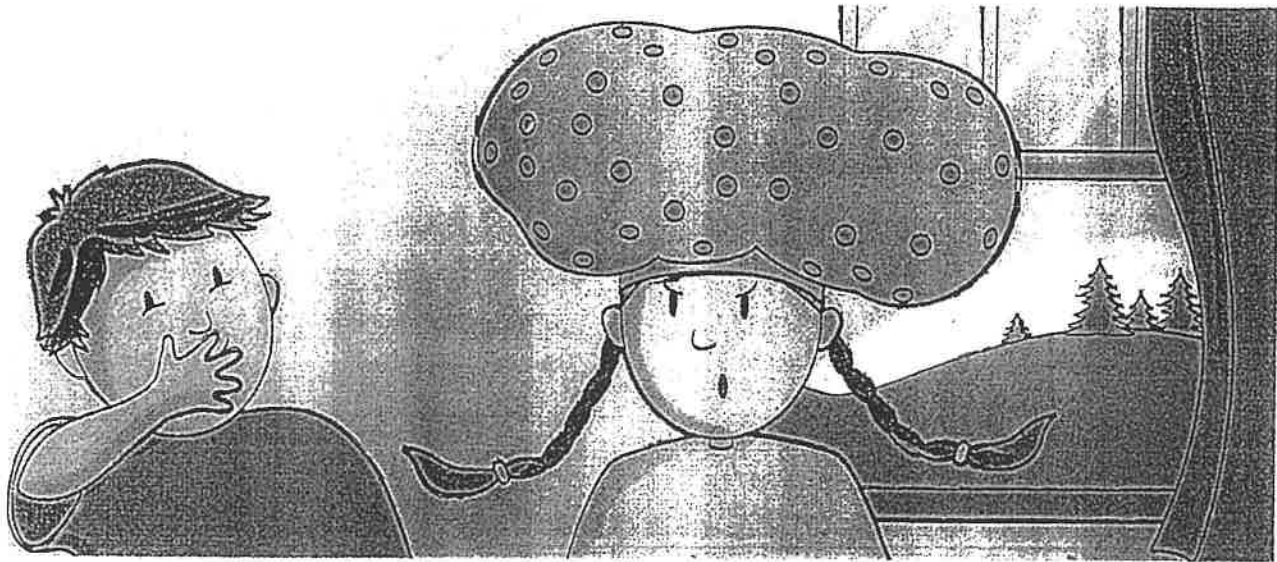


Written by Robert Charles • Illustrated by Signé Nordin

www.readinga-z.com

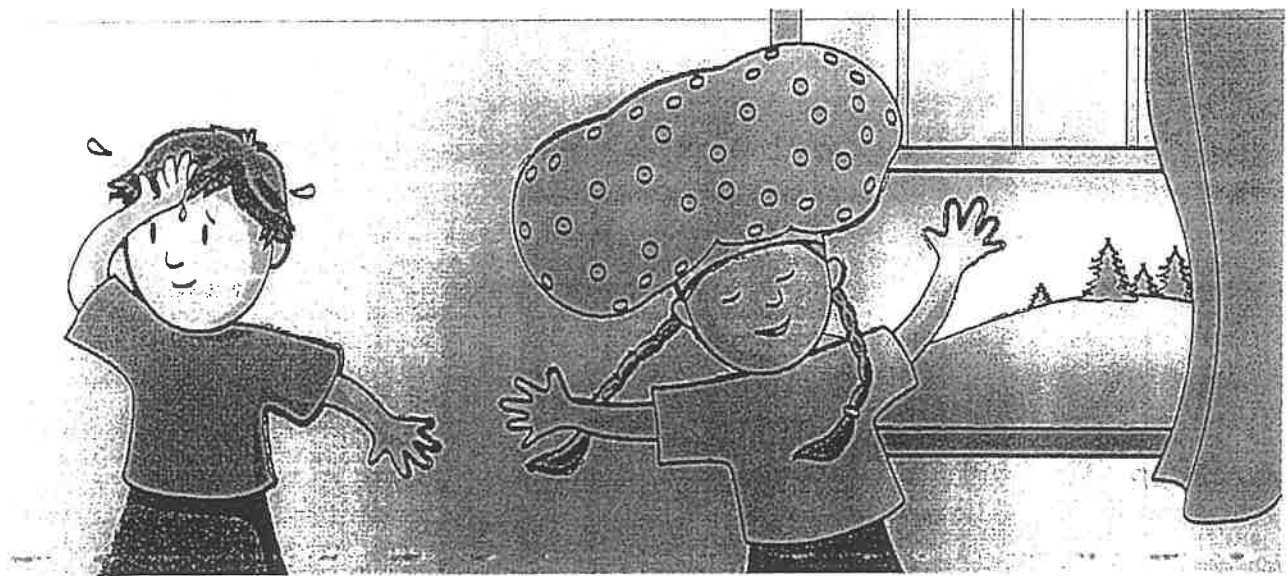


The hat is on Pam.
“That hat is fat,” said Tom.

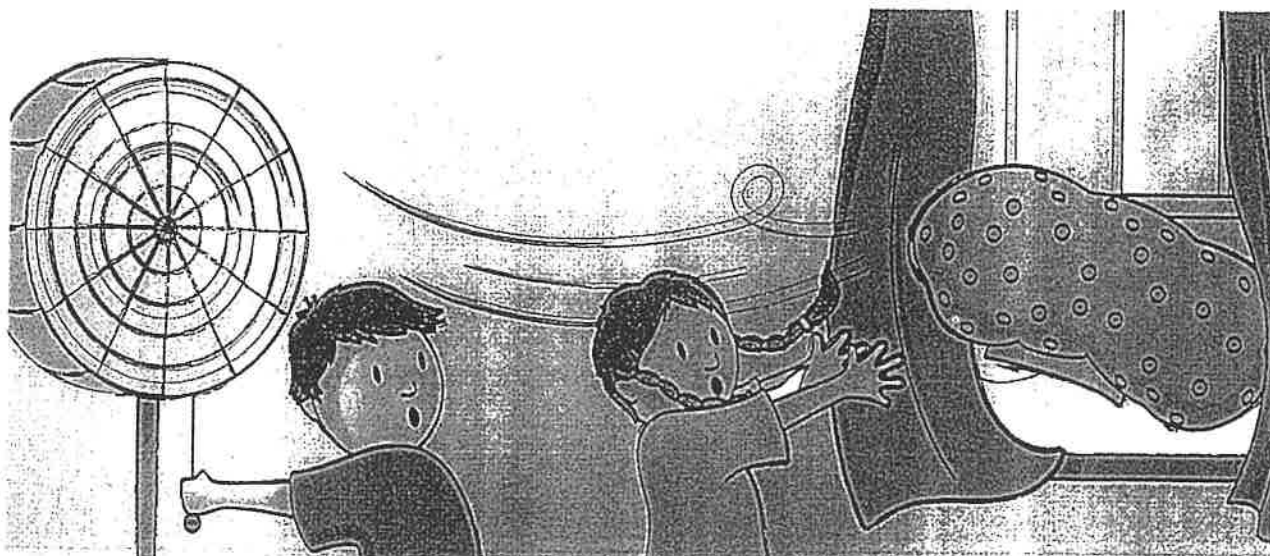


“The hat is not fat,” said Pam.
“It has dots.”

4

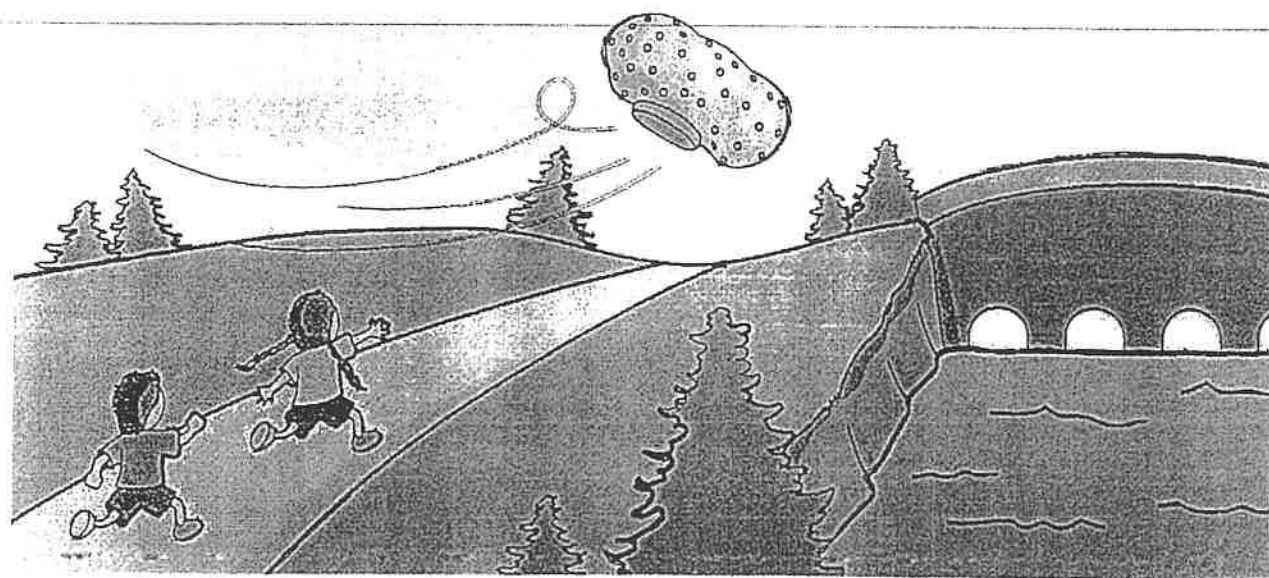


Pam said, “A hat that has dots
is the fad.”

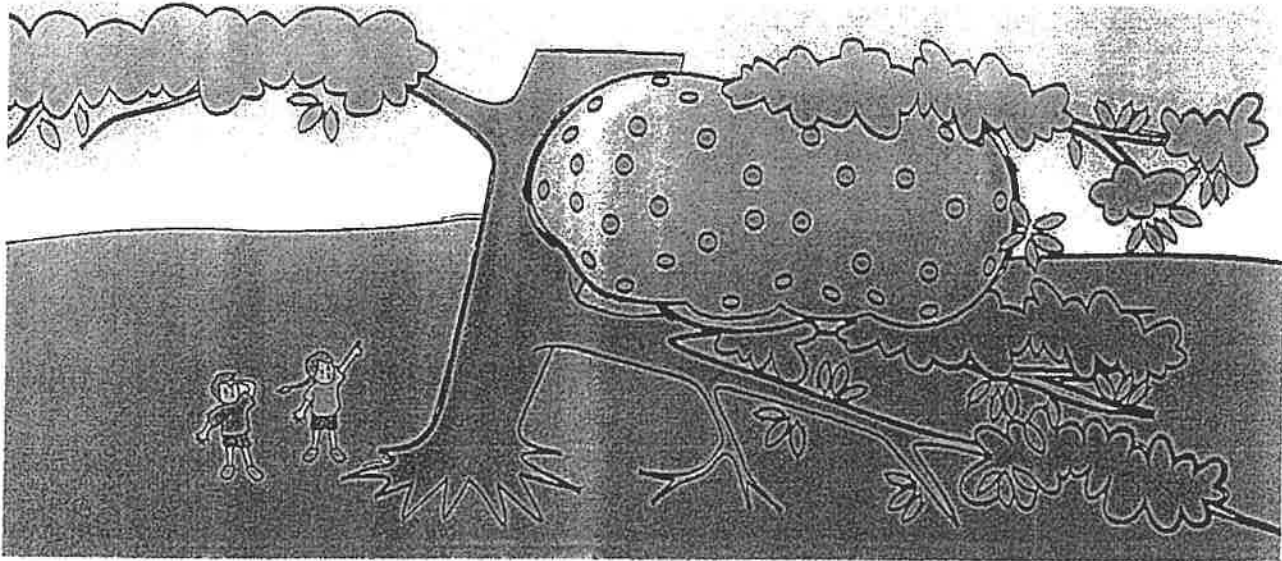


The fan goes on.
Off goes the fat hat.

6

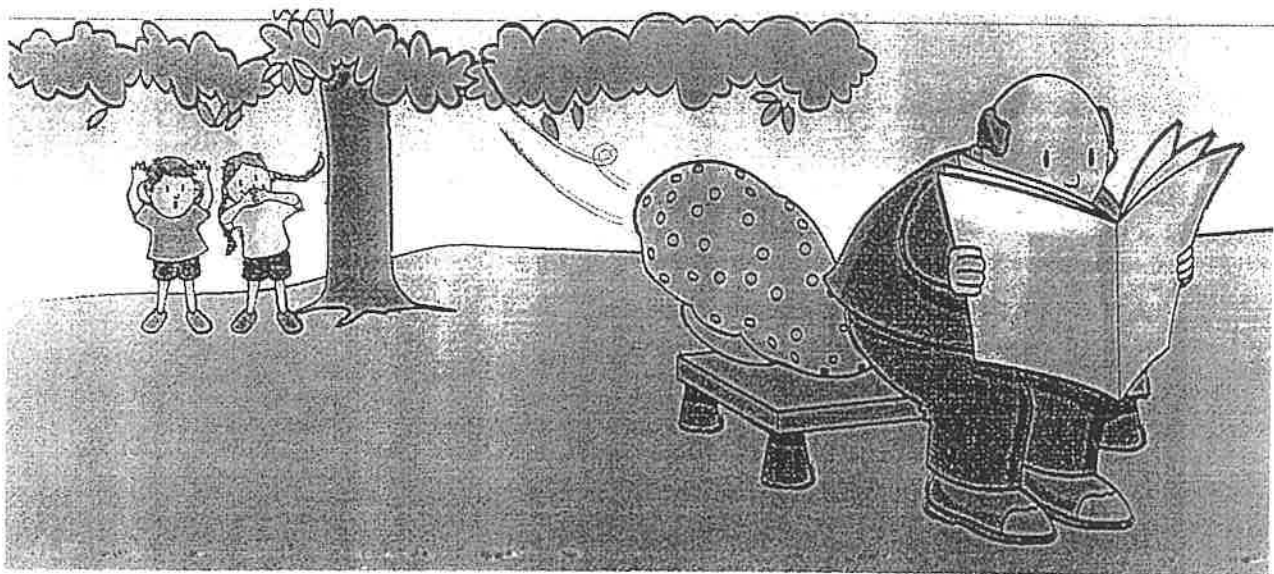


Pam and Tom run to get the hat.
They run to the dam.

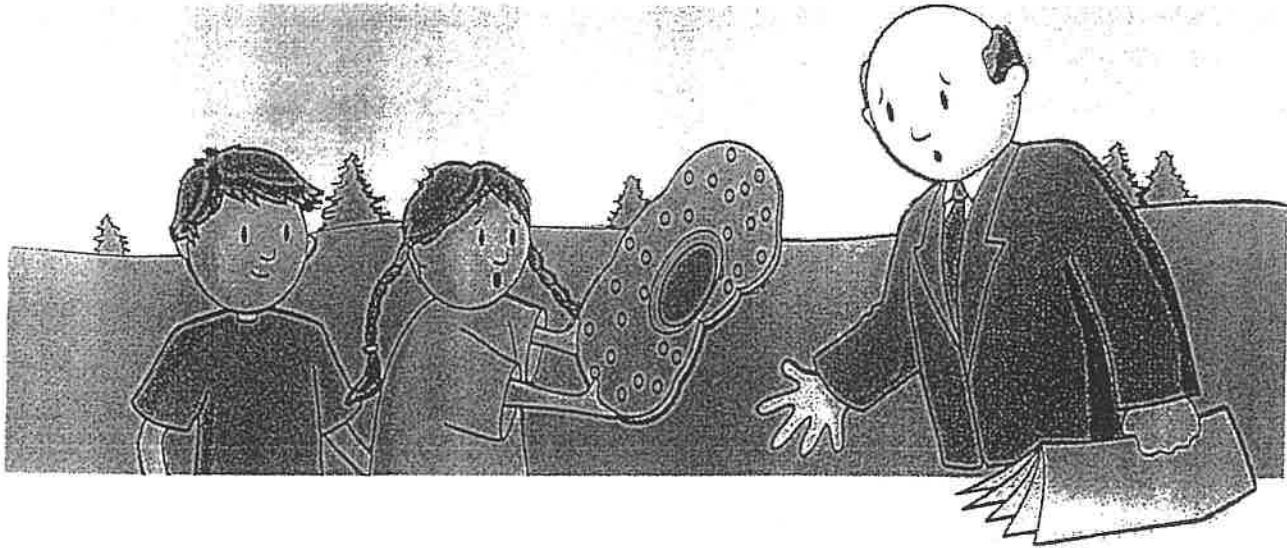


Pam said, "Get the hat, Tom."
"I cannot," said Tom.

8



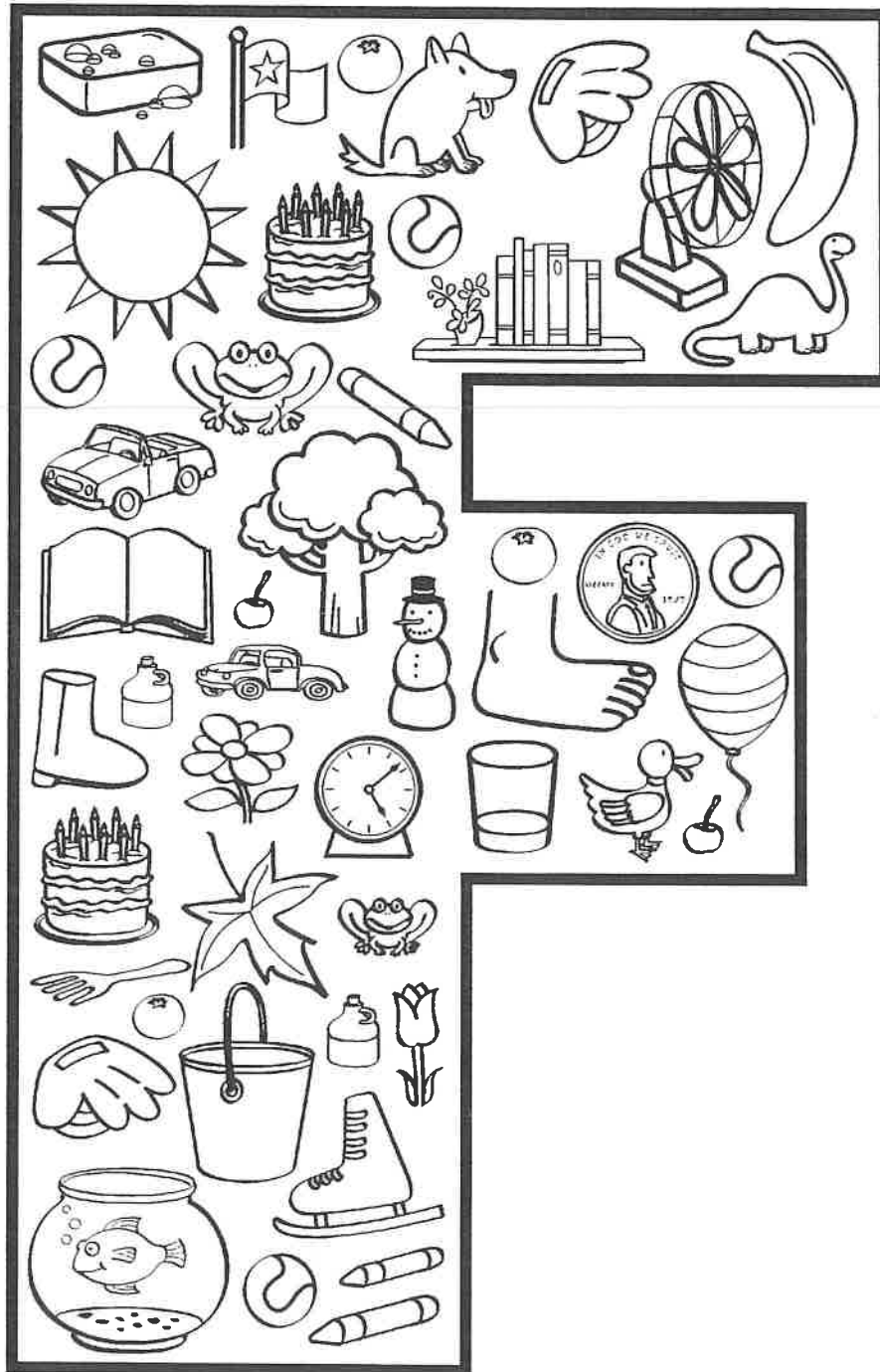
The fat hat falls off.
A man sat on the fat hat.



“The hat is not fat,” said Pam.
Tom said, “The hat is flat.
A flat hat is not the fad.”


Name: _____

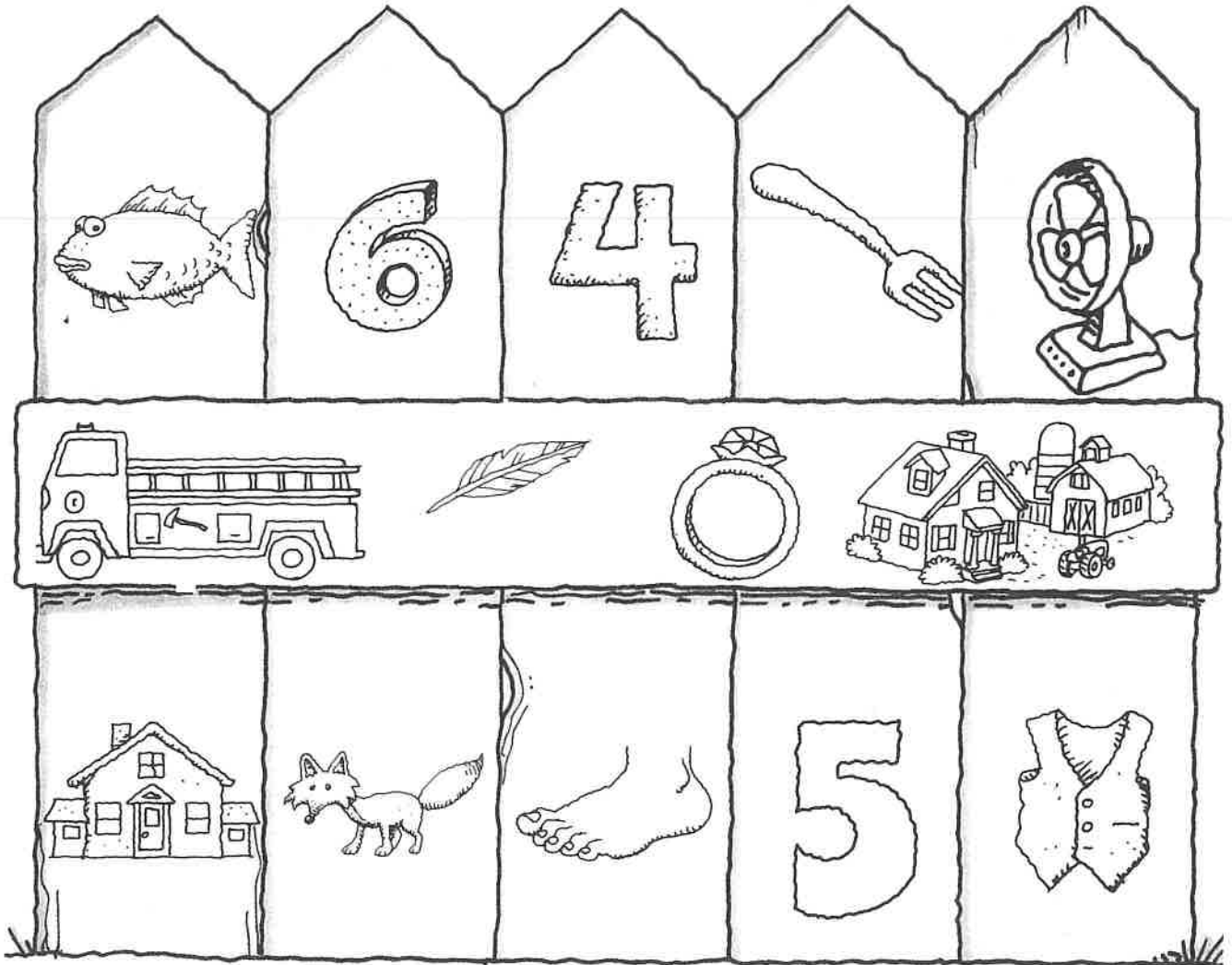
Date: _____



Teacher Instructions: Have students circle the pictures that begin or end with the /f/ sound.

Name _____

Say the name of each picture. Color the pictures whose names begin with the same sound as .



Harcourt Brace School Publishers

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,

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 3 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 on the middle dashed line in each cell to indicate the starting point for writing. The grid is enclosed in a decorative border with a repeating pattern. On the right side of the grid, there are three diagonal lines, one in each row, extending from the top-right corner of the grid towards the middle of the right edge. The instruction 'Write your letters, capital, from A to Z.' is written vertically on the left side of the page.

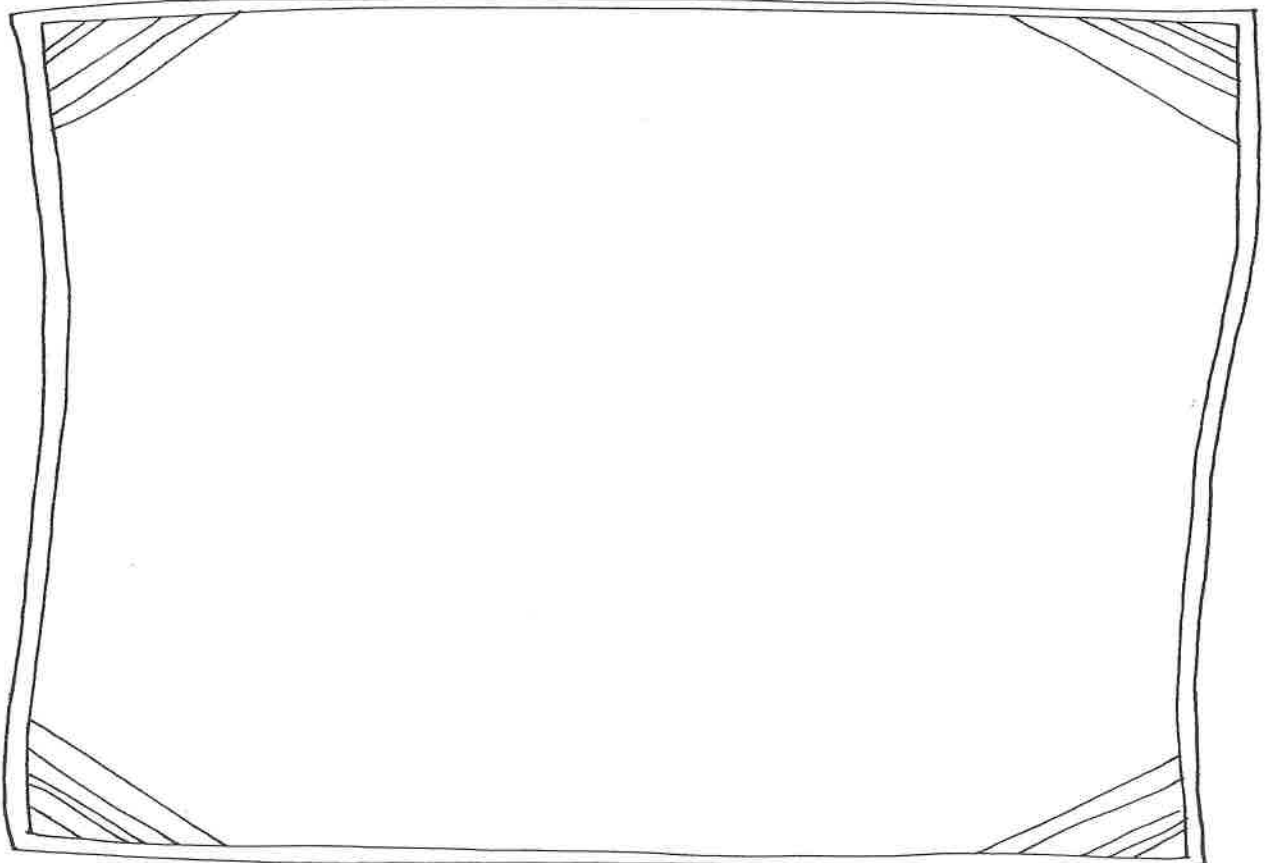
Read the sentence.

They can go for it

Write the sentence correctly.

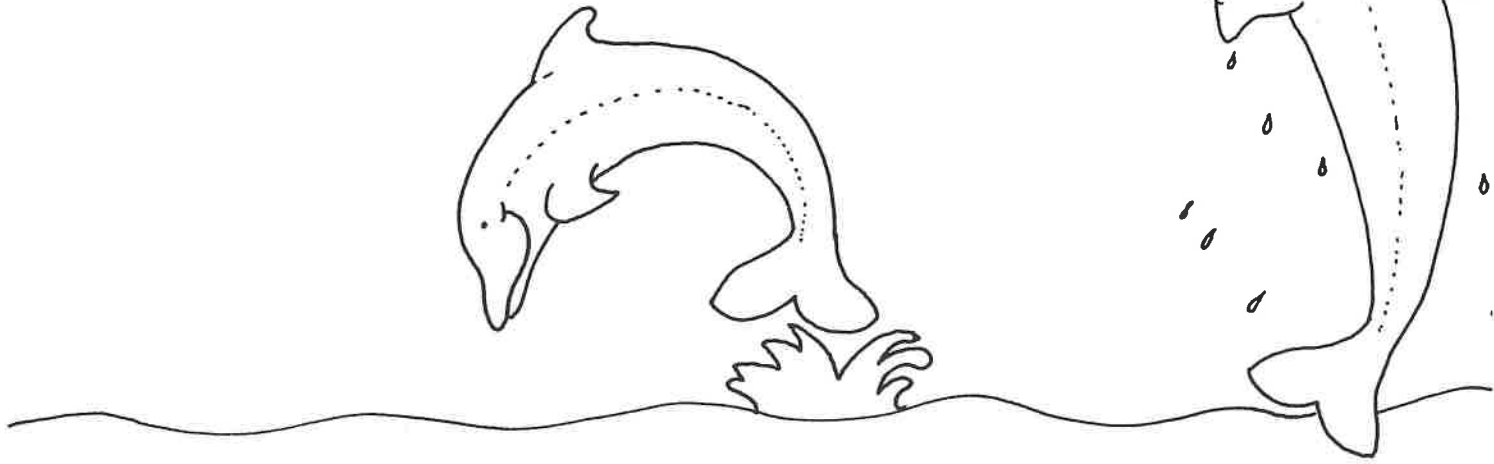
Handwriting practice lines consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

Create an illustration of the sentence.

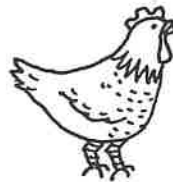


Jumping For Joy

Name each picture.
Write **sh** or **ch**.
Read.



_____ air



_____ icken



_____ ark



_____ irt



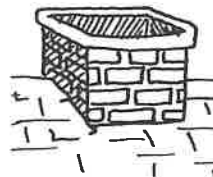
_____ eep



_____ urch



_____ ain



_____ imney



_____ oe



_____ eese



_____ ell



_____ ower

Math Day #19

Topic	Activity	Technology
Number Talk	19	See kindergarten websites for video links
Measurement	Guess How Many Inches	https://www.youtube.com/watch?v=ypVQDZL18SQ Measurement Tools Song
Composing/Decomposing	Addition and Subtraction within 5 Reteaching- decomposing numbers	https://www.youtube.com/watch?v=YBkpC29_Gal Jack Hartman- Ways to Make 10
Number writing	I can write to 20	
Envisions Lesson	Envisions Lesson 14-4 Describe Objects by Attributes	

Name _____

Number
Talk

Number of
the Day

---|9---

Odd or Even

Number Word

More and Less

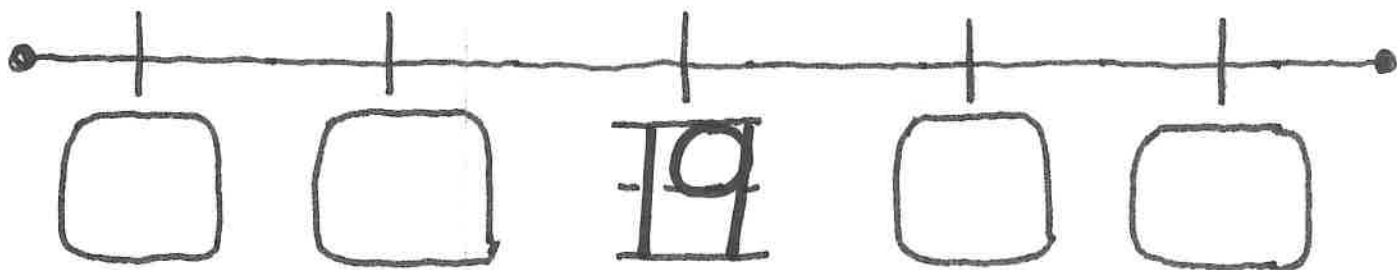
$$19 + 1 = \underline{\quad}$$

$$19 - 1 = \underline{\quad}$$

TALLY IT

Draw It

SHOW ON TEN FRAME



Name _____

Skill: Inches guess
and check





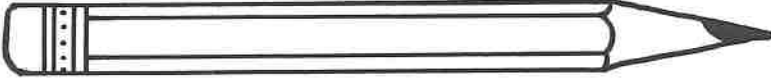





Guess How Many Inches

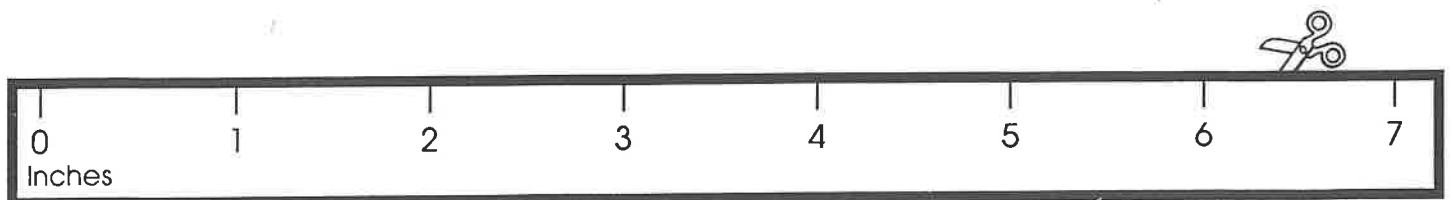


This pencil is 3 inches long.



Guess the lengths of the other pencils.
Then, cut out the inch ruler below.
Check your guesses.

		Guess (inches)	Check (inches)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



Name _____ Date _____

Addition and Subtraction within Five



Solve.

1. $0 + 0 =$

$1 + 1 =$

$3 - 0 =$

2. $3 - 2 =$

$0 + 1 =$

$1 + 2 =$

3. $4 - 2 =$

$3 + 2 =$

$0 + 2 =$

4. $1 + 3 =$

$0 + 3 =$

$5 - 1 =$

5. $0 + 4 =$

$1 + 4 =$

$2 - 0 =$

6. $3 + 1 =$

$0 + 5 =$

$2 + 1 =$

7. $4 - 3 =$

$1 - 0 =$

$5 - 3 =$

Set E



$$16 = 10 + 6$$

14

$$= +$$

Set F

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

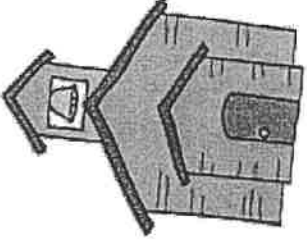


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

$$19 = 10 + 9$$

$$+ =$$

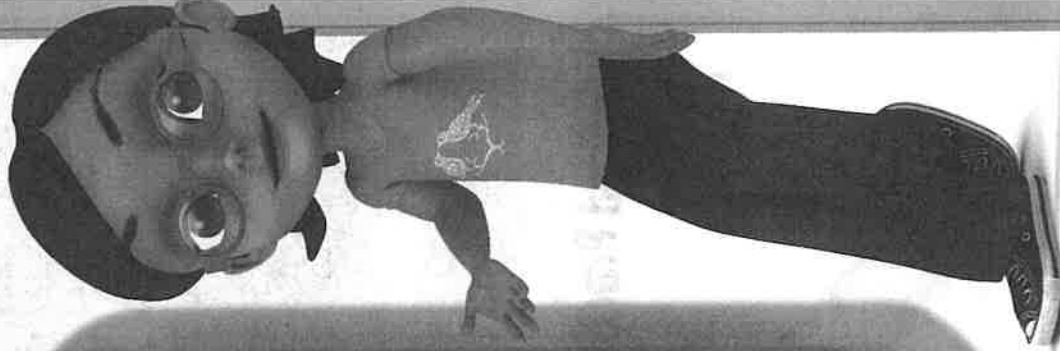
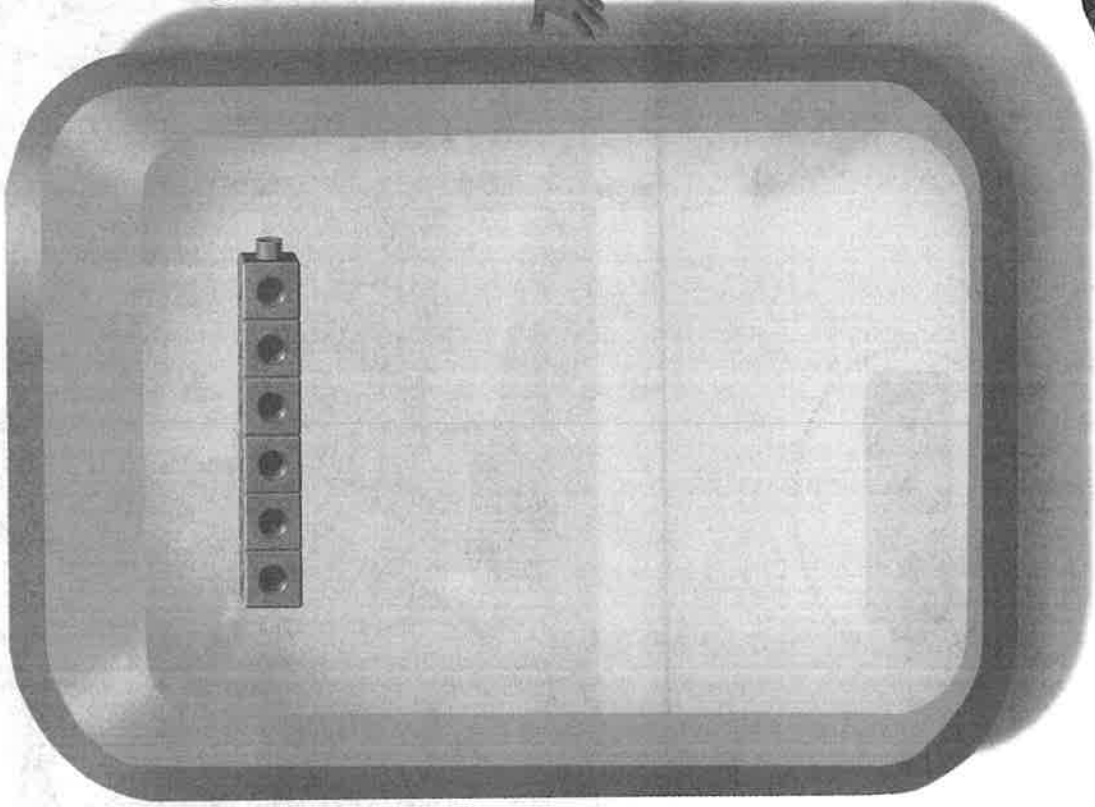
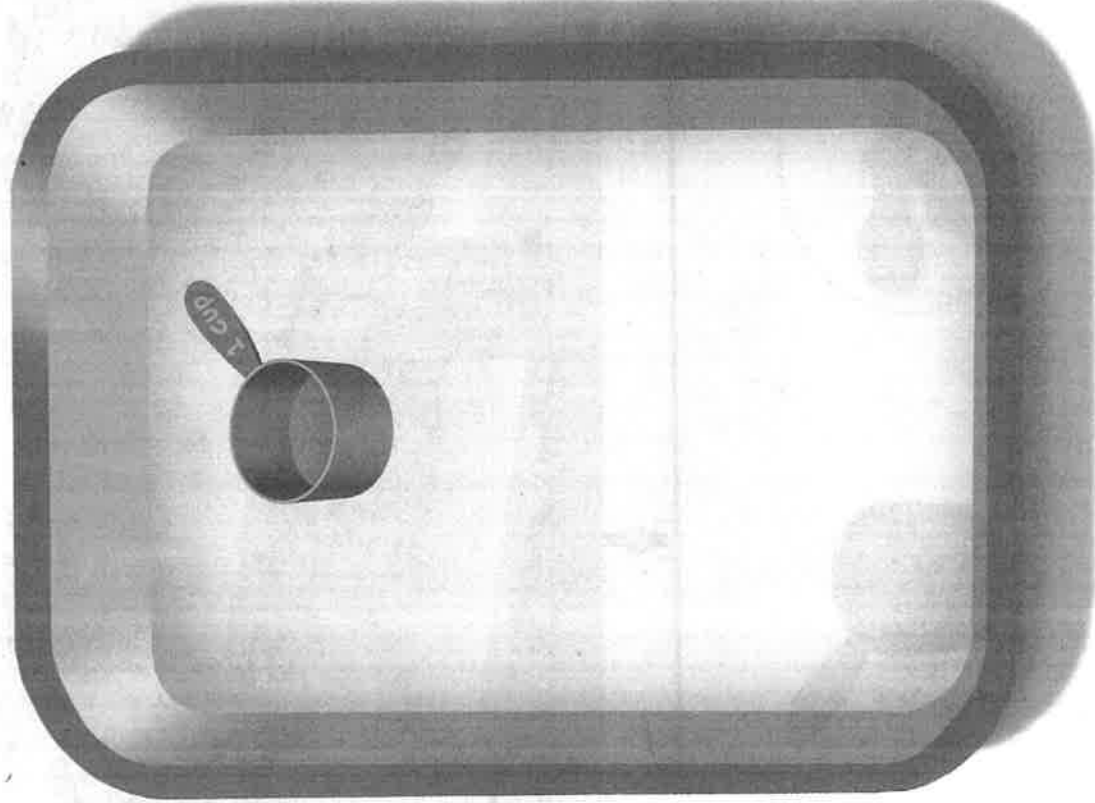
Directions Have students: use counters to show 14, draw them in the double ten-frame, and complete the equation to match the picture. Then have them tell how the picture and equation show 10 ones and some more ones; find the number with the blue box around it, and color the number that is 10 greater than the number in the blue box. Then have them write an equation to match, and then tell how the equation shows 10 ones and some more ones.



I can write to 20!



Describe Lesson 14-4 Objects by Attributes



Directions Say: *These are 2 tools for measuring. What can you measure with the cup? What can you measure with the cube train? Draw an object you can measure with each tool.*

I can ...

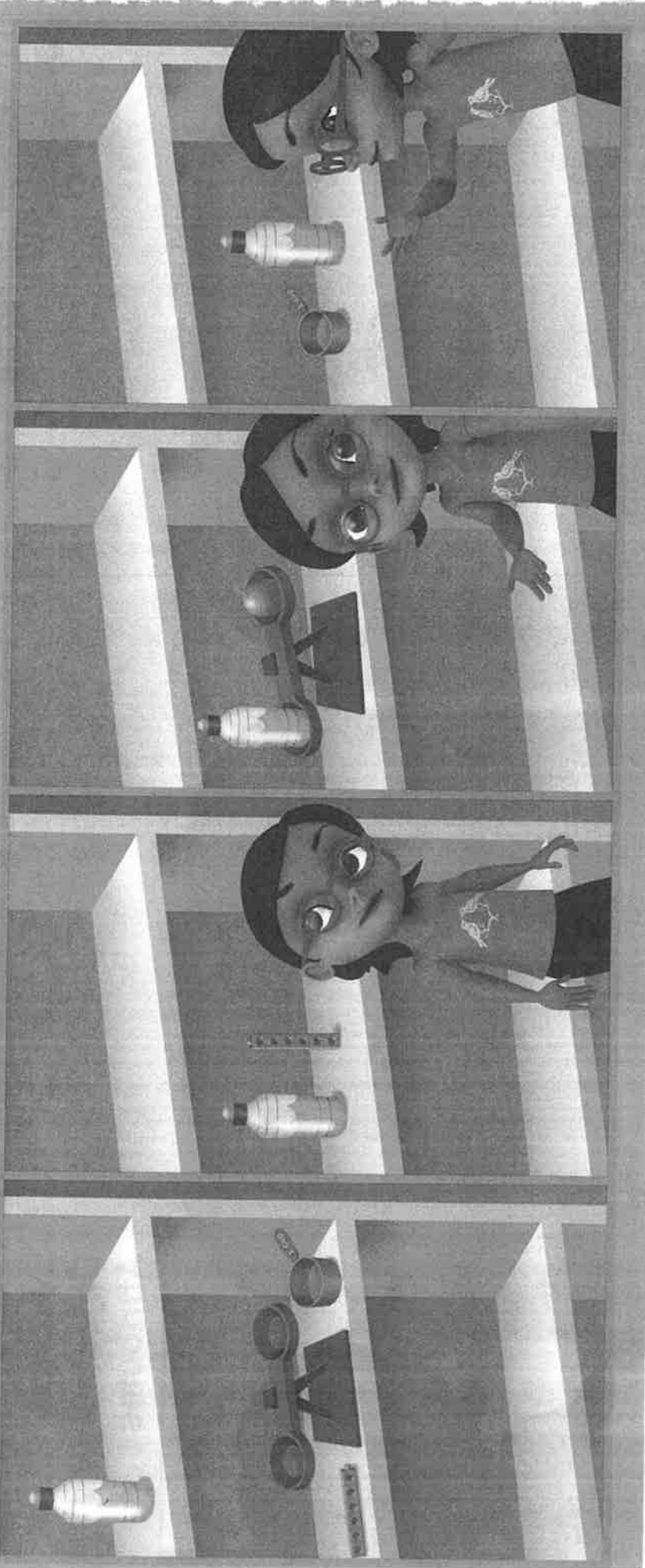
use attributes to describe different objects.

Content Standards

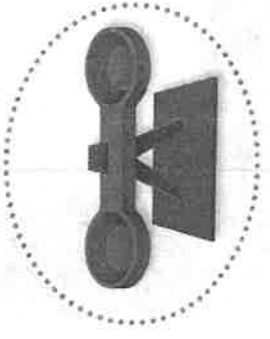
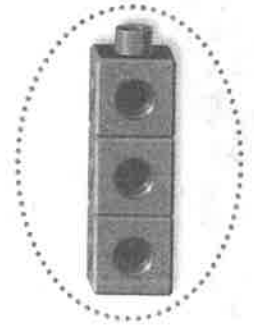
K.MD.A.1

Mathematical Practices

MP.1, MP.2, MP.5, MP.6



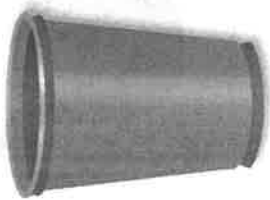
☆ Guided Practice



Directions ☆ Have students look at the object on the left, identify the attributes that can be measured, and then draw a circle around the tools that could be used to tell about those attributes.

Name _____

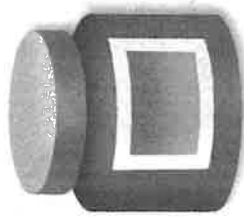
2



3



4

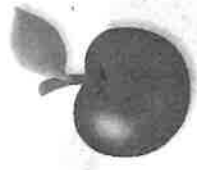


5



Directions  Have students look at the object on the left, identify the attributes that can be measured, and then draw a circle around the tools that could be used to tell about those attributes.

6



7



8



9



Directions 6-8 Have students look at the object on the left, identify the attributes that can be measured, and then draw a circle around the tools that could be used to tell about those attributes. **Higher Order Thinking** Have students identify the attribute that can be measured using the tool on the left, and then draw 2 objects that could be measured using that tool.

Name: _____

**Social Emotional Learning- Diversity
Kindergarten**

Please complete the following page, Being Unique Makes You Special.

Directions: Write or draw all the things you are good at and things that make you unique.

BEING UNIQUE MAKES YOU SPECIAL

Directions: Write or draw all the things you are good at and things that make you unique.

