

NTI DAY 20



Harrison County Schools

Name: _____

Grade: K

Teacher: _____

Complete within 2 weeks of returning to school.

Harrison County Kindergarten
NTI Day # 20
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: Technology

- Pick one of the activities

Kindergarten Website for Video Links:

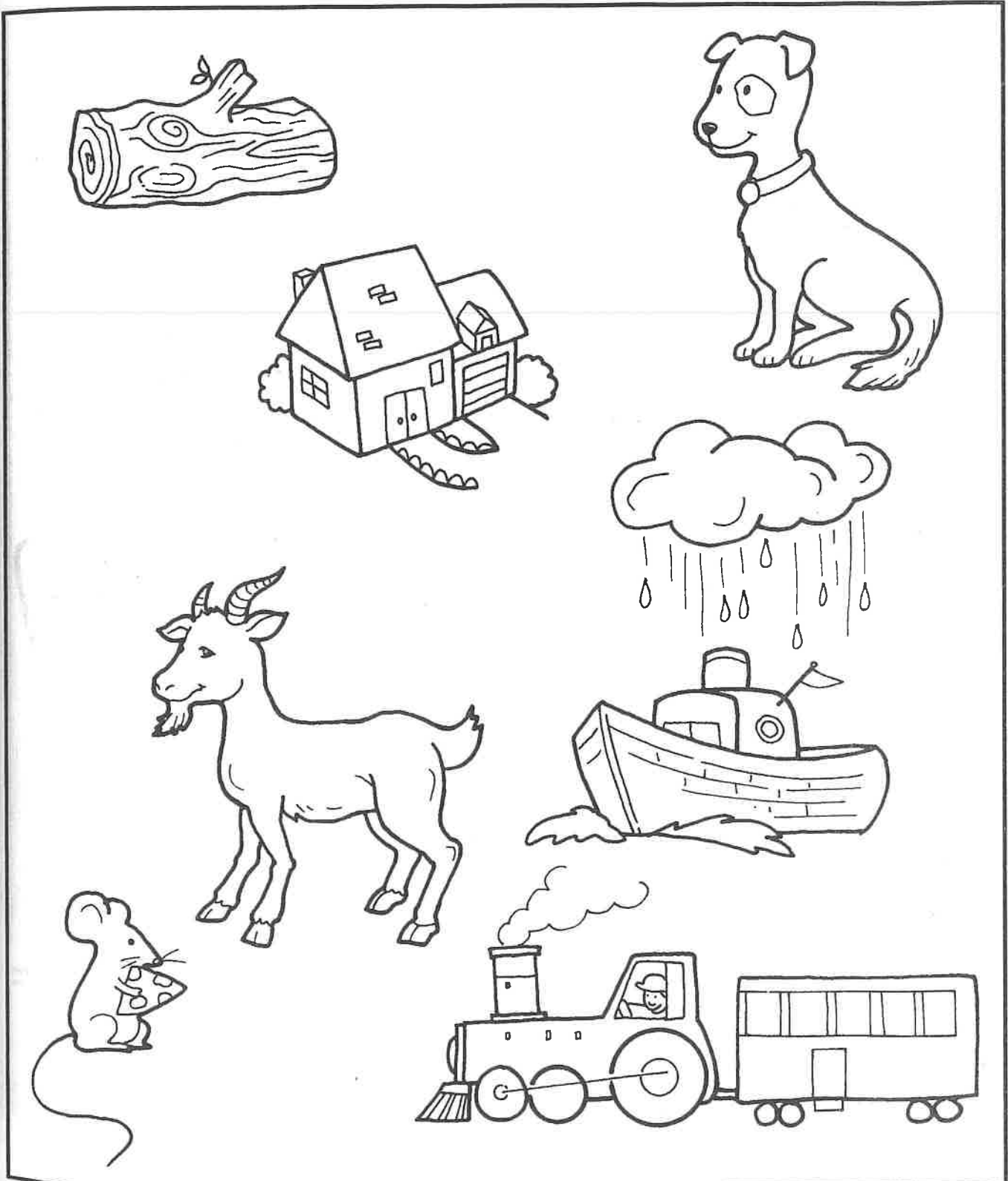
sites.google.com/view/harrisonkykinder

ELA Day #20

ELA	Activity	Technology
Phonemic Awareness	-Complete Phonemic Awareness Lesson Checklist	
Guided Reading	-Choose one of the books you read this week to read again! -Complete the story map worksheet by drawing pictures in the boxes.	
Writing Sight Word Sentence	-Write 2 sentences using words from your sight word list (use writing page included)	
Spelling Test	-Choose 6 words for your child to spell for you this week.	
Grammar	-Correct sentence worksheet	<p>CVC Words Letter u: https://www.youtube.com/watch?v=FLfl_uY83Os</p> <p>Letter sounds workout: https://www.youtube.com/watch?v=VF0b_IIRac</p>

Find My Rhyming Pair.

1. Find the two things that rhyme.
2. Color each pair the same color.



Name _____

Story Map

Setting

Characters

Beginning

Middle

End

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

Sight Word Sentence Day #20

Name: _____

Date: _____



Choose 6 words: Say them, then have

UNIT 3 FOUNDATIONS WORDS TO READ AND SPELL

your child spell

and write them

on the numbered

page.

* This is

like a

spelling test

mop map tap tab tub rub

led lad bad bud bug rug

dig dip bet bit fit fig

fog rib sob job dot lid

mud Ted lap not ten bed

at hip peg had pen bat

hit pet bus bun bib red

jab nod but pot Ben pat

tab Jim tin rat big tip

mad den gum mug sub fun

pup lot hut sit let gap

sip dug Sid mat lit pig

nap did pal nut gas him

tug

vet yes yet wet web wig

zip zap quit quiz

tax fix mix fox wax

cop cup cob cot cub cab

kid kit

Name _____

Date: _____



1.



2.



3.



4.



5.



6.

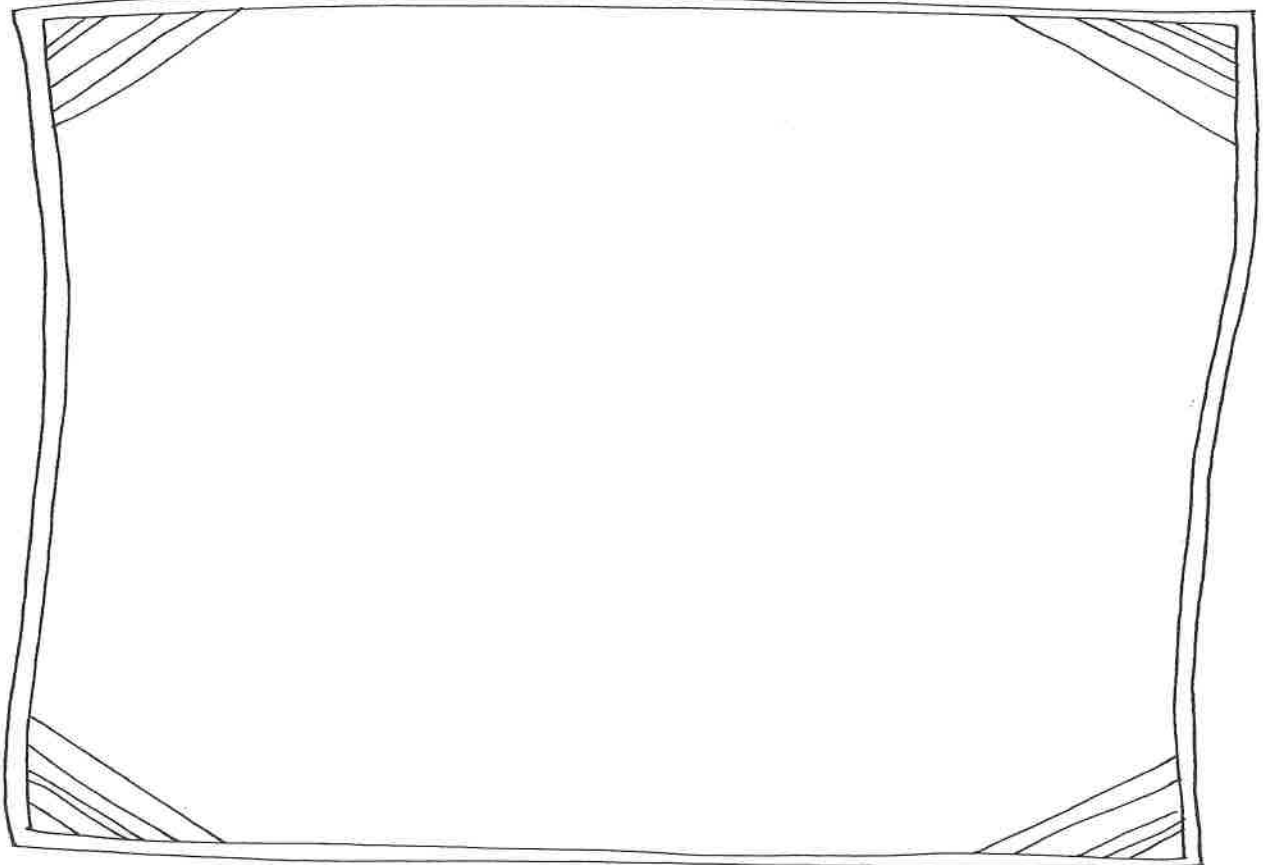
Read the sentence.

comeup hERE soon, dad.

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.



Math Day #20

Topic	Activity	Technology
Number Talk	20	See kindergarten website for video links
Measurement	Comparing and Ordering by Capacity	https://www.youtube.com/watch?v=ypVQDZL18SQ Measurement Tools Song
Composing/Decomposing	Separating Stories-Subtraction Reteach Decomposing	
Number writing	I can write to 20	
Envisions Lesson	Envisions Lesson 14-5 Describe Objects by Measurable Attributes	https://www.youtube.com/watch?v=vVaSEU8bUJU Sunflowers Measure up-Story

Name _____

Number
Talk

Number of
the Day

-- 20 --

Odd or Even

Number Word

More and Less

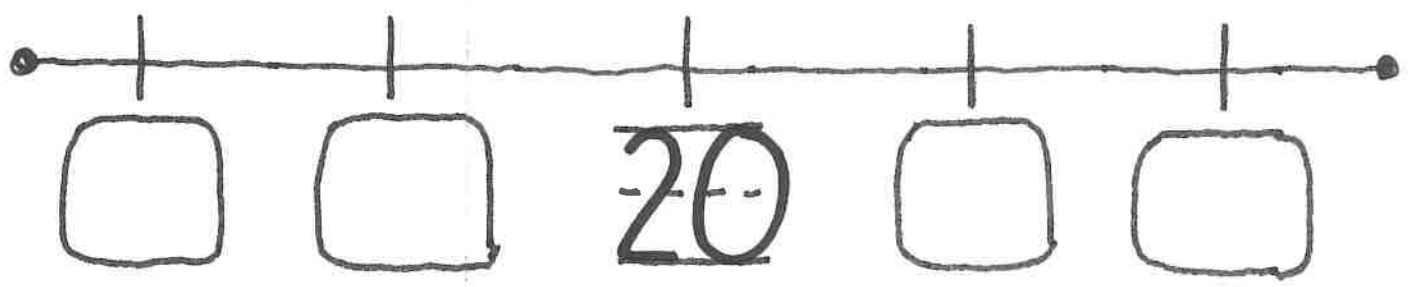
$20 + 1 = \underline{\quad}$

$20 - 1 = \underline{\quad}$

TALLY IT

Draw It

SHOW ON TEN FRAME



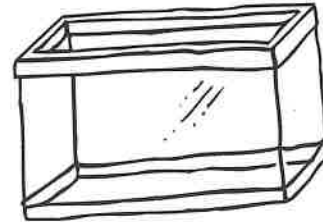


Name _____

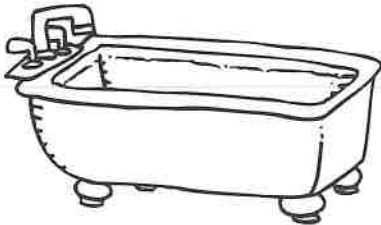
Comparing and Ordering by Capacity (continued)

Circle the one that holds more.

4.



5.

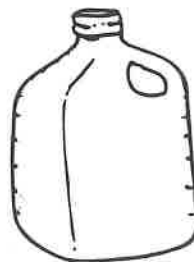


Circle the one that holds the most. Draw an X on the one that holds the least.

6.



7.



8.

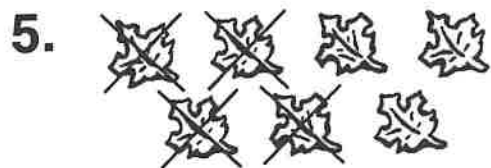




Name _____

Separating Stories (continued)

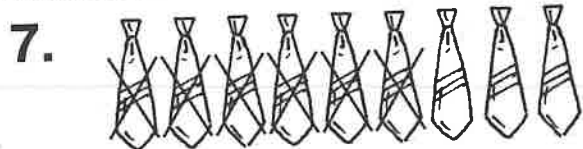
Write the subtraction sentence.



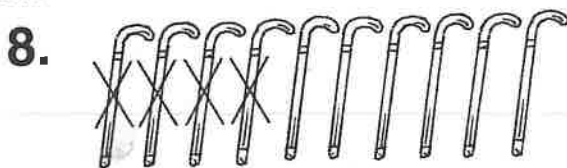
$$\underline{7} - \underline{4} = \underline{3}$$



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

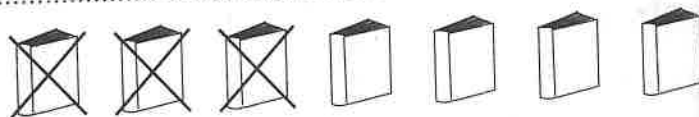


$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



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

9. Kristen had 7 books.
She gave 3 away.
How many books were left?



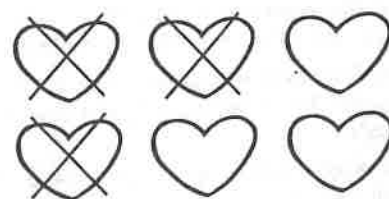
$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ books}$$

10. 9 birds were sitting on a fence.
6 birds flew away.
How many birds were left?

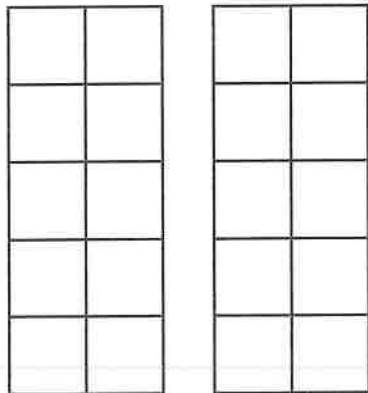
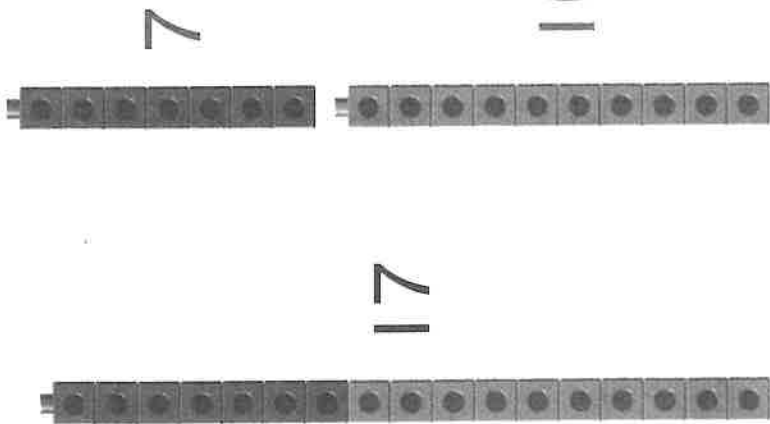


$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ books}$$

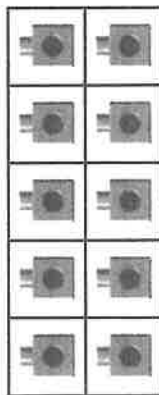
11. Ayla has 6 new heart stickers.
She gave 3 of them away.
How many hearts are left?



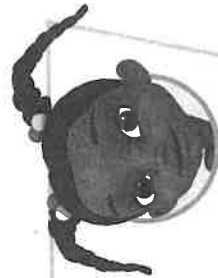
$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ hearts}$$



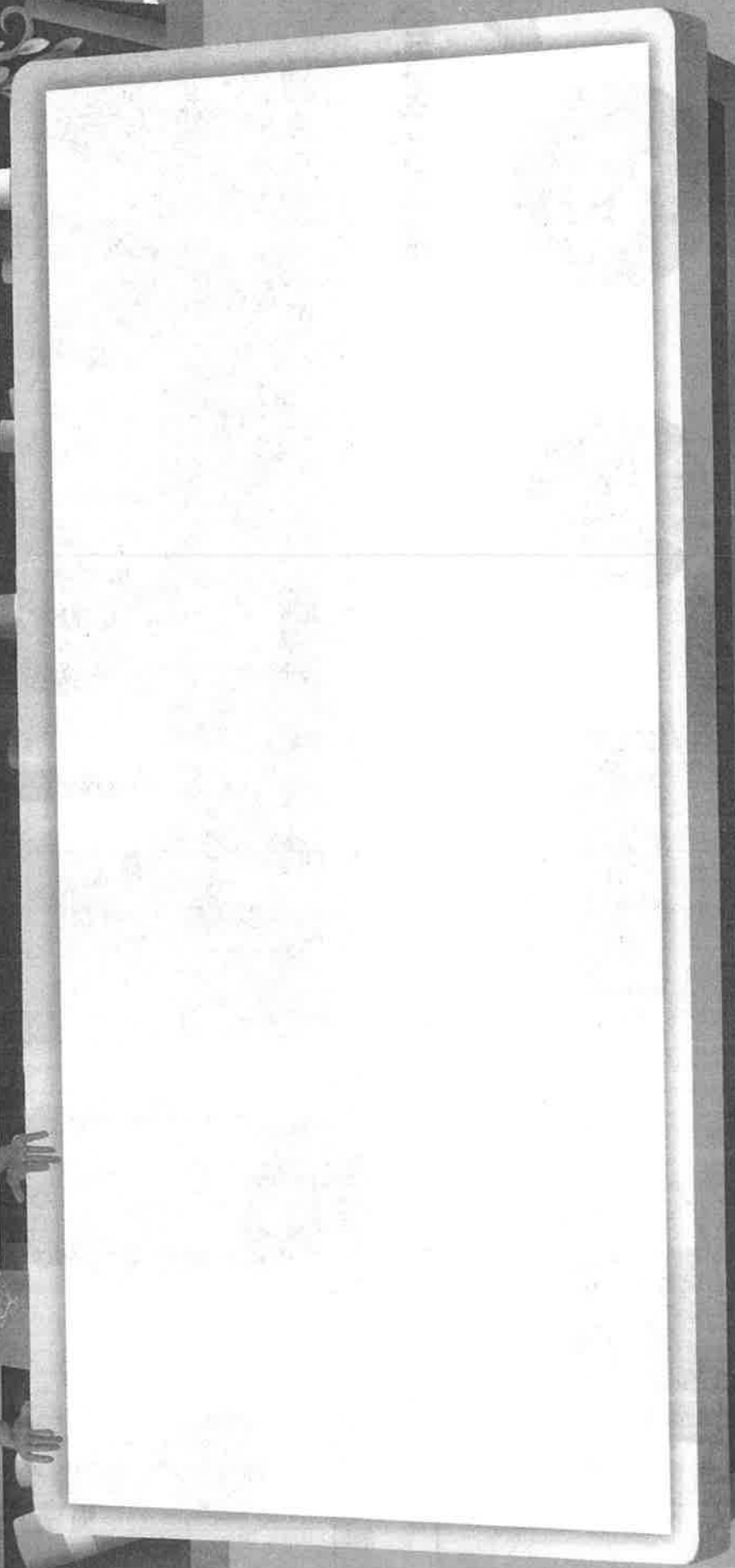
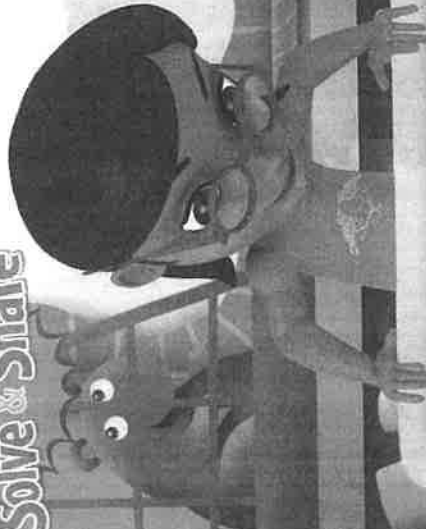
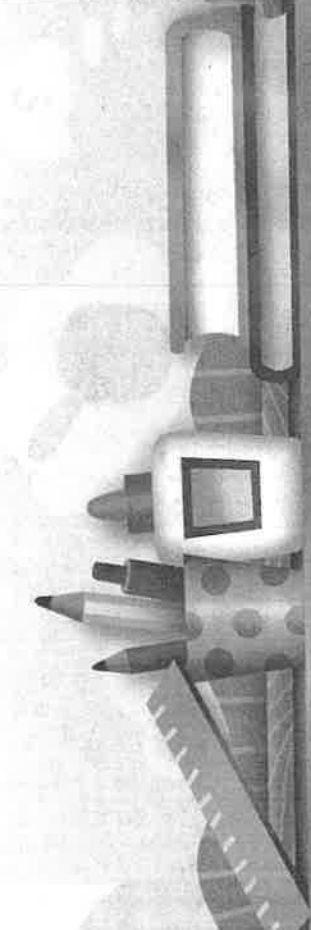
$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$



$$17 = 10 + 7$$



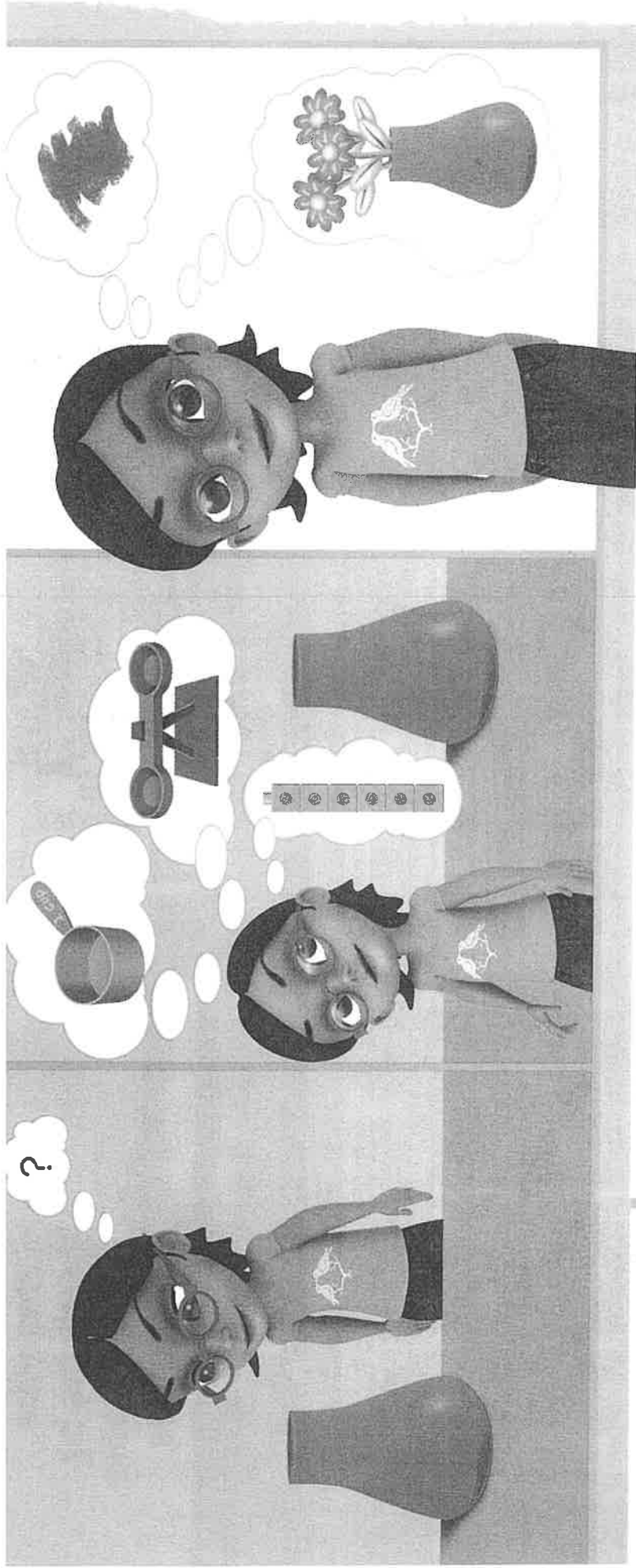
Directions Have students color 10 cubes blue in the train to show 10 ones, and then draw 10 blue cubes in the top ten-frame. Have them color the remaining cubes in the train red to show more ones, count them, and then draw the same number of red cubes in the bottom ten-frame. Then have them write an equation to match the pictures.



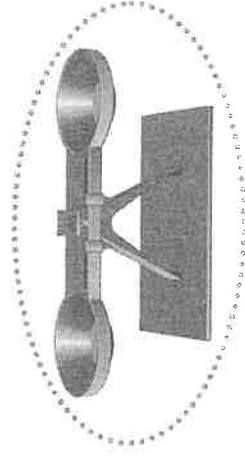
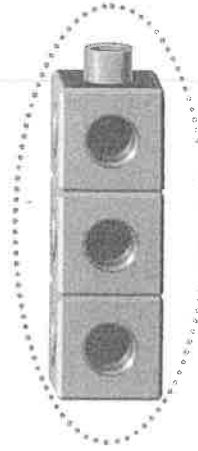
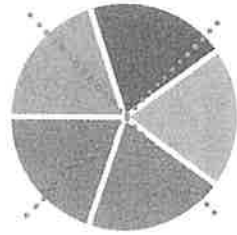
Directions Say: Choose an object in your classroom to draw. Describe all the ways you could measure it. Then draw the tools you could use to measure the object.

I can ...
use my words to describe how
an object can be measured.

Content Standards
K.MD.A.1
Mathematical Practices
MP.4, MP.5, MP.6, MP.7



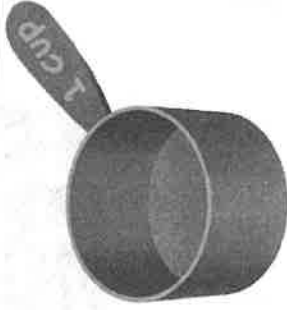
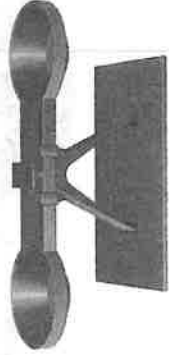
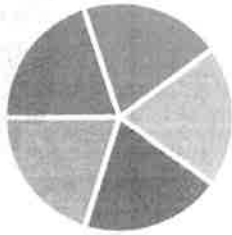
☆ Guided Practice



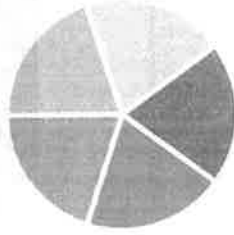
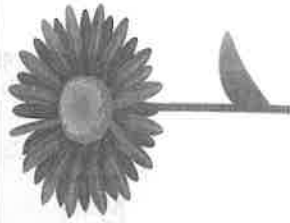
Directions ☆ Have students look at the object on the left and identify the attributes that can be measured. Then have students draw a circle around the tool(s) that could be used to tell about those attributes and mark an X on the tool(s) that could not.

Name _____

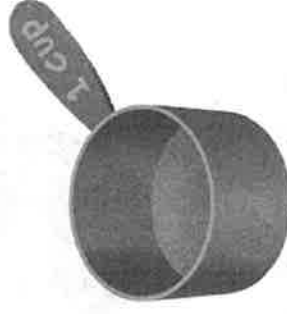
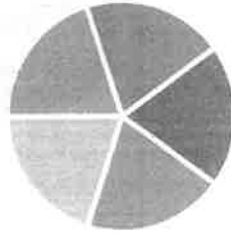
2



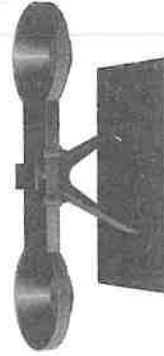
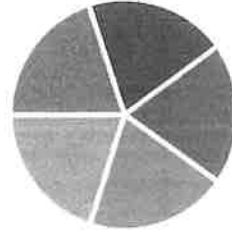
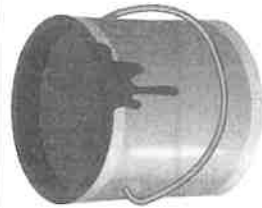
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4

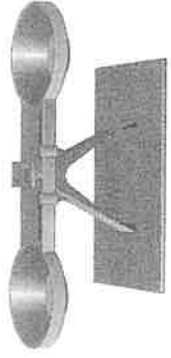
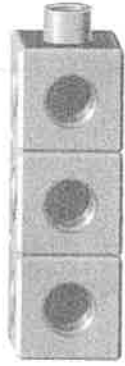
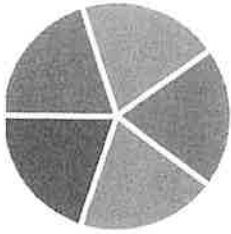
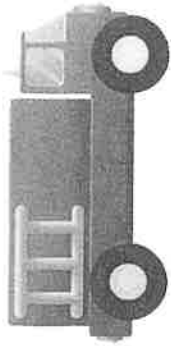


5



Directions 2-5 Have students look at the object on the left and identify the attributes that can be measured. Then have students draw a circle around the tool(s) that could be used to tell about those attributes and mark an X on the tool(s) that could NOT.

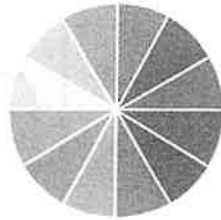
6



7



8



9



Directions and Have students look at the object on the left and identify the attributes that can be measured. Then have students draw a circle around the tool(s) that could be used to tell about those attributes and mark an X on the tool(s) that could NOT. Have students draw a circle around 2 measuring tools. Then have them draw an object that could be measured using the tools they circled.

Higher Order Thinking On the left, have students draw an object that can be measured using the tool shown. On the right, have them draw an object that CANNOT be measured using the tool shown.

Technology Day 20

Coding

Kindergarten/First Grade Students

Pick one of the activities below.

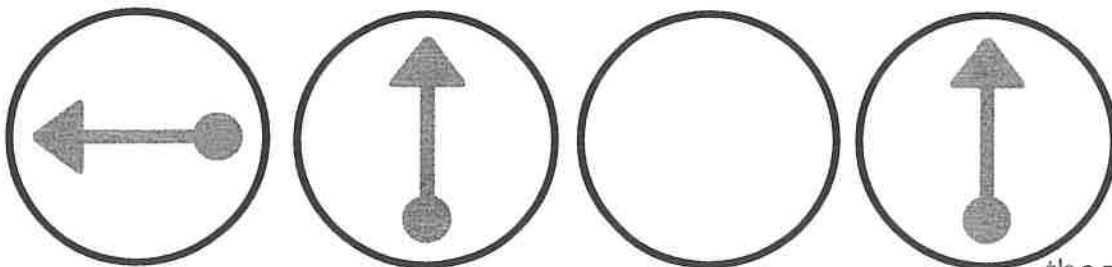
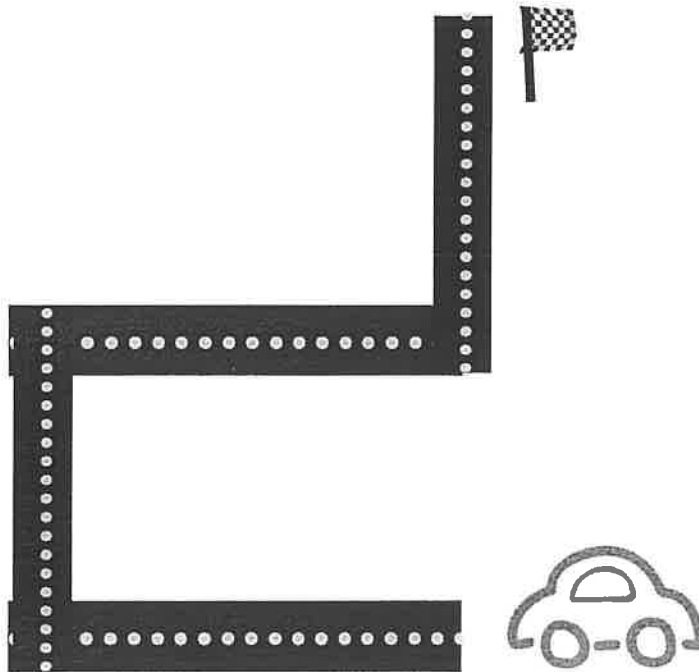
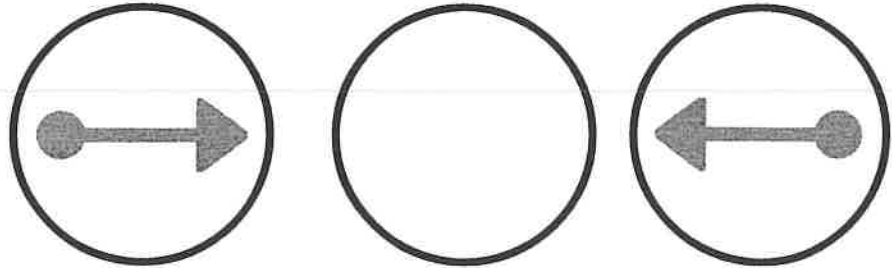
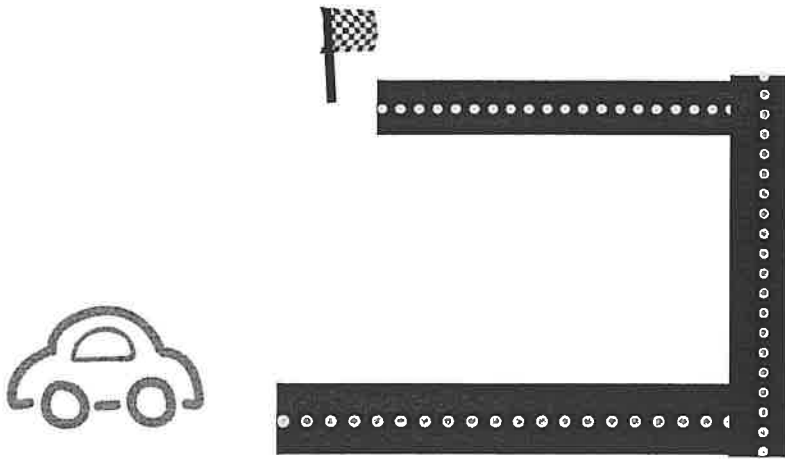
Online Activity: Go to the following website and help the puppy find his way home. Spend at least 15 minutes on this activity.

<https://www.tynker.com/hour-of-code/puppy-adventure>

OR

Unplugged Activity: Help the car reach the finish line by completing the code. To do this, draw the correct direction arrow in the blank circle.

Draw the correct arrow to complete the code



Draw the correct arrow to complete the code

