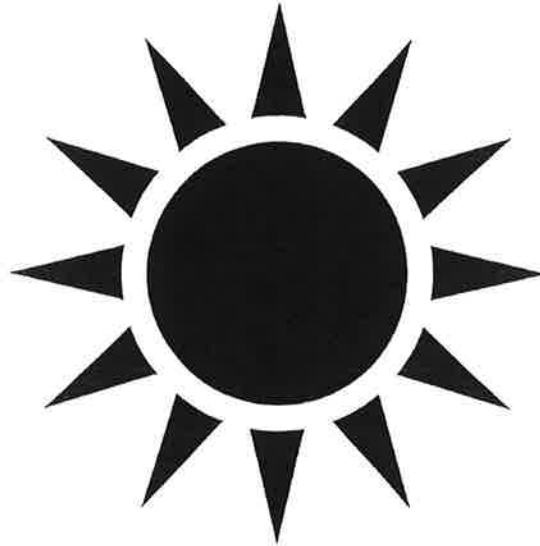


NTI DAY 23



Harrison County Schools

Name: _____

Grade: K

Teacher: _____

Complete within 2 weeks of returning to school.

Harrison County Kindergarten
NTI Day # 23
Checklist

Reading

- Writing
- Guided Reading
- Sight Word Sentences
- Handwriting
- Grammar
- Foundations

Math

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

Must Do Specials

Specials: Library

Kindergarten Website for Video Links:

sites.google.com/view/harrisonkykinder

ELA Day #23

ELA	Activity	Technology
Phonemic Awareness	-Complete Phonemic Awareness Lesson Checksheet	
Writing	Write about a flower.	https://www.youtube.com/watch?v=rJzn_ioMoz8
Guided Reading	Read " Big Bad Bat " with your child. -Phonemic Awareness -Phonics -Phonics Practice sheet	https://www.youtube.com/watch?v=DkUunCjP3Hs
Sight Word Sentences	-Write 2 sentences using words from your sight word list (use writing page included)	
Handwriting	-Write each word 2x	
Grammar	Fix the sentence.	
Fundations	Read list of words .	

Phonological Awareness Warm-Up - Day 23

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?

- He put it in the bin. (6)
- She got a toy. (4)
- Bob got the toy from the bag. (7)

What are the two words that go together to make the word?

- nightlight (night, light)
- toybox (toy, box)
- sunshine (sun, shine)

Do these words rhyme?

- Mem, tem (yes)
- Bob, bat (no)
- bag, tag (yes)
- toy, bin (no)

Listen to these words. Change the last sound to /t/. What is the new word?

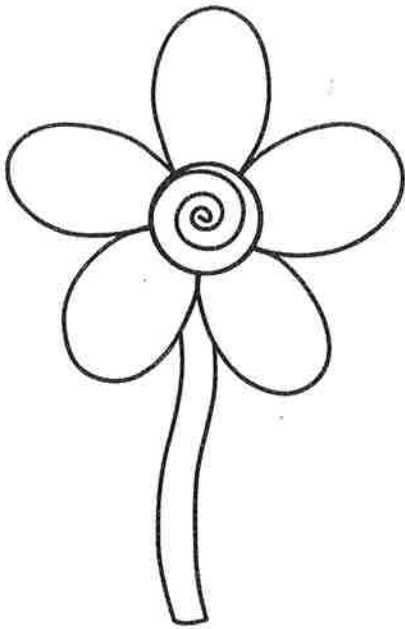
- bad (bat)
- big (bit)
- Mem (met)
- hop (hot)

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

- Bob (/b/)
- bop (/p/)
- bad (/d/)
- bag (/g/)

Name: _____

Date: _____



What is this?

Complete the first sentence.
Then write some facts
about the item.



This is a



DECODABLE • 17

Big Bad Bat

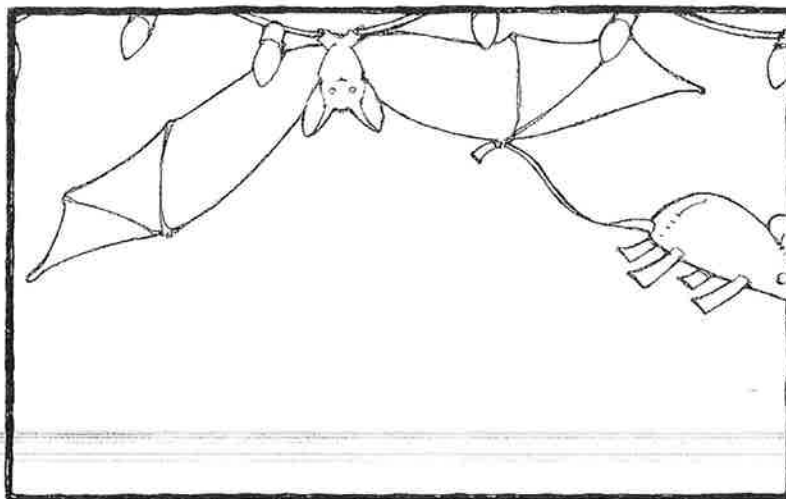


Written by Veronica Angel • Illustrated by Bill Dinardo

www.readinga-z.com

Big Bad Bat

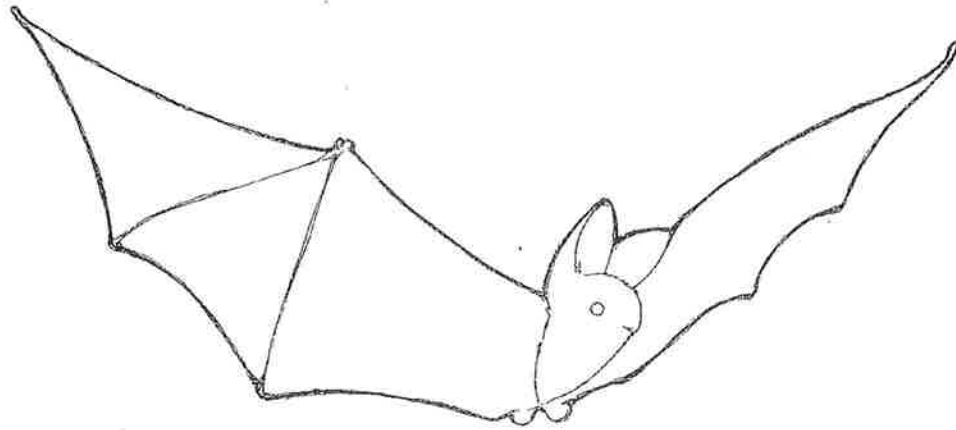
A Reading A-Z Decodable Book • Word Count: 98



 Reading A-Z

Visit www.readinga-z.com for thousands of books and materials.

Big Bad Bat



Written by Veronica Angel
Illustrated by Bill Dinardo

www.readinga-z.com

ELEMENTS USED IN THIS BOOK

New phonic element *b*

Words with new phonic element *bad, bag, bat, big, bin, Bob*

Reviewed phonic elements *n, p, a, m, t, o, d, e, g, i*

Story word *toy*

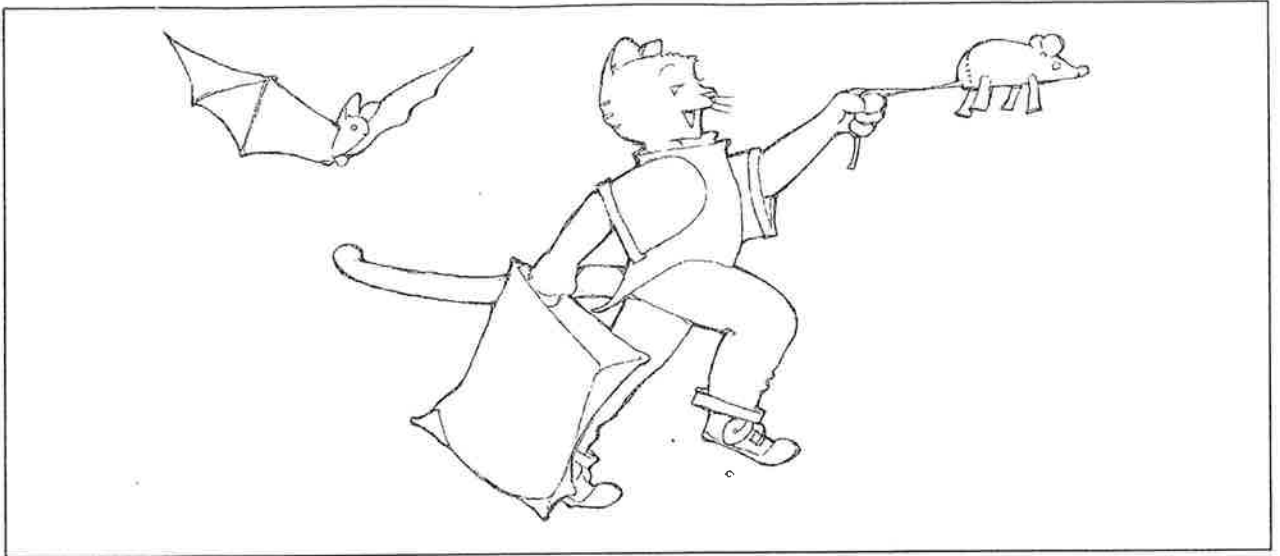
New high-frequency words *she, will*

Reviewed high-frequency words *a, and, can, from, he, in,
put, see, the*

Big Bad Bat
Decodable Book 17
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Written by Veronica Angel
Illustrated by Bill Dinardo

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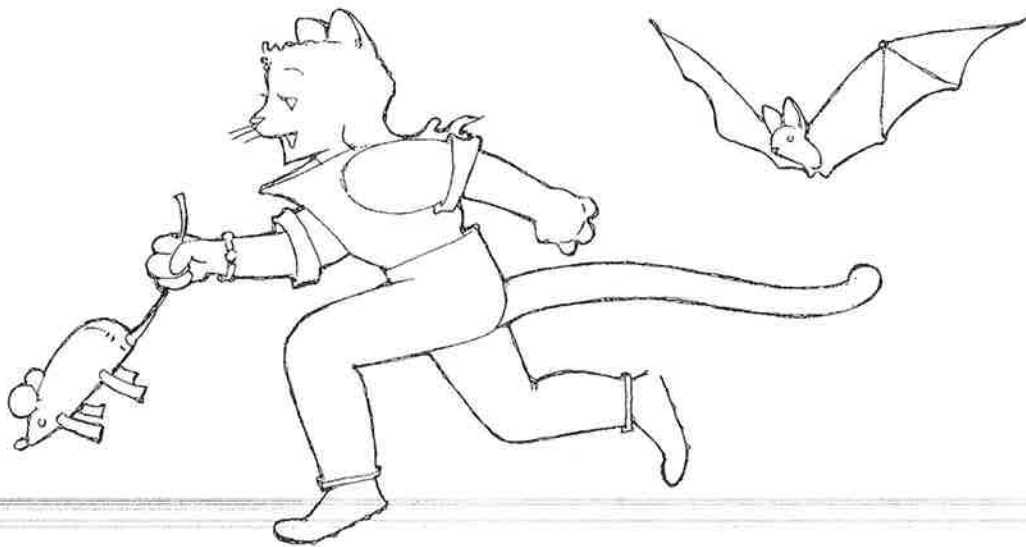
www.readinga-z.com



Bob did not get the big bad bat.
Bob did not put the bat in a bag.

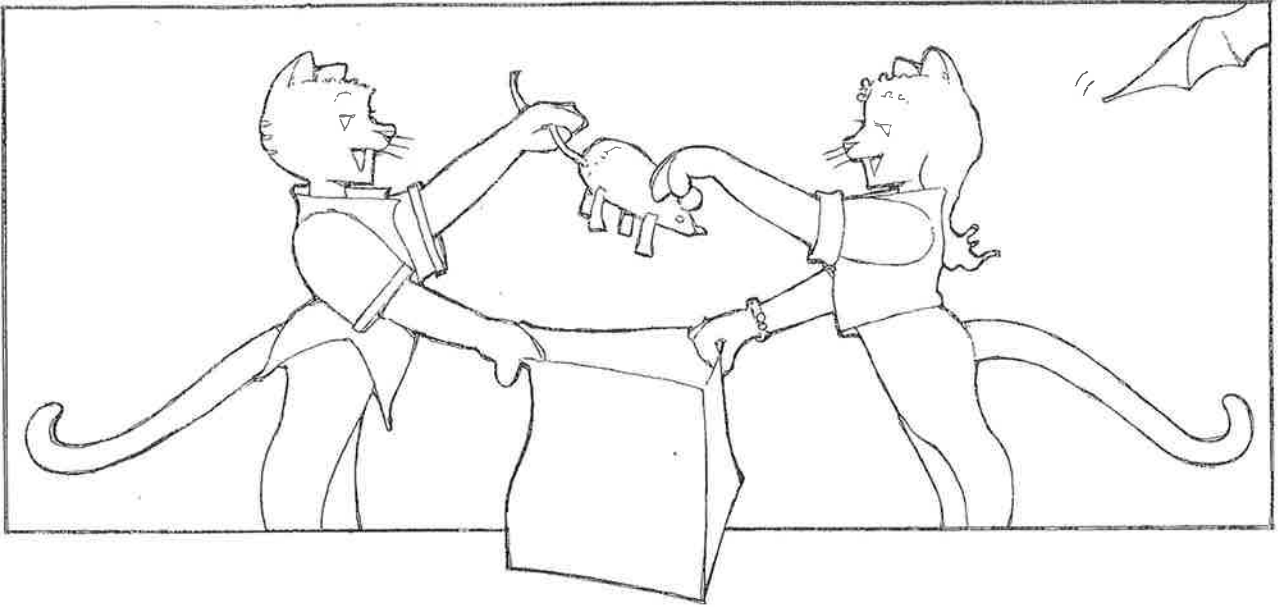
Big Bad Bat • Consonant *Bb*

3



Pam did not get the big bad bat.
She got a toy rat.

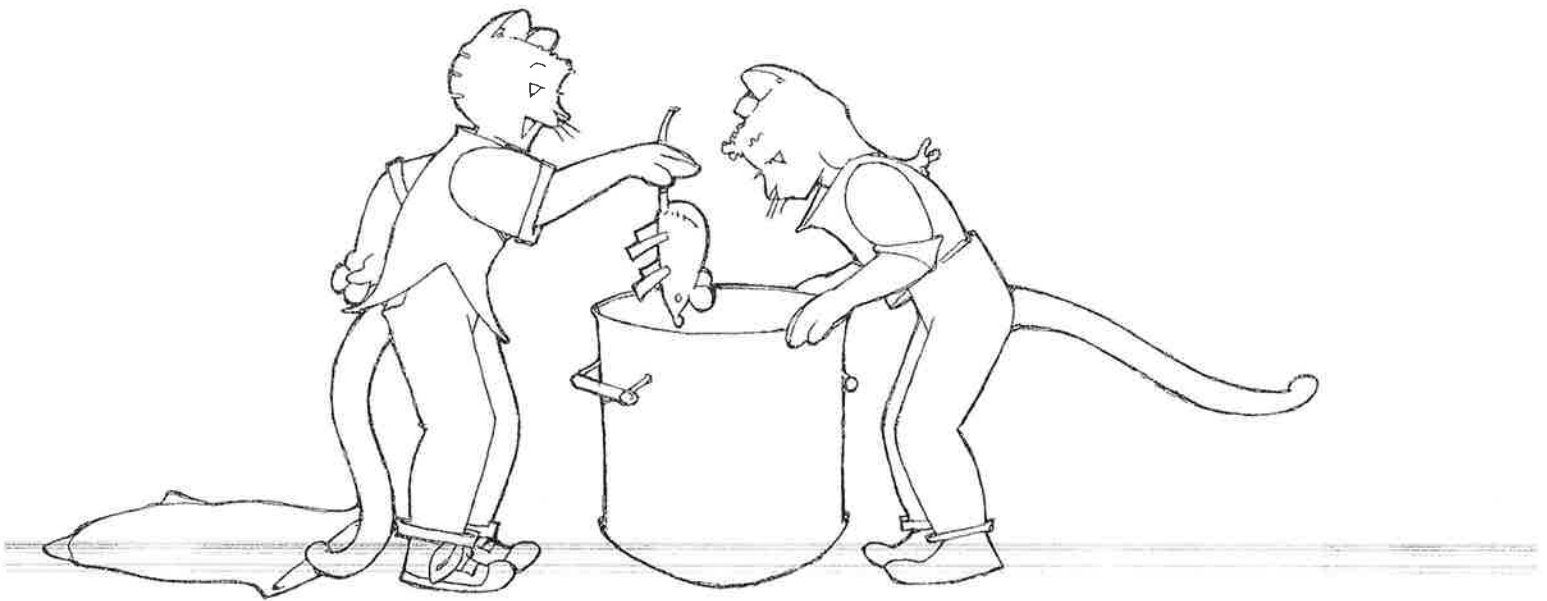
4



Bob and Pam put
the toy rat in a bag.

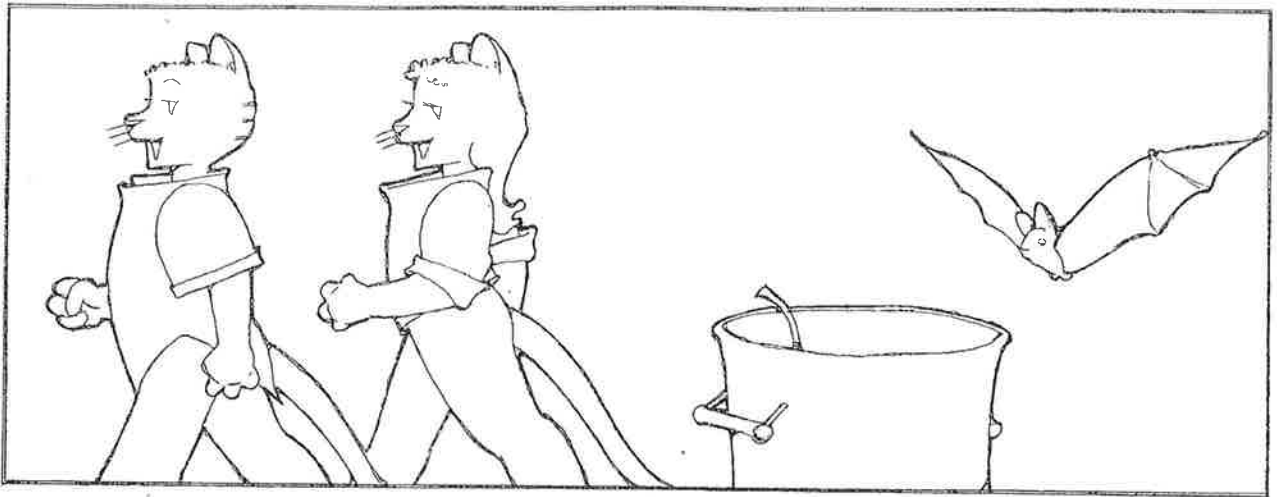
Big Bad Bat • Consonant *Bb*

5



Bob got the toy rat.
He put it in a big bin.

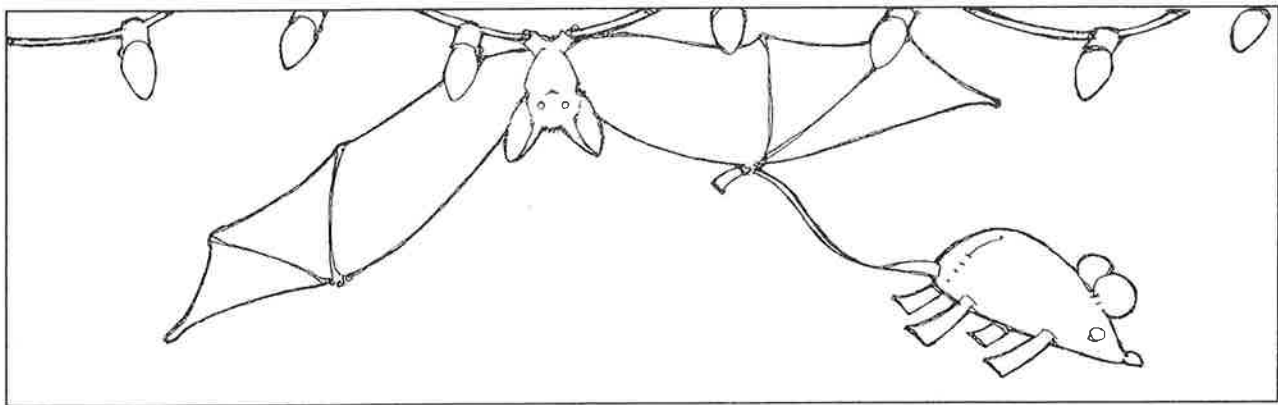
6



Will the big bad bat see the toy rat?
Will the big bad bat get the toy rat?

Big Bad Bat • Consonant *Bb*

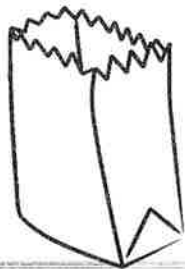
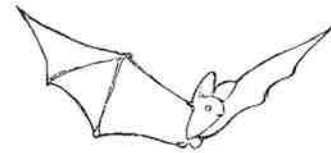
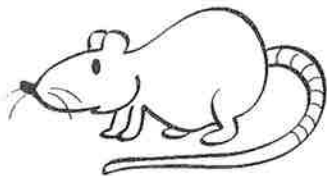
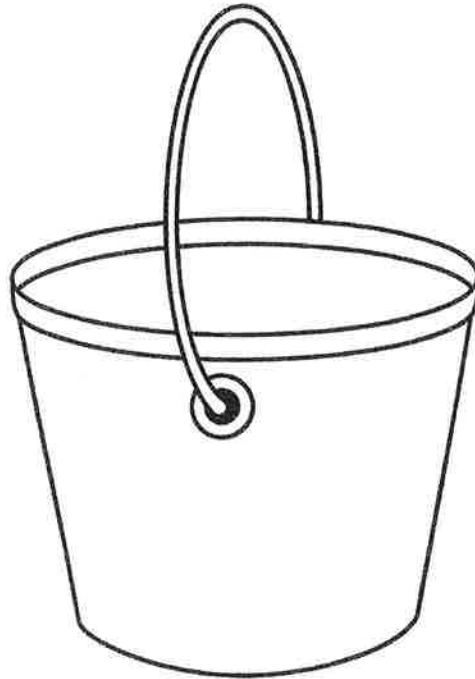
7



The big bad bat got on top of the bin.
The big bad bat got the rat.
Bob and Pam did not see the bat
get the rat.

Name: _____

Date: _____



Teacher Instructions: ... Draw the pictures that start with the /b/ sound in the bucket.

Name: _____

Date: _____

A big bad bat	A bag on top of a bin
Bob and Ben hop	A bit of ham
A big cat	A bag with dots

Teacher Instructions: Have students read each phrase and then draw a picture to go with it. Have them circle all the words with the /b/ sound.

<p>1 New words</p>	<p>Bob • big • bad bat • bag • bin</p>
<p>2 Reviewed words</p>	<p>get • at • got it • not</p>
<p>3 New h-f words</p>	<p>she • will</p>
<p>4 Reviewed h-f words</p>	<p>a • and • can • from he • put • in see • the</p>
<p>5 Phrases</p>	<p>big bad bat got the rat put it in a big bin put the toy rat in a bag</p>
<p>6 Sentences</p>	<p>Will the big bad bat see the toy rat? Bob and Pam put the toy rat in the bag.</p>

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: _____

1. thin

Why is "S" capital?

2. Seth

3. thud

4. ship

5. mash

6. shock

Why is "R" capital?

7. Rick

8. neck

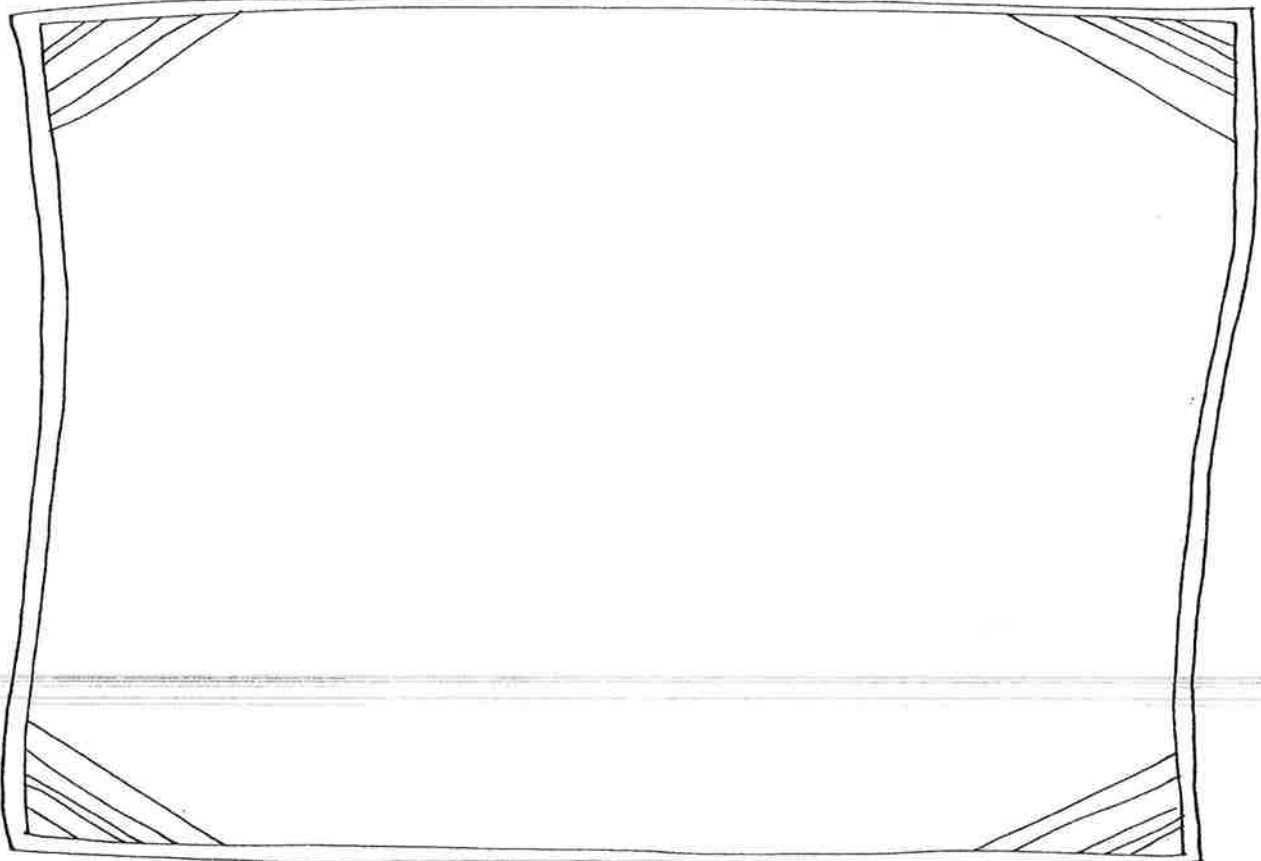
Read the sentence.

i can playwiTH mynew dog.

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.



Unit 4 Foundations Words to read and spell

Each day read this list of words;

Mon:

Tues:

Wed:

Thurs:

Fri:

rash	Such	Chip	Much	Shot
Moth	Rich	Lash	Path	Dash
Whip	Math	Dish	Shut	Rush
Shop	With	Fish	Shed	Chin
Chop	Chat	Beth	With	Bath
Seth	Thin	Thud	Ship	Mash
Shock	Rick	Neck	Back	Pack
Chick	Jack	Sock	Quick	Dock
Deck	Sick	Thick	Luck	Puck
Rack	Duck	Tuck	Lick	Sack
Lock	Peck	Quick	Quack	

Nonsense words

Thud	Zeth	Theg	Yit	Shob
Chep	Sish	Whep	Chuz	Nish
Wob	Tiz	Fesh	Leck	Bez
Fom	vop			

Review words

Dip	Fox	Nut	Gas	Him
Mob	Nab	Fib	Lab	Rob
Lob	Lug	Rut	Sun	Yet
Zip	Quiz	box		

Friday: Choose 6 words– Say them, then have your child spell and write them on the numbered page. This is like a spelling test.

Math Day #23

Topic	Activity	Technology
Number Talk	Review #13	See Kindergarten website for math talk videos.
Composing/Decomposing	Match Makers	
Envisions Lesson	10-3	Teen Numbers: https://www.youtube.com/watch?v=uedvwH6Ay18

Name _____

Num Talk

Number of
the Day

--- 13 ---

Odd or Even

Number Word

TALLY IT

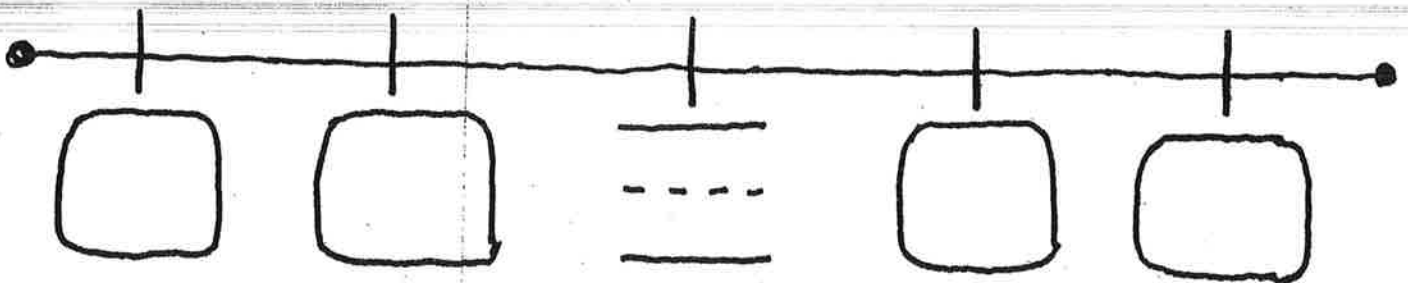
More and Less

_____ + 1 = _____

_____ - 1 = _____

Draw It

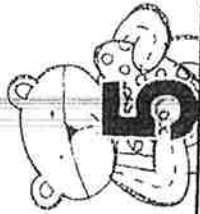
SHOW ON TEN FRAME



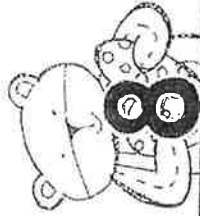
Name _____

Match Makers

Draw dots/counters in the boxes to solve the equations.



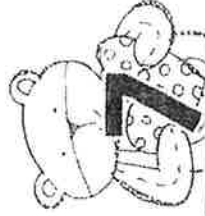
$5 + \underline{\quad} = 10$



$8 + \underline{\quad} = 10$



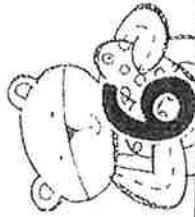
$2 + \underline{\quad} = 10$



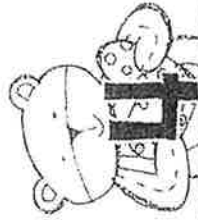
$7 + \underline{\quad} = 10$



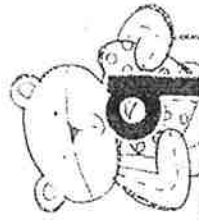
$3 + \underline{\quad} = 10$



$6 + \underline{\quad} = 10$



$4 + \underline{\quad} = 10$

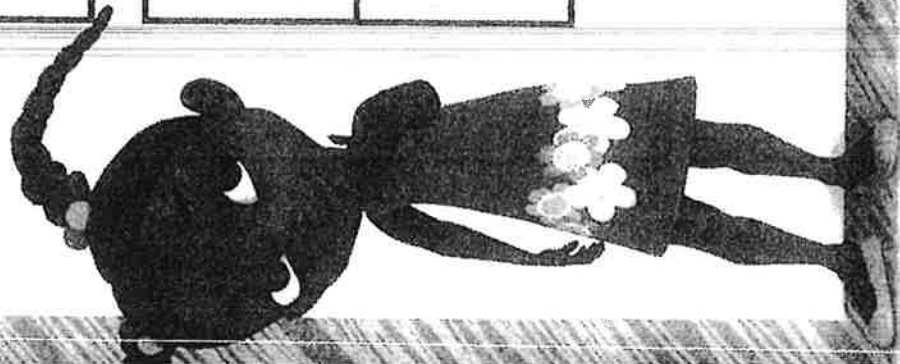


$9 + \underline{\quad} = 10$

Make 17, 18
and 19

10-3

+



Directions Say: Jada made 10 prizes for the school carnival. She makes more. Use counters to show how many prizes Jada made in all. Then write an equation to match the counters, and tell how the counters and equation show ones and some more ones.

I can ...

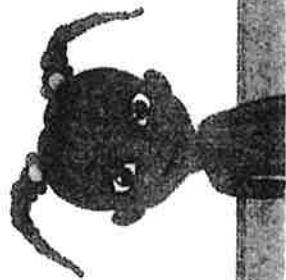
make the numbers 17, 18, and 19.

© Content Standards
K.NBT.A.1
Mathematical Practices
MP.1, MP.2, MP.4, MP.7

TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET

TICKET	
TICKET	
TICKET	
TICKET	TICKET
TICKET	TICKET

$10 + 7 = 17$



TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET

TICKET	
TICKET	
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET

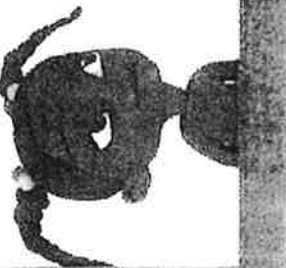
$10 + 8 = 18$



TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET

TICKET	
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET
TICKET	TICKET

$10 + 9 = 19$



$10 + 7 = 17$

$10 + 8 = 18$

$10 + 9 = 19$



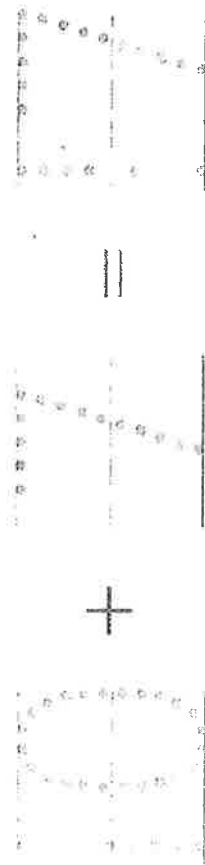
ones

sum

★ Guided Practice

●	●
●	●
●	●
●	●
●	●

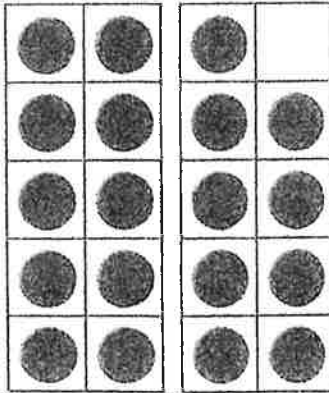
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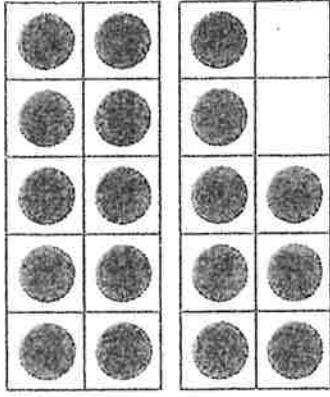
Directions ★ Have students complete the equation to match the counters. Then have them tell how the picture and equation show 10 ones and some more ones.

2



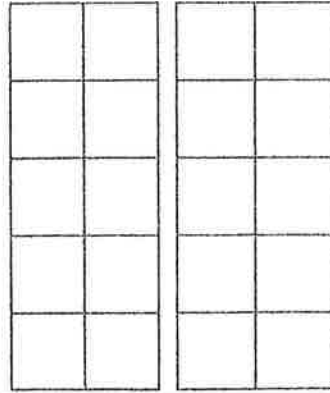
$$10 + 7 = 17$$

3

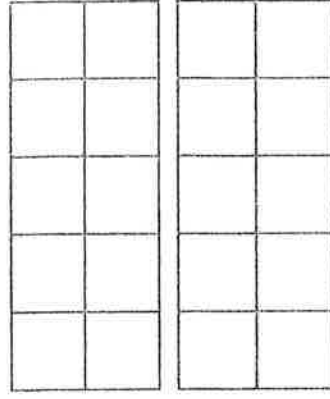


$$10 + 9 = 19$$

4



5



$$10 + 7 = 17 \quad 10 + 9 = 19$$

Directions Have students: 2 and 3 write an equation to match the counters. Then have them tell how the picture and equation show 10 ones and some more ones; 4 and 5 draw counters to match the equation. Then have them tell how the picture and equation show 10 ones and some more ones.

Independent Practice



Tools Assessment

6

7

+

=

+

8

9

+

=

$$19 = 10 +$$

Directions Have students: 6 draw counters, and then write an equation to show how to make 18. Then have them tell how the picture and equation show 10 ones and some more ones; 7 draw counters, and then write an equation to show how to make 19. Then have them tell how the picture and equation show 10 ones and some more ones; 8 draw counters, and then write an equation to show how to make 17. Then have them tell how the picture and equation show 10 ones and some more ones. **Higher Order Thinking** Have students draw

Library Activity for NTI Day 23

K & 1st Grades

Directions: Read a book or e-book (or part of a book) of your choice for at least 15 min. Draw and/or write to respond below.



Book Title: _____

Author: _____

3 Characters in Your Book

(The characters are the people, animals, or creatures in a story.)

--	--	--

2 Settings from Your Book

(The setting is where and when the story takes place. There are usually several different settings in a single story.)

--	--

1 Thing You Learned from the Book

--