

# NTI DAYS 31/32



Harrison County Schools

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

Grade: \_\_K\_\_

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

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

Harrison County Kindergarten  
NTI days #31 & 32  
Checklist

**Day #31**

**Reading**

\_\_\_ Guided Reading

\_\_\_ Foundations

**Math**

\_\_\_ Choose a Math Game

*from either days 31/32  
OR days 34/35*

**Must Do Specials**

P.E./Health/Nutrition

**Day #32**

**Reading**

\_\_\_ Guided Reading

\_\_\_ Foundations

**Math**

\_\_\_ Choose a Math Game

**Must Do Specials**

Art

**Kindergarten Website for Video Links:**  
[sites.google.com/view/harrisonkykinder](https://sites.google.com/view/harrisonkykinder)

ELA Days #31 & #32

ELA	Activity	Technology
Guided Reading	---Read <u>Nat's Cat</u> (both days) On day #32 circle sight words in the story. How many did you find?	
Foundations	--Read the list of words for the appropriate day	

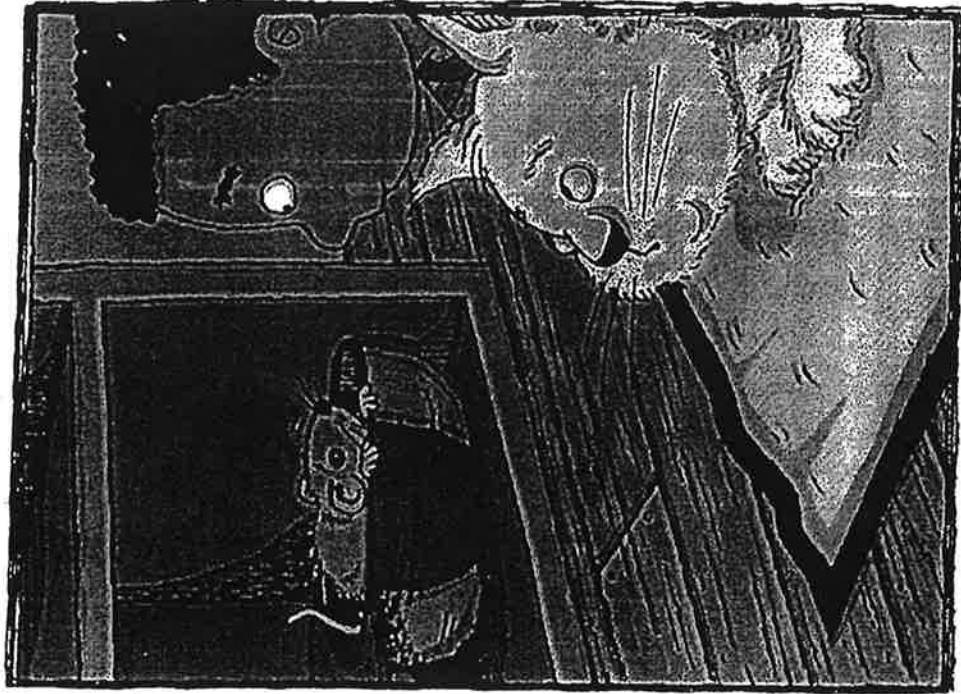
Math Days #31 & #32

Topic	Activity	Technology
Number Sense	--Ten Frames War Game	
Counting	--Count by 1s to 100	

# Nat's Cat

A Reading A-Z Decodable Book

Word Count: 128

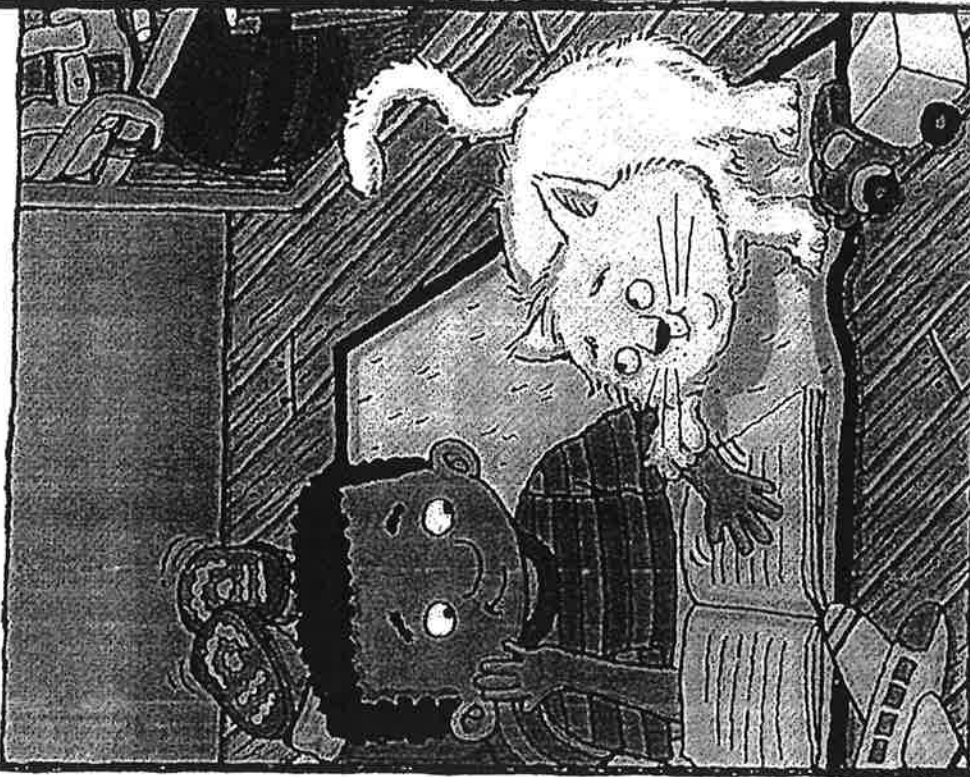


Reading A-Z

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DECODABLE • 25

# Nat's Cat

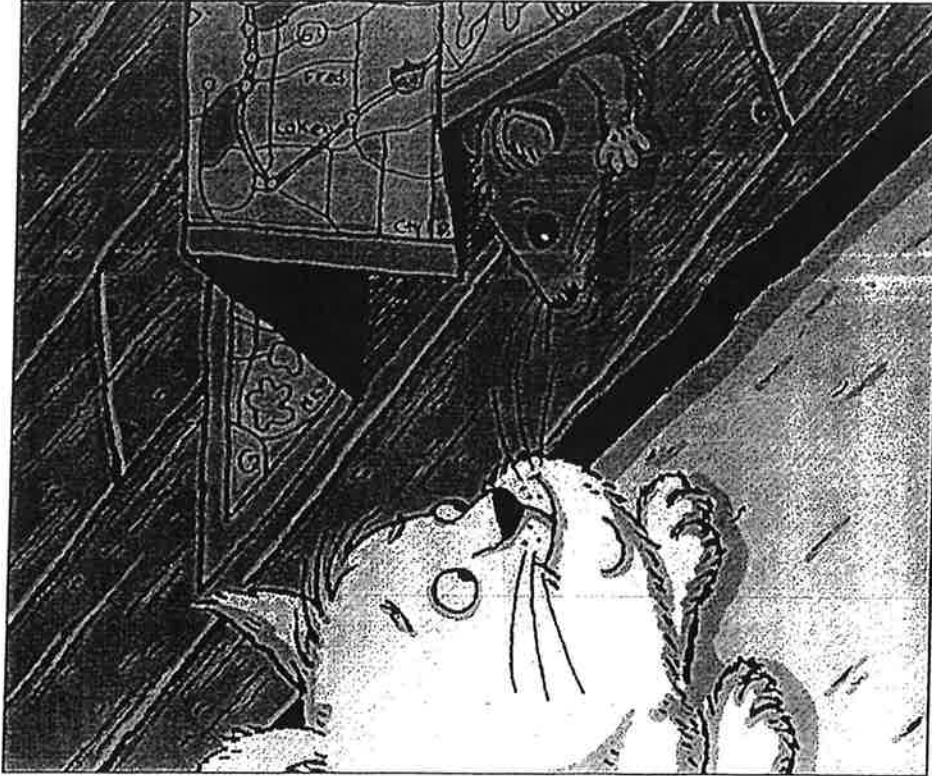


Written by Wayne Miller

Illustrated by Angela Kamstra-Jacobson

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

# Nat's Cat



Written by Wayne Miller  
Illustrated by Angela Kamstra-Jacobson

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## ELEMENTS USED IN THIS BOOK

Phonograms -ap, -at

Phonogram words cap, lap, tap, cat, fat, mat,  
Nat, pat, rat, sat

Reviewed phonic elements n, a, p, m, s, t, o, e, h, f, g,  
i, c, r, l

Story word after

New high-frequency words saw, would

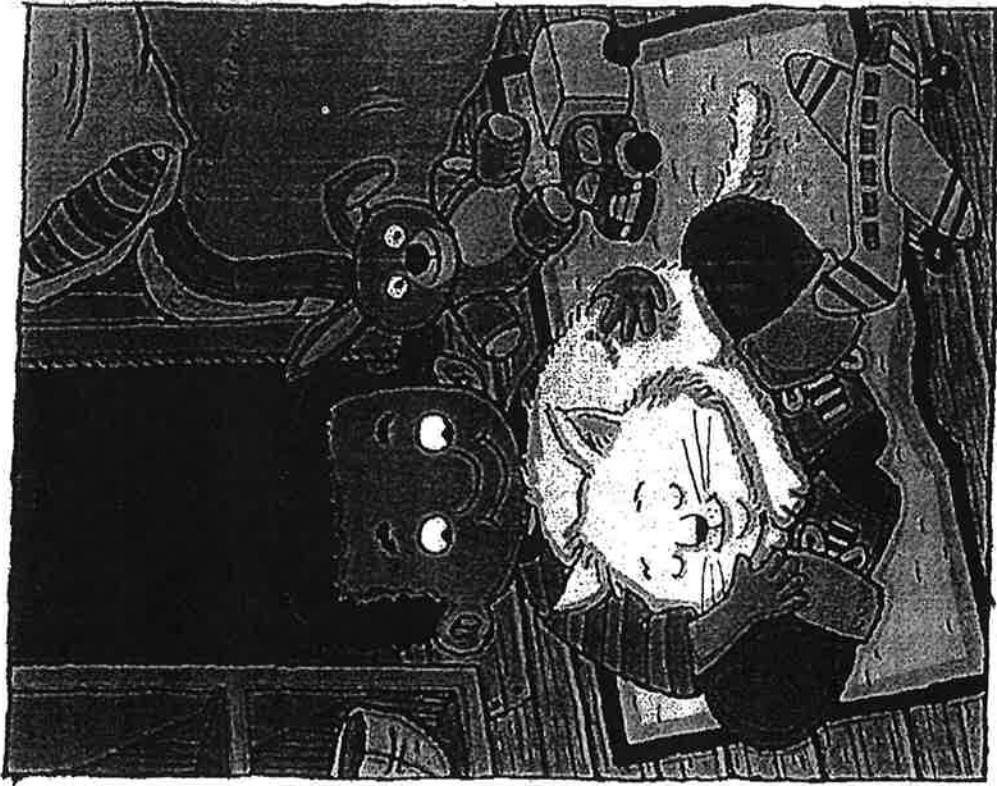
Reviewed high-frequency words a, and, do, he, her, his, is,  
like, my, put, run, said, stop,  
the, they, this, to, want,  
was, with

Special considerations possessive 's;  
inflectional ending -ed

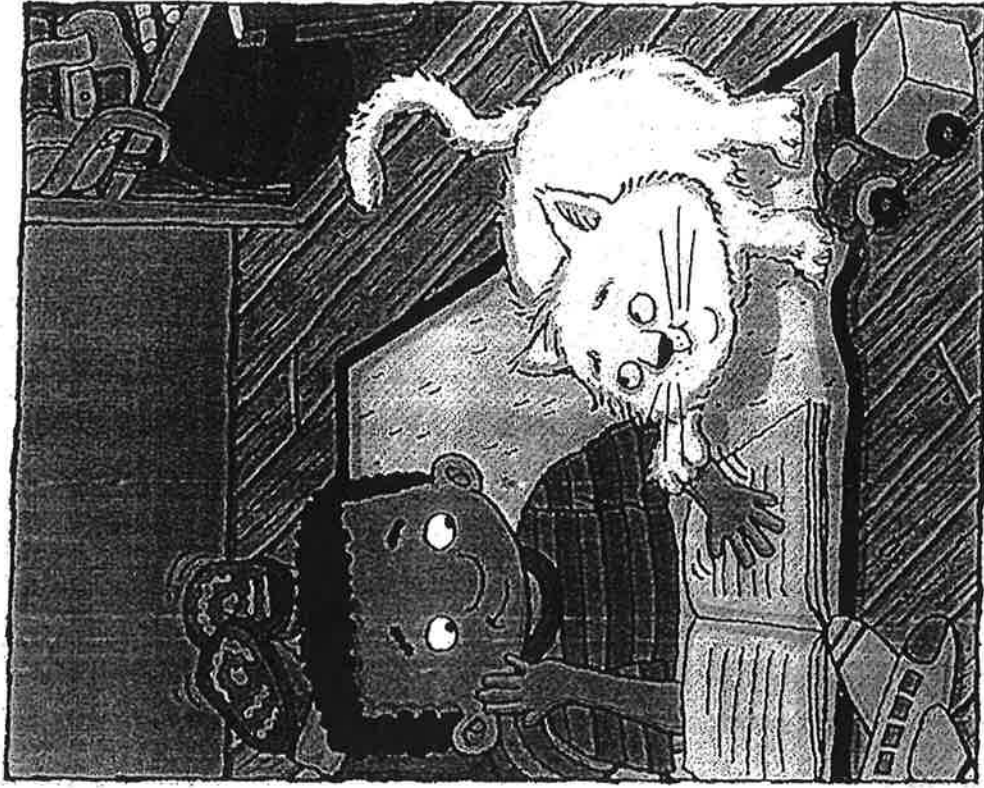
Nat's Cat  
Decodable Book 25  
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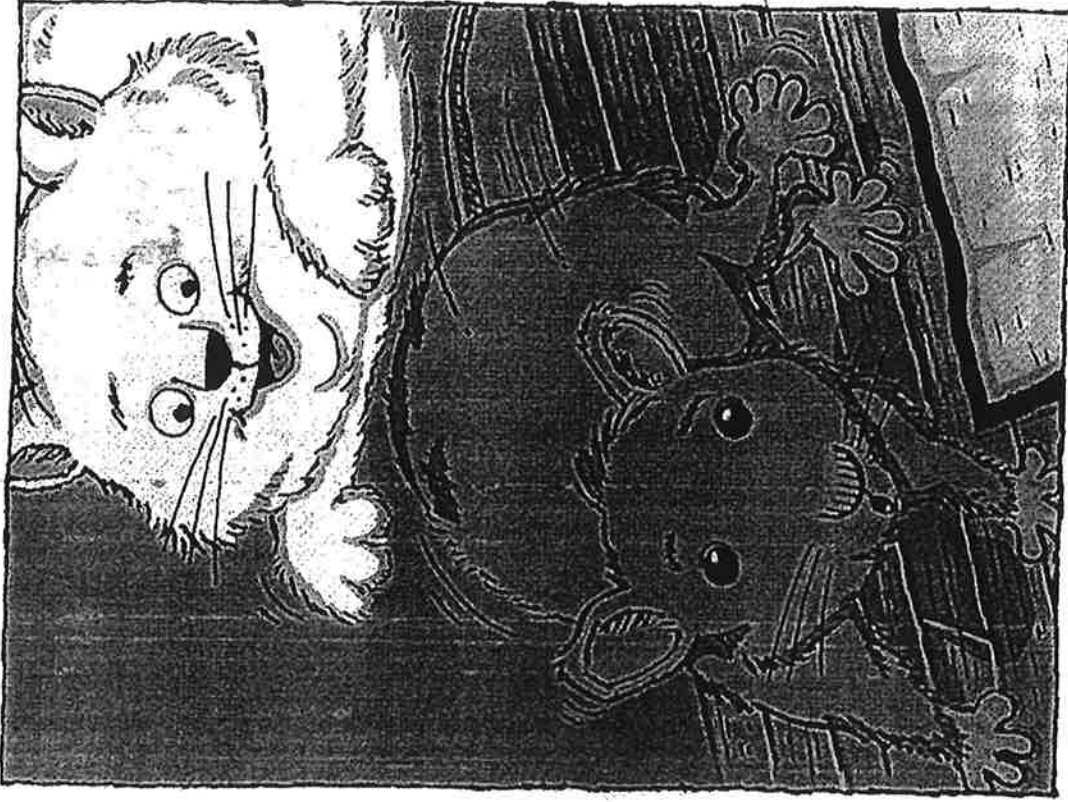
Nat liked to sit on the mat  
with his fat cat.  
The fat cat liked to nap  
on Nat's lap.



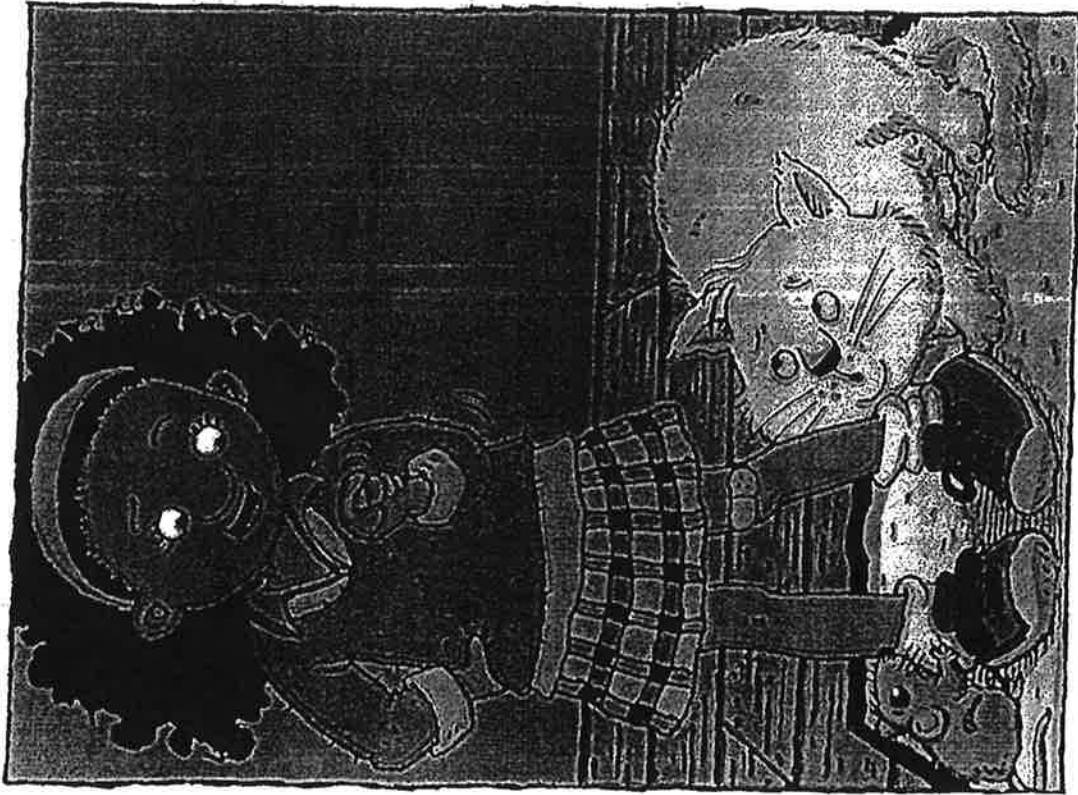
If the fat cat wanted  
a pat, he would tap  
on Nat.  
Nat would pat him.



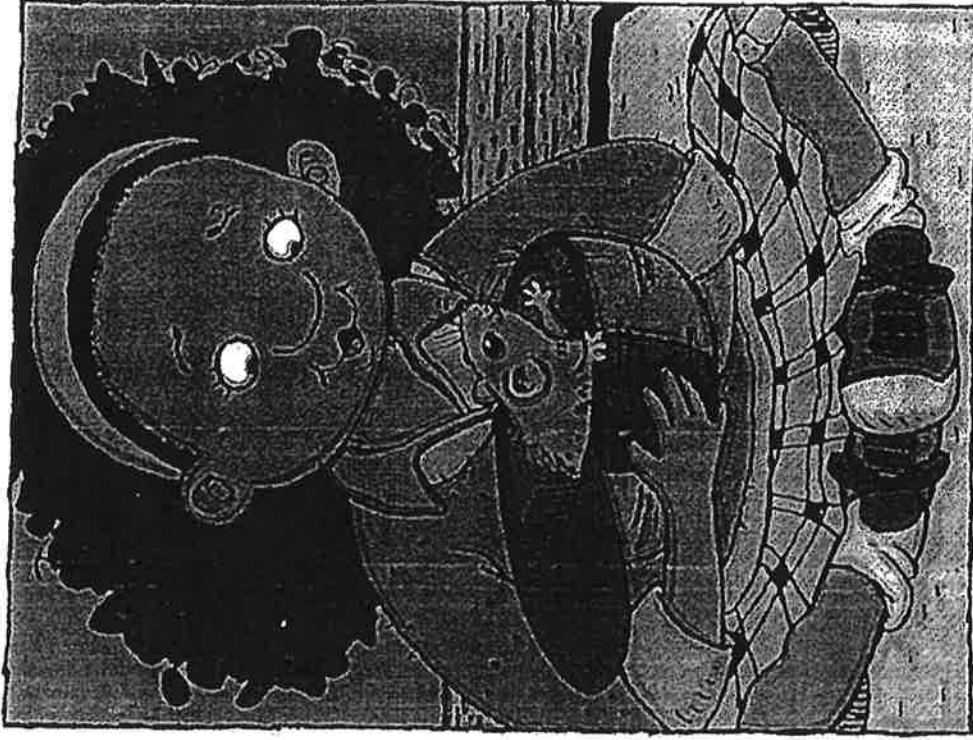
Nat was on the mat  
with his cat.  
They saw a rat in a cap.



“Get the rat,” Nat said to  
his cat.  
The fat cat ran at the rat.

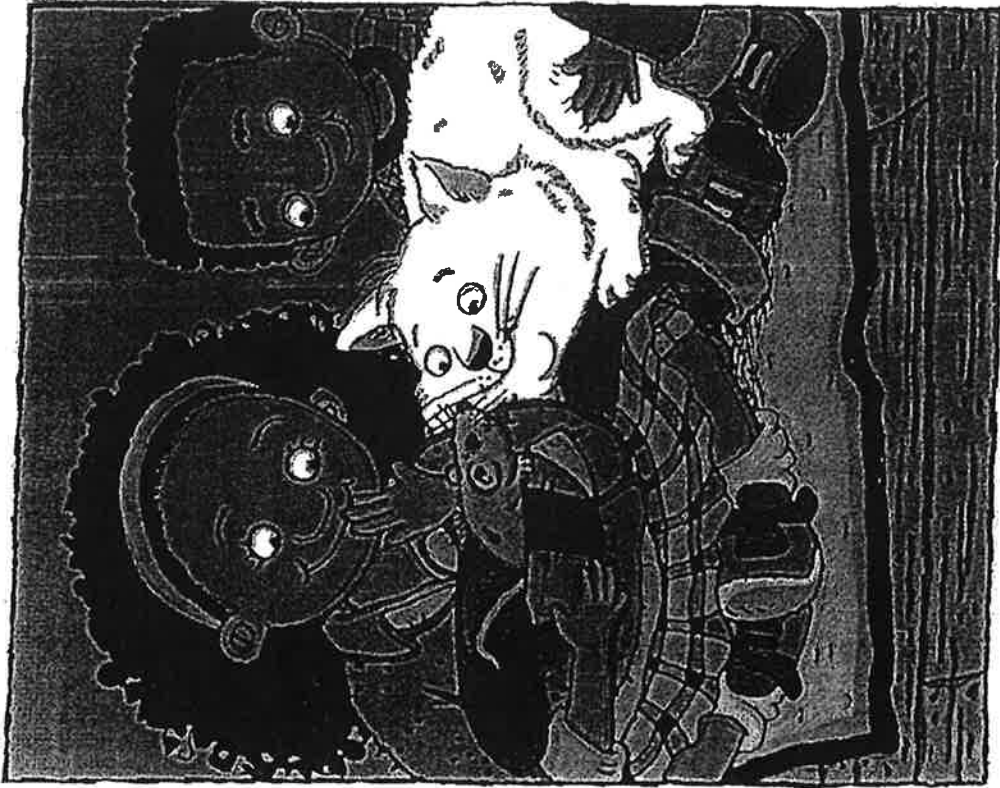


“Stop it, cat!” said Meg.  
“Do not run after my rat.  
This rat is my pet.”

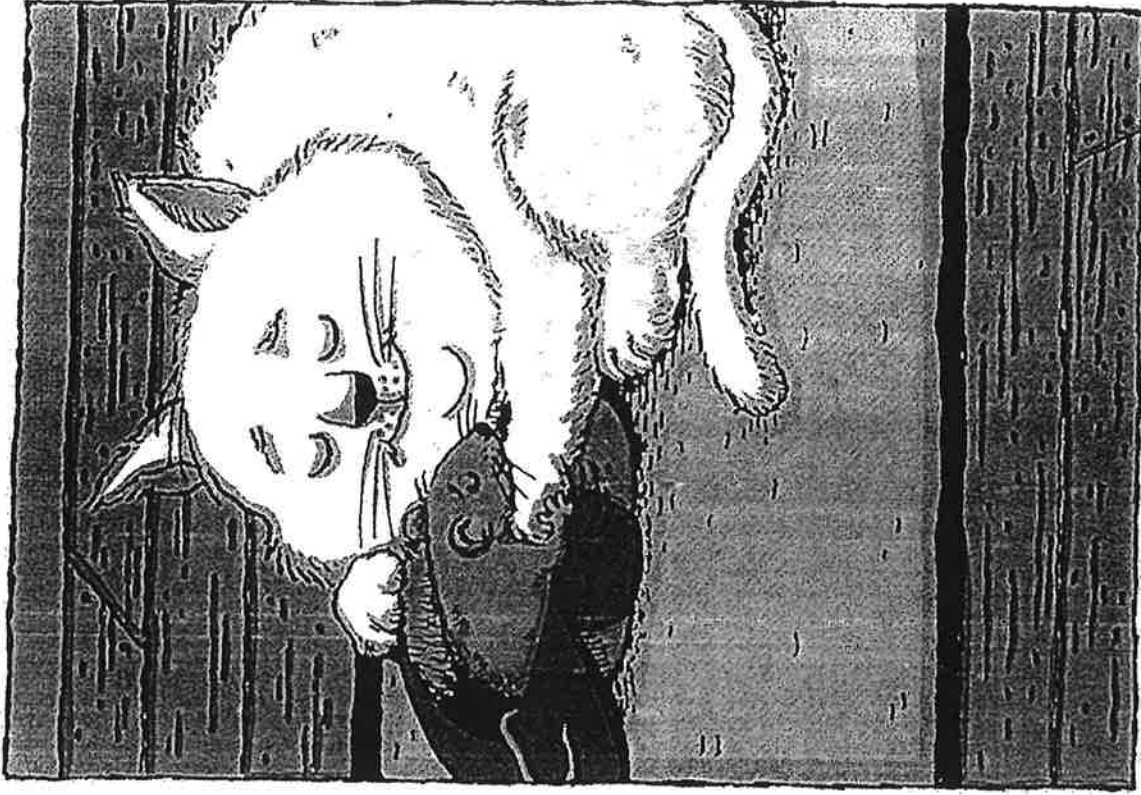


Meg sat on a mat.  
The rat got in a cap.  
The rat sat in the cap  
on Meg's lap.





Nat sat on the mat  
with the cat in his lap.  
The fat cat looked at  
the rat.



The rat and the cat  
had a nap.

**NTI Day 31-35**  
**Foundations Lessons**

Directions: Have your child read each of the words. Put a check beside the words your child read correctly the first time.

**Monday**

Rash	such	chip	much	shot	moth
Rich	lash	path	dash	whip	math

**Tuesday**

Dish	shut	rush	shop	wish	fish
Shed	chin	chop	chat	Beth	with
Bath	Seth	thin	thud	ship	mash

**Wednesday**

Shock	Rick	neck	back	pack	chick
Jack	sock	quick	dock	deck	sick

**Thursday**

Thick	luck	puck	rack	duck	tuck
Lick	sack	lock	peck	quick	quack

**Friday**

Time your child as they read all of the above words. Write how long it took for your child to read the entire list. \_\_\_\_\_ minutes \_\_\_\_\_ seconds.



# 12: Ten-Frames War

## **i** Number of Students

Partner pairs

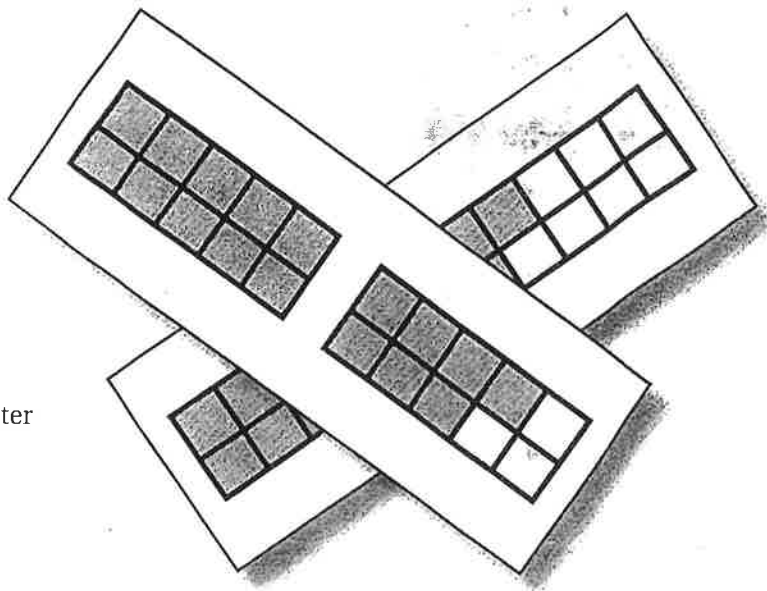
## **/** Materials

For each student:

- Ten-Frame Cards (pages 114–115)

## **◆** Overview

In this activity, students compare two Ten-Frame Cards to determine the greater quantity.



## Common Core State Standards

### Content Standards:

**Grade Level:** K

**Domain:** Counting and Cardinality (K.CC)

**Know number names and the count sequence.**

1. Count to 100 by ones and tens.

**Compare numbers.**

7. Compare two numbers between 1 and 10 presented as written numerals.

**Grade Level:** 1

**Domain:** Number and Operations in Base Ten (1.NBT)

**Understand place value.**

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

### Practice Standards:

2. Reason abstractly and quantitatively.


Kindergarten students must be able to “transfer” a quantity represented on the Ten-Frame Cards to the corresponding quantity (1 to 10), and then write an appropriate symbolic comparison statement relating the two numbers, e.g.,  $a < b$ ,  $a > b$ ,  $a = b$ . In Grade 1, the thinking continues with numbers up to 20, with a focus on tens.

3. Construct viable arguments and critique the reasoning of others.

Students in Grades K and 1 are beginning their study of place value. In addition to the numbers 1 to 10, they are now focusing on numbers up to 20. In comparing two different Ten-Frame Cards, they must argue why one representation is greater than, less than, or equal to another representation.


## Presenting the Activity

1. Make copies of the Ten-Frame Cards using two colors of cardstock. Cut them apart.
2. Distribute the two sets of cards to the student pairs. Each student gets his or her own color.
3. Say to the student(s):


 Place your set of Ten-Frame Cards facedown in front of you. Now, each one of you, turn over a card.

Whoever has the greater number wins the round and takes the cards.

4. You may need to demonstrate how to play a round.
5. Say to the student(s):

 For each round, write a number sentence that relates the two numbers. For example, if the two numbers showing are 8 and 13, then write  $13 > 8$  on your paper.

6. Say to the student(s):

 If you have the same quantity showing, turn over another card. Whoever has the greater number wins all of the cards.

Continue turning over cards for each round until you have no more cards.

The winner of Ten-Frames War is the player with more cards.

7. Allow time for students to complete the game.

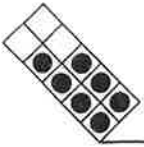
Use #'s 1-10 first  
Then add #'s 11-20.

## Assessing Student Responses

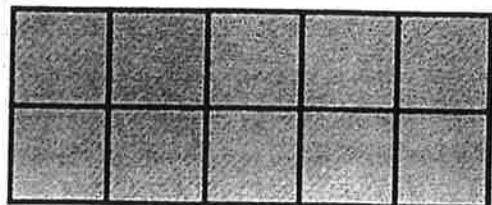
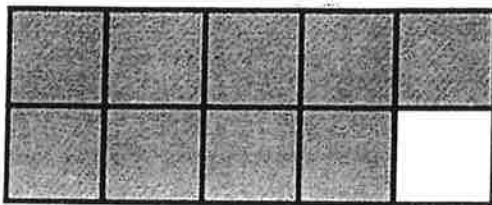
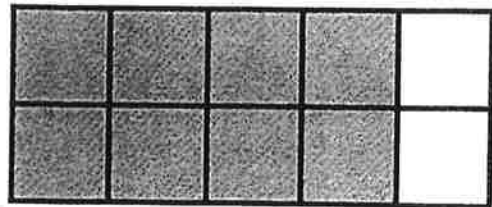
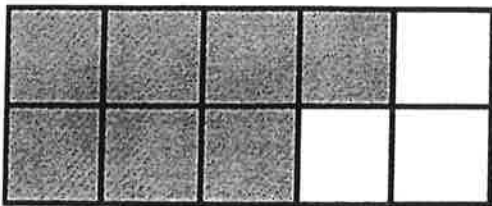
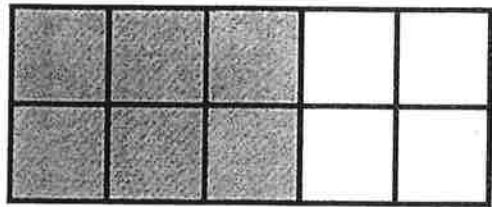
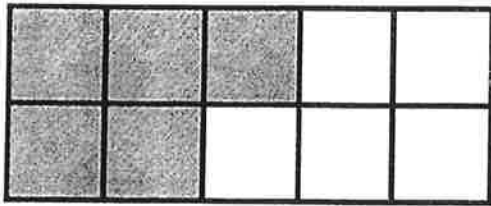
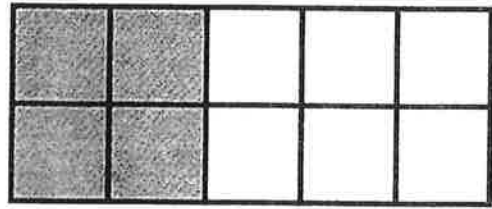
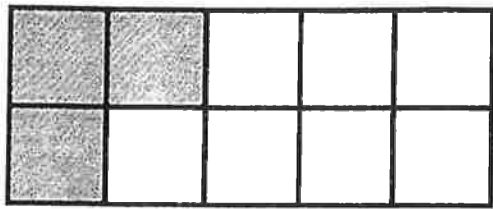
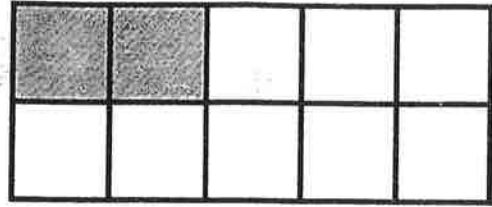
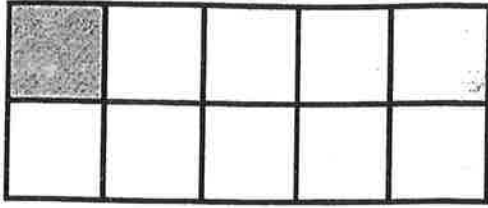
The following questions will help you assess your students' responses to the activity:

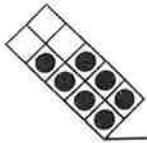
- Did the student(s) compare the Ten-Frame Cards correctly?
- Were representations of numbers in the teens difficult for students to compare? What did you observe?
- What procedure did the student(s) use to make comparisons? Did the student count the objects on the ten-frames before naming the corresponding number? Did the student notice that one frame was completely filled and just count the markers on the second ten-frame?
- Did the student(s) write correct number sentences using "greater than" or "less than" symbols?

Use for both math games.

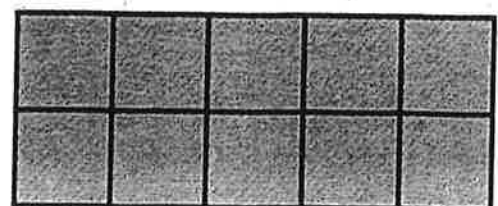
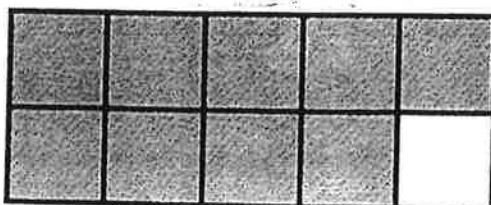
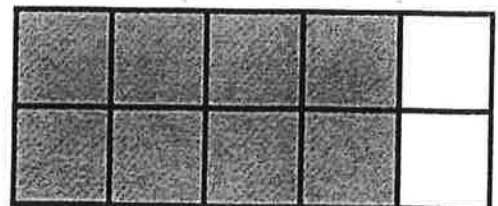
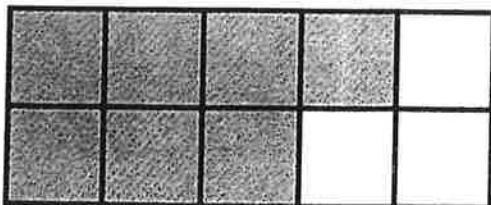
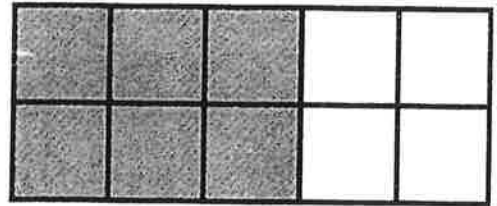
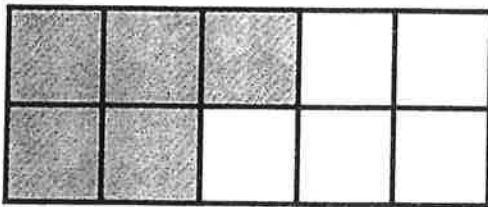
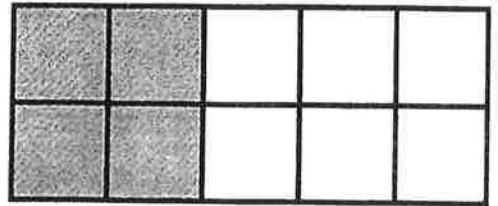
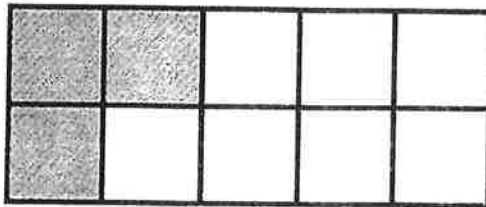
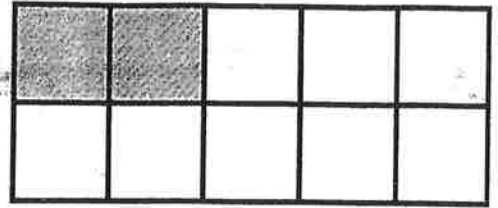
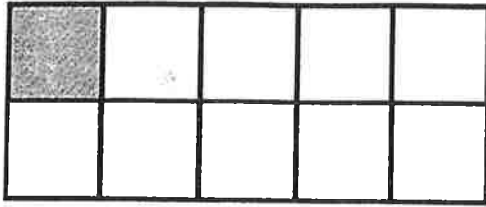


# Ten-Frame Cards 1-10



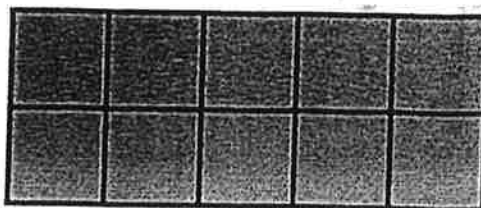
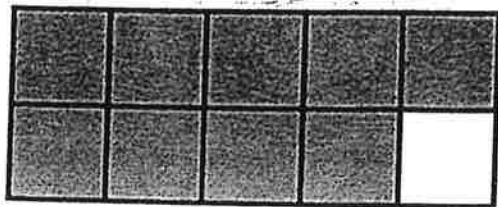
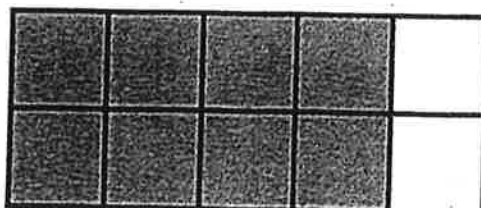
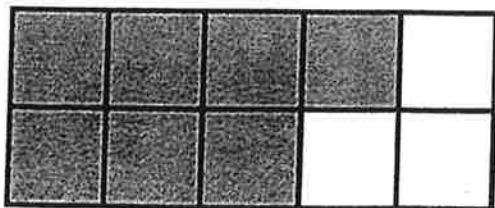
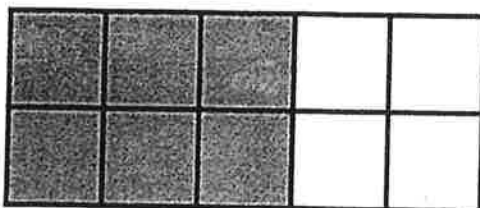
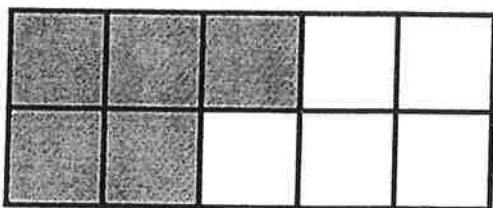
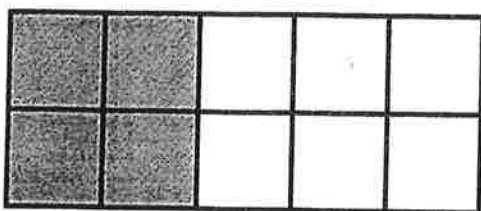
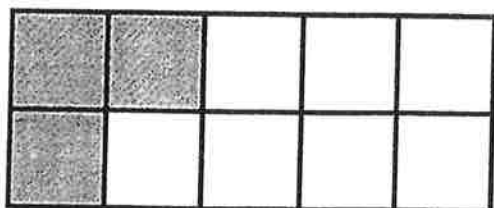
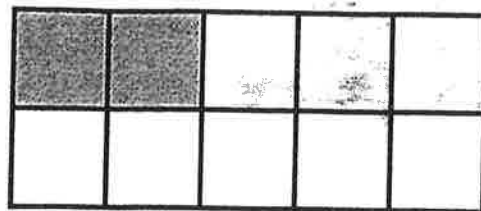
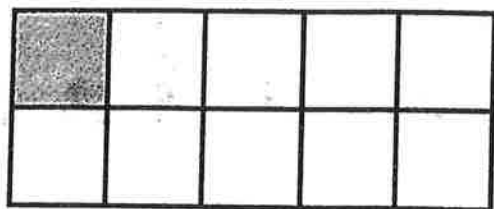


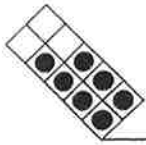
# Ten-Frame Cards 1-10



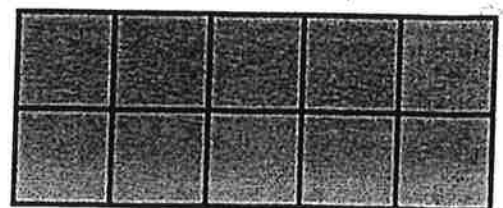
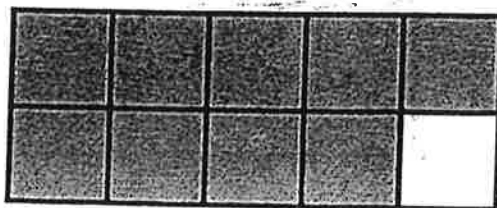
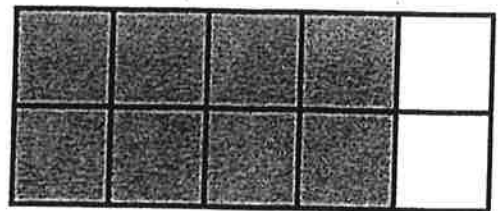
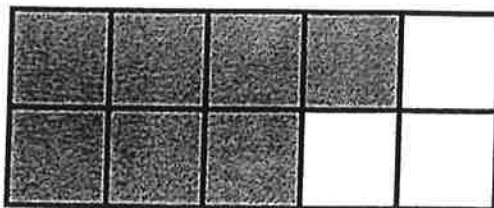
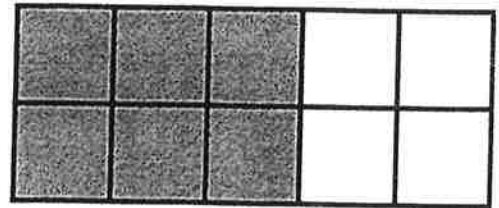
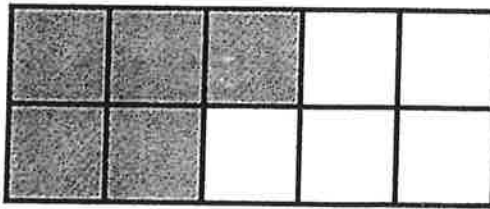
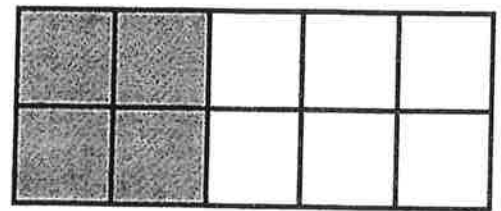
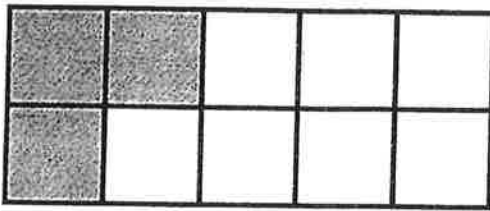
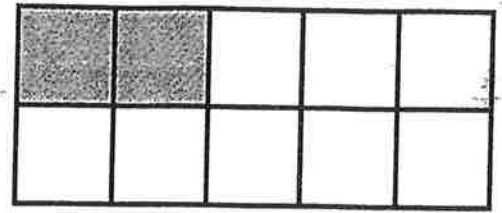
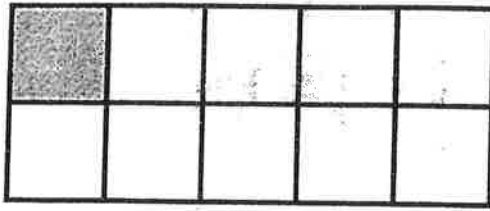


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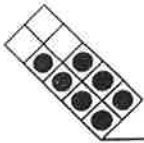




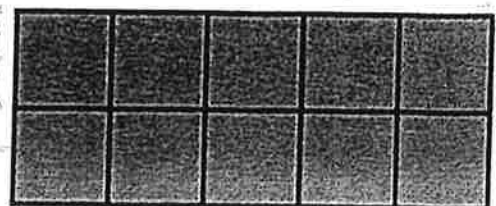
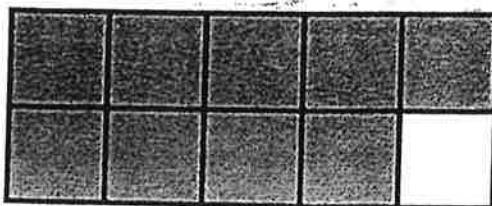
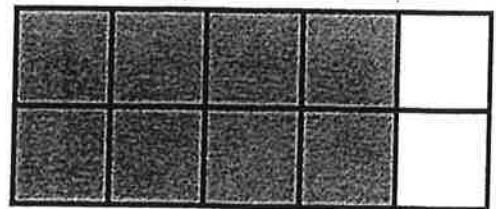
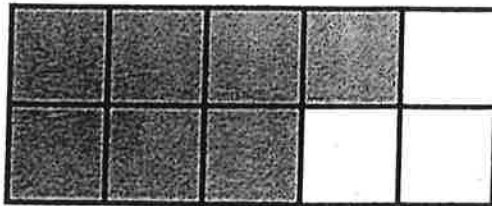
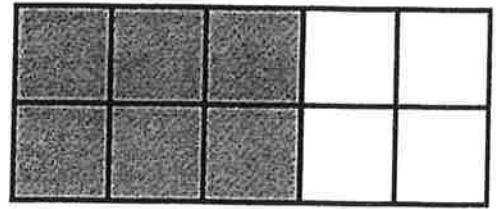
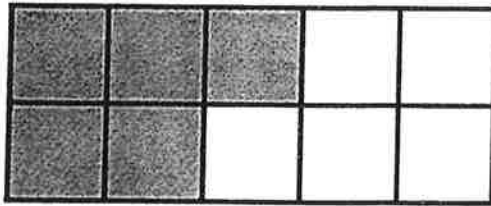
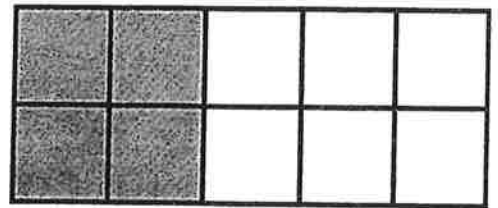
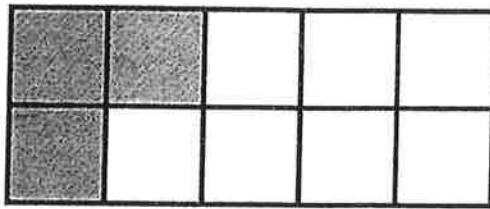
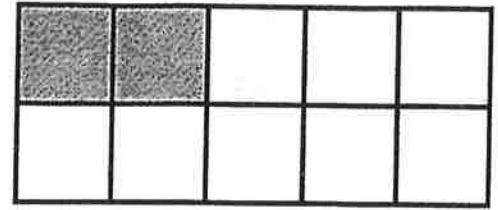
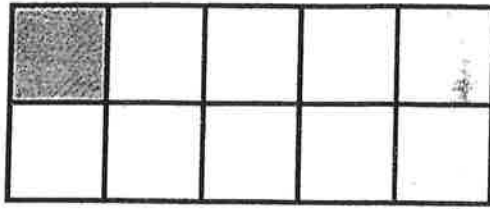
# Ten-Frame Cards 1-10







# Ten-Frame Cards 1-10



NTI Day 31  
Physical Education

Grades K-2:

-Continue working on the fitness calendar for the month of April. Complete each daily activity 3 times per day.

-Pattern Fitness 1 & 2: Complete both pattern fitness pages. Complete the pattern by performing the exercise that is missing in each row and labeled with a "?".

# PATTERN FITNESS 1.0

**Directions:** Complete the pattern by performing the exercise that is missing in each row and labeled with the "?".



25  
WINDMILLS



JOG  
2 LAPS



30 SECOND  
STRETCH



25 JUMPING  
JACKS



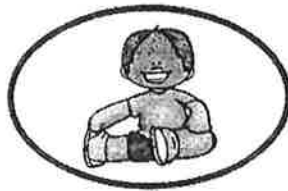
15 SQUATS



15 SECOND  
LEG STRETCH



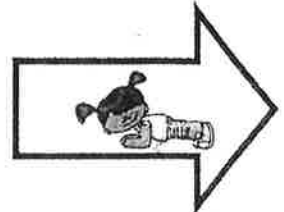
10 PUSH-UPS



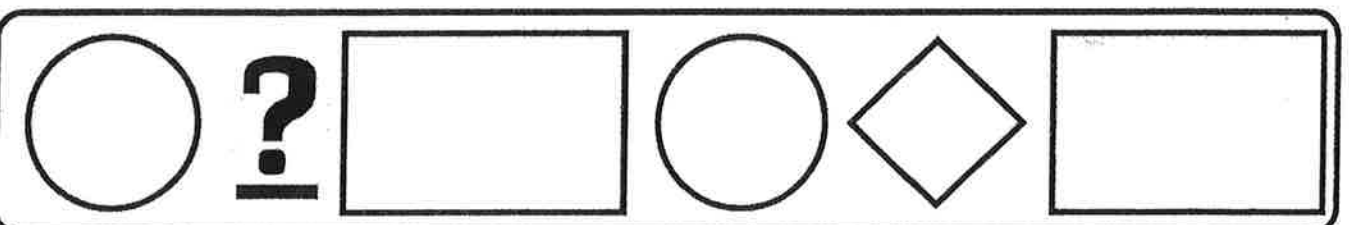
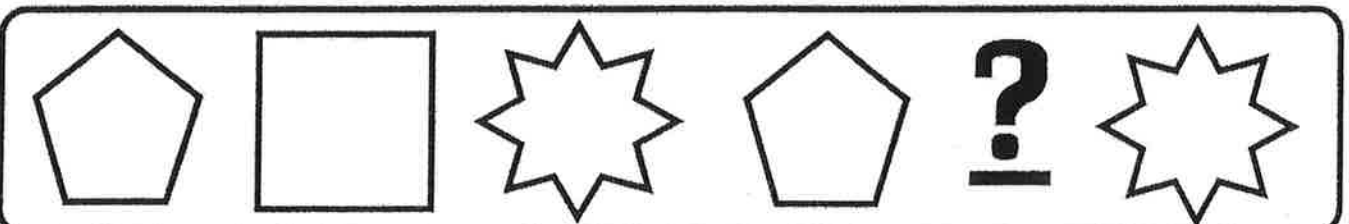
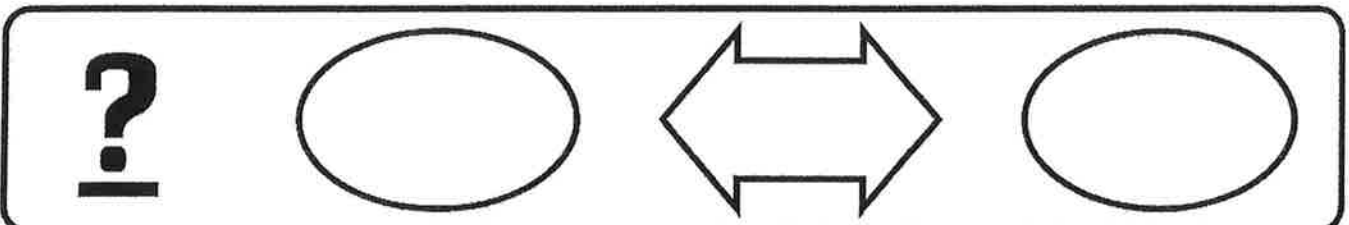
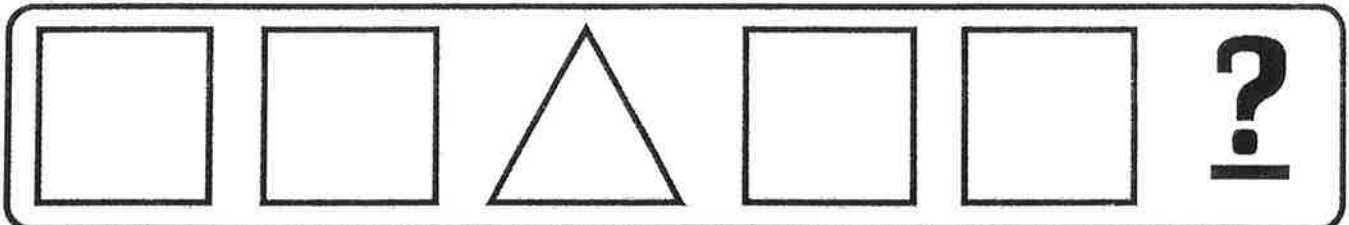
15 SECOND  
LEG STRETCH



10 SIT-UPS













30 SECOND  
PLANK













# PATTERN FITNESS 2.0

**DIRECTIONS:** COMPLETE THE PATTERN BY PERFORMING ONLY THE EXERCISES THAT ARE MISSING AND MARKED WITH A "?".

 20 SQUATS	 30 SECOND STRADDLE STRETCH	 20 SQUATS	?	 20 SQUATS	 30 SECOND STRADDLE STRETCH
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 30 JUMPING JACKS	?	 30 JUMPING JACKS	 20 MOUNTAIN CLIMBERS	 30 JUMPING JACKS	 20 MOUNTAIN CLIMBERS
--	---	--	---	--	--

 20 JUMPS IN THE AIR	 20 SECOND STRAIGHT LEG STRETCH	 20 JUMPS IN THE AIR	?	 20 JUMPS IN THE AIR	 20 SECOND STRAIGHT LEG STRETCH
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 30 SECOND BUTTERFLY STRETCH	 BALANCE ON ONE FOOT FOR 30 SECONDS	 30 SECOND BUTTERFLY STRETCH	 BALANCE ON ONE FOOT FOR 30 SECONDS	 30 SECOND BUTTERFLY STRETCH	?
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# NTI Art at Home

Directions: For NTI day 32 choose an activity to complete. Each activity will include the one of the Elements of Art: **line, shape, color, value, form, texture, and space**. Use any materials you have, take your time, and have FUN!

<p><b>Line:</b> Draw a face like below, give your person hair using different types of lines. Create 6 different hairstyles.</p> 	<p>*** <b>Shape:</b> Using different shapes geometric, has a name (triangle, square, rectangle) and organic (made up) create something out of any materials you'd like!***</p> <p>Parent Initial: _____</p>	<p>*** <b>Color</b> Mixing: Using food coloring or paint, mix the primary colors: red, blue, and yellow to make new colors. ***</p> <p>Parent Initial: _____</p>
<p>*** <b>Form:</b> The element of form refers to shapes that have 3 dimensions. Forms have height, width, and depth. They can be viewed from multiple angles. Use play dough, aluminum foil, a toilet paper roll, etc. to create something. Use your imagination! ***</p>	<p><b>Texture</b> Hunt: Lay a piece of paper over an object and rub over it with the side of a crayon. Find 10 different textures.</p>	<p><b>Photograph the Elements of Art.</b></p> <p>Use your device to take photos of things that feature the Elements.</p> <p>Email to Mrs. Smiley or share on school FaceBook site.</p>
<p><b>Space:</b> Draw a landscape with space- give the illusion of depth.</p> <ol style="list-style-type: none"> <li>1. Draw a line across the middle of the paper.</li> <li>2. The top portion will be the sky.</li> <li>3. The bottom will be the grass and landscape. You can add hills and mountains.</li> <li>4. Add detail (color, trees, barns, animals, etc).</li> </ol>	<p><b>Value:</b> the lightness or darkness of a color.</p> <ol style="list-style-type: none"> <li>1. Choose a crayon color and color three different areas.</li> <li>2. On one, <b>tint</b> it with a white crayon (1).</li> <li>3. On the third area, <b>shade</b> with black (3).</li> </ol> <p>Number 2 is the original color (gray). Repeat with 3 more colors.</p> 	<p><b>Collage of the Elements of Art</b></p> <p>Use clippings from magazines to find one example of each Element to create an Elements of Art Collage.</p>

**Any activity with \*\*\*:** If possible, please upload a photo of your activity on ClassDojo, School Facebook Site, email to [chelsey.smiley@harrison.kyschools.us](mailto:chelsey.smiley@harrison.kyschools.us) or any other school site. These activities also need a parent initial in that box and returned to school. Any other activities will need to be returned to school.

If having difficulty with blank paper, use the back of this sheet.