

NTI DAYS 34/35



Harrison County Schools

Name: _____

Grade: K

Teacher: _____

Complete within 2 weeks of returning to school.

Harrison County Kindergarten
NTI days #34 & 35
Checklist

Day #34

Reading

Guided Reading

Foundations

Math

Choose a Math Game

*From either days 31/32
or 34/35*

Must Do Specials

Social Emotional Learning

Day #35

Reading

Guided Reading

Foundations

Math

Choose a Math Game

Must Do Specials

Technology

Kindergarten Website for Video Links:
sites.google.com/view/harrisonkykinder

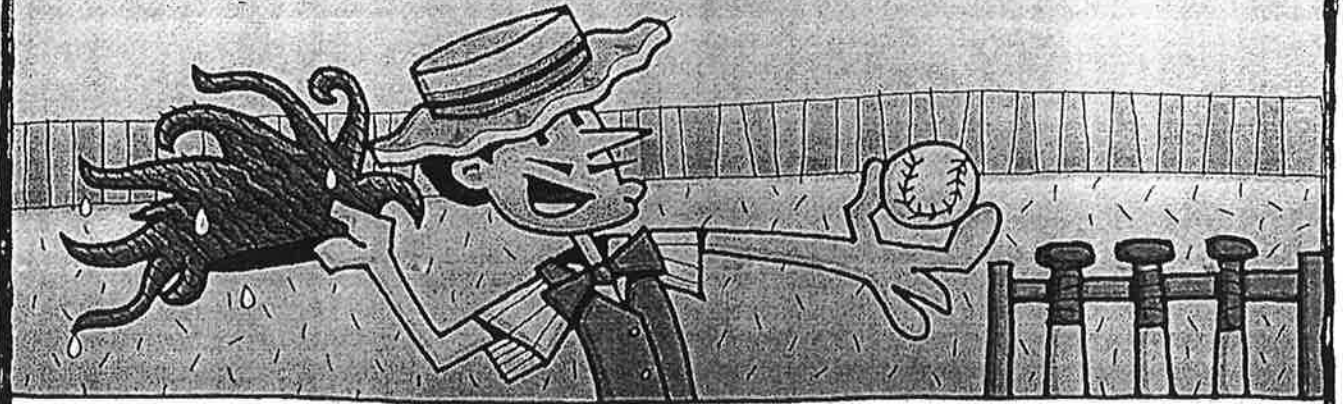
ELA Days #34 & #35

ELA	Activity	Technology
Guided Reading	---Read <u>Win a Wig</u> (both days) On day #35 circle the short /i/ words in the story. How many did you find?	
Foundations	--Read the list of words for the appropriate day	

Math Days #34 & #35

Topic	Activity	Technology
Number Sense	--Target Ten math game	
Counting	--Count by 5s to 100 (each day)	

Win a Wig

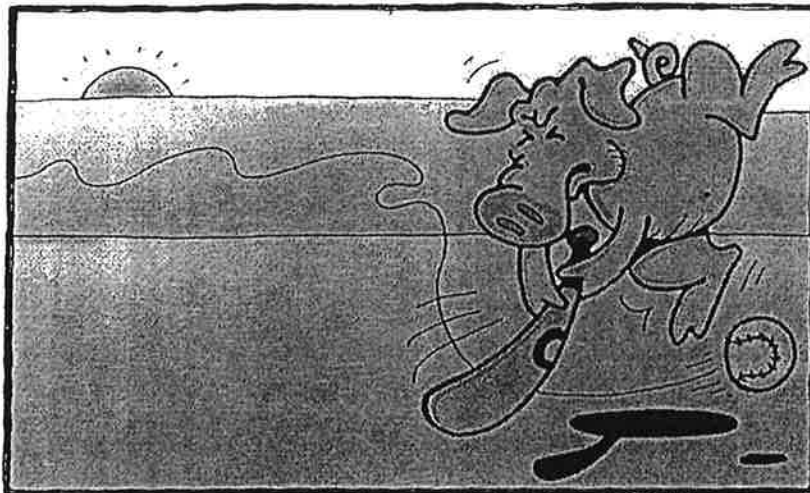


Written by Robert Charles • Illustrated by John Kastner

www.readinga-z.com

Win a Wig

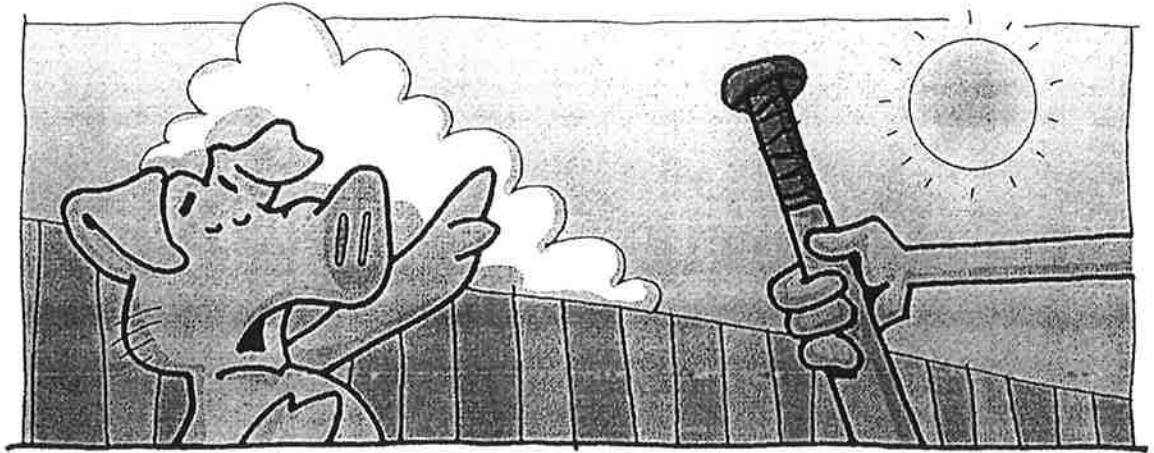
A Reading A-Z Decodable Book • Word Count: 126



 Reading A-Z

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

Win a Wig



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Illustrated by John Kastner

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Win a Wig
Decodable Book 24
© Learning A-Z
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ELEMENTS USED IN THIS BOOK

New phonic element w

Words with new phonic element wag, wet, wig, win

Reviewed phonic elements n, a, p, m, t, o, d, e, h, g, l,

b, r

Story words Walt, won

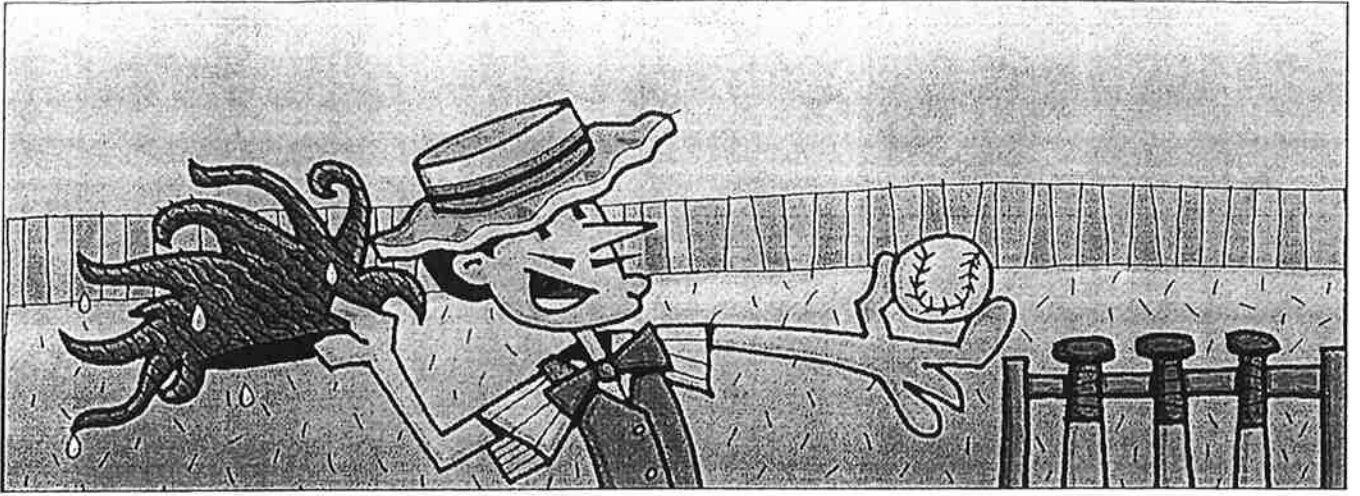
Reviewed story word ball

New high-frequency words over, want

Reviewed high-frequency words a, and, did, do, get, he, I,

it, no, said, the, was, will

Special considerations inflectional ending -ed



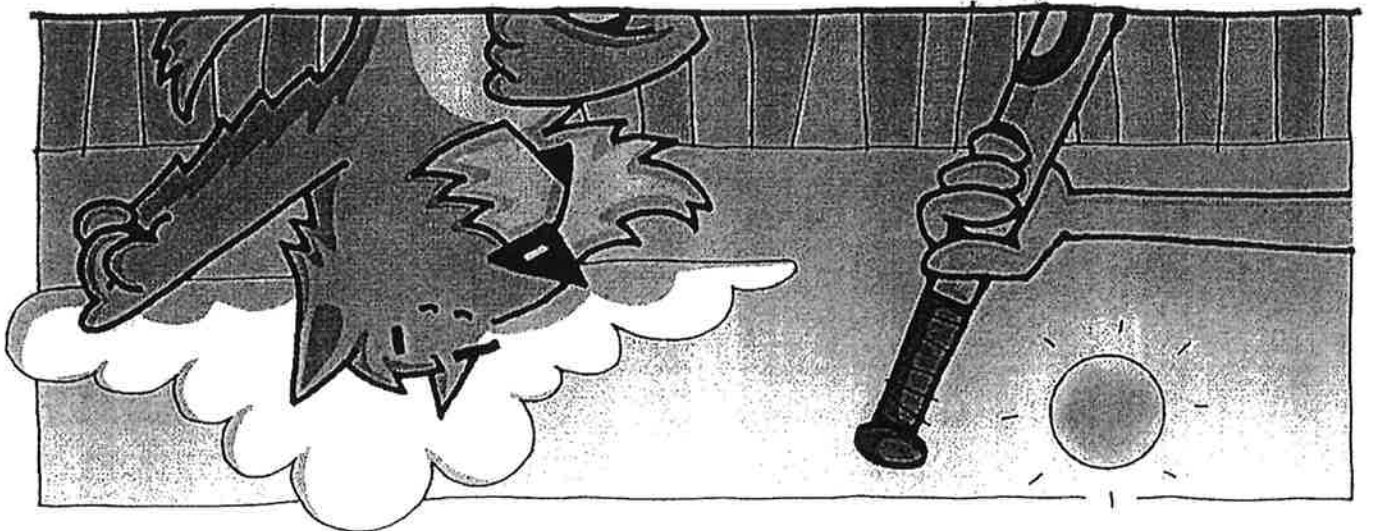
“Get a hit, and win a wet wig,”
said the man.
“Hit the ball and win a wig.”

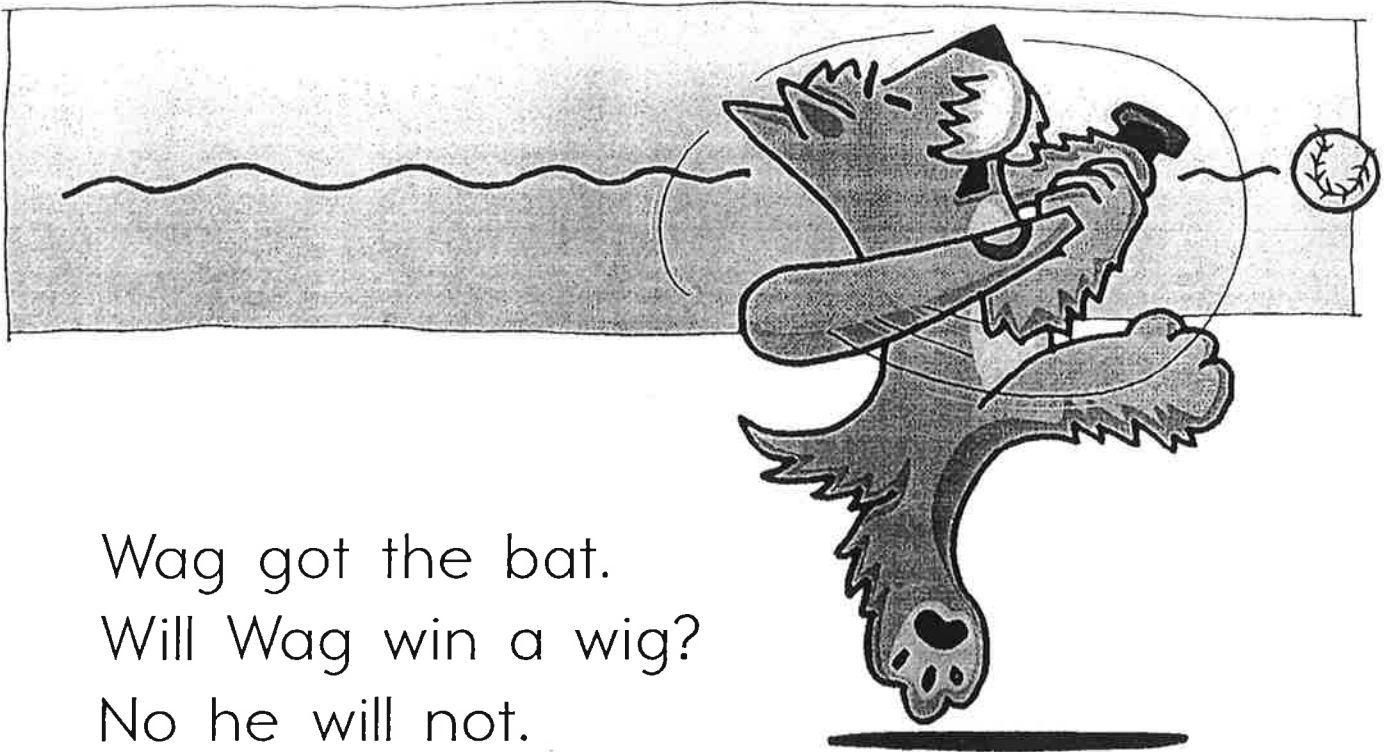
Win a Wig • Consonant Ww

3

“I will get a big hit,”
said Wag the dog.
“I will win the wet wig.”

h





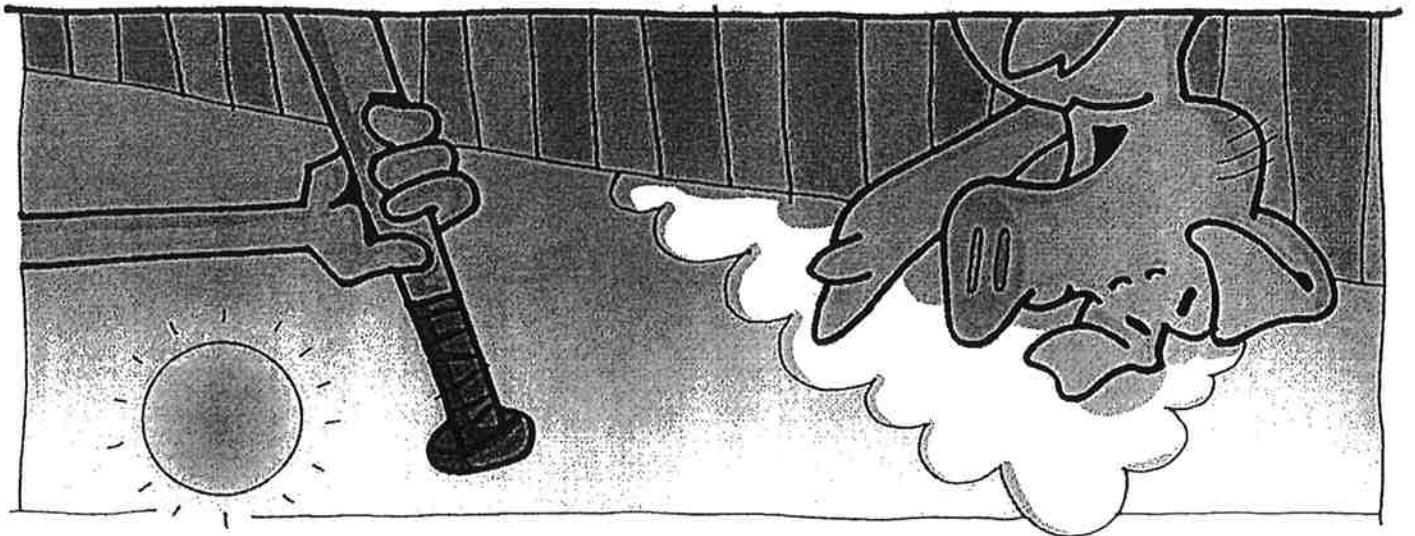
Wag got the bat.
Will Wag win a wig?
No he will not.
Wag did not hit the ball.

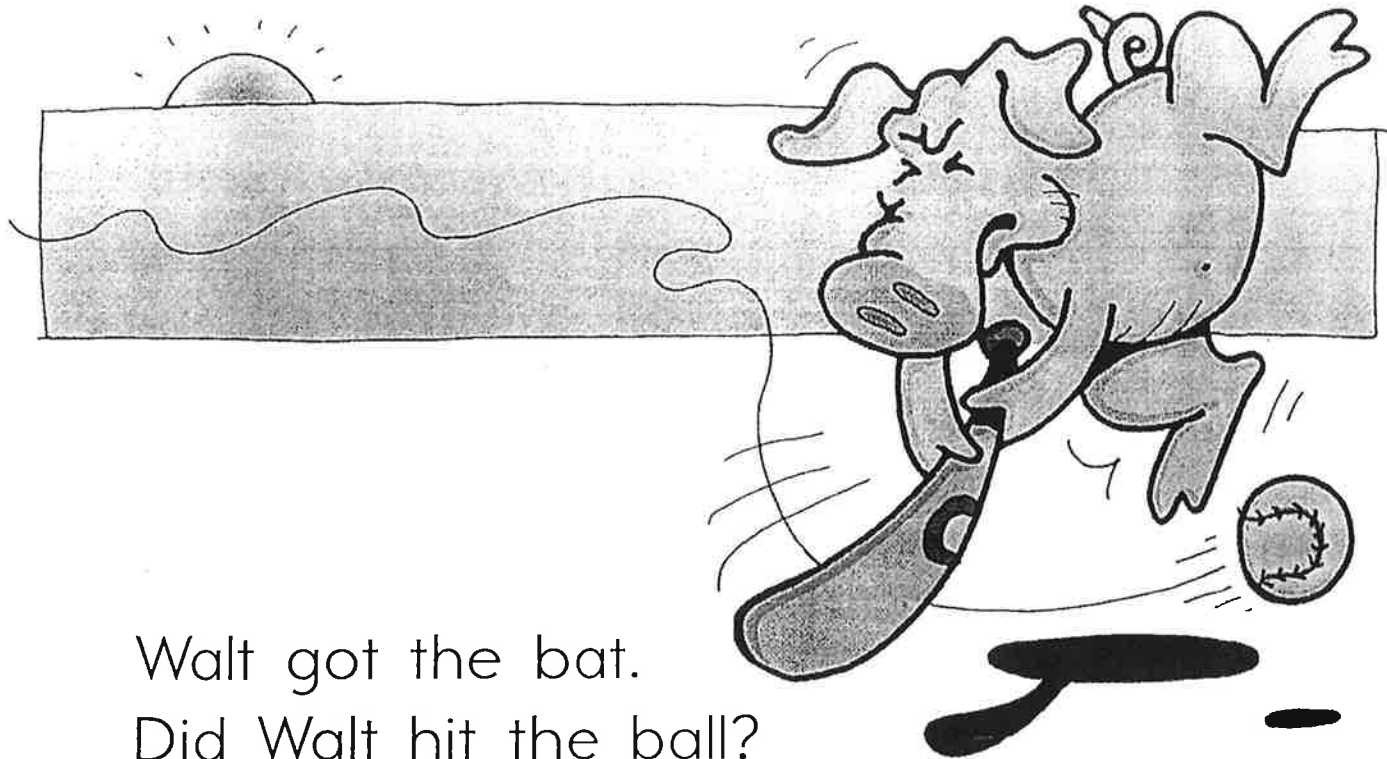
Win a Wig • Consonant Ww

5

9

“Let me hit the ball.”
said Walt the pig.
“I will hit the ball over the wall.”





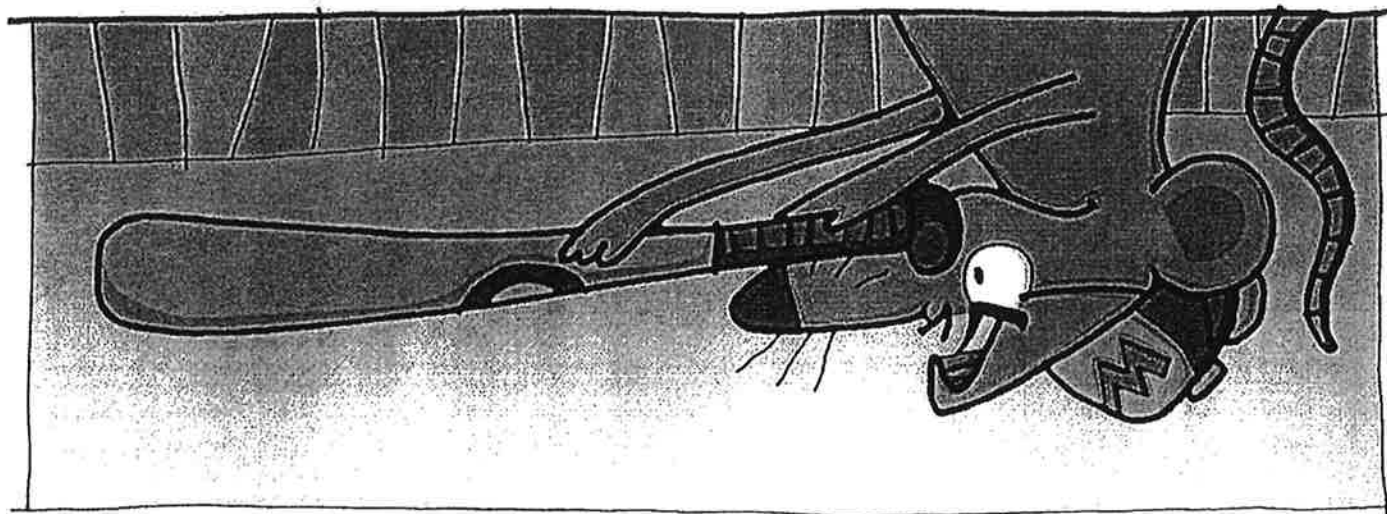
Walt got the bat.
Did Walt hit the ball?
No he did not.

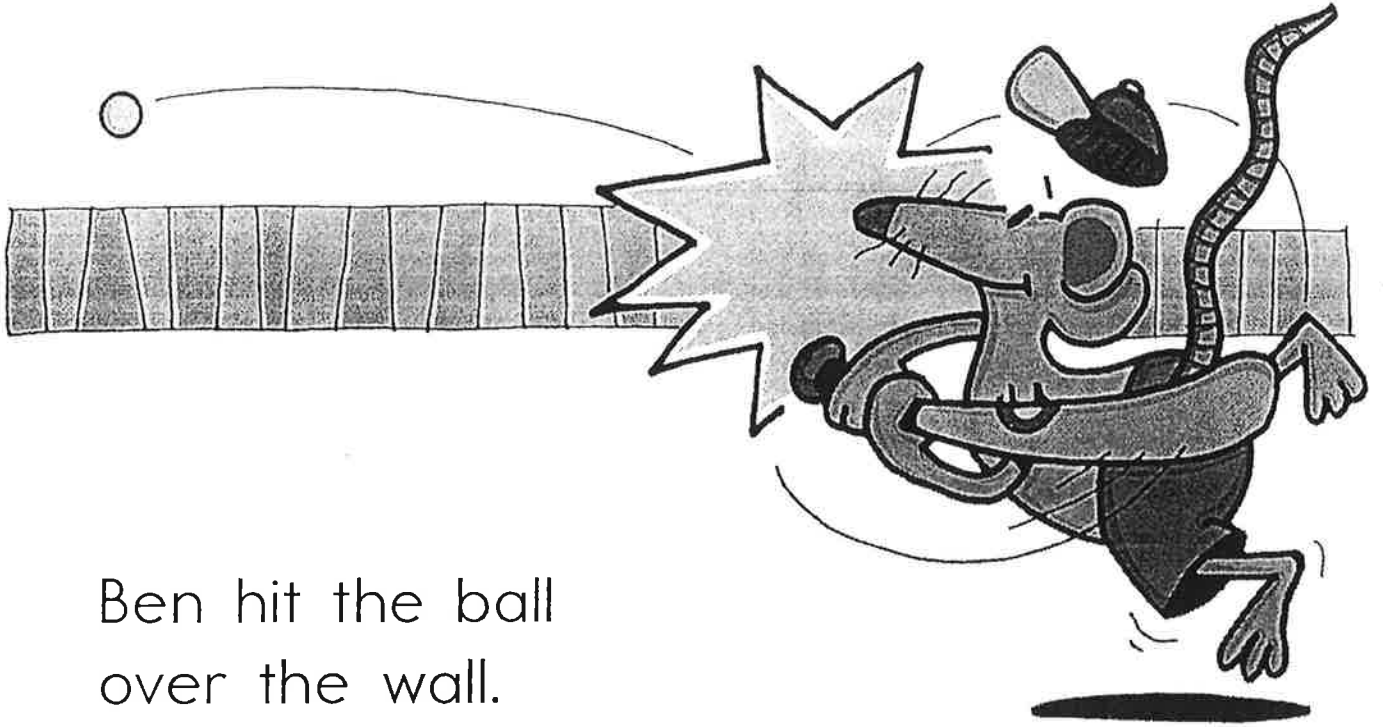
Win a Wig • Consonant Ww

7

“I will get a big hit,
said Ben the rat.
“I will win the wig.”

8





Ben hit the ball
over the wall.
Ben won the wig.

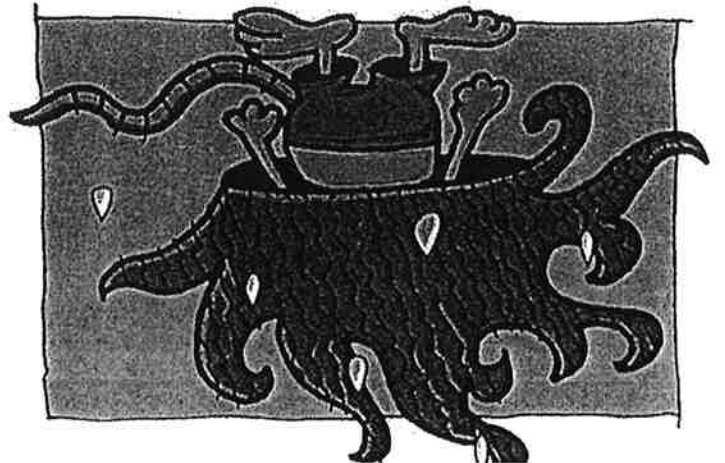
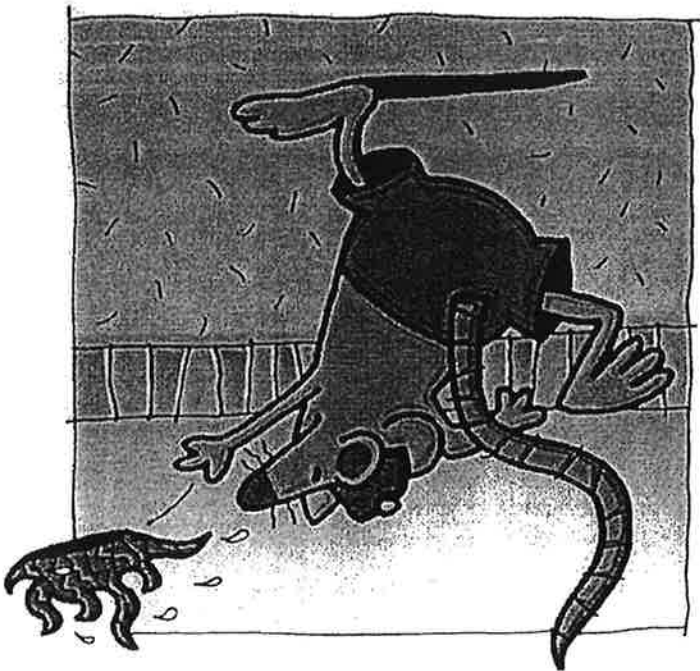
Win a Wig • Consonant Ww

9

10

Ben said,
"I do not want a wet wig."

But Ben was mad.
The wig was wet.



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.



21: Target Ten

i Number of Students

Partner pairs

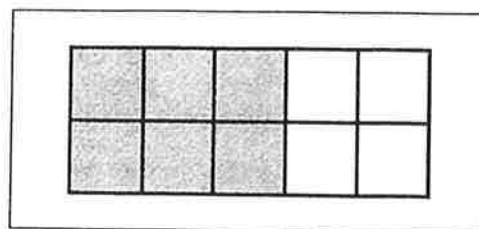
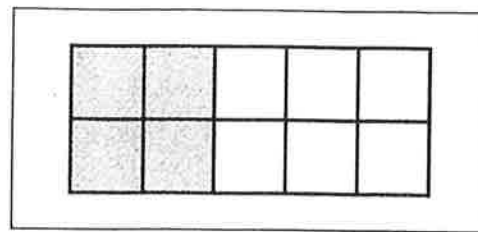
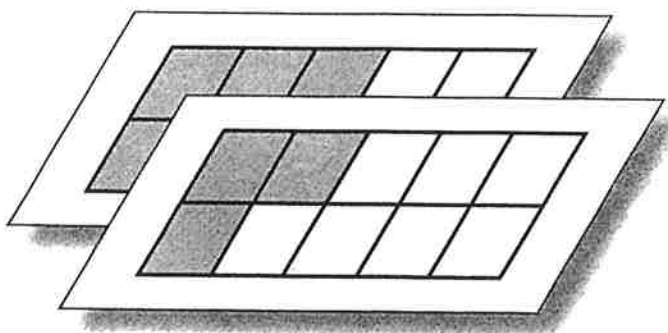
/ Materials

For each pair of students:

- Ten-Frame Cards 1–10 (page 114)

◀ Overview

In this activity, students pair two Ten-Frame Cards that make a sum of 10.



$$4 + 6 = 10$$

Common Core State Standards

Content Standards:

Grade Level: K

Domain: Operations and Algebraic Thinking (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Practice Standards:

4. **Model with mathematics.**

Students are using manipulatives to model basic addition facts to 10. The representations of numbers on the ten-frames provide visual images of numbers that “make 10.”

7. **Look for and make use of structure.**

As students continue making 10 in this activity, they begin to notice patterns, such as $3 + 7$ is the same as $7 + 3$.

Presenting the Activity

1. Make copies of the Ten-Frame Cards on card stock and cut them apart.
2. Distribute a set of Ten-Frame Cards to each pair of students.
3. Say to the students:

“ Mix up the Ten-Frame Cards and then place them faceup in front of both of you.

One of you starts by finding two cards that have a sum of 10 shaded squares.

When you find a pair, pick them up and place them beside you.

Then it's your partner's turn to find two cards that have a sum of 10.

Keep playing until all the cards are paired.

Each of you will end up with two pairs of cards, with one card left over.

4. You may need to demonstrate the activity with one card.
5. Allow time for students to complete the task.
6. For each pair of Ten-Frame Cards drawn, say to the student(s):
“ Write a number sentence that shows the two cards you drew—for example, $6 + 4 = 10$.
7. For each number sentence the students write, say:
“ Tell me the number sentence you wrote.

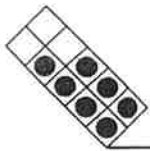
★ If this seems hard for your child only have them make 5. If eas, then have them make 20. 😊

★ You can simply have the students tell you the # sentence.

Assessing Student Responses

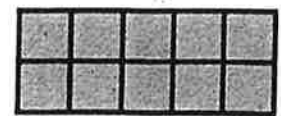
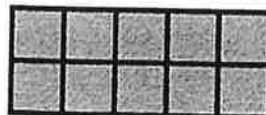
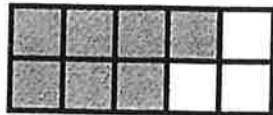
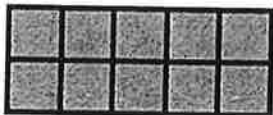
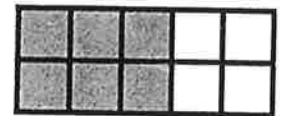
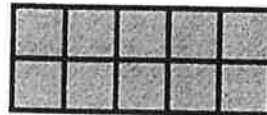
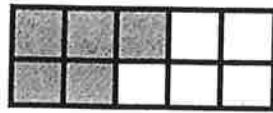
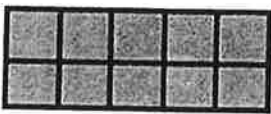
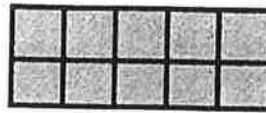
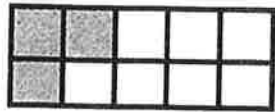
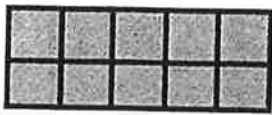
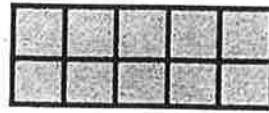
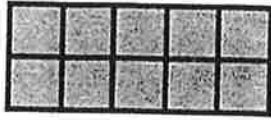
The following questions will help you assess your students' responses to the activity:

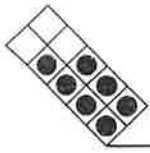
- Did the student(s) correctly pair the Ten-Frame Cards, leaving the card with five shaded squares?
- Did the student(s) write the correct number sentences for each pair?
- What procedure did the student(s) use to determine the Ten-Frame Cards that make 10? Did the student(s) count the shaded squares in each ten-frame? Did they count on from one Ten-Frame Card to another to make the pair—for example, 8, 9, 10, so $8 + 2 = 10$?



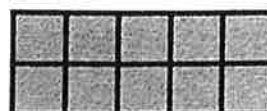
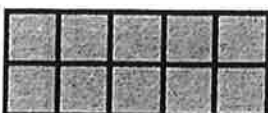
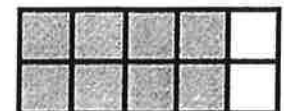
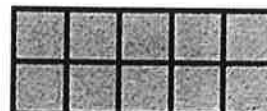
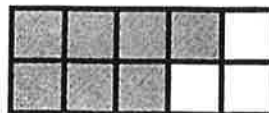
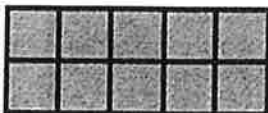
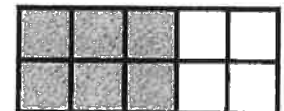
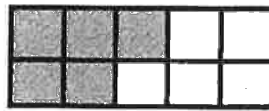
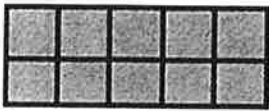
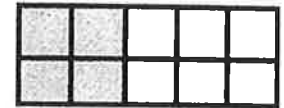
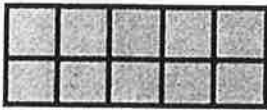
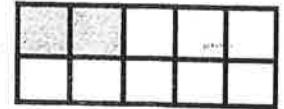
Can be used for both
math games.

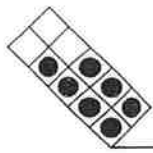
Ten-Frame Cards 11-20



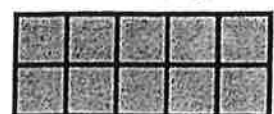
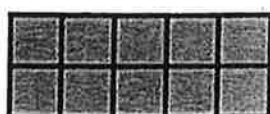
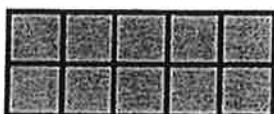
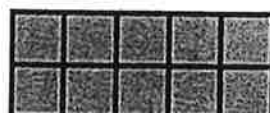
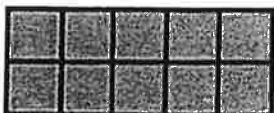
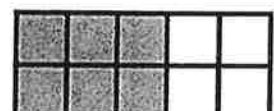
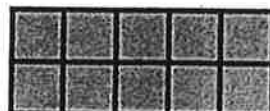
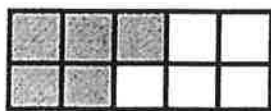
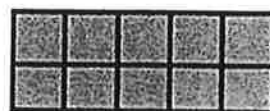
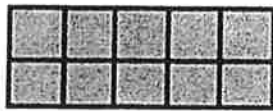
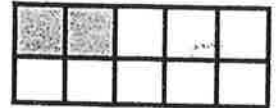
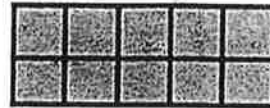


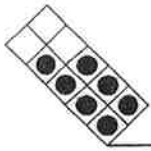
Ten-Frame Cards 11-20



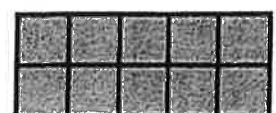
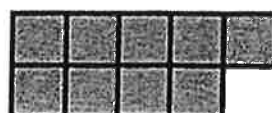
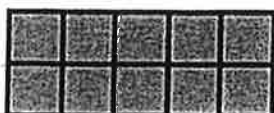
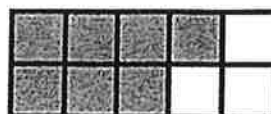
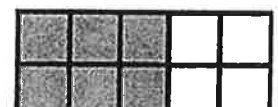
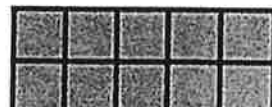
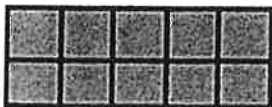
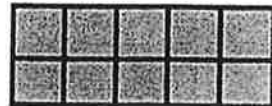
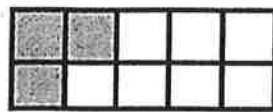
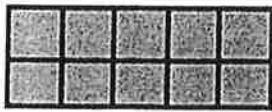


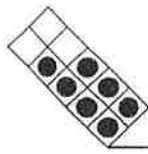
Ten-Frame Cards 11-20





Ten-Frame Cards 11-20





Ten-Frame Cards 11-20

A grid of ten-frames for numbers 11 through 20. The grid is divided into two columns by a vertical dashed line. Each row contains two ten-frames. The first column shows the ten-frame for each number (11-20) with the appropriate number of cells shaded. The second column shows the ten-frame for each number with the appropriate number of cells shaded in a different pattern. The numbers are: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

Name: _____

Social Emotional Learning - Kindergarten

Directions: You did it! You deserve to celebrate your success in working hard on your NTI work. Please pick one activity to complete with your family to celebrate your dedication and hard work during this unexpected time.

Parents/Guardians: Please initial on the line in the appropriate box once the activity has been completed. Thanks!

<p><u>NTI Completion Party</u> Have a family celebration. Use household items to create decorations, play games and have some fun at home!</p> <p>Parent/Guardian Initial: _____</p>	<p><u>Family Picnic</u> Have a picnic in your yard on a pretty day to celebrate your hard work!</p> <p>Parent/Guardian Initial: _____</p>	<p><u>Family Circle</u> Have the whole family sit in a circle. Each member should share three fun or positive things from the last month.</p> <p>Parent/Guardian Initial: _____</p>
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NTI Day 35: Technology for K-2nd

Name _____

Directions: Complete ONE of 2 options.

Option 1: Watch a video of your choice on Netsmartz Kids:

<https://www.missingkids.org/netsmartz/videos#elementary>

Parent Signature _____

Option 2: Read the poem. Color the traffic light. Label each color with what it means. Then complete the picture and sentence on the following page.

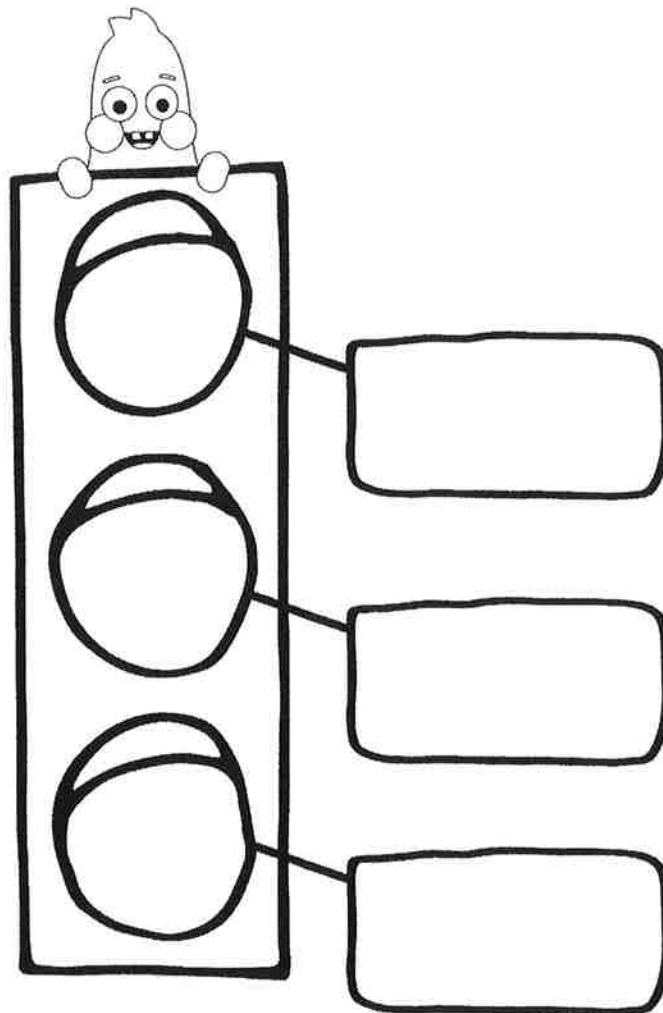
Internet Traffic Light

by Wren Brennan

We go online to find
new things to do and see.
The internet traffic light
shows where we need to be.

Green means GO!
To sites we trust.
Yellow means SLOW!
Being safe is a must.

Red means STOP.
Ask if it's OK.
Trust your gut.
To go the right way.



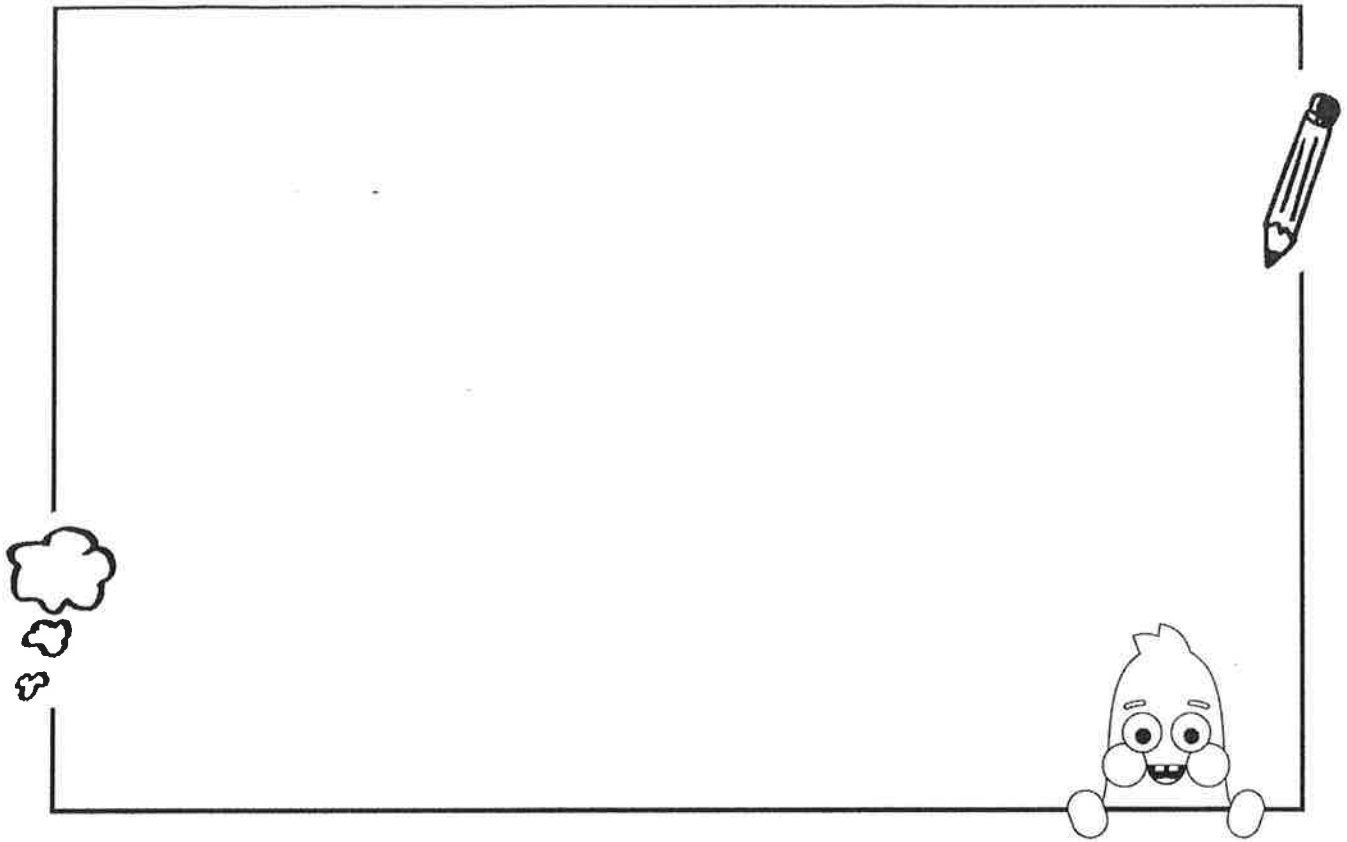
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Draw a picture to show what you would do if you accidentally went to a "not right" website.



Write about what you should do if you accidentally get to a "not right" website.



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