

# Harrison County Kindergarten

## NTI Day 2

### Reading

Standards covered: RL.K.1, RL.K.1a, RL.K.1b, RF.K.2d, RF.K.3, RF.K.3c

- 1) Read through the sight word and ABC cards with your child. Please have your child say the letter name and sound to you when practicing the ABC cards.
- 2) Students should read the stories "Bugs in the Jar" and "Three Little Kittens" and then complete the questions on each page.
- 3) Worksheet 'CVC Beginnings and Endings': Students will look at the picture and write the missing beginning and ending sounds.
- 4) Worksheet 'Sight Word Mittens': Students color the mittens in each row that match the word that the penguin is holding.

### Math

Standards covered: K.G.4, K.MD.2, K.MD.3, K.CC.C.6, K.CC.C.7, K.CC.4, K.CC.5

- 1) Practice reading and ordering the number cards that were sent home on day #1.
- 2) Number/Numerals Match: Say a number 0-20 or hold up a numeral card and have child find the matching corresponding dot card.
- 3) Topic 2 Vocabulary Review and Reteaching worksheets, please follow the directions found at the bottom of each sheet.
- 4) Pig Shape and color review worksheet: Color the shapes found on the pig using the color code at the top. Count the shapes on the pig and complete the graph.

Complete the above activities and return to your child's teacher by the end of the 9 weeks.

Please sign below that you have completed all of the above activities with your child:

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

# Reading Comprehension

## Bugs in the Jar

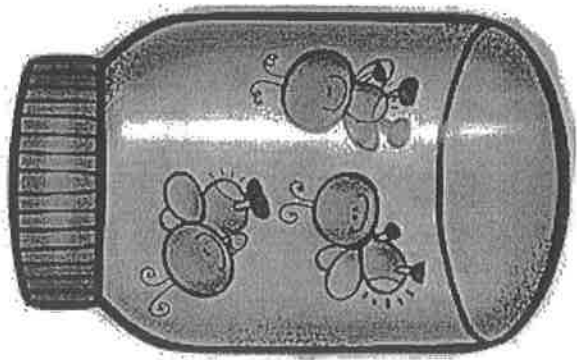


I see a jar.

The jar has a lid.

The bugs are in the jar.

I see three bugs in the jar.



1. I see a \_\_\_\_\_.

- a. mug
- b. jar
- c. mat



2. The \_\_\_\_\_ are in the jar.

- a. bugs
- b. frogs
- c. flies



3. I see \_\_\_\_\_ bugs in the jar.

- a. two
- b. three



# Reading Comprehension



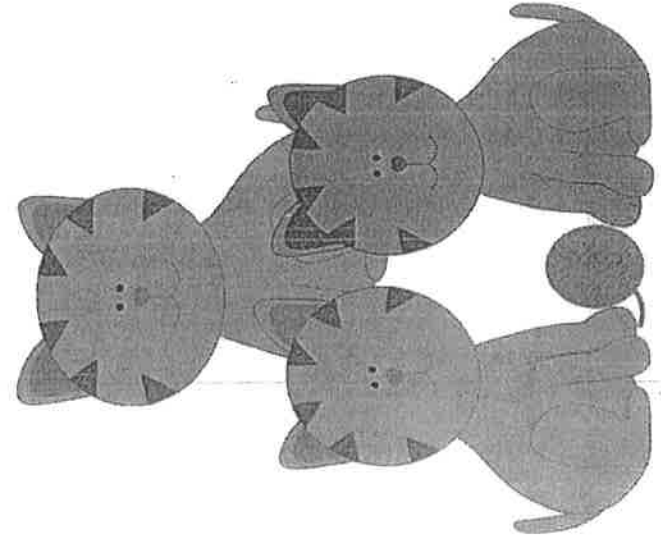
Name: \_\_\_\_\_

## Three Little Kittens

I see three little kittens.

The little kittens likes to play.

They like to play with the ball.



1. I see \_\_\_\_\_ kittens.

- a. two
- b. three
- c. four



2. The kittens likes to \_\_\_\_\_.

- a. play
- b. sing
- c. run



3. They like to play with \_\_\_\_\_.

- a. the dog
- b. the frog
- c. the ball



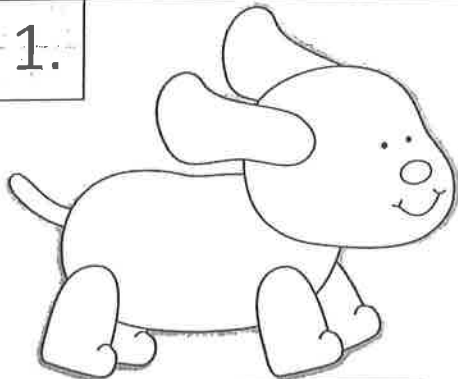
Name: \_\_\_\_\_

# CVC Beginnings and Endings



Directions: Look at each picture and say the name for each picture. Write the beginning and ending sound of each word. The first one has been done for you.

1.



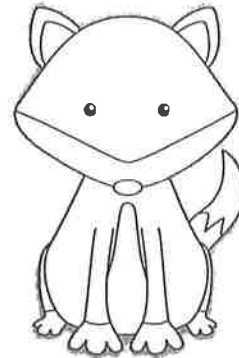
dog

2.



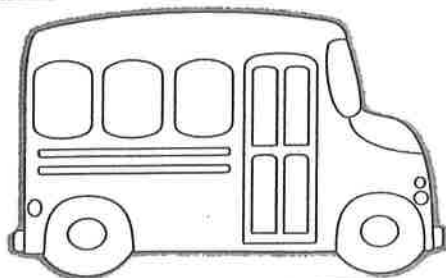
a

3.



o

4.



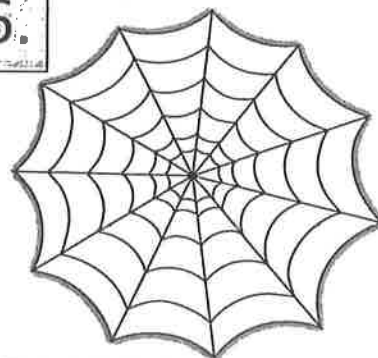
u

5.



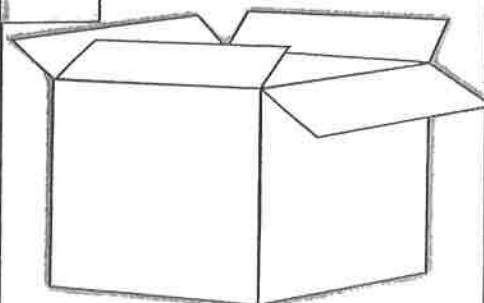
i

6.



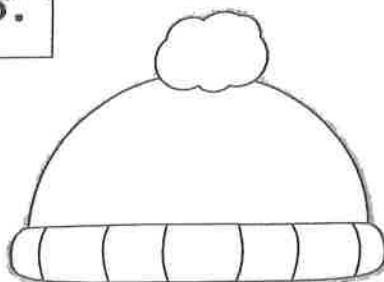
e

7.



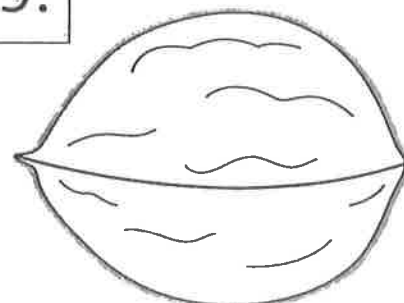
o

8.



a

9.



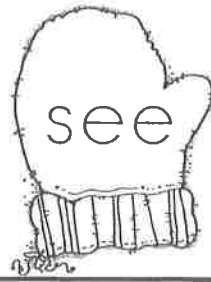
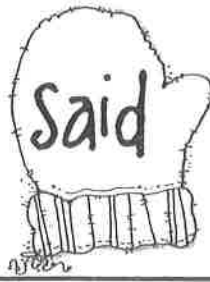
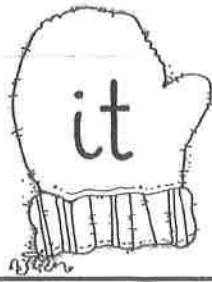
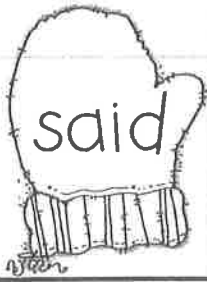
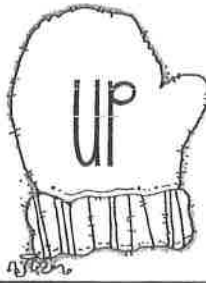
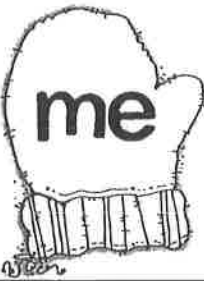
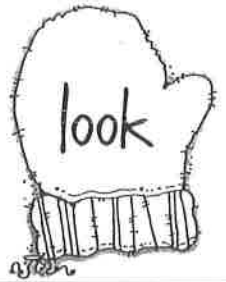
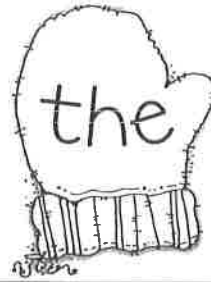
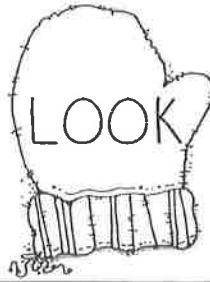
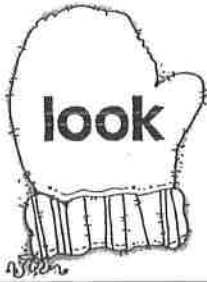
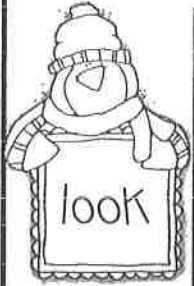
u








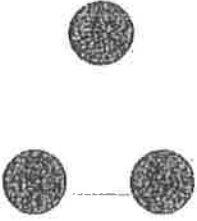
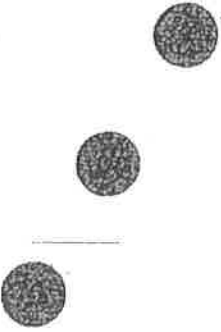

Name \_\_\_\_\_

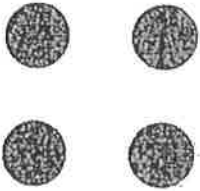
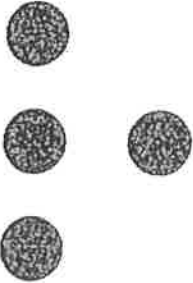

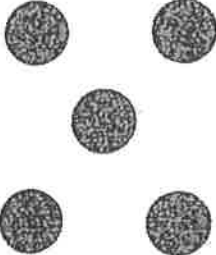
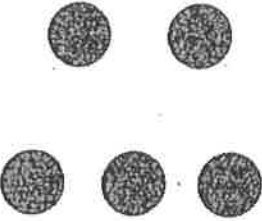

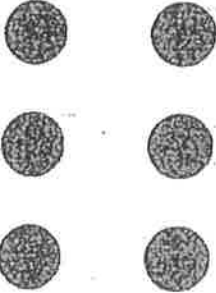
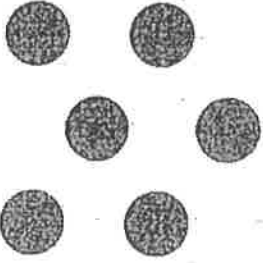

# Sight Word Mittens

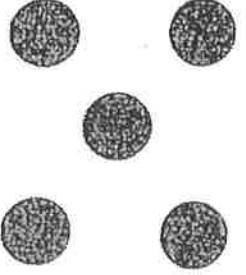
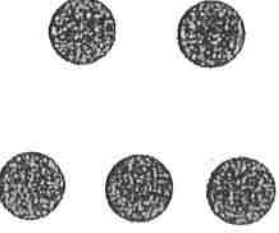

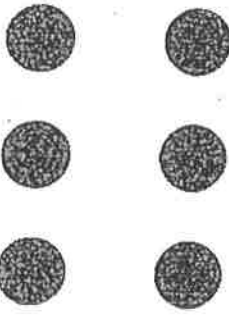
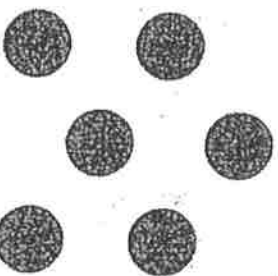

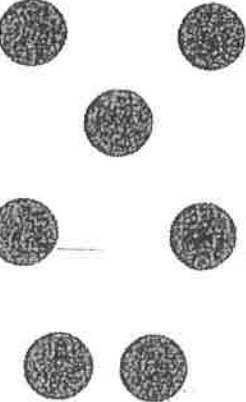
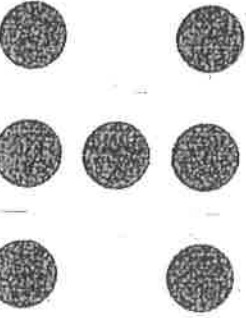



Directions: Read the sight word on the penguin. Color the mittens that match the sight word in each row. Bonus: Read all the sight words as quickly as you can.



		<b>1</b>	
	 	<b>2</b>	
		<b>3</b>	

		<p>4</p>	
		<p>5</p>	
		<p>6</p>	

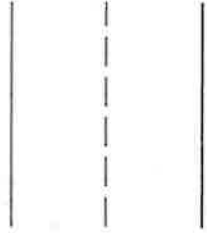
		<h1>5</h1>	
		<h1>6</h1>	
		<h1>7</h1>	



		<p>8</p>	
		<p>9</p>	
		<p>10</p>	



2

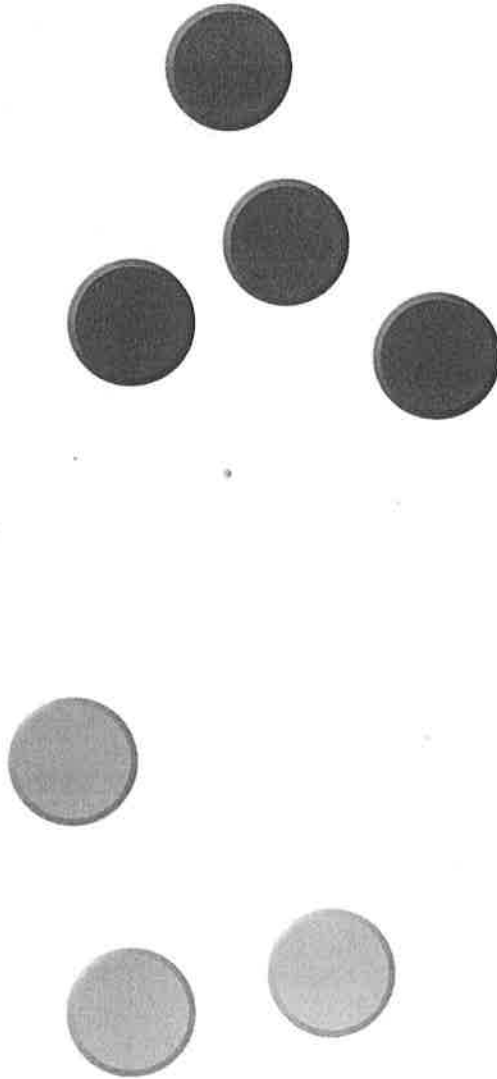


1

3



4

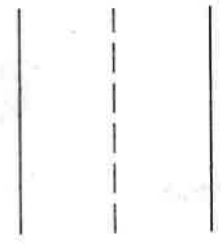


**Directions Understand Vocabulary** Have students: ★ draw 5 counters in a group; ✎ write the number that is less than the number shown; ✎ draw a group of counters that is equal in number to the group of counters shown; ♡ compare red and yellow counters using matching to find which group is less in number than the other, and then mark an X on that group.

5

6

7



4



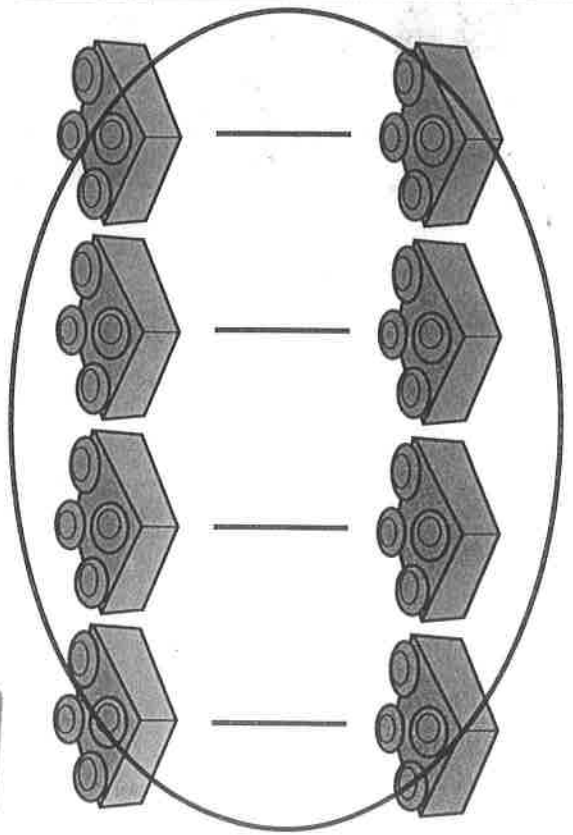
3 2

8

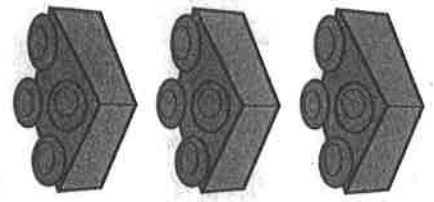
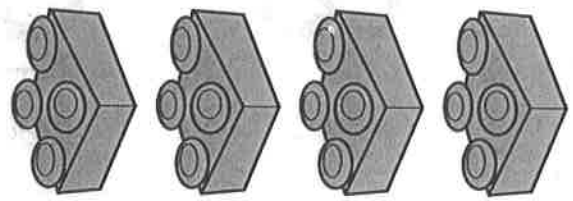
**Directions Understand Vocabulary** Have students draw counters to show a **model** of the given number; draw a circle around the number that is **greater than** the given number; draw a circle around the number that is the **same number** as the number of counters shown; draw two different ways to show a **group** of 7 counters.

**Reteaching**

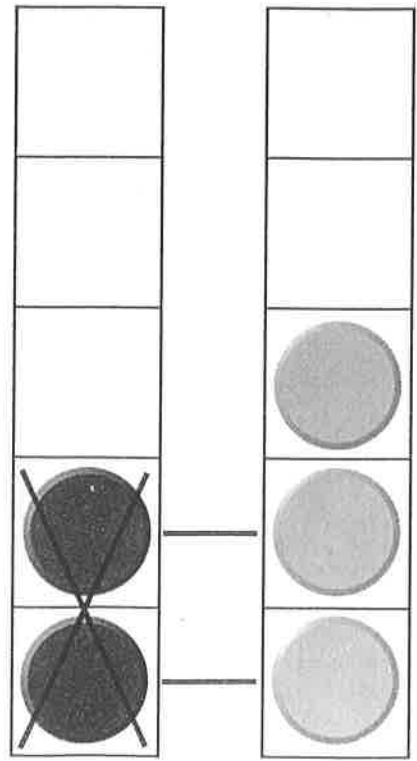
**Set A**



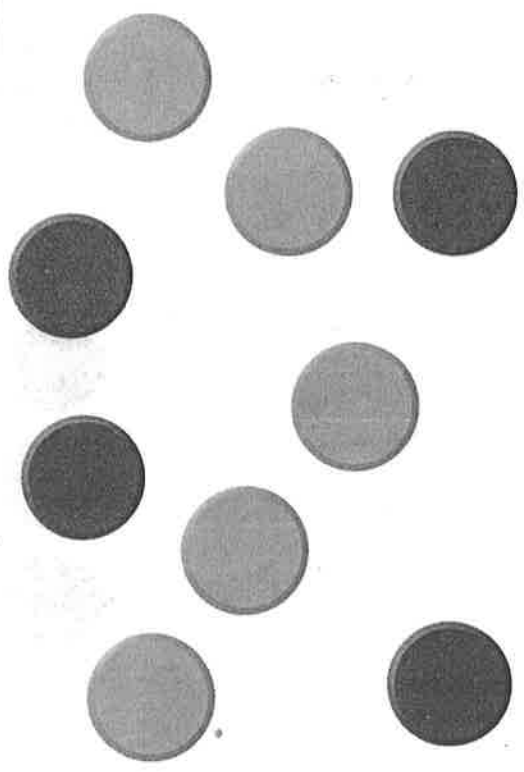
1



**Set B**

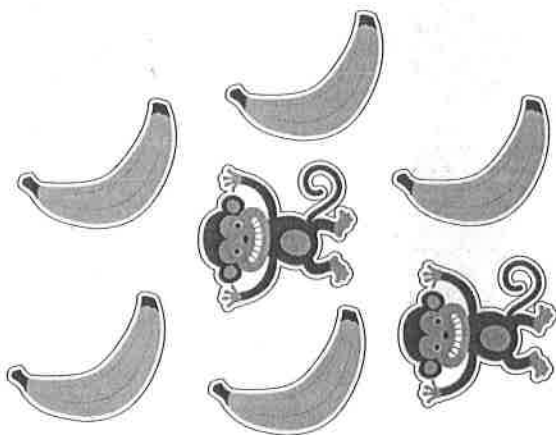


2



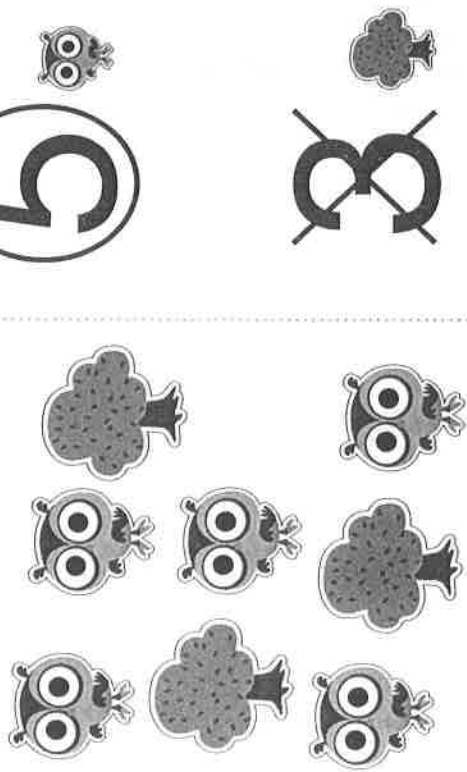
**Directions** Have students: **1** draw lines between the rows to match the blocks from one group to the other group. Then have them draw a circle around the groups if they are equal, or mark an X on the groups if they are NOT equal; **2** draw lines to match the groups of red and yellow counters. Have them draw a circle around the group that is greater in number than the other group, and then explain why they are correct.

3



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing practice.

5

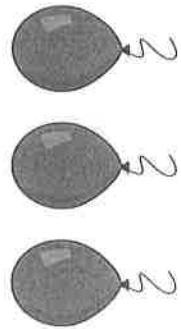


~~3~~

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing practice.

Set D

3



4



1

3

4

Directions Have students: 1 count the stickers, and then draw a circle around the number that is greater than the other number and mark an X on the number that is less than the other number; 2 draw a circle around the number that is greater than the other number, or draw a circle around both numbers if they are equal. Have students draw pictures to show how they know.

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

Color:



blue



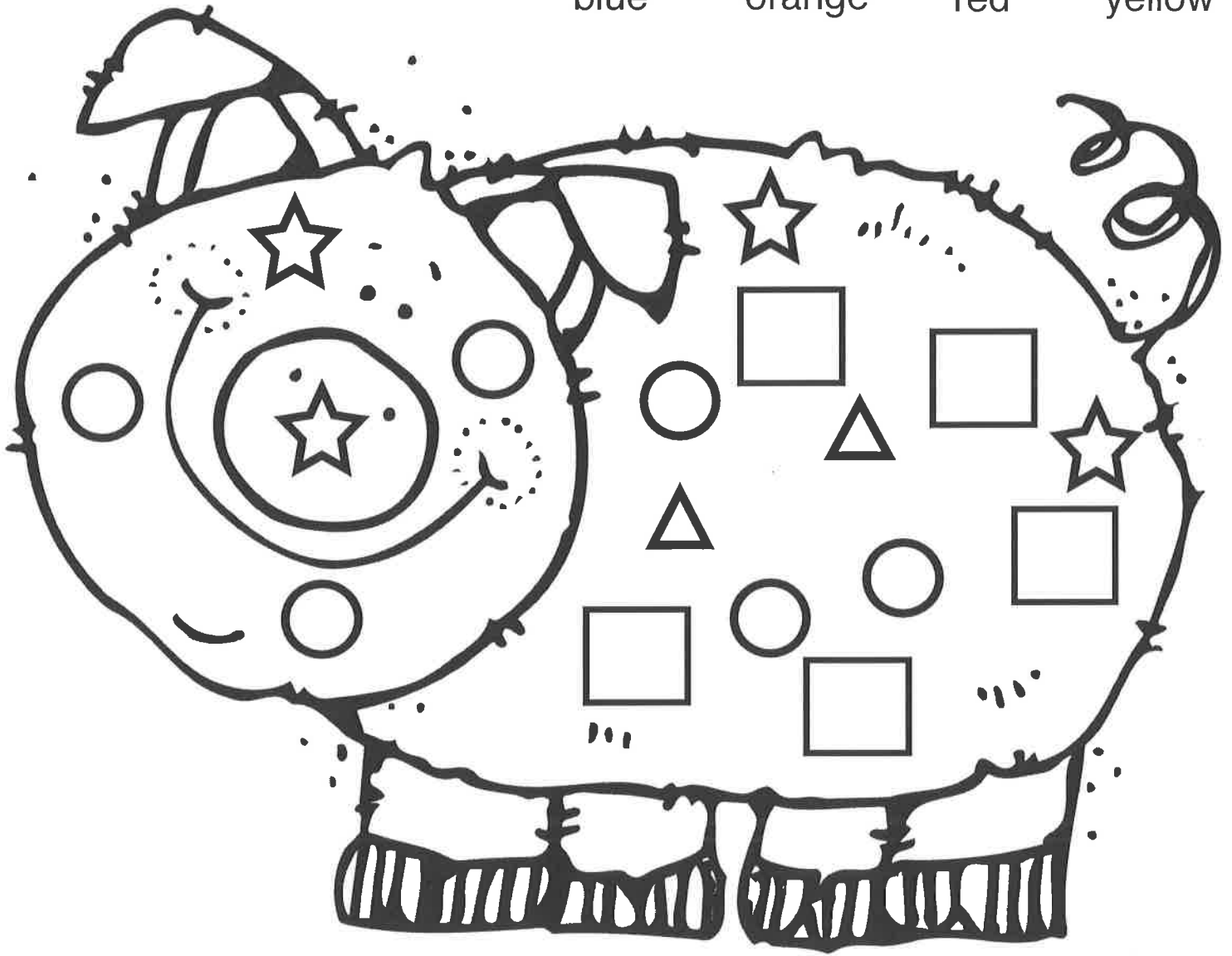
orange



red



yellow



Count the shapes.

Color the graph.

