

Harrison County Kindergarten
NTI Day # 3
Study Guide Overview

Reading

Standards Covered:

RL.K.1, RF.K.1a, RF.K.1b, 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 "The Owl" and "The Ladybug" and then complete the questions on each page.
3. Worksheet "Penguin Pairs" - Students will find the penguins with the same word family. Color the two penguins the same color. Color each pair a different color.
4. Worksheet "Color by Sight Word" - Students color the sight word based on the color key on the worksheet.

Math

Standards Covered:

K.CC.4, K.CC.A.3, K.CC.B.4b, K.OA.A.3, MP.7

1. Practice reading and ordering the number cards that were sent home on day #1.
2. Dot Card/10 Frame Activity
 - Cut out Dot Cards.
 - Place numeral cards 1-10 in front of you face up.
 - Mix up the remainder of the cards.
 - Sort your cards. Place the dot cards and finger cards under the numeral it represents.
3. Topic 3 Vocabulary Review and Reteaching worksheets- Please follow the directions found at the bottom of each sheet.
4. 10 Frame Worksheet- Draw circle counters inside the 10 frame to show the number given. Write the number on the line.

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 the above activities with your child:

Name: _____

Reading Comprehension

The Owl

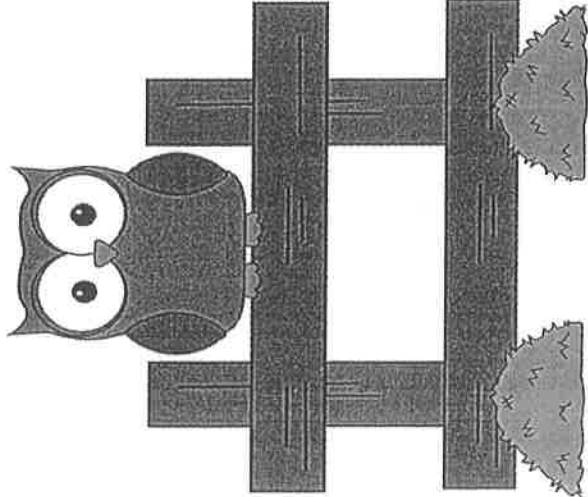


I see an owl.

It is on the fence.

The owl has big eyes.

The owl is looking at me.



1. I see _____.

- a. an apple
- b. a dog
- c. an owl



2. The owl is on _____.

- a. the fence
- b. the car
- c. the tree



3. The owl has _____.

- a. big ears
- b. little wings
- c. big eyes



Reading Comprehension



Name: _____

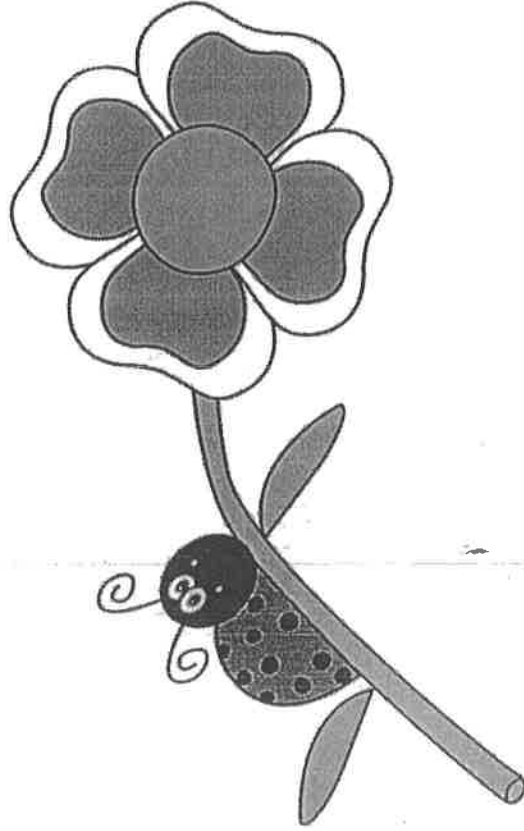
The Ladybug

I see a little bug.

It is a ladybug.

The ladybug is red and black.

The ladybug is on the flower.



1. I see a _____.

- a. frog
- b. bug
- c. bird



2. The ladybug is _____.

- a. red and white
- b. black and blue
- c. red and black



3. The ladybug is on _____.

- a. the flower
- b. the mat
- c. the grass



Name: _____

Penguin Pairs



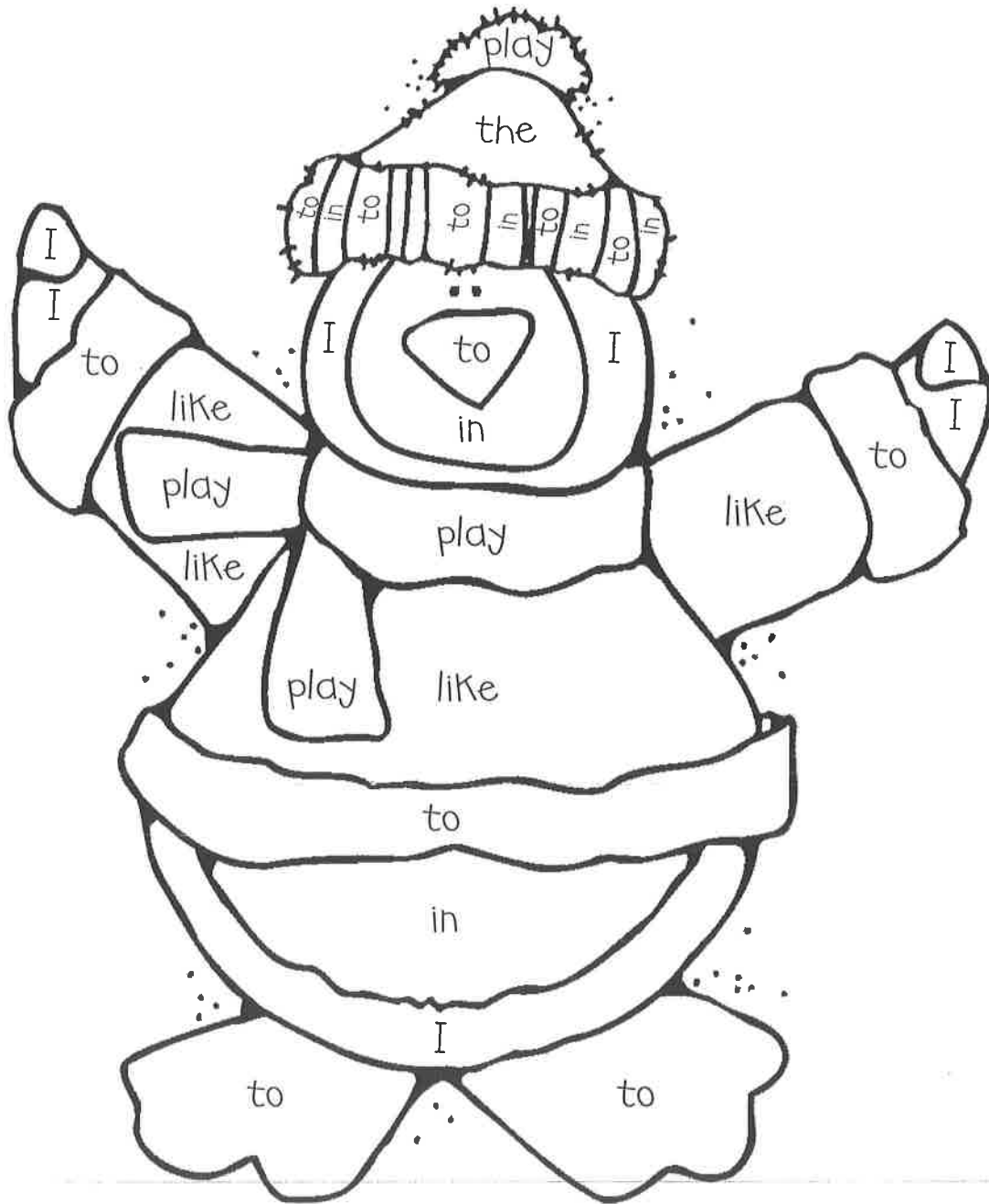
Directions: Read the word on each penguin. Find the penguin with the same word family. Color the two penguins the same color. Use a different color for each penguin pair.



Name _____

Color by Sight Word








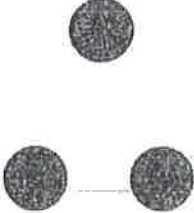
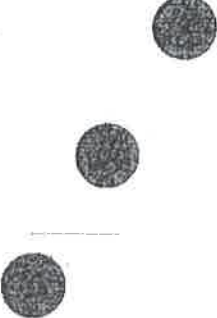

I=black like=blue to=yellow play=red in=white the=green

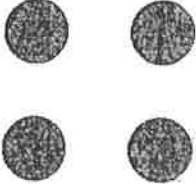
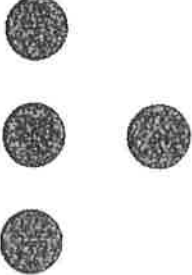

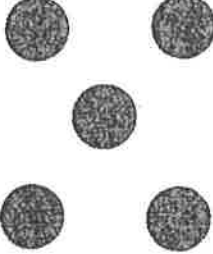
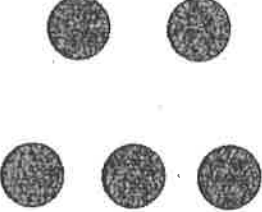

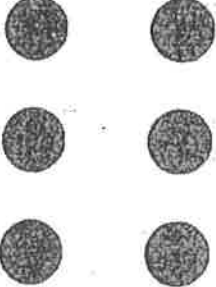
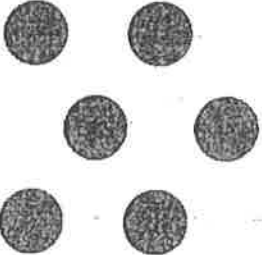



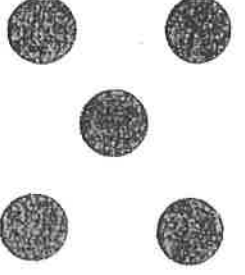
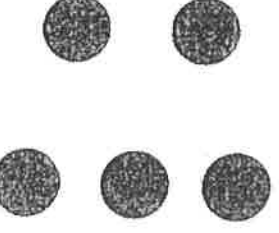

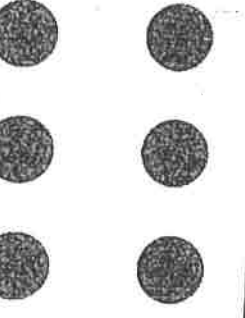
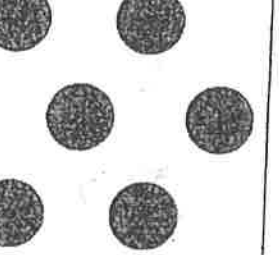

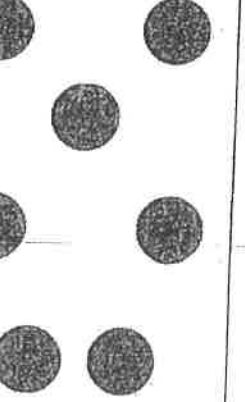
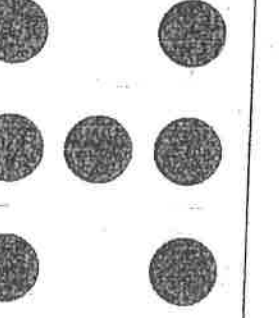
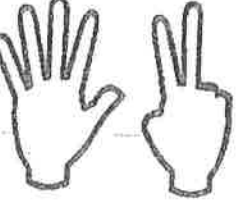
I can read it!

I like to play in the snow!

Dot Cards

		1	
	 	2	
		3	

		<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>	

Name _____



100%
3

Vocabulary Review





8

9



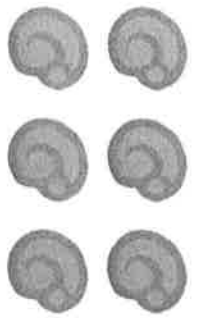
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Directions Understand Vocabulary Have students: write the number eight; draw a circle around the number nine; write the missing number and then say it aloud; write the parts that make 10.

Set A



6



7



Reteaching

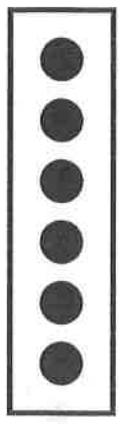
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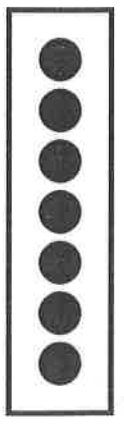
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Set B



3



4



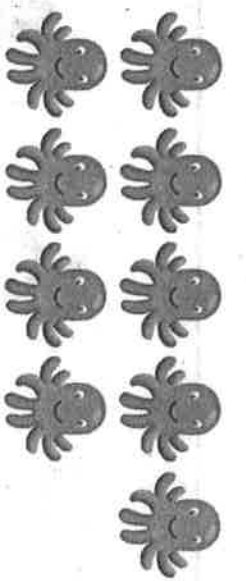
Directions Have students: 1 and 2 count the objects, and then write the numbers to tell how many; 3 and 4 count the number of dots, place a counter for each dot they count, and then draw counters in the box to show the same number of counters as dots in a different way.



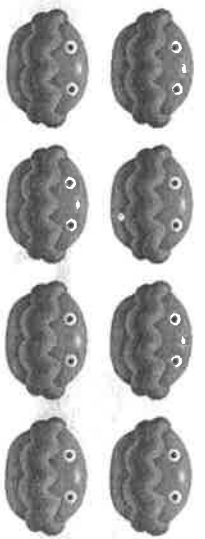
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9



6



Set D



7



8



Directions Have students: and count the objects, and then write the number to tell how many; and count the number of dots, and place a counter as they count each dot, and then draw counters in the box to show the same number of counters as dots in a different way.

Name _____

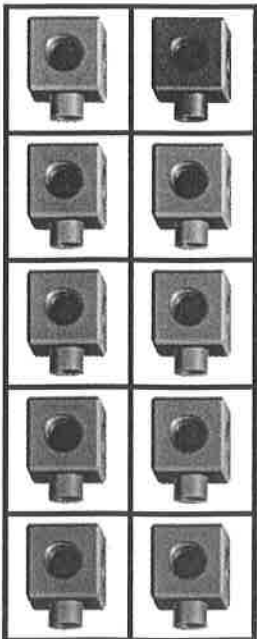
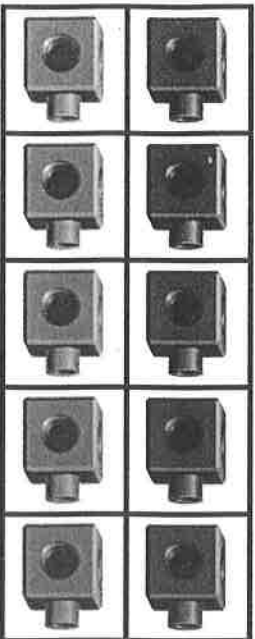
Set E



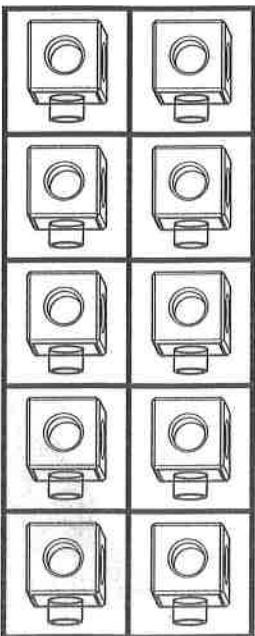
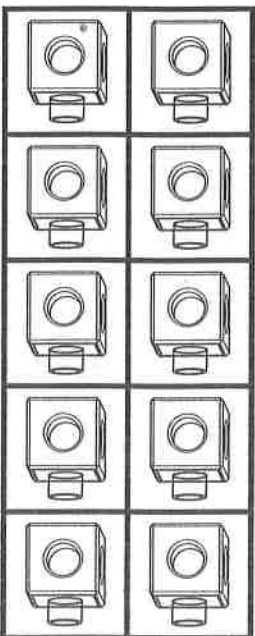
9



Set F



10



Directions Have students:  count the objects, and then practice writing the number that tells how many;  and  color the connecting cubes red and blue to show two different ways to make 10.

Name _____

Look at the number next to each ten frame. Draw inside the ten frames to show the quantity. Print each number.

2

6

3

Name _____

Look at the number next to each ten frame. Draw inside the ten frames to show the quantity. Print each number.

9

10

1
