

Harrison County Kindergarten

NTI Day #4

Study Guide Overview

Reading

Standards covered: RC.K.1, RC.K.1a, RC.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 Girl and Her Horse” & “My Pet Hen” and then complete the comprehension questions 1-3.
- 3) Worksheets: Making More Words II and Making More Words III. Students will say the name for each picture and then write the sounds that you hear using the word family in each mitten to spell the word.

Math

Standards covered: K.CC.2, K.CC.3, K.CC.A.2, K.CC.B4c, MP.8, K.CC.C.6, K.CC.C.7

- 1) Practice reading and ordering the number cards that were sent home on Day #1.
- 2) Dot Card Trains: Students arrange a random set of dot cards from 1-10 in order forward and backward.
- 3) Topic 4 Vocabulary Review and Reteaching worksheets, please follow the directions found at the bottom of each sheet.
- 4) Ten Frame worksheets: Look at the number next to the ten frame. Draw counters inside the ten frames to show the number.

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:

Name: _____

Reading **Comprehension**



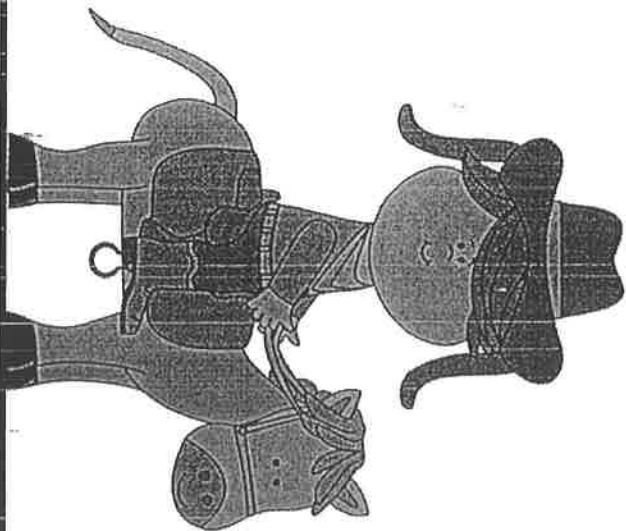
The Girl and Her Horse

The little girl has a horse.

Her horse is big.

Her horse is brown.

She likes to ride her horse.



1. The girl has a _____.

a. horse

b. cow

c. hen



2. She likes to _____.

a. ride her horse

b. run and jump

c. ride her bike



3. The horse is _____.

a. little and brown

b. big and blue

c. big and brown



Name: _____

Reading Comprehension

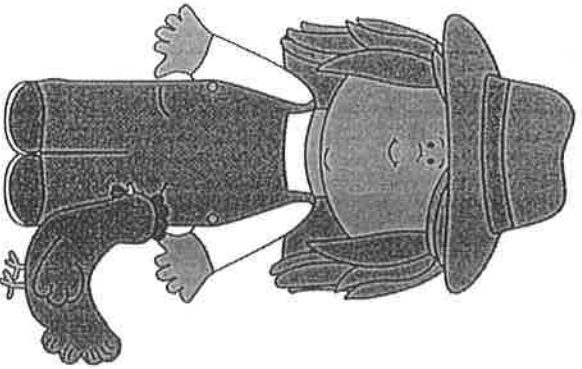
My Pet Hen

Can you see my pet hen?

My hen is little.

My hen is brown.

My hen can lay lots of eggs.



1. I have a pet _____.

a. horse

b. cow

c. hen

2. My hen is _____.

a. little and yellow

b. little and brown

c. big and brown

3. My hen can _____.

a. lay lots of eggs

b. hop

c. jump high

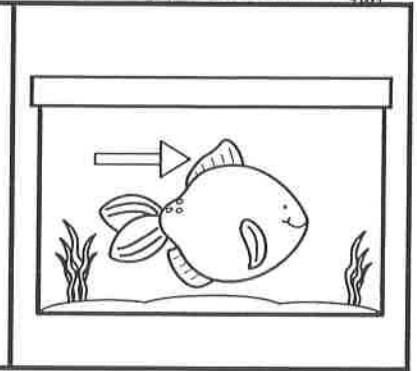
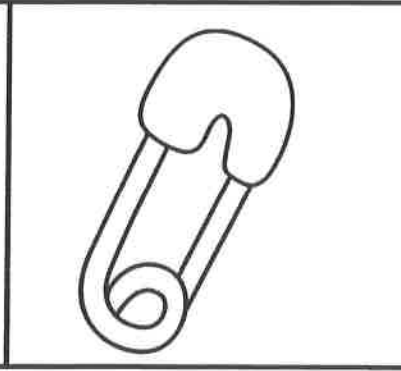
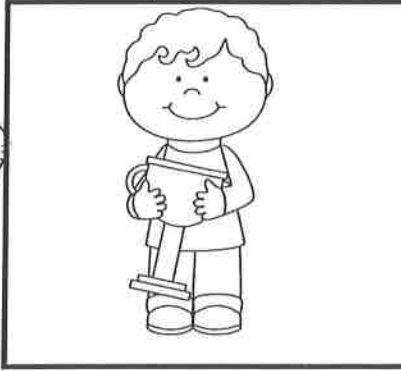


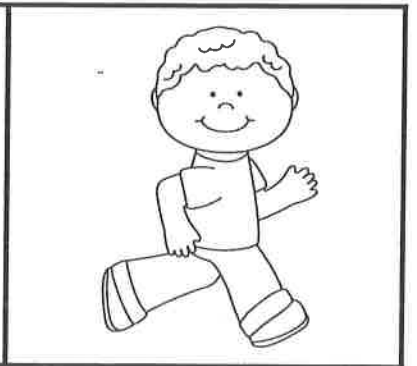
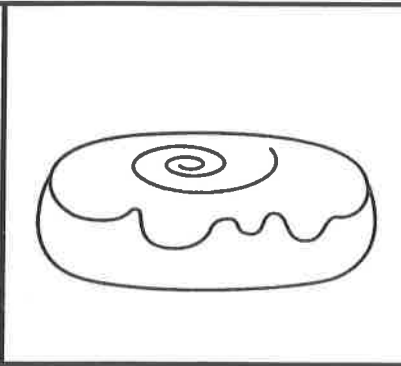
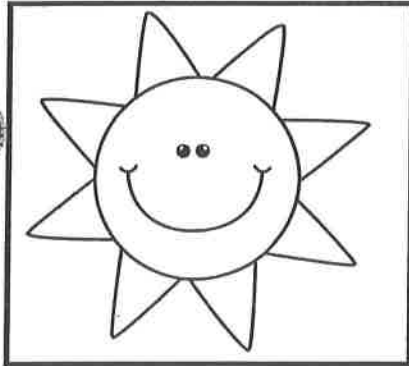
Name _____

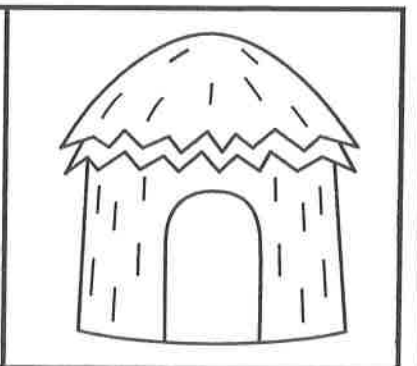
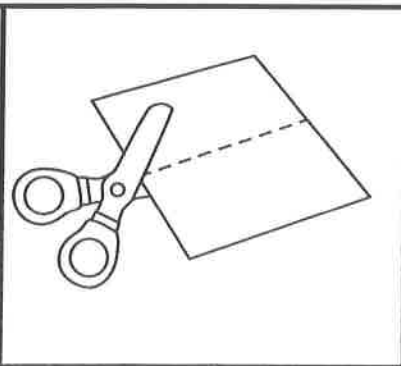
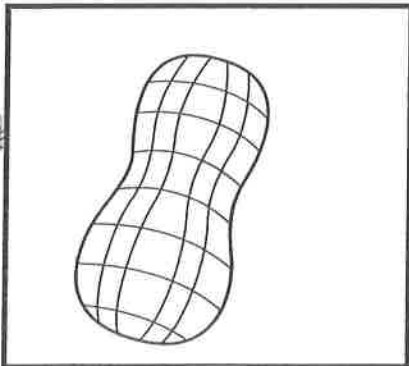
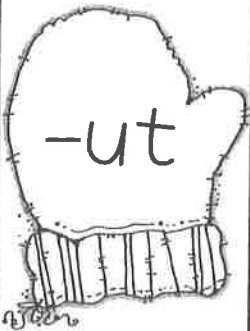
Making More Words II



Directions: Say the name for each picture. Write the sounds that you hear. Use the word family in each mitten to help you spell the word. Read the rhyming words and color the pictures.





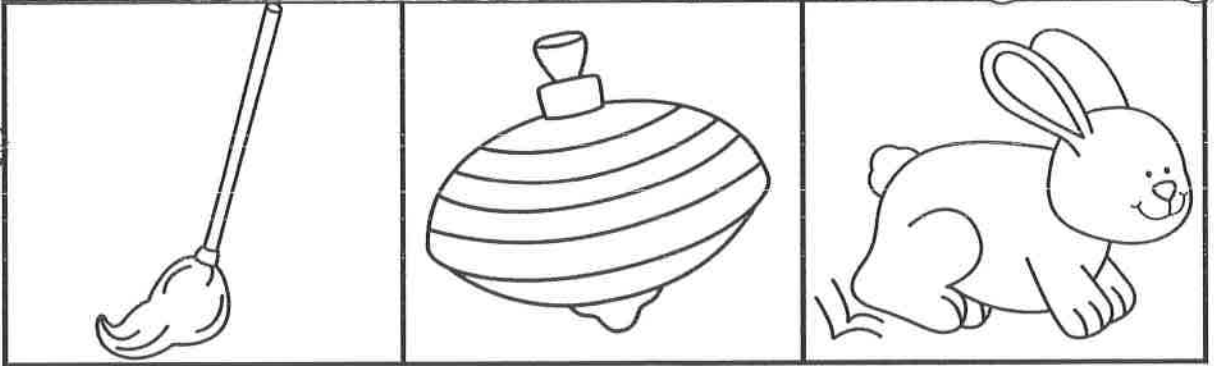
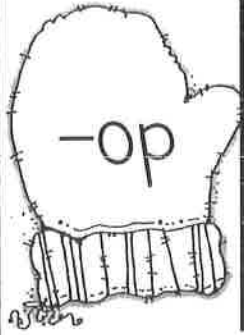


Name _____

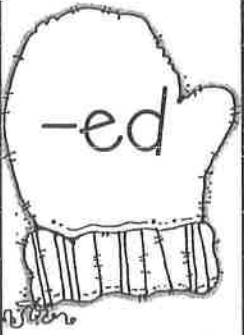
Making More Words III



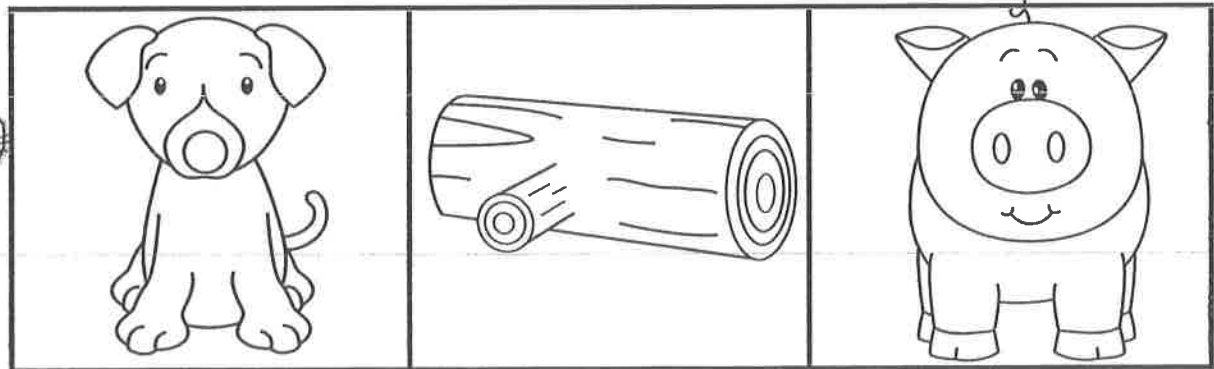
Directions: Say the name for each picture. Write the sounds that you hear. Use the word family in each mitten to help you spell the word. Read the rhyming words and color the pictures.










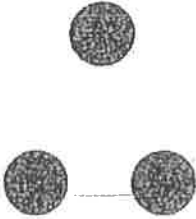
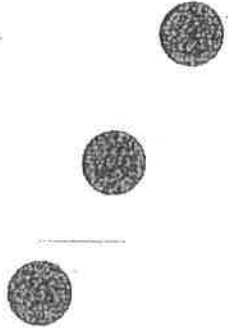

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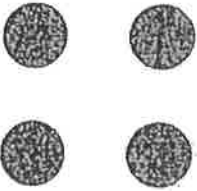
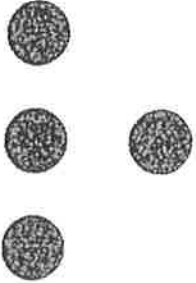

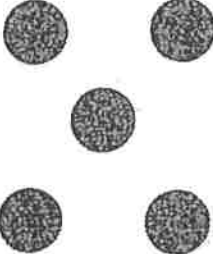
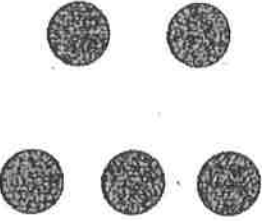

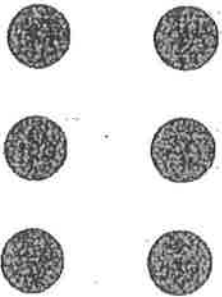
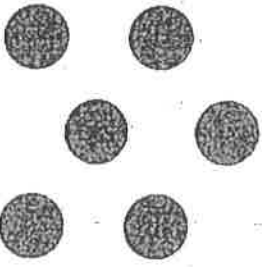



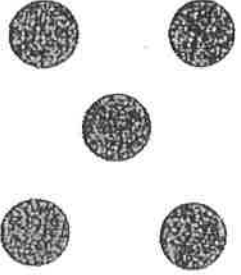
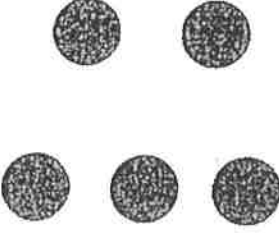

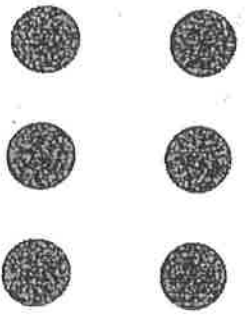
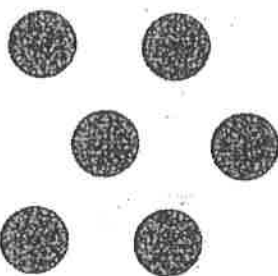

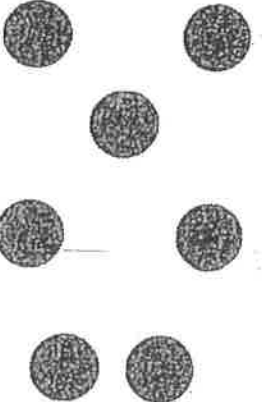
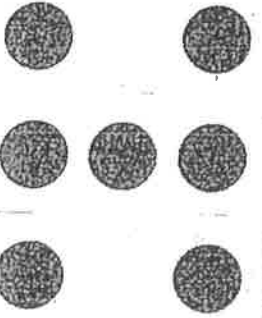
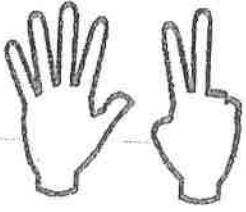
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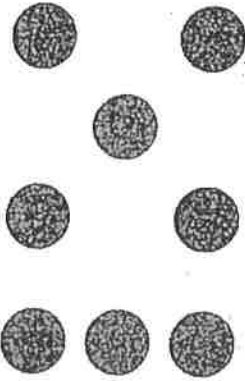
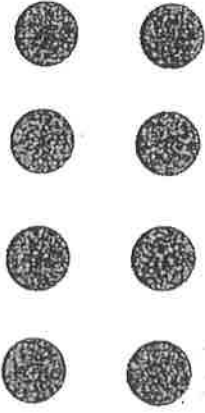
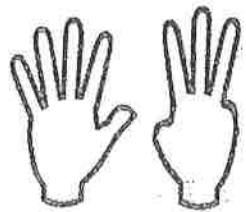
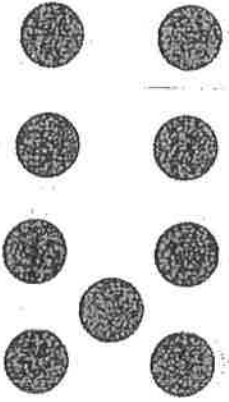
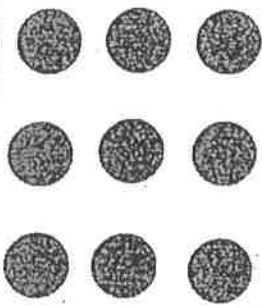

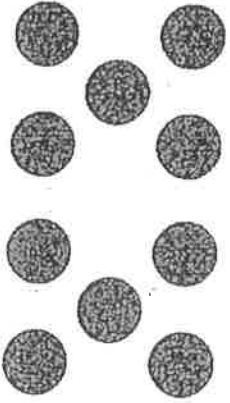




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		1	
	 	2	
		3	

		<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>	

1

6

9

2



3

4



Directions Understand Vocabulary Have students: **1** draw a circle around the number that is **greater than 7**; **2** count the counters, and then write the number to tell how many; **3** write the number that means **none**; **4** count how many of each color cube there is, draw a circle around the group that has a number of cubes that is **less than** the other group, and then write the number to tell how many there are in that group.

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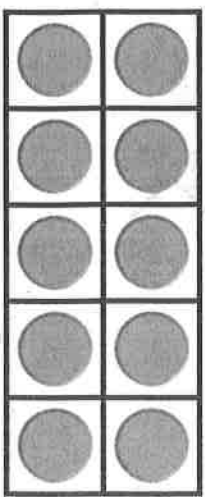
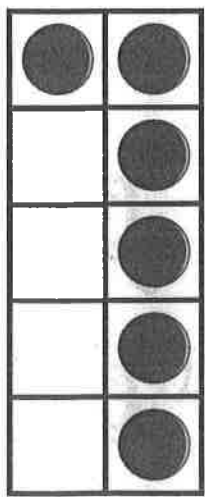
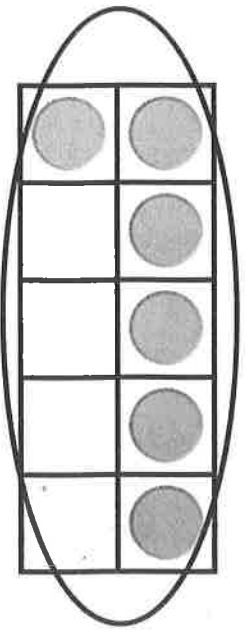
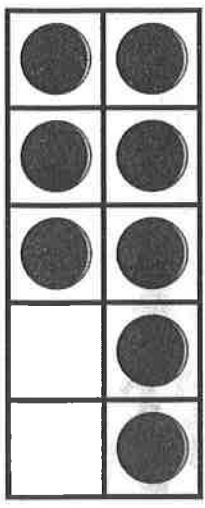
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9

Directions Understand Vocabulary Have students:  **compare** the numbers, draw a circle around the number that is greater, and then mark an X on the number that is less;  **write** a number that is greater than 3, but less than 5;  **draw** 5 counters in a **row** and then write the number to tell how many;  **write** the missing numbers in **order**.

Name _____

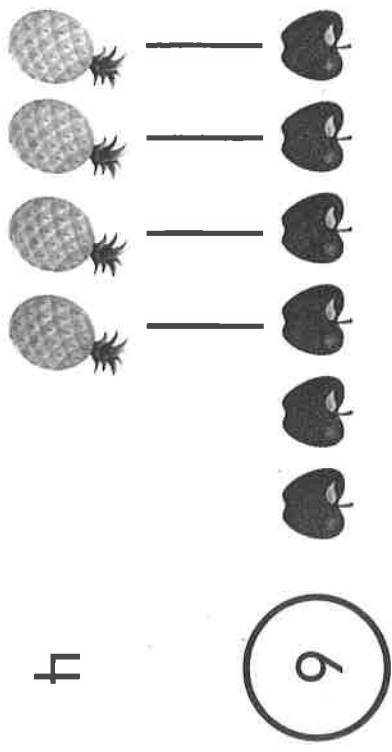
Set A



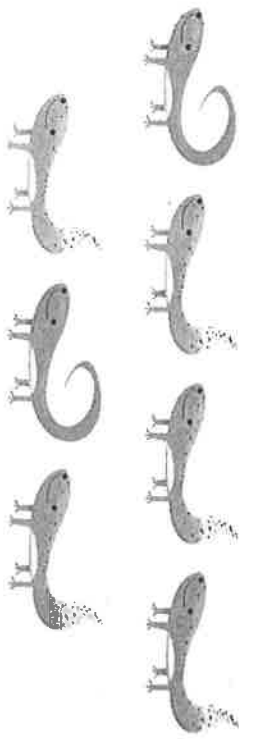
Reteaching



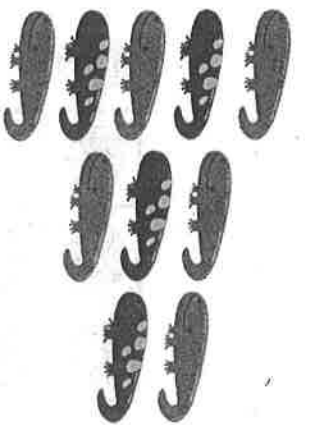
Set B



Directions Have students: ★ compare the groups, and draw a circle around the group that is less in number than the other group; ② count the fruit in each group, write the numbers that tell how many, draw a line from each piece of fruit in the top group to a piece of fruit in the bottom group, and then draw a circle around the number that is greater than the other number.



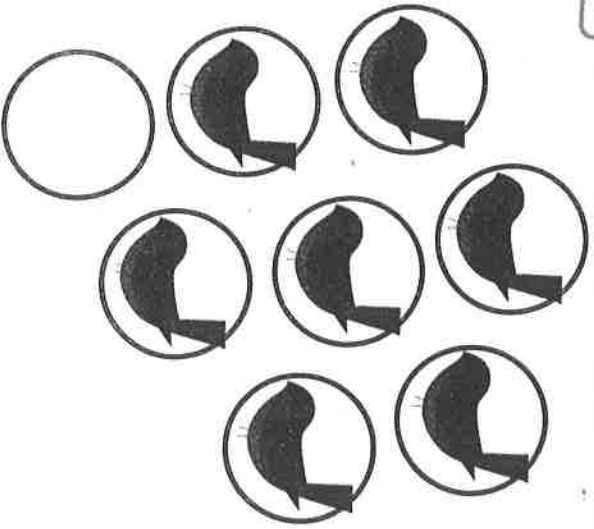
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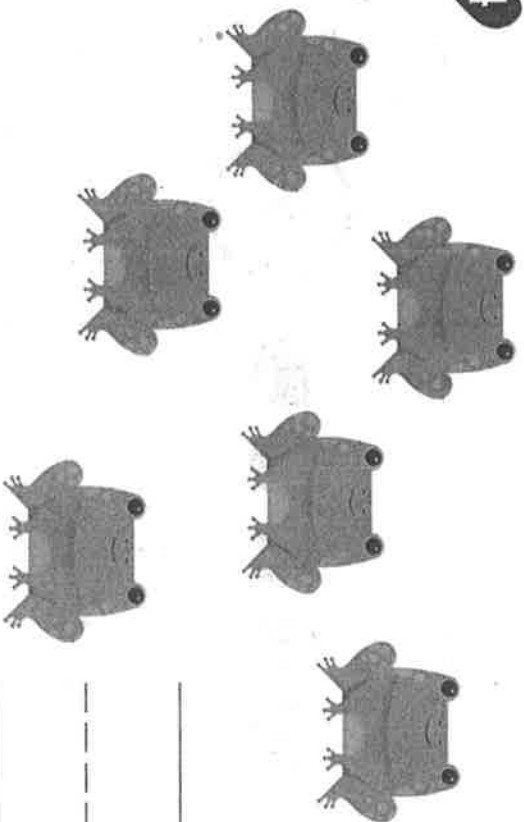


Set D



8

4



Directions Have students: count the number of each critter, write the numbers, and then mark an X on the number that is less than the other number; Say: *April sees frogs at the pond. Then she sees 1 more. How many frogs does she see now?* Have students use reasoning to find the number that is 1 greater than the number of frogs shown. Draw counters to show the answer, and then write the number.

3



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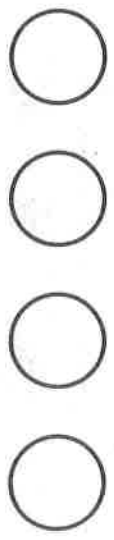
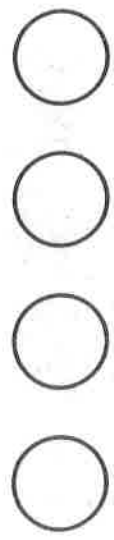
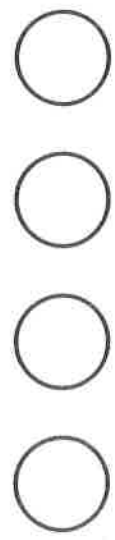
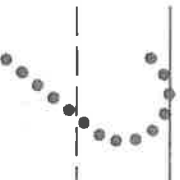
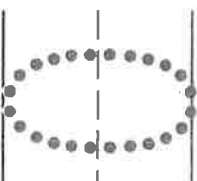
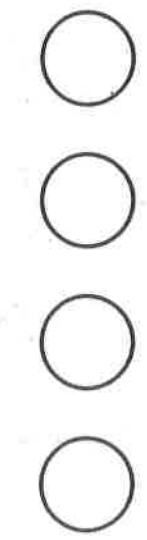
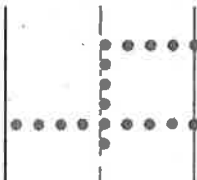
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12



Directions

Have students use two different colored crayons to complete the pattern showing all of the ways to make 4, and then write the numbers.



Name _____

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

5

7

4

Name _____

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

12

11

