Kindergarten
NTI Day 14

Reading & Writing Standards: RL.K.1 RL.K.3 RF.K L.K.1 L.K.4 HW.K.1	1. Listen to Mrs. Jill read "Old McDonald Had a Workshop" on the facebook page. 2. Write a sentence using the word hammer and draw a picture to go with your sentence. Remember to start with a capital letter and end with punctuation. 3. Complete homework page __417-418__. 4. Read Spin the Top 5. Read copied reader with adult then discuss the characters of the story.
Math Standards: K.G.1 K.G.2, K.G.3 K.CC.1	1. Count backward from 30 to 1. 2. Completing GoMath 10.3 pages 585-590.
Phonics Standards: RF.K.2 RF.K.3	1. Practice sight words (in purple folder) with parent, guardian or sibling. If student knows all of them, google first 100 fry words. 2. Practice blending words from Saxon Phonics list.
Science Standards:	Have children create an animal mask out of paper or paper plates. Post picture on class facebook page.

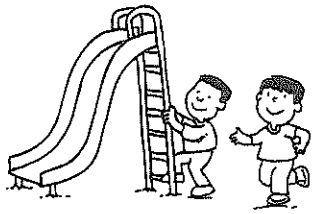
Name _____

Write Color

where go that come

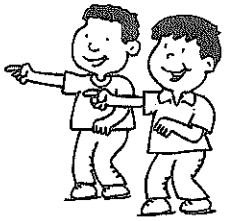
_____

I will _____ with you.



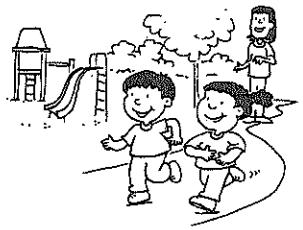
_____

Did you see _____ ?



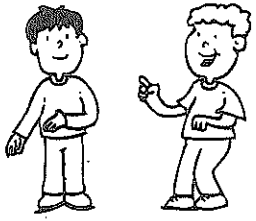
_____

I can _____ with you.



_____

_____ do you live?



Directions: Read each sentence. Write the missing word to finish the sentence. Color the picture.

Home Activity: Have your child use *where, go, that,* and *come* in other sentences.

© Pearson Education, Inc., K

Name _____

Read It!

The cat is on the box.

Say It!

Say a sentence about a dog using the phrase **in the box.**

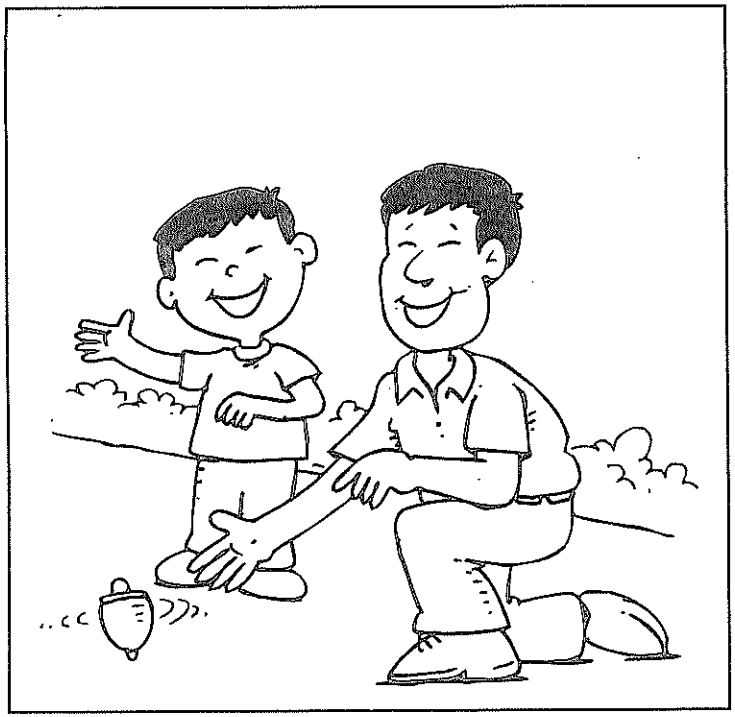
Write It!

The dog sat _____ (by the book).

© Pearson Education, Inc., K

Directions Have children track the print and read the sentence with you. Ask them to say a sentence with the phrase *in the box.* Have children write the prepositional phrase to complete the sentence.

Home Activity Have your child create sentences using the prepositional phrases *on the table, in the sink,* or *on the bed.*



Dad will spin the top.

Dad can spin it.

Dad can get the top to spin.

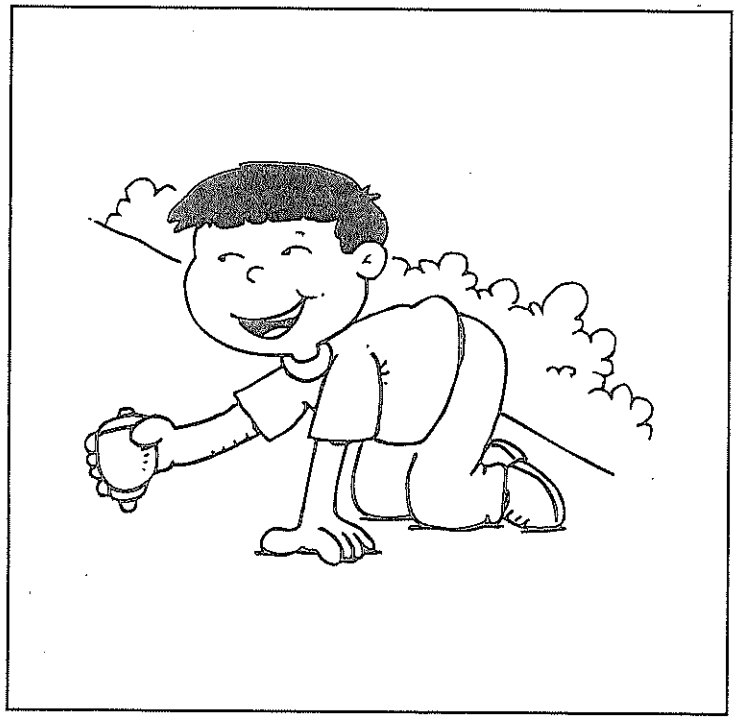
© Pearson Education, Inc., K

Name _____

Spin the Top

Bob got a top.

Bob will spin the top.



The top will not spin.

The top will not go.

Help! Help!

Help me spin the top.

It will not spin.

Help! Help!

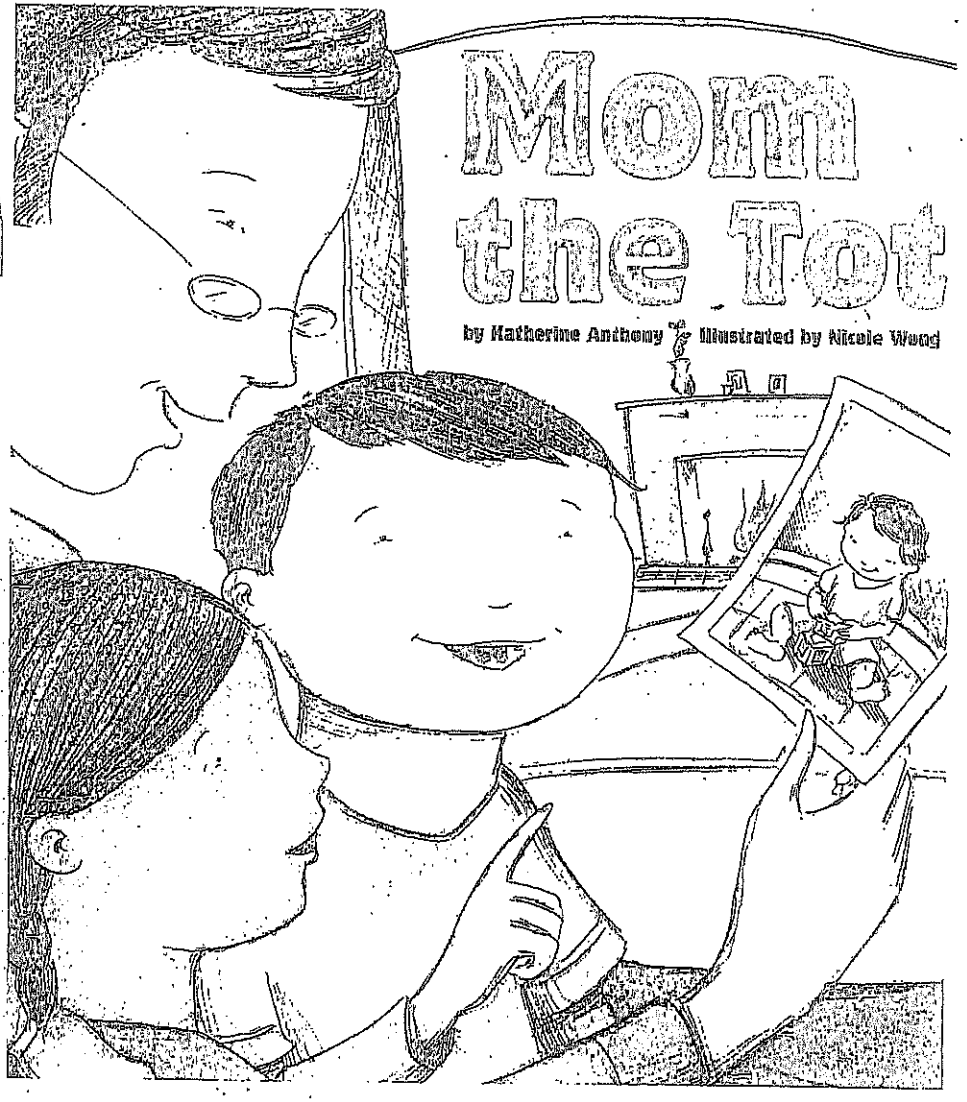
© Pearson Education, Inc., K

Kindergarten
Student Reader

Scott Foresman Reading K.3.5

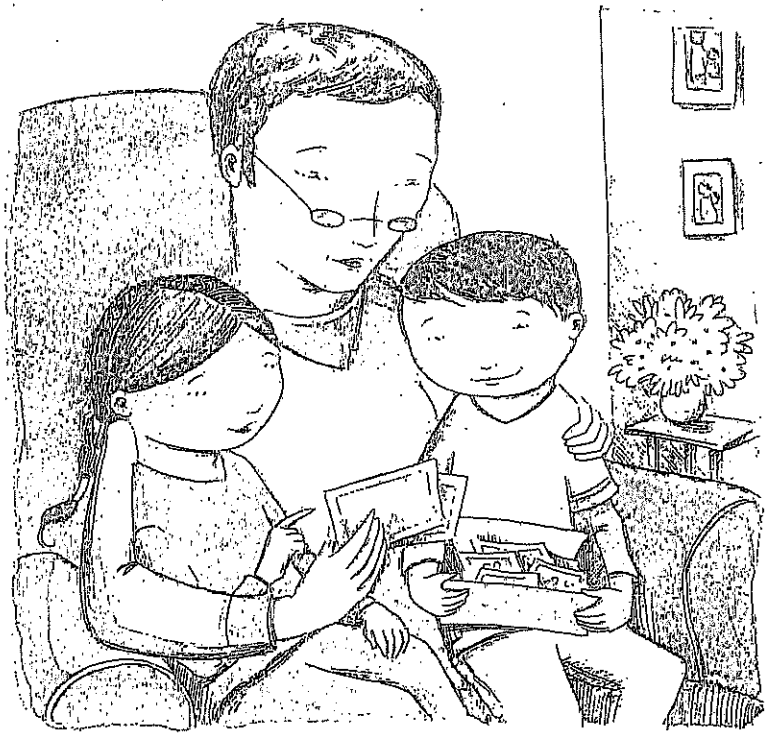
Scott Foresman
is an imprint of
PEARSON

ISBN-13: 978-0-328-38767-0
ISBN-10: 0-328-38767-3



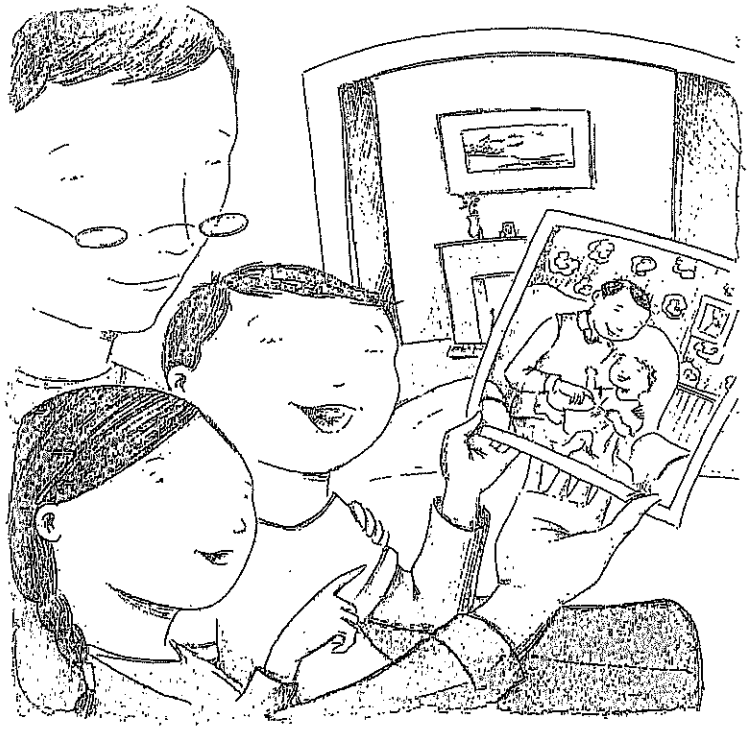
Mom the Tot

by Katherine Anthony illustrated by Nicole Wong

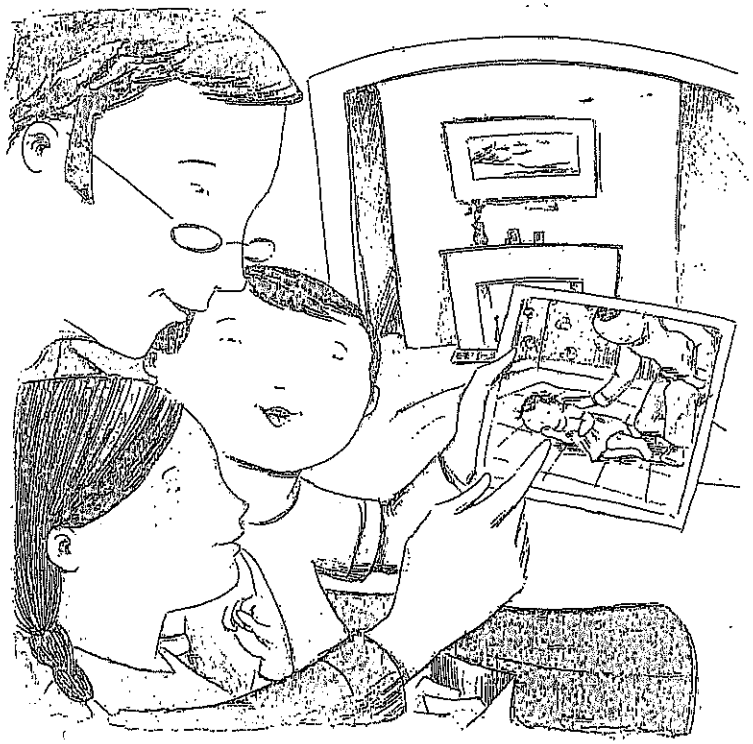


Ron! Pam! Sit on top of Dad.
I have pictures.

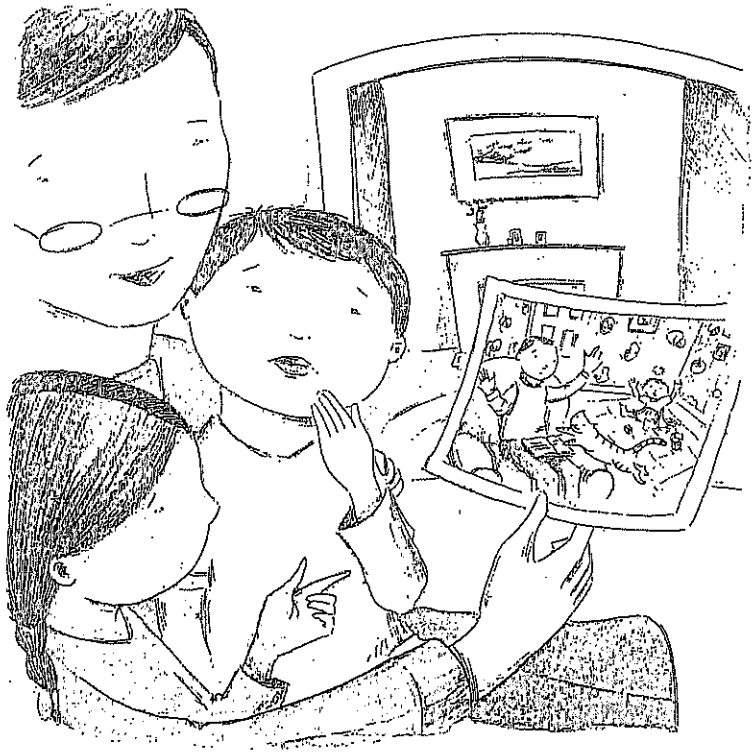
You can see Mom.
Mom is a little tot.



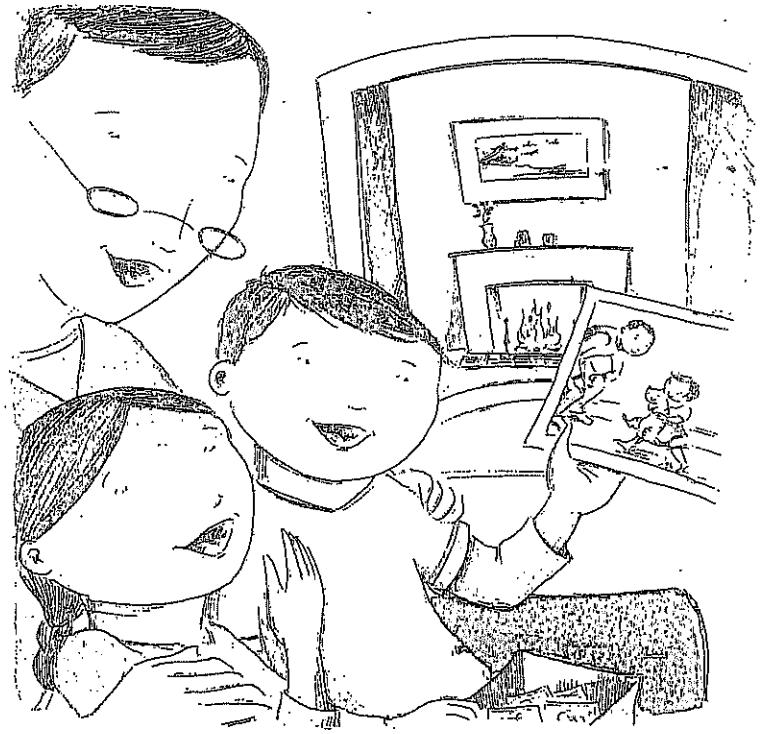
You can see Pop.
Pop is a dad to Mom.



They nap on a mat.
Pop can pat Mom.



Look! Mom is a sad tot.
A cat is on top of Pop.



Mom the tot had a fat cat.
They ran at Pop.

Look, Mom! You can see Mom.

We like Mom the tot.

Glenview, Illinois • Boston, Massachusetts • Mesa, Arizona
Shoreview, Minnesota • Upper Saddle River, New Jersey

Illustrations
Nicole Wong

ISBN-13: 978-0-328-38767-0
ISBN-10: 0-328-38767-3

Copyright © Pearson Education, Inc. or its affiliate(s). All Rights Reserved. Printed in the United States of America. This publication is protected by copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permission(s), write to Pearson School Rights and Permissions, One Lake Street, Upper Saddle River, New Jersey 07458.

Pearson and Scott Foresman are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

12 13 14 V0N4 17 16 15 14 13

Name _____

HANDS ON
Lesson 10.3

Identify, Name, and Describe Cubes

Essential Question How can you identify, name, and describe cubes?

Learning Objective You will identify, name, and describe cubes using informal language.

Listen and Draw

Real World

Hands On

cube	not a cube

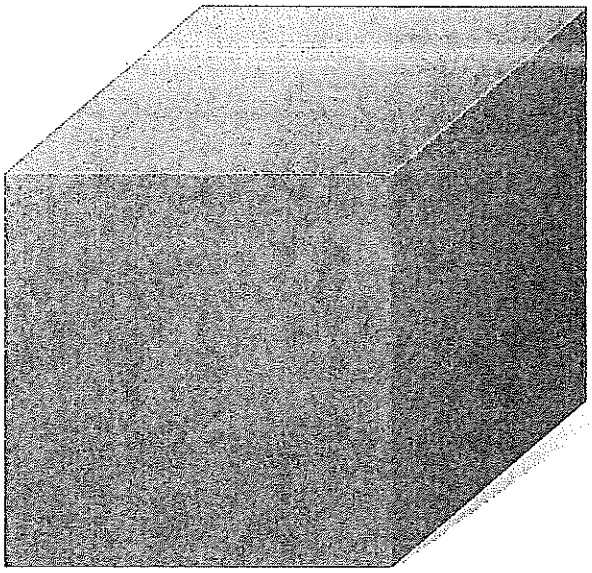
DIRECTIONS Place three-dimensional shapes on the page. Identify and name the cube. Sort the shapes on the sorting mat. Describe the cube. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

© Houghton Mifflin Harcourt Publishing Company

Share and Show

1

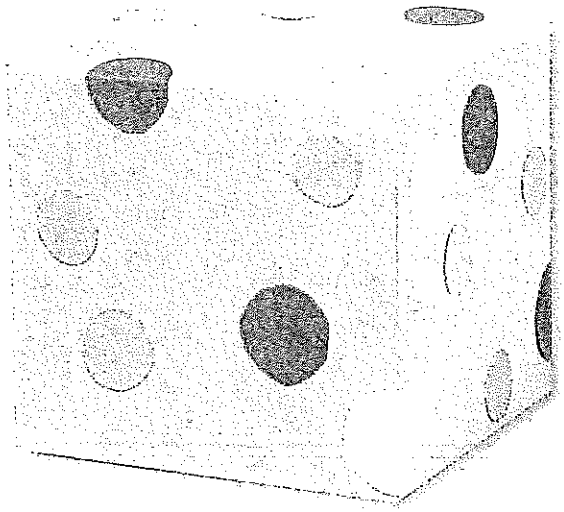
cube



flat surface

curved surface

2

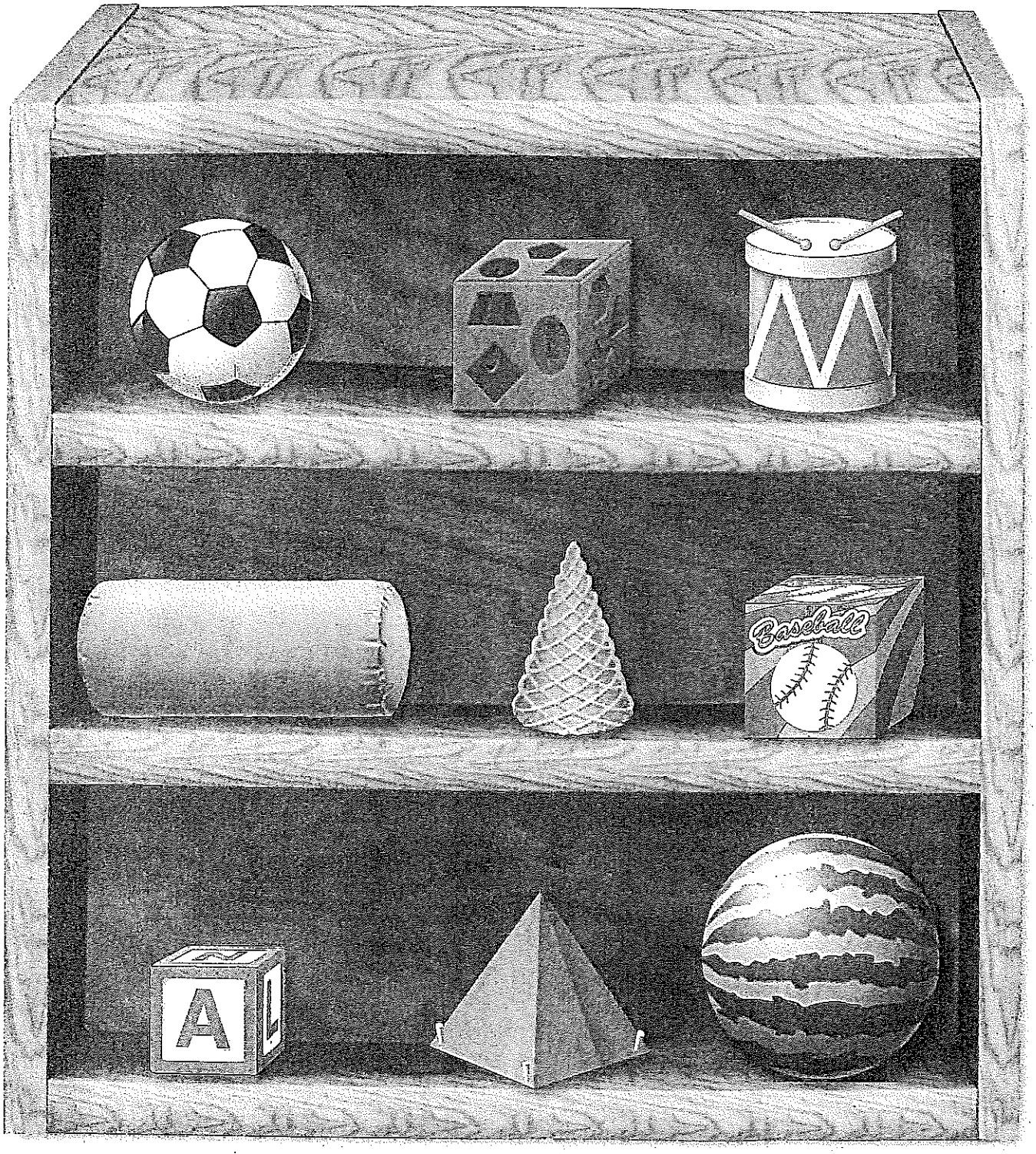


_____ flat surfaces

DIRECTIONS 1. Look at the cube. Circle the words that describe a cube. 2. Use a cube to count how many flat surfaces. Write the number.

© Houghton Mifflin Harcourt Publishing Company

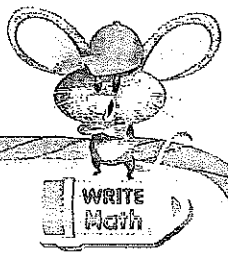
Name _____



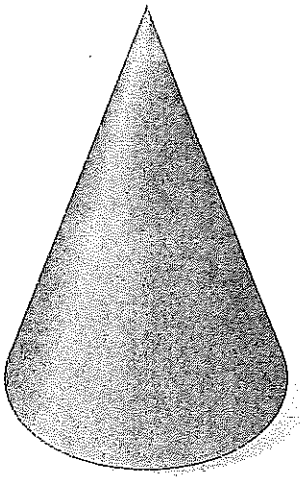
DIRECTIONS 3. Identify the objects that are shaped like a cube. Mark an X on those objects.

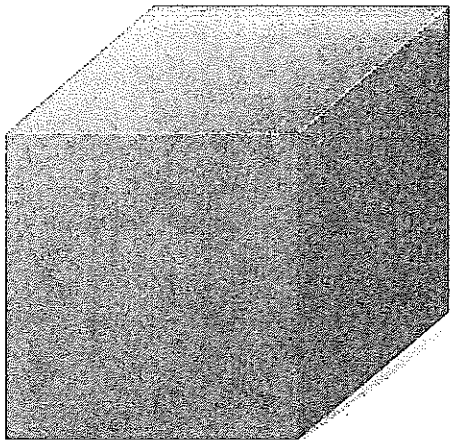
© Houghton Mifflin Harcourt Publishing Company

Problem Solving • Applications Real World



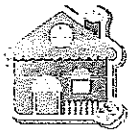
4





5

DIRECTIONS 4. I have 6 flat surfaces. Which shape am I? Mark an X on that shape. 5. Draw to show what you know about a real object that is shaped like a cube.



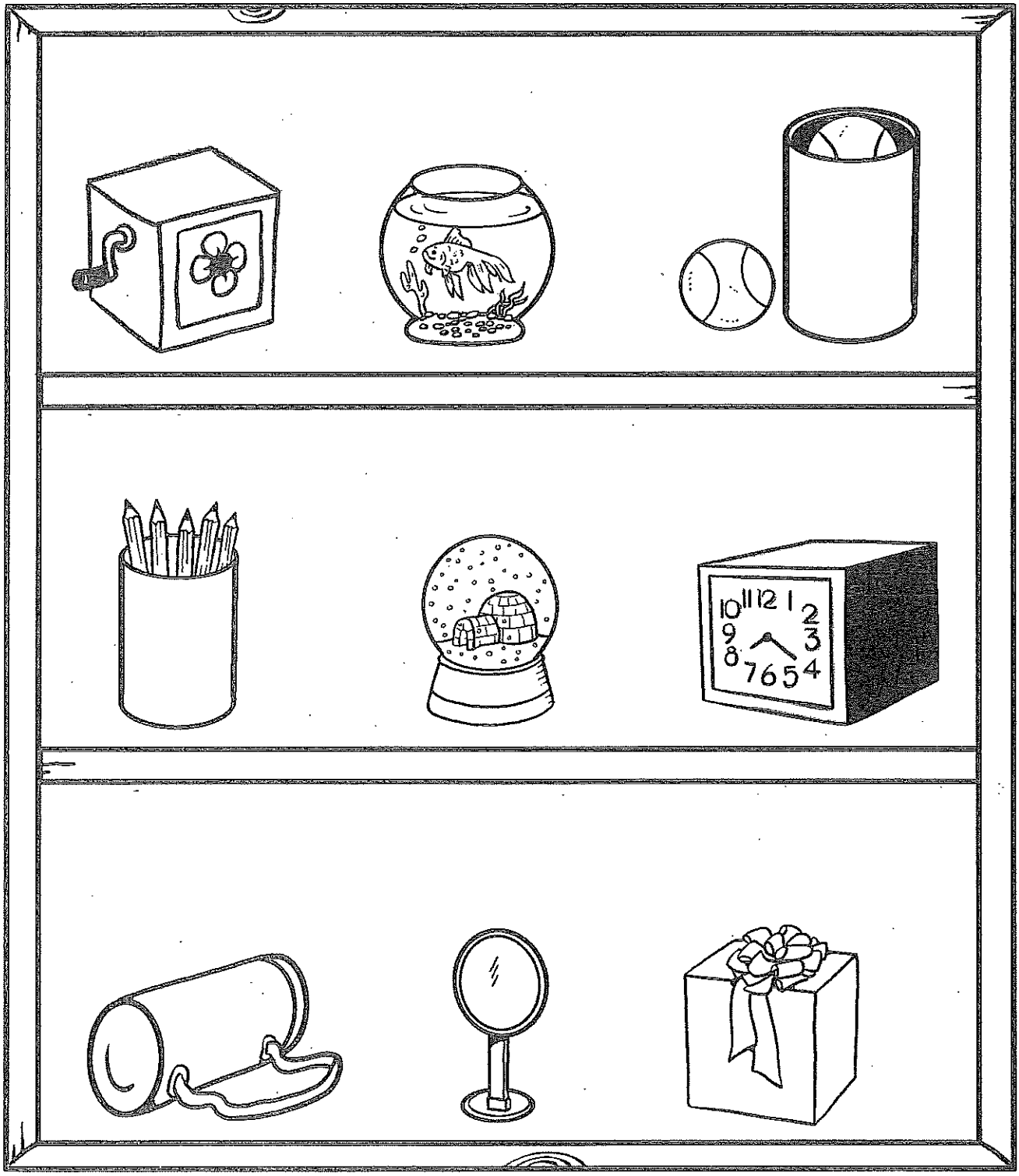
HOME ACTIVITY • Have your child identify and describe an object in the house that is shaped like a cube.

© Houghton Mifflin Harcourt Publishing Company

Name _____

Identify, Name, and Describe Cubes

Learning Objective You will identify, name, and describe cubes using informal language.

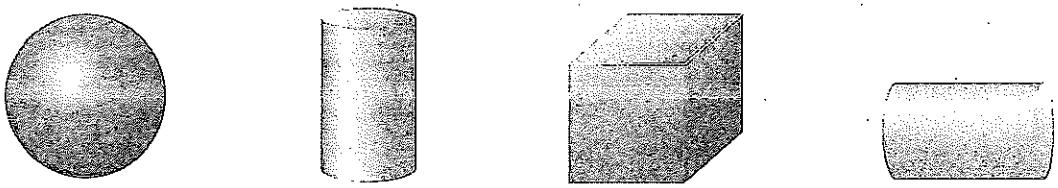


DIRECTIONS 1. Identify the objects that are shaped like a cube. Mark an X on those objects.

© Houghton Mifflin Harcourt Publishing Company

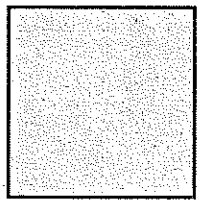
Lesson Check

1



Spiral Review

2



_____ sides

3

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

DIRECTIONS 1. Which shape is a cube? Mark an X on the shape. 2. How many sides does the square have? Write the number. 3. Begin with 81 and count forward to 90. What is the next number? Draw a line under that number.

FOR MORE PRACTICE GO TO THE Personal Math Trainer

© Houghton Mifflin Harcourt Publishing Company

Name _____

1. ❑ yes
2. ❑ yet
3. ❑ pet
4. ❑ pen
5. ❑ yum
6. ❑ yam
7. ❑ stuff
8. ❑ cliff
9. ❑ press
10. ❑ bless
11. ❑ stress
12. ❑ you

Dear Parent/Guardian:

Your child has learned the name, sound, and written form of the consonant ***y***, as in "yarn." Since the consonant *y* is new to your child, be patient when reviewing this list. Reading the words in the order listed will help your child blend long words. Words with similar sounds, such as "press" and "bless," will be more easily blended by building from one word to the other by reading the similar sounds first. Then add the beginning sounds to each word. It is important to encourage independent reading, but provide help blending sounds when necessary. Once mastery occurs, please send the list back to school.

Letters learned (in bold): **ă** **b** **c** **d** **ĕ** **f** **g** **h** **ĭ** **j** **k** **l** **m** **n** **ŏ** **p** **q** **r** **s** **t** **ŭ** **v** **w** **x** **y** **z**

ā ē ī ō ū

New sight word: **you**

Sight words are circled and should be memorized.

© Saxon Publishers, Inc., and Lorna Simmons