
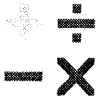





Student Name: _____

NTI Day 3

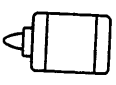
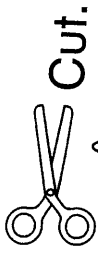
This document will be turned back in to your teacher as evidence of completion. If the activity has additional work, please attach it and return it to your teacher upon return to school.

Kindergarten	
Reading/ Writing 	RFK3b-I can say short/long vowel sounds and match them to common spellings. RFK3c-I can read common sight words. RFK4-I can read emergent level texts. <ul style="list-style-type: none"> ❖ READ your Take Home Reading each day ❖ WORK 20 minutes on www.starfall.com for reading. ❖ WRITE and DRAW a response to your Take Home Reading book in your writing journal ❖ Complete NTI Day 3 short vowel worksheet
Math 	KOA5-I can fluently add and subtract within 10. KCC1-I can count forward by 1's and 10's to 100 and backwards from 30. KMD4-I can recognize and identify coins. <ul style="list-style-type: none"> ❖ WORK 20 minutes on Starfall math. ❖ Count forwards by 1's and 10's 100 and backwards from 30. ❖ Practice naming coins (penny, nickel, dime, quarter) ❖ Complete NTI Day 3 subtraction worksheet
Science 	KESS3-1- I can use a model to represent the relationship between the needs of plants/animals and the places they live. <ul style="list-style-type: none"> ❖ Draw the life cycle of a butterfly (egg, caterpillar, pupa, butterfly) in your writing journal.
Social Studies 	K.EIC.1- I can differentiate between needs and wants. <ul style="list-style-type: none"> ❖ Complete identifying wants and needs cut and paste activity.
Art Music PE 	<ul style="list-style-type: none"> ❖ See NTI Day 3 activity ❖

Name _____

Wants and Needs

Needs and Wants
Identifying needs and wants

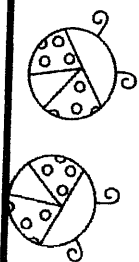


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A vertical strip of dashed boxes containing various items for classification:

- Baseball
- Overalls
- Sandwich
- Candy
- Computer
- House
- Balloon
- Ice cream cone

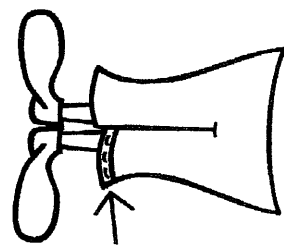
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Directions: Say the name of the picture to determine the missing short vowel sound. Dab the vowel and record it on the line.

A Dab of Spring Fun

NTI Day 3 Wed.



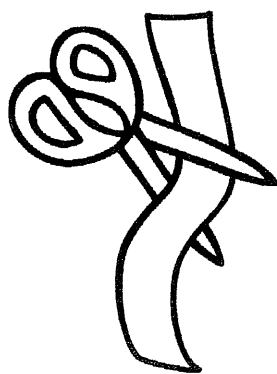
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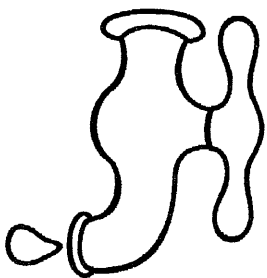
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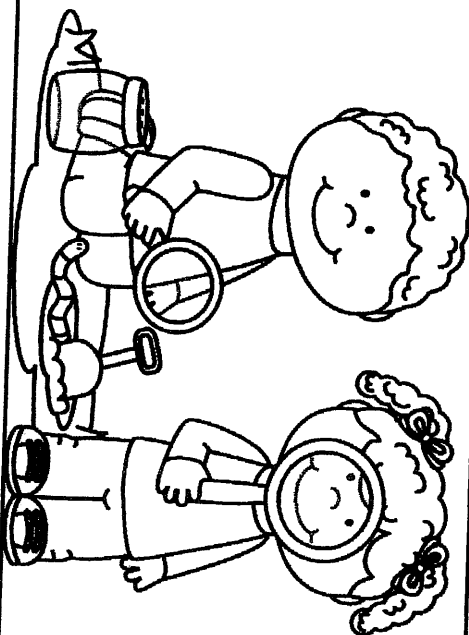
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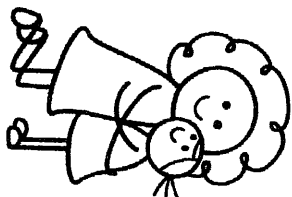
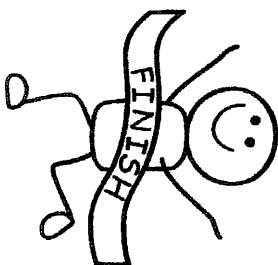
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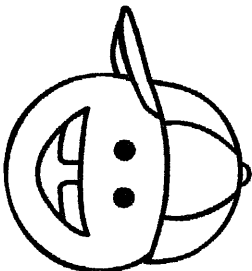
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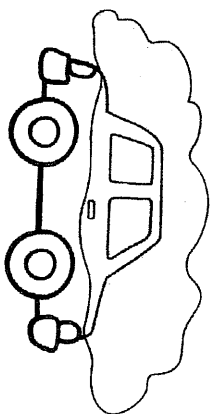
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Subtraction

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

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$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

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Learning Target: I can explore sound in my environment.

Environmental Percussion

The percussion family is the largest family of musical instruments because almost anything can be turned into a percussion instrument. These instruments produce sounds by shaking, scraping, or hitting.



Find an object around the house that you can shake.

Examples include: dry pasta in a box, medicine bottles



Find an object around the house that you can scrape.

Examples include: soup can, comb, roasting pan

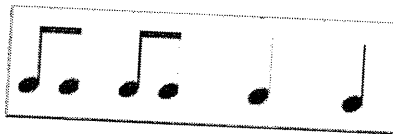
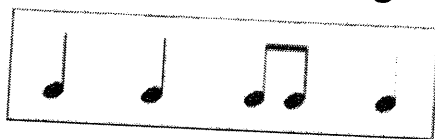


Find an object around the house that you can strike.

Examples include: empty trash can, pots, empty boxes

Use those objects and choose an activity below.

- Choose a song on the radio and play along with a steady beat.
- Choose a nursery rhyme or poem and play the rhythm of the words.
- Play some rhythms using these instruments.



Describe what object you used and which activity you performed.


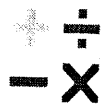



This can be completed on paper or on a Google Form.

Visit CGESspecialarea.weebly.com

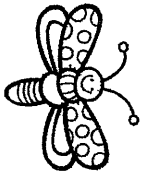
Student Name: _____

NTI Day 4

This document will be turned back in to your teacher as evidence of completion. If the activity has additional work, please attach it and return it to your teacher upon return to school.

Kindergarten	
Reading/ Writing 	<p>RFK3b-I can say short/long vowel sounds and match them to common spellings. RFK3c-I can read common sight words. RFK4-I can read emergent level texts.</p> <ul style="list-style-type: none"> ❖ READ your Take Home Reading each day ❖ WORK 20 minutes on www.starfall.com for reading. ❖ WRITE and DRAW a response to your Take Home Reading book in your writing journal ❖ Complete NTI Day 4 long vowel worksheet
Math 	<p>KOA5-I can fluently add and subtract within 10. KCC1-I can count forward by 1's and 10's to 100 and backwards from 30. KMD4-I can recognize and identify coins.</p> <ul style="list-style-type: none"> ❖ WORK 20 minutes on Starfall math. ❖ Count forwards by 1's and 10's 100 and backwards from 30. ❖ Practice naming coins (penny, nickel, dime, quarter) ❖ Complete NTI Day 4 subtraction worksheet
Science 	<p>KESS2-1-I can use and share observations of local weather conditions to describe patterns over time.</p> <ul style="list-style-type: none"> ❖ OBSERVE and RECORD signs of spring (see, hear, smell, touch)
Social Studies 	<p>K.EIC.1-I can differentiate between needs and wants.</p> <ul style="list-style-type: none"> ❖ Find and discuss with someone in your family 3 needs and 3 wants that you see in your home.
Art Music PE 	<ul style="list-style-type: none"> ❖ See NTI Day 4 activity ❖

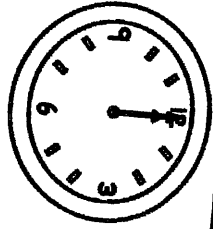
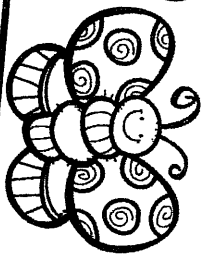
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A Dab of Spring Fun

NTI Day 4 Thurs.

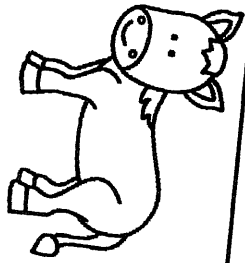
Directions: Say the name of each picture. Dab the word family that the picture belongs to. Write the word on the line.



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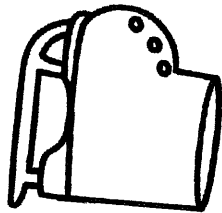
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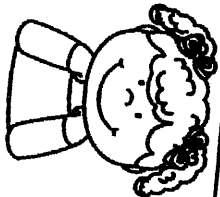
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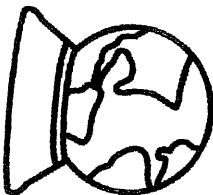


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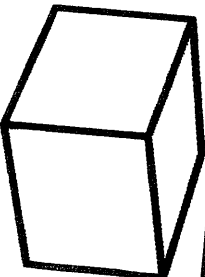
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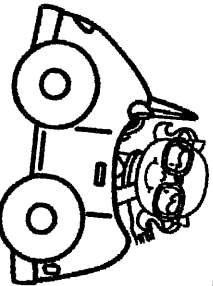
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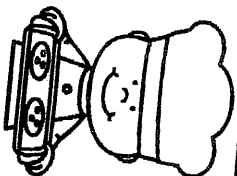


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Learning Target: I will find ways to be physically active at home by choosing different activities in order to get a BINGO

Kentucky Academic Standard: Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.

K.5.SE1. Explore enjoyable physical activities.

1.5.SE1. Describe positive feelings that result from participating in physical activities.

2.5.SE1. Identify physical activities that provide self-expression

3.5.SE1. Explain how physical activities are enjoyable.

4.5.SE1. Rank the enjoyment of participating in various physical activities.

5.5.SEE1. Analyze different physical activities for enjoyment and challenge identifying reasons for a positive or negative response.

Describe which activities which you chose to complete your fitness bingo.

This can be complete on paper or a google form.

Visit CGESspecialarea.weebly.com

Want more of a challenge? Complete multiple lines for Bingo or do a Cover All.
 Too hard? Complete a Postage Stamp - complete 4 exercises in one of the corners

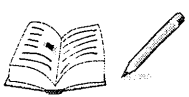


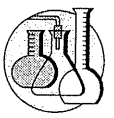

Fitness Bingo

B	I	N	G	O
Be a superhero! Think about all of your favorite superheroes and then spend some time moving just like they would.	Get outside and pick up trash in your yard.	How many different ways can you carry a sock as you move around the house?	Take a few minutes today to lie on the floor and stretch your body from head to toe. Take some deep breaths and relax as you reach and then relax.	Turn on some music and take turns choosing a way to move.
Go on a walk through your home. Each time you get to a new space you have to change the way you are moving.	Work on your tossing and catching skills with someone. Toss it right to their hands.	Balance on two body parts. How about three parts or four or even five body parts?	Using an empty paper towel roll and a balloon; work on volleying the balloon so it does not touch the floor.	Jump 13 times – hop 13 times – march 13 steps – reach up high 13 times.
Work on your bending, twisting, shaking, reaching, and crunching. Can you think of other ways to move while staying in one spot?	Find lines on the sidewalk or driveway and jump over them. Remember to land softly on two feet.	Get outside and run, gallop, and jump all over. Feel your heart when you are done – what is it doing?	Practice your hopping. Remember to take off and land on the same foot. Hop near and far, high and low.	Ask someone to practice tossing and catching with you. Keep your eye on the ball as you move your body to the ball.
Take a walk. Each time you see a sign of spring do 10 jumps for joy.	Statues Game: Put your body into a balanced position and hold it while you count to 10. Try a more challenging position.	Can you skip? Give it a try – step, hop, step, hop.	Pick up your room! Each time you pick something up do five jumps before you put it away.	Practice your ball rolling skills by rolling a ball back and forth with someone. Each time you roll it, back up one step.
Get outside and play catch. Follow the ball with your eyes and move to where the ball is going.	Take five minutes – go to every space in your home and do a funny dance that makes your parent/caregiver laugh. Make them do the dance with you.	Work on your tossing skills. Find some small objects to toss into a box. Keep backing up to see if you can toss further.	Play catch with someone. Start really close and after every two tosses back up one step.	Ask someone to pitch some balls to you as you try to hit them with a big, soft bat.

Student Name: _____

NTI Day 5

This document will be turned back in to your teacher as evidence of completion. If the activity has additional work, please attach it and return it to your teacher upon return to school.

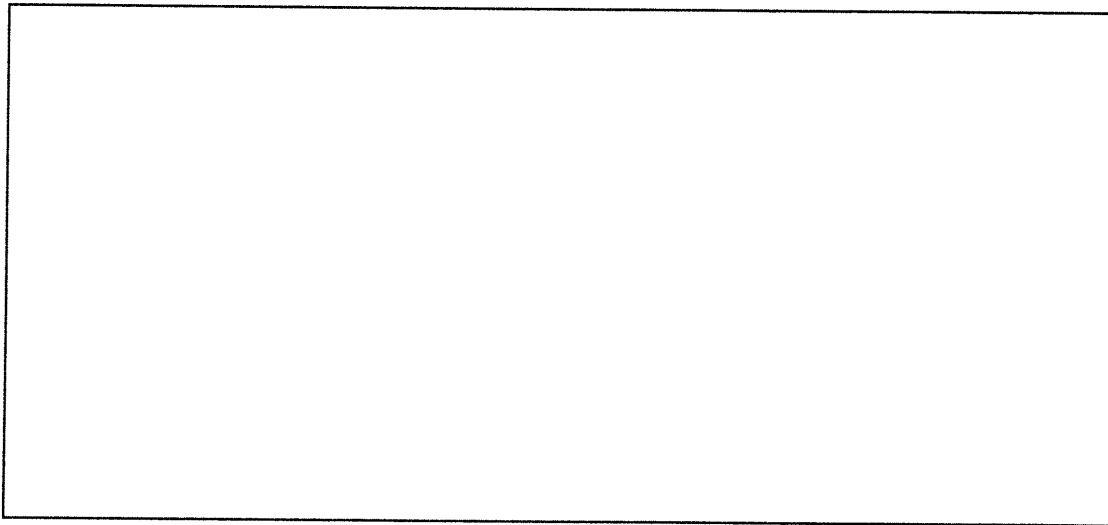
Kindergarten	
<p>Reading/ Writing</p> 	<p>RFK3b-I can say short/long vowel sounds and match them to common spellings. RFK3c-I can read common sight words. RFK4-I can read emergent level texts.</p> <ul style="list-style-type: none"> ❖ READ your Take Home Reading each day ❖ WORK 20 minutes on www.starfall.com for reading. ❖ WRITE and DRAW a response to your Take Home Reading book in your writing journal ❖ Complete NTI Day 5 long/short vowel worksheet
<p>Math</p> 	<p>KOA5-I can fluently add and subtract within 10. KCC1-I can count forward by 1's and 10's to 100 and backwards from 30. KMD4-I can recognize and identify coins.</p> <ul style="list-style-type: none"> ❖ WORK 20 minutes on Starfall math. ❖ Count forwards by 1's and 10's 100 and backwards from 30. ❖ Practice naming coins (penny, nickel, dime, quarter) ❖ Complete NTI Day 5 subtraction worksheet
<p>Science</p> 	<p>KESS3-1- I can use a model to represent the relationship between the needs of plants/animals and the places they live.</p> <ul style="list-style-type: none"> ❖ Find youtube video -Dr. Jean's Insects body sing and learn
<p>Social Studies</p> 	<p>K.EIC.1- I can differentiate between needs and wants.</p> <ul style="list-style-type: none"> ❖ Interview 2 people in your family and ask them their 3 favorite wants and needs.
<p>Art Music PE</p> 	<ul style="list-style-type: none"> ❖ See NTI Day 5 activity ❖

Learning Target: I can read a wide variety of books and media. I can use materials I read to inspire me to write and create. V.A.1. Explore:Think

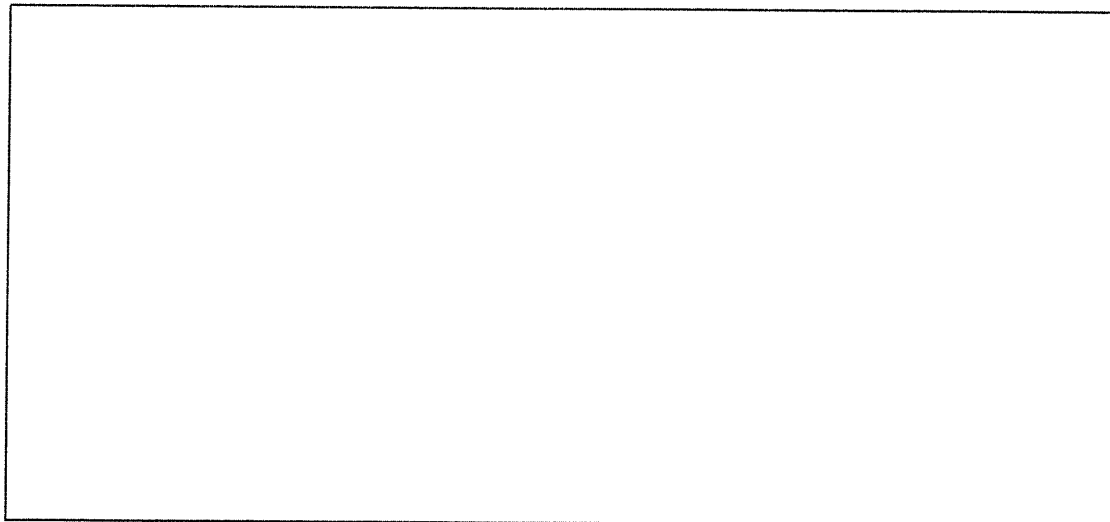
Story Elements

Directions: After you have completed your 30 min of reading for the day, choose one story to complete the assignment with.

Activity 1: Draw a picture of the setting of the story and write a sentence that names or describes it. **Remember the setting is where the story takes place.**



Activity 2: Draw a picture of the main character in the story and write 3-5 words that describe him or her.

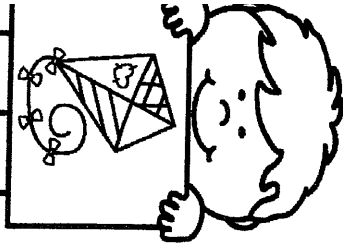


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NTI Day 5 Fri

A Dab of Spring Fun

Directions: Say the name of each picture. Dab the word that matches. Write the word on the line.



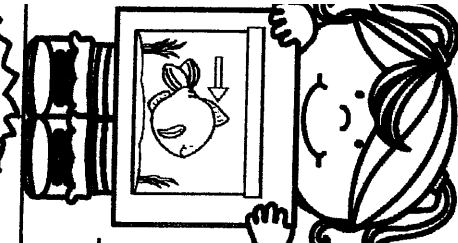
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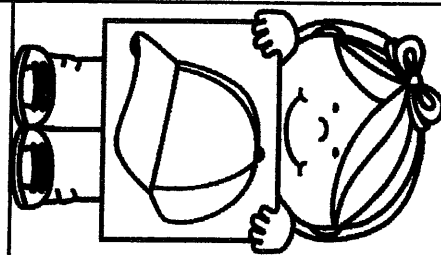
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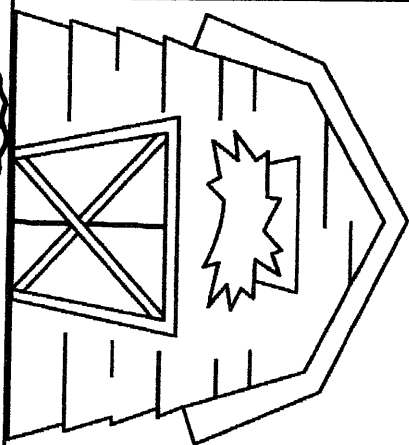
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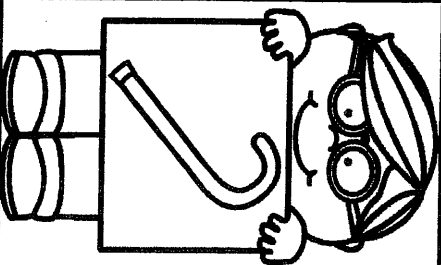
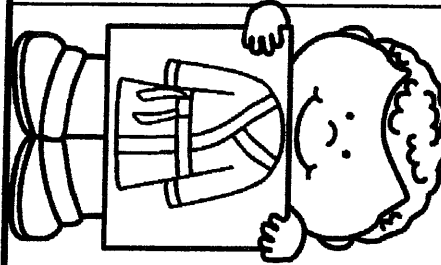
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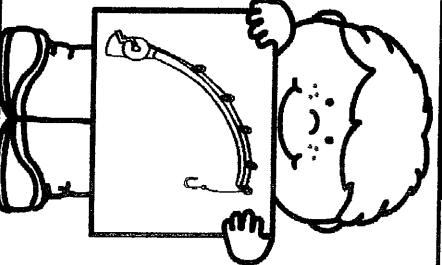
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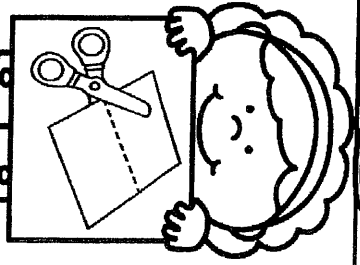
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