

Colonel NTI Packet

2025 – 2026

Kindergarten

Day 1

Table of Contents

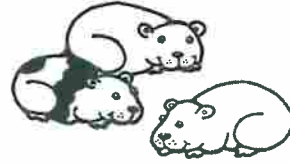
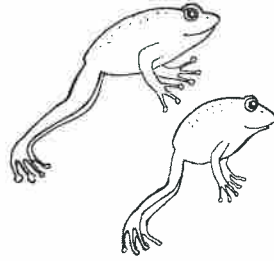
Subject	Assignment
Math	Reteach to Build Understanding 1 - 1
Language Arts	Week 1, Day 1 (Reading) Week 1, Day 1 (Spelling and Word Study) Week 1, Day 2 (Spelling and Word Study)
Science	Week 3, Day 1 (Life Science)
Social Studies	Week 4, Day 1 (Civics)

Name _____

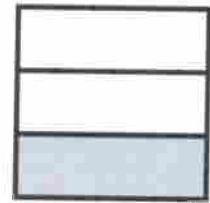
Reteach to Build Understanding

1-1

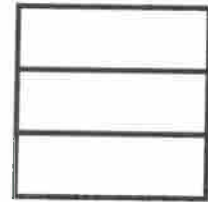
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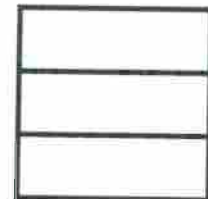
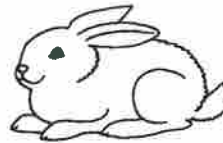
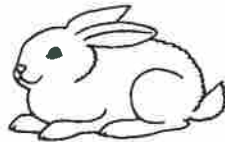
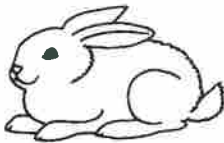
2



3



4






Directions Say: **1** Look at the hamsters. Let's **count** them together: 1, 2, 3. Draw a circle around the group with 2 frogs; **2** How many mice are there? Color 1 box to show that there is 1 mouse; **3** How many dogs are there? Color the boxes to show how many; **4** How many rabbits are there? Color the boxes to show how many. **On the Back!** Have students draw 1, 2, or 3 counters, and then tell how many they drew.

Name: _____ Date: _____

Directions

Match the words to the pictures.

		
cat	bat	sat

1. sat



2. bat



3. cat



Directions

Circle the word for the picture.
Write the word.

4.



rat

hat

_____	_____	_____
_____	_____	_____
_____	_____	_____

SCORE

1. 😊 😞

2. 😊 😞

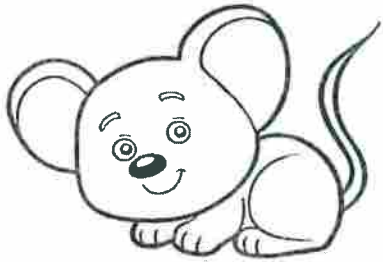
3. 😊 😞

4. 😊 😞

____ / 4
Total

Name: _____ Date: _____

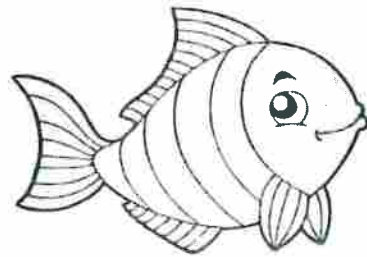
Directions: Color the pictures that start with *m*.



mouse



mop



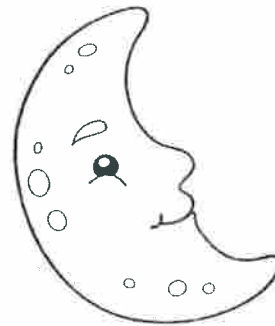
fish



mug



car



moon

Directions: Trace and write.

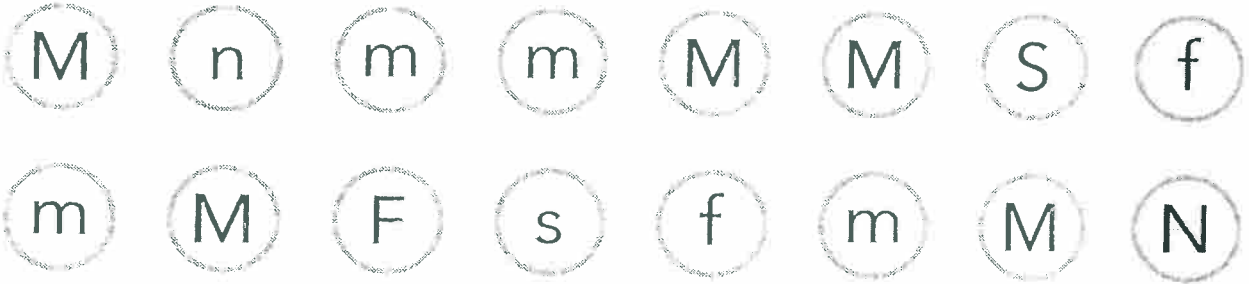
M M

m m

Color and Trace
letters m and f

Name: _____ Date: _____

Directions: Use a crayon to color every uppercase *M*.
Use a different crayon to color every lowercase *m*.



Directions: Use your finger to read each word. Trace the *m* in each word.



map



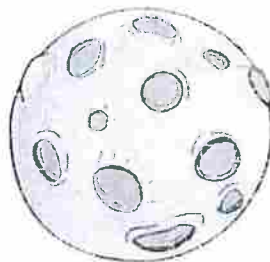
mitt



man



milk



moon



mug

Name: _____ Date: _____

Directions: Read the text. Answer the questions.

The Human Body

Our bodies help us do many things. Our eyes help us see. Our ears help us hear. Our mouths help us taste. Our hands help us touch. Our noses help us smell.



1. Which body part helps you see?

a. eyes

b. hands



2. Which body part helps you hear?

a. ear

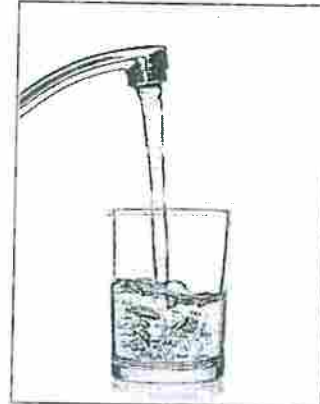
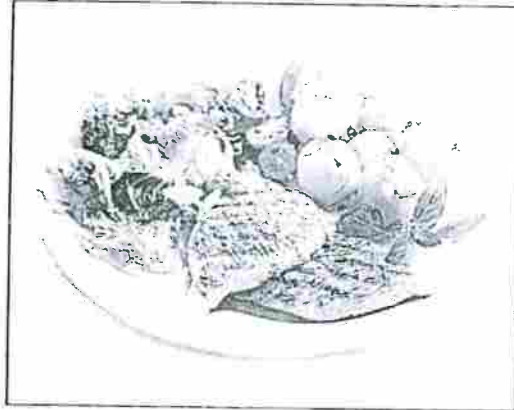
b. nose



Name: _____ Date: _____

Directions: Look at the pictures. Read the words. Circle the correct answers.

We need food and water.

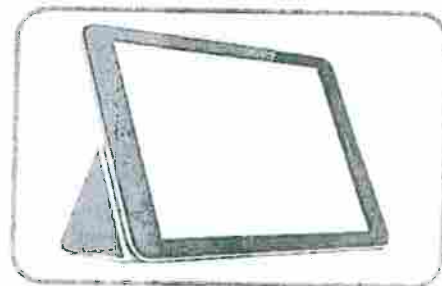


1. Which do we need?

a.



b.

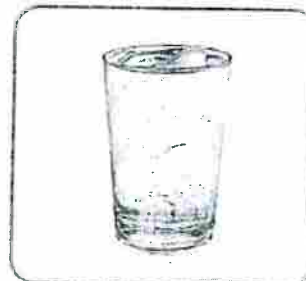


2. Which do we need?

a.



b.



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Day 2

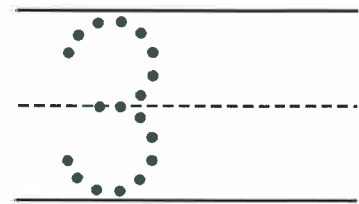
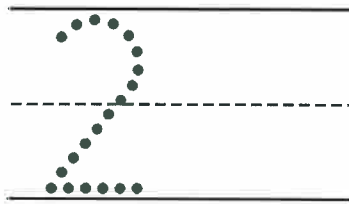
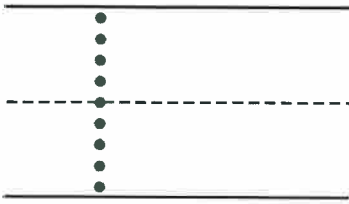
Table of Contents

Subject	Assignment
Math	Reteach to Build Understanding 1 - 3
Language Arts	Week 1 Day 2 (Reading) Week 1 Day 3 (Spelling and Word Study) Week 1 Day 4 (Spelling and Word Study)
Science	Week 3 Day 2 (Life Science)
Social Studies	Week 4 Day 2 (Economics)

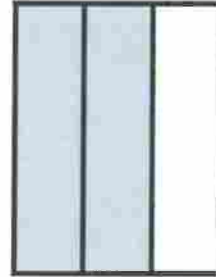
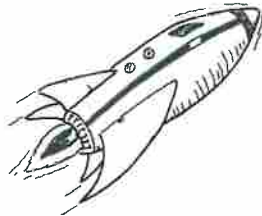
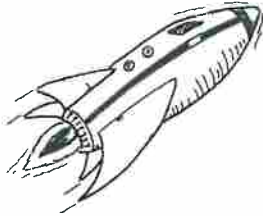
Name _____

Reteach to Build Understanding
1-3

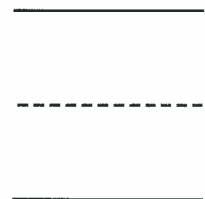
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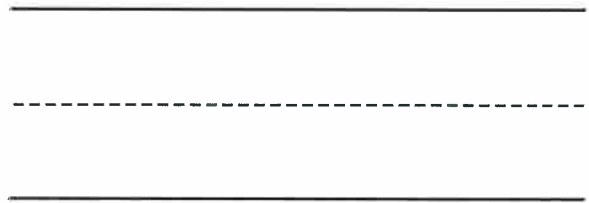
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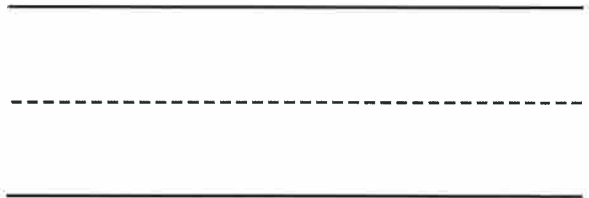
3



4



5



Directions Say: ★ Look at the numbers. Let's point to each **number** and say the name: one, two, three. Write the numbers; ② Count the rockets, and then color the boxes to show how many. Now write the number two; ③ Count the planets, and then color the boxes to show how many. Write the number that tells how many. ④ and ⑤ Count the objects, and then practice writing the numbers that tell how many. **On the Back!** Have students draw groups of 1, 2, and 3 objects, and then write the numbers that tell how many.

Name: _____ Date: _____

Directions

Match the words to the pictures.

SCORE




1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

____ / 4
Total

		
hat	pat	fat

1. pat



2. hat



3. fat



Directions

Circle the word for the picture.
Write the word.

4.

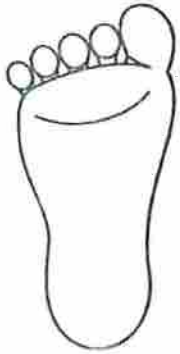


cat

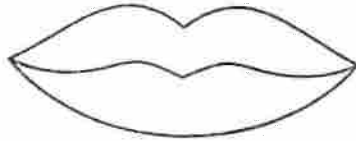
mat

Name: _____ Date: _____

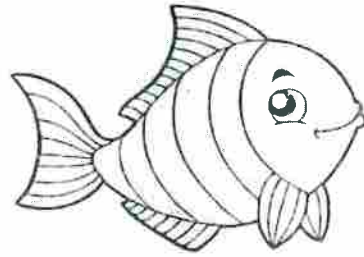
Directions: Color the pictures that start with *f*.



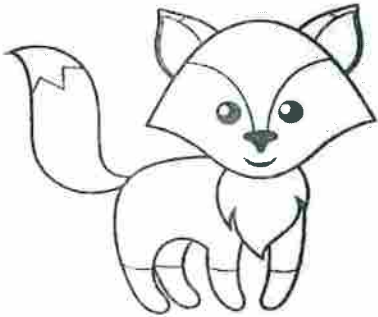
foot



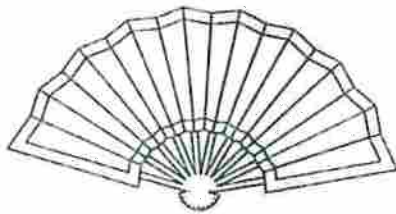
lips



fish



fox



fan



dog

Directions: Trace and write.

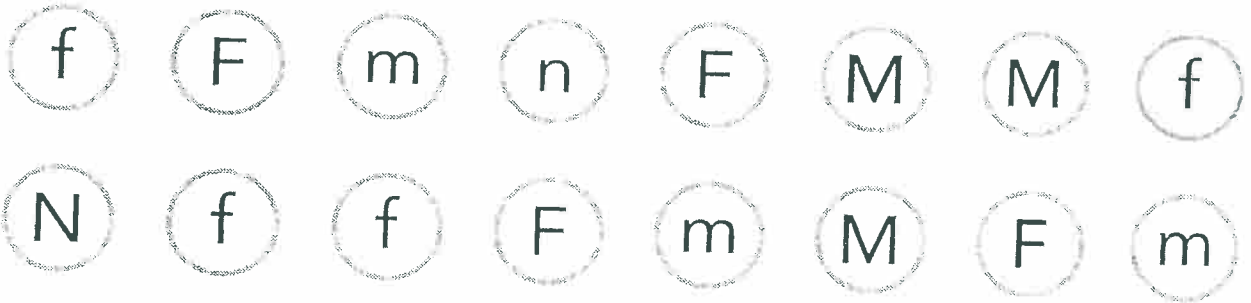
Tracing practice lines for the letter 'f'. The first row shows a dotted uppercase 'F' on a set of three horizontal lines (top, middle-dashed, bottom). The second row shows a dotted lowercase 'f' on a set of three horizontal lines (top, middle-dashed, bottom).

Color and Trace
letters m and f

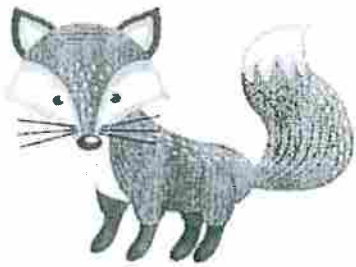


Name: _____ Date: _____

Directions: Use a crayon to color every uppercase *F*.
Use a different crayon to color every lowercase *f*.



Directions: Use your finger to read each word. Trace the *f* in each word.



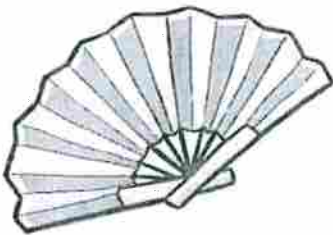
fox



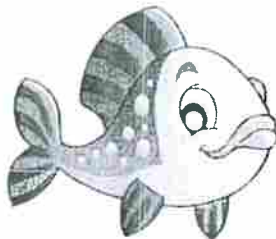
foot



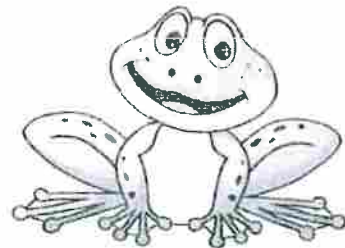
finger



fan








fish



frog

Name: _____ Date: _____

Directions: Look at the chart. Answer the questions.

Five Senses	
see	
hear	
smell	
touch	
taste	

Analyzing Data

1. What do people use to see?

a. eyes



b. headphones



2. I use my sense of touch to _____.

a. feel



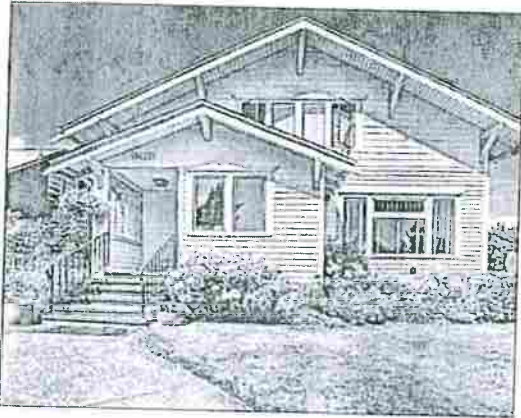
b. smell flowers



Name: _____ Date: _____

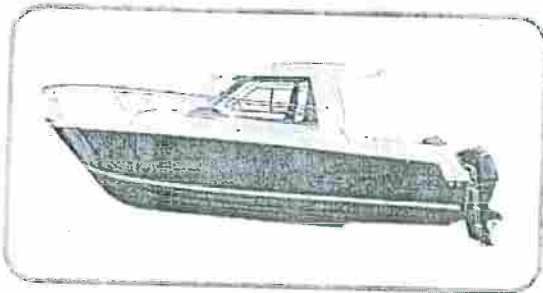
Directions: Look at the pictures. Read the words. Circle the correct answers.

We need a home.



1. Which do we need?

a.



b.



2. Which do we need?

a.



b.



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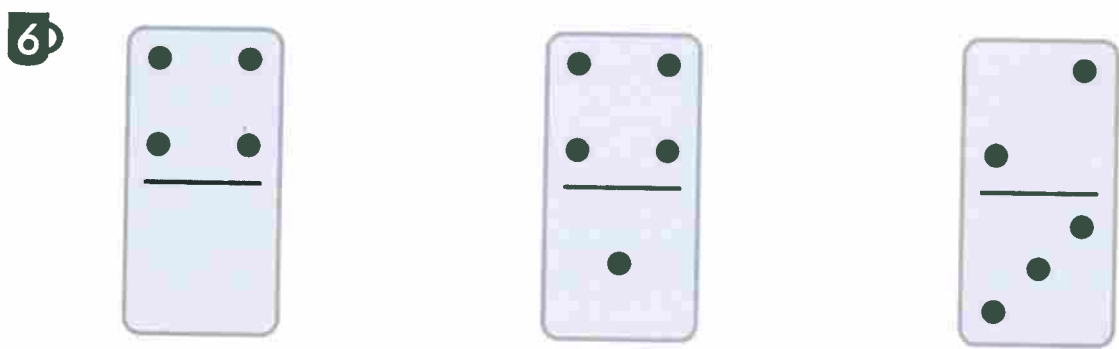
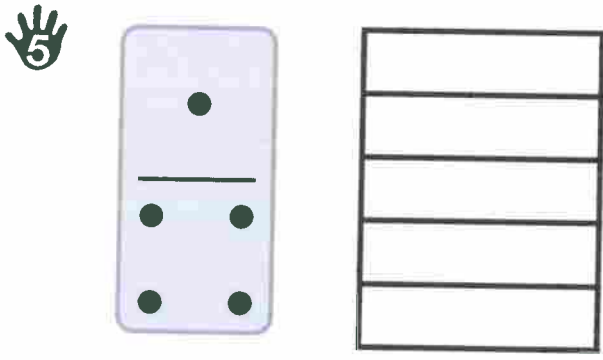
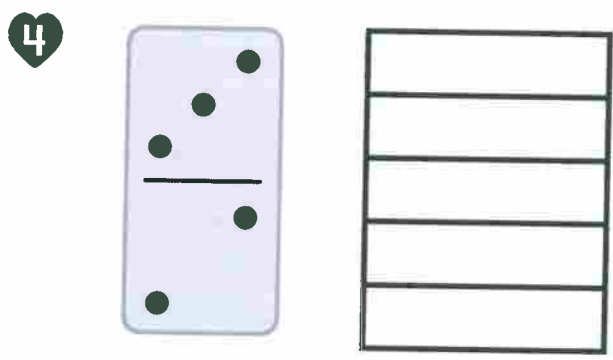
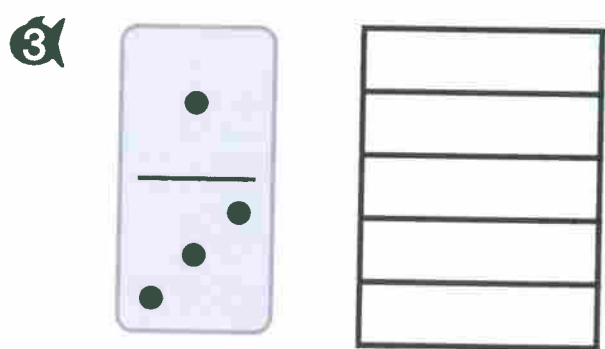
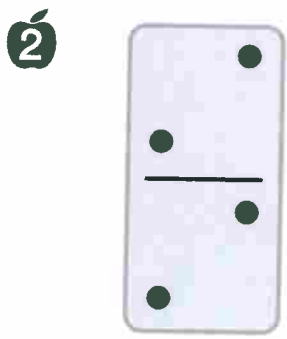
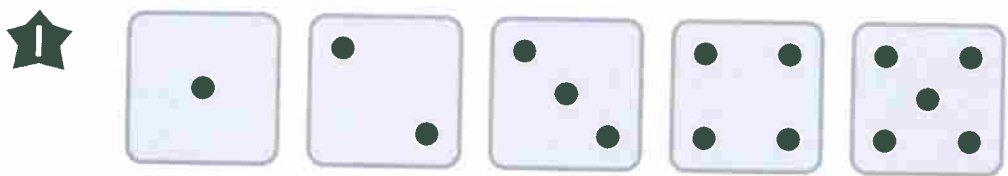
Day 3

Table of Contents

Subject	Assignment
Math	Reteach to Build Understanding 1 - 5
Language Arts	Week 1 Day 3 (Reading) Week 1 Day 5 (Spelling and Word Study) Week 2 Day 1 (Spelling and Word Study)
Science	Week 3 Day 3 (Life Science)
Social Studies	Week 4 Day 3 (Economics)

Name _____




Reteach to Build Understanding
1-5



Directions Say: ★ Look at the dot cubes. Let's count the dots on each cube together. Draw a circle around the cube with five dots; 2 Look at the dot tile. How many dots are there? Color the boxes to show 4 dots. This is one way to show 4; 3 How many dots are there? Color the boxes to show how many. This is a different way to show 4. Have students: 4 and 5 count the dots, and then color the boxes to show how many; 6 draw a circle around the dot tiles with 5 dots.
On the Back! Have students draw 4 counters, and then draw another group of 4 counters in a different way.

Name: _____ Date: _____

Directions Match the words to the pictures.

		
can	man	van

1. van



2. can



3. man



Directions Circle the word for the picture.
Write the word.

4.



fan

Dan

SCORE

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

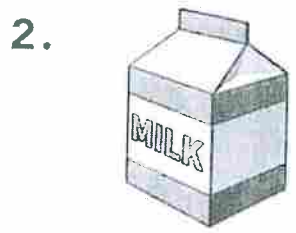
____ / 4
Total

Name: _____ Date: _____

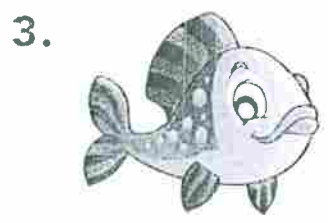
Directions: Look at the pictures. Say the words. Write the missing letter.



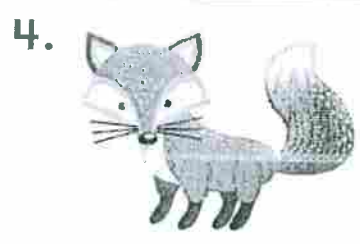
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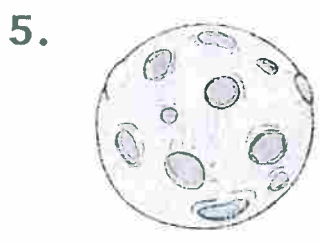
ilk



ish



ox



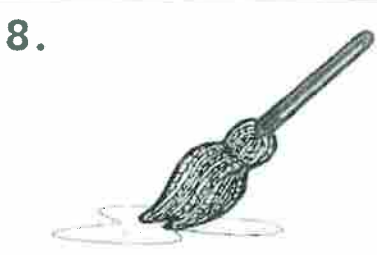
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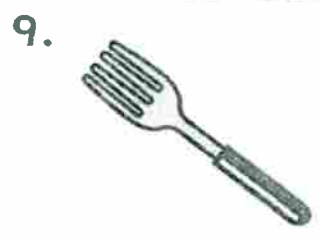
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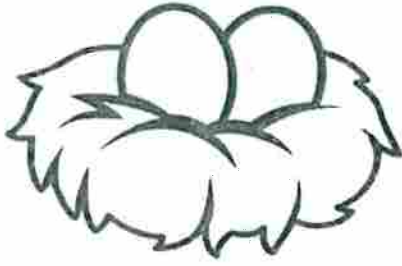
ork

Letters m and f

First Sound

Spelling and Word Study

Name: _____ Date: _____

Directions: Color the pictures that start with *n*.

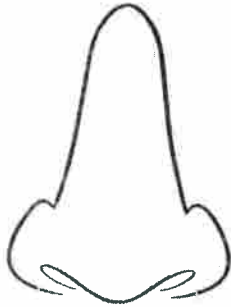
nest



foot



necklace



nose



nail



mop

Directions: Trace and write.

N N

n n

Name: _____ Date: _____

Directions: Read the text. Answer the questions.

Joe comes home from school. His mom baked cookies. Joe asks his mom if he can have one.



1. How does Joe know his mom baked cookies?
 - a. He saw them.
 - b. He heard them.
2. Joe wonders if the cookies are ready to eat. Say a question he could ask.



Name: _____ Date: _____

Directions: Look at the pictures. Read the words. Circle the correct answer.



We need clothes.



1. Which do we need?

a.



b.



2. Draw your clothes.



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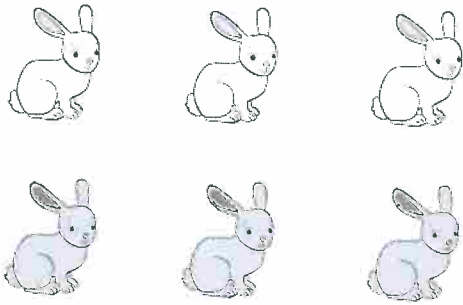
Kindergarten

Day 4

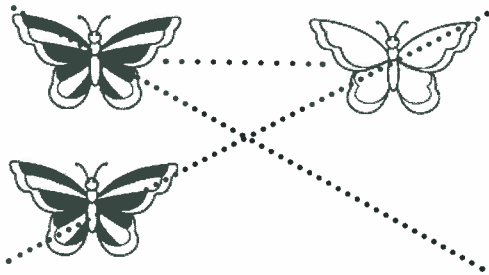
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Subject	Assignment
Math	Reteach to Build Understanding 2 - 1
Language Arts	Week 1 Day 4 (Reading) Week 2 Day 2 (Spelling and Word Study) Week 2 Day 3 (Spelling and Word Study)
Science	Week 3 Day 4 (Life Science)
Social Studies	Week 4 Day 4 (Economics)

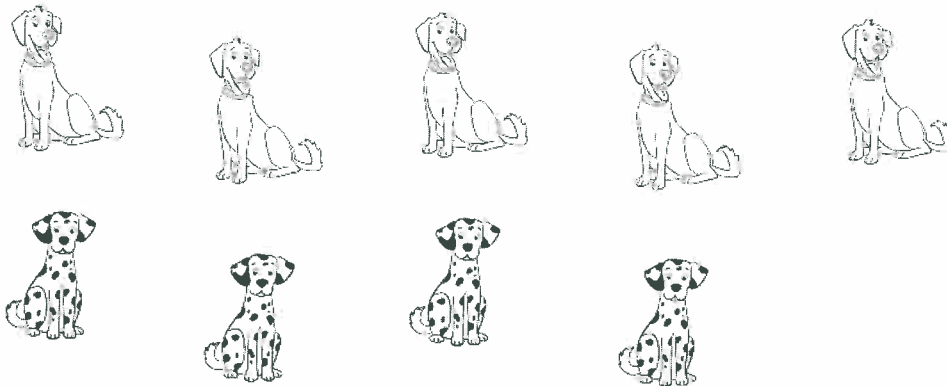
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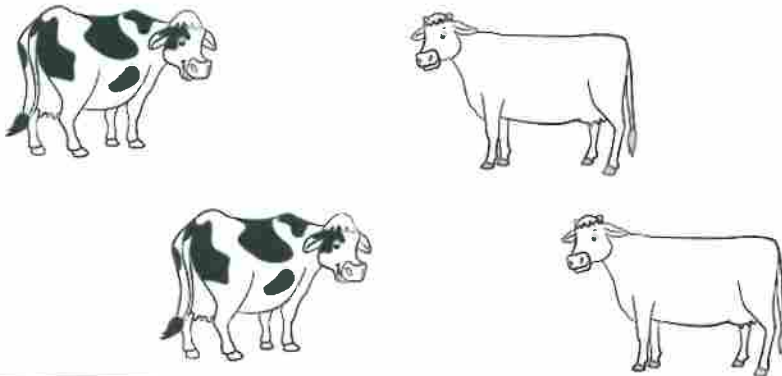
2



3



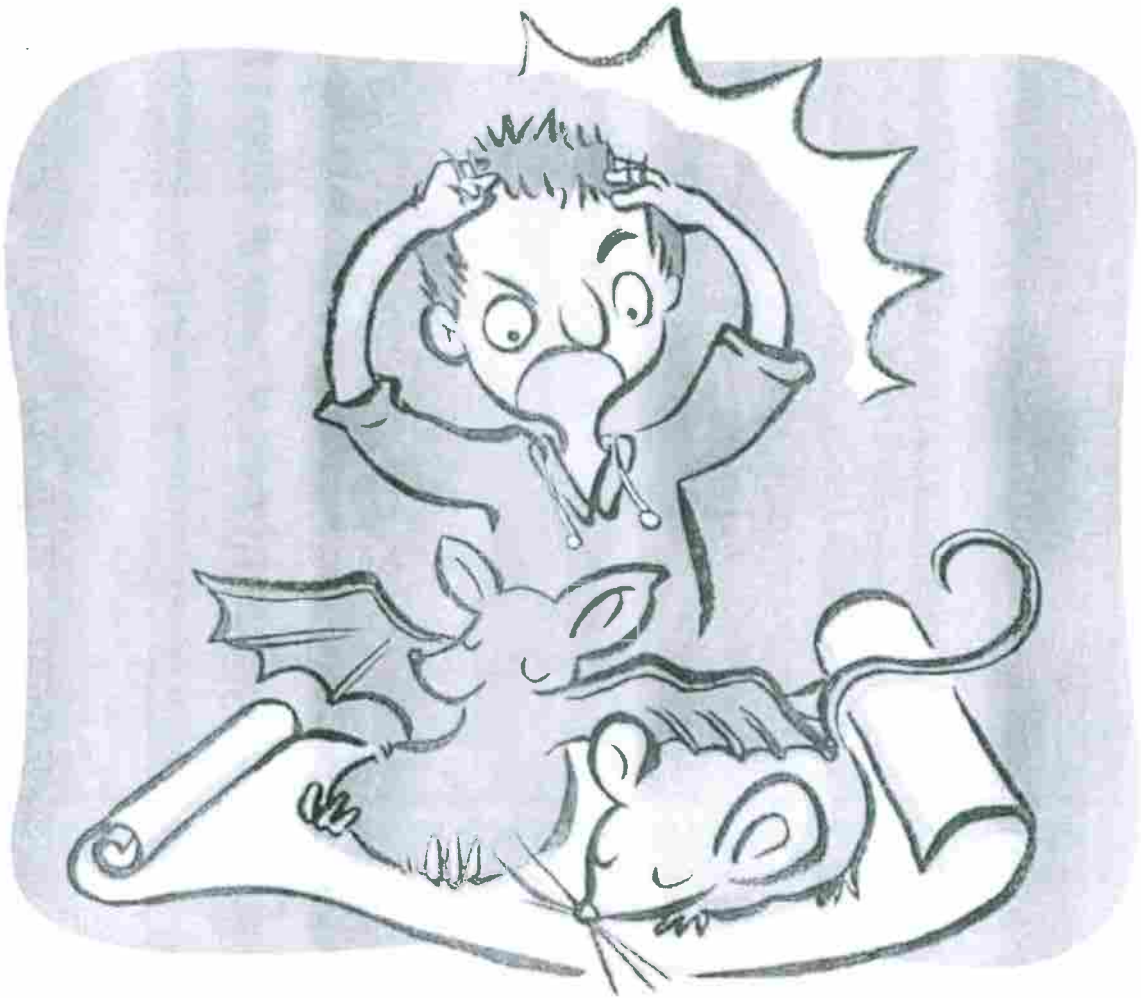
4



Directions Say: ★ Look at the rabbits in each row. Draw a line from each white rabbit to a gray rabbit. There are the same number, or an **equal** number, of rabbits in each group. How do you know the groups are equal? 2 Draw lines to match the butterflies from one group to the other. The two groups are **NOT** equal. How do you know the groups are **NOT** equal? Mark an X on the two groups; 3 and 4 Draw lines from the animals in one group to the animals in the other group. Draw a circle around the groups if they are equal in number, or mark an X on the groups if they are **NOT** equal in number. **On the Back!** Have students draw a group of 4 objects. Then have them draw a group of objects that is equal in number to the first group.

Name: _____ Date: _____

The Bat and the Rat



A bat sat.

A rat sat.

A man sees them.

Oh no, a bat and a rat!

Name: _____ Date: _____

Directions

Listen to and read "The Bat and the Rat." Answer the questions.

<p>1. Who sees the bat?</p> <p>(A) a cat</p> <p>(B) Dan</p> <p>(C) a man</p>	<p>3. Why is the man surprised?</p> <p>(A) He did not like the bat and rat.</p> <p>(B) He likes the bat and rat.</p> <p>(C) He did not like the mat.</p>
<p>2. What did the rat do?</p> <p>(A) ran</p> <p>(B) sat</p> <p>(C) jab</p>	<p>4. Which is another good title?</p> <p>(A) On the Mat</p> <p>(B) A Big Surprise</p> <p>(C) A Man</p>

SCORE

1. 😊 😊

2. 😊 😊

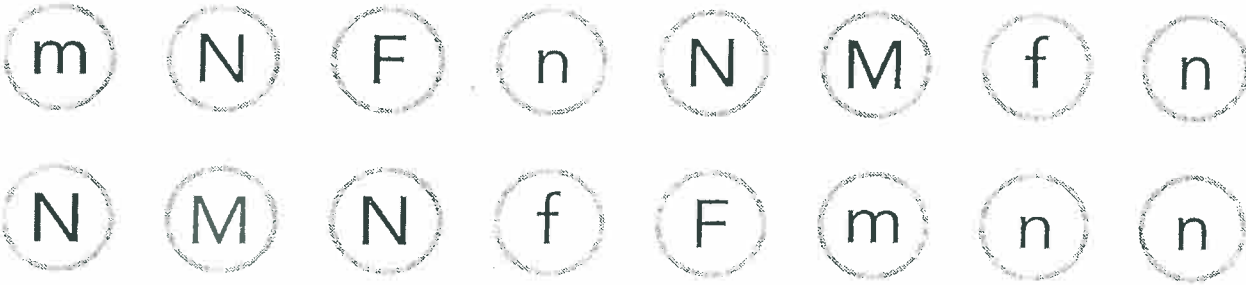
3. 😊 😊

4. 😊 😊

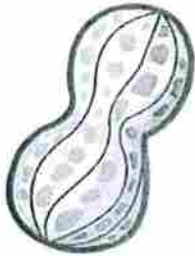
____ / 4
Total

Name: _____ Date: _____

Directions: Use a crayon to color every uppercase *N*. Use a different crayon to color every lowercase *n*.



Directions: Use your finger to read each word. Trace the *n* in each word.



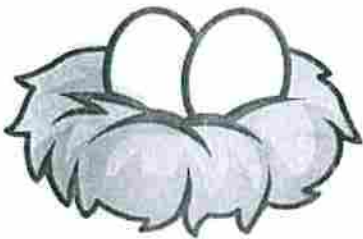
nut



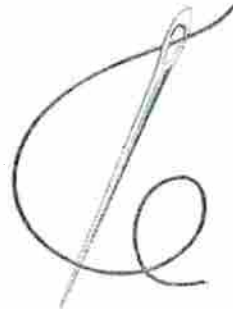
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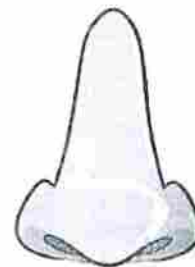
neck



nest



needle

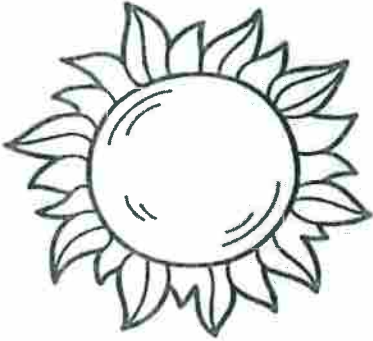


nose

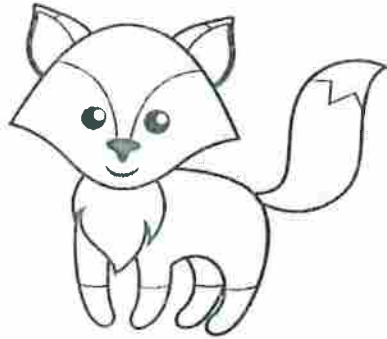
Letter Search
Letters n and s

Spelling and Word Study

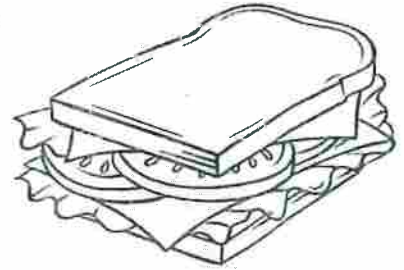
Name: _____ Date: _____

Directions: Color the pictures that start with s.

sun



fox



sandwich



spoon



knife



sock

Directions: Trace and write.

S S

s s



Name: _____ Date: _____

Directions: Read the text. Answer the questions.

Ellie plays soccer. She is a goalie. She uses her body to play soccer.



1. What does Ellie use to watch where the ball goes?

a. eyes

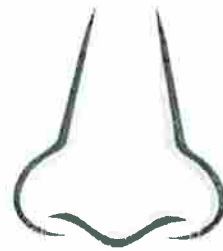
b. hands



2. What could Ellie do to get the ball to her friend?

a. She can kick the ball with her foot.

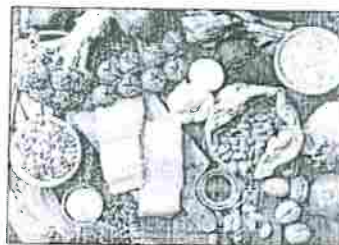
b. She can kick the ball with her nose



Name: _____ Date: _____

Directions: Look at the pictures. Read the words.

We need all these things.



Economics

Draw a picture of yourself with things you need.

Colonel NTI Packet

2025 – 2026

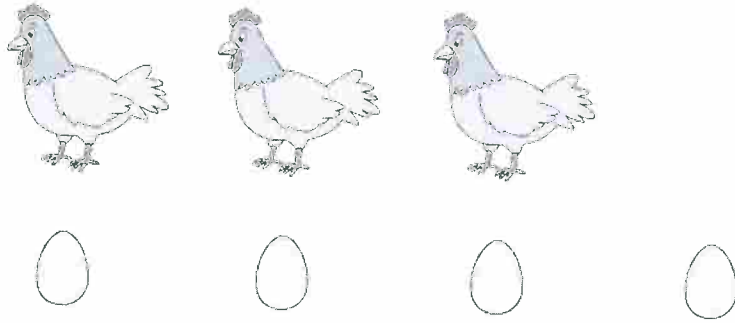
Kindergarten

Day 5

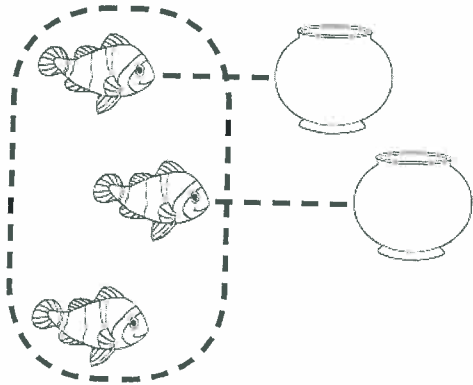
Table of Contents

Subject	Assignment
Math	Reteach to Build Understanding 2 - 2
Language Arts	Week 1 Day 4 Story (Reading) Week 1 Day 5 (Reading) Week 2 Day 4 (Spelling and Word Study) Week 2 Day 5 (Spelling and Word Study)
Science	Week 3 Day 5 (Life Science)
Social Studies	Week 4 Day 5 (Economics)

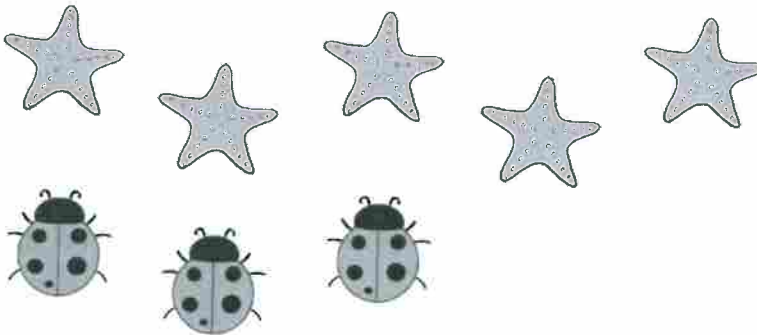
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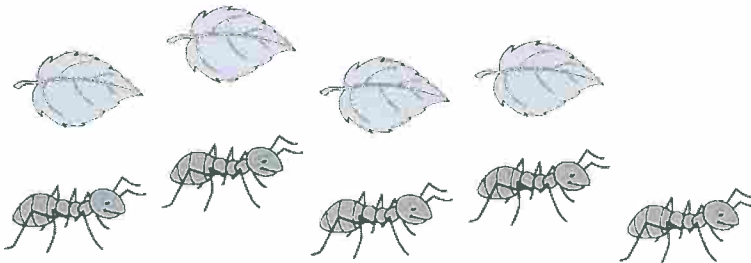
2



3



4



Directions Say: Look at the row of hens and eggs. Draw lines to match each hen to an egg, and then draw a circle around the group that has more. There are more eggs than hens. So, the number of eggs is **greater than** the number of hens. Have students draw lines to match objects from one group to the other. Say: Which group has more, the group of fish or the group of fishbowls? How do you know? Draw a circle around the group that is greater in number; and Draw a circle around the group that is greater in number. Explain how you know you are correct. **On the Back!** Have students draw a group of counters. Then have them draw a group of counters that is greater in number than the first group, and explain why their picture is correct.

Name: _____ Date: _____

The Bat and the Rat



A bat sat.

A rat sat.

A man sees them.

Oh no, a bat and a rat!

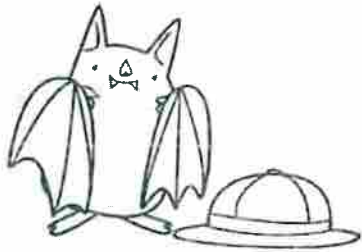
Name: _____ Date: _____

Directions

Look at the story. What happens next? Finish the story with a picture. Label the picture.

SCORE

____ / 4
Total



A bat sat.



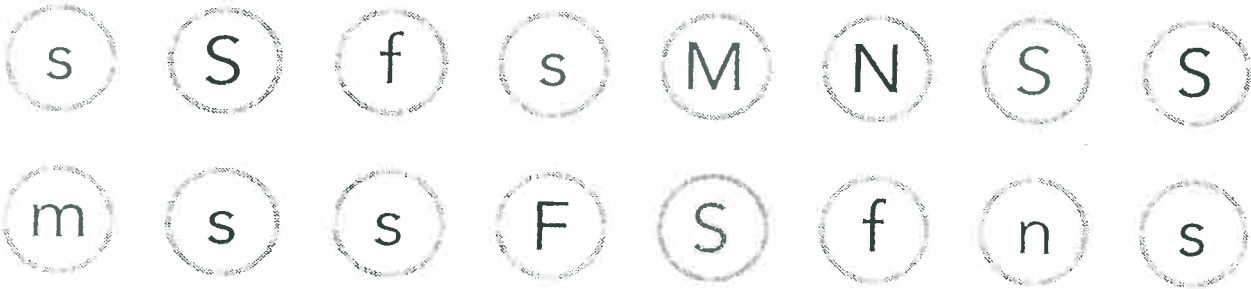
The bat has a hat.



The rat sat.

Name: _____ Date: _____

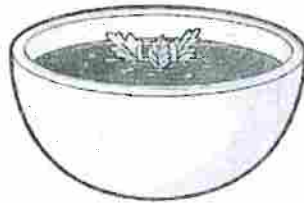
Directions: Use a crayon to color every uppercase S. Use a different crayon to color every lowercase s.



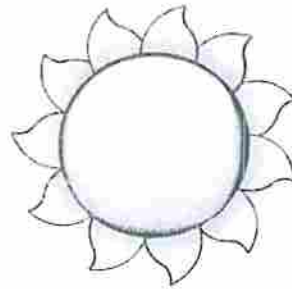
Directions: Use your finger to read each word. Trace the s in each word.



sock



soup



sun



star



six



sailboat

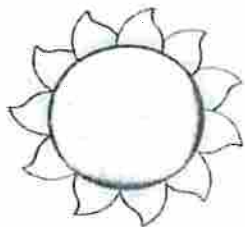
Letter Search
letters n and s

Spelling and Word Study

Name: _____ Date: _____

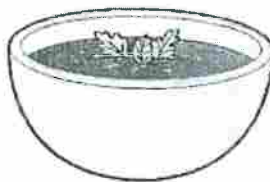
Directions: Look at the pictures. Say the words. Write the missing letter.

1.



un

2.



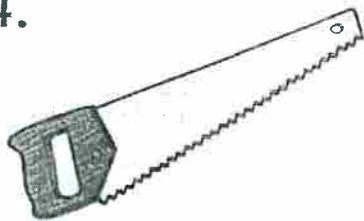
oup

3.



ut

4.



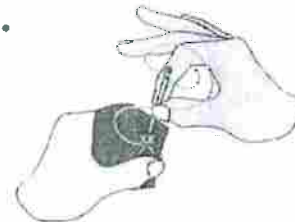
aw

5.



ose

6.



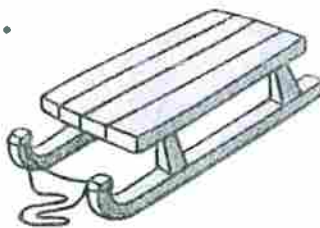
ew

7.



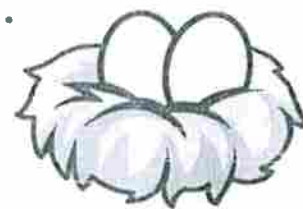
eck

8.



led

9.



est

Name: _____ Date: _____

Directions: Label the parts of the body using the list.

ears

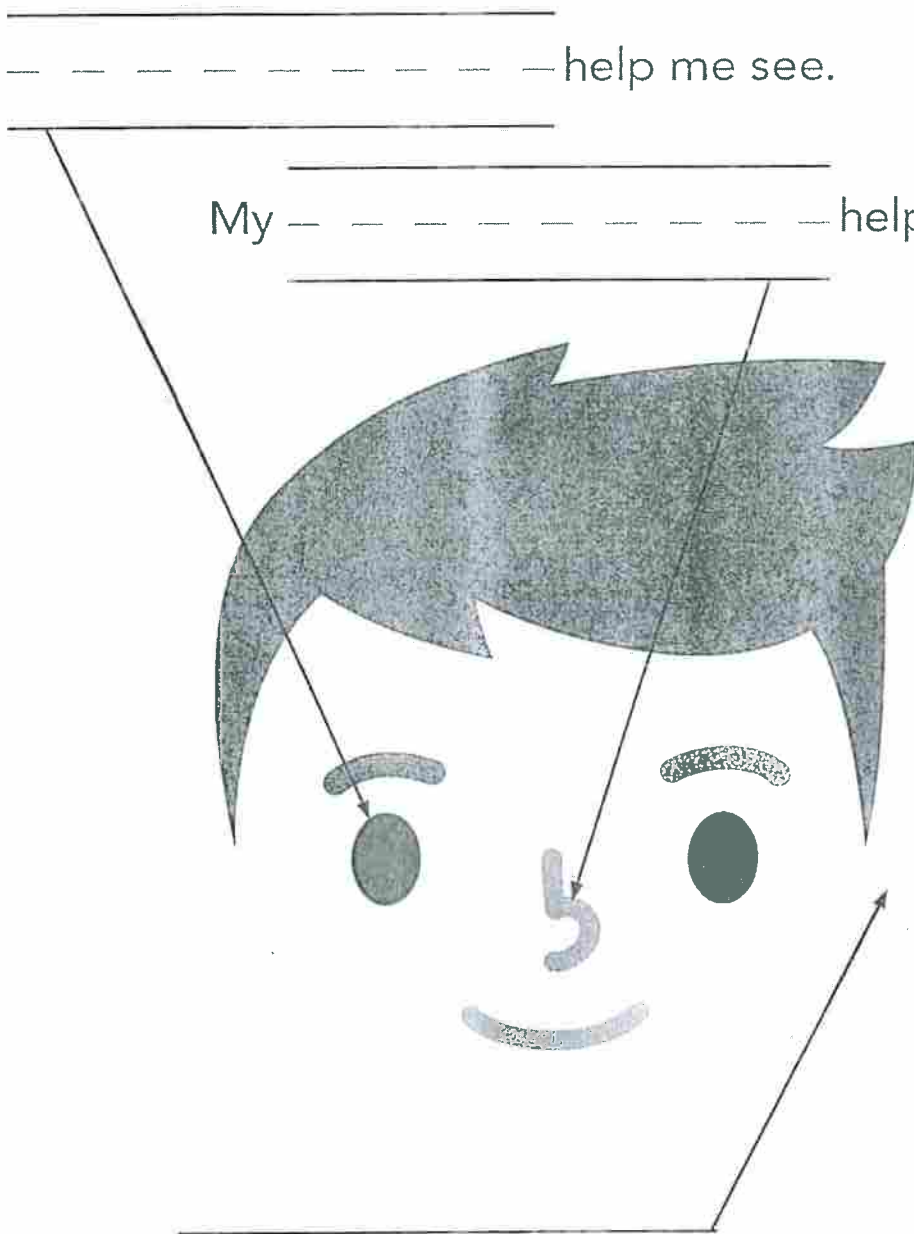
nose

eyes

My _____ help me see.

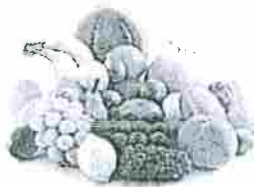
My _____ helps me smell.

My _____ help me hear.



Name: _____ Date: _____

Directions: Look at the pictures. Circle things we need.



Colonel NTI Packet

2025 – 2026

Kindergarten

Day 6

Table of Contents

Subject	Assignment
Math	Reteach to Build Understanding 2 - 5
Language Arts	"Red Around Us" (Read Works) Week 2 Day 1 (Reading)
Science	Week 4 Day 1 (Life Science)
Social Studies	Week 5 Day 1 (History)

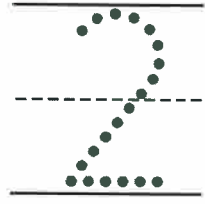
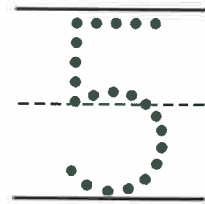
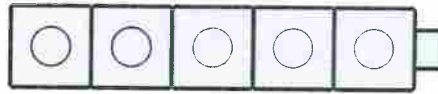
Name _____

Reteach to Build Understanding
2-5

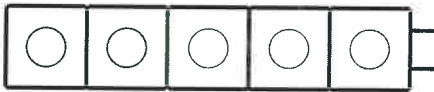
1



2



3



Directions Say: ★ You can use cubes to **model** which group of scooters is greater in number than the other group. Look at the 2 cube trains. The colored cubes show how many of each color scooter. Compare the number of colored cubes, and then draw a circle around the cube train that has a greater number of colored cubes; ② Marco has 5 black skateboards and 2 gray skateboards. Color the first cube train to show how many black skateboards. Color the second cube train to show how many gray skateboards. Write the numbers that tell how many, and then mark an X on the number that is less than the other number; ③ Emily has 2 tennis rackets and 4 tennis balls. Color the cubes to show how many, write the numbers that tell how many, and then draw a circle around the greater number. **On the Back!** Have students draw two different groups of objects, and then tell a story involving greater than or less than.

Red around Us

Take a look around you. Do you spot any things that are red? You probably do!

If you walk around your neighborhood, you might see a number of red things. You might see a red STOP sign. You might see a red fire truck. You might see red flowers.

Many people think the color red is beautiful. For some people, the color red has a special meaning. For example, some people believe the color red brings good luck.

What do you think about the color red?



Red strawberries



Red fire truck



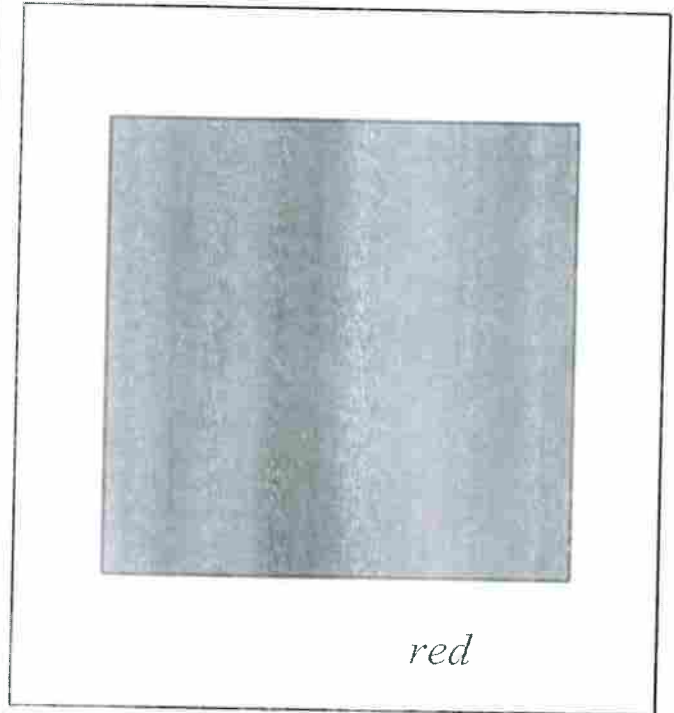
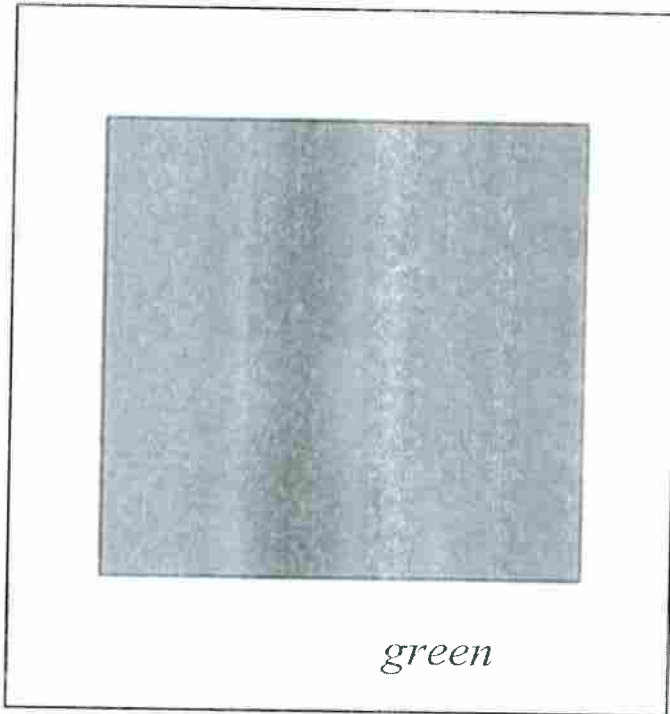
Red STOP sign



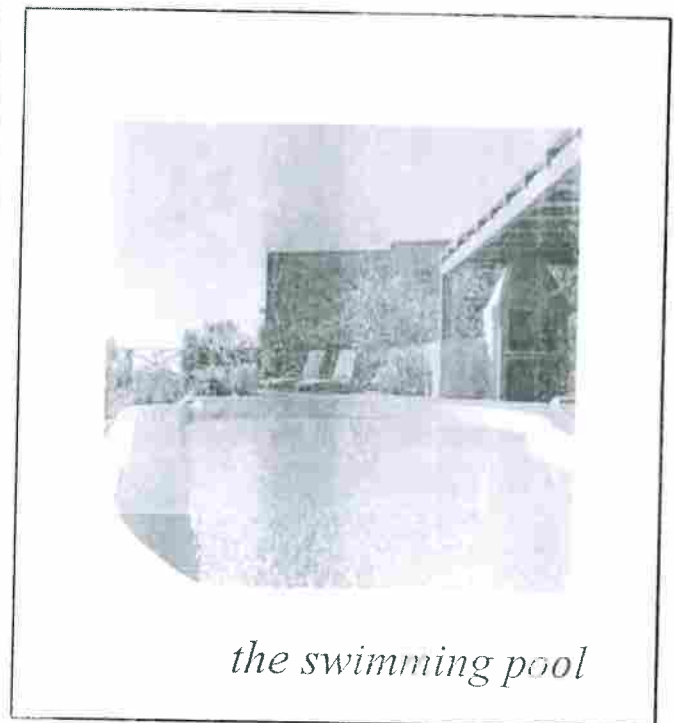
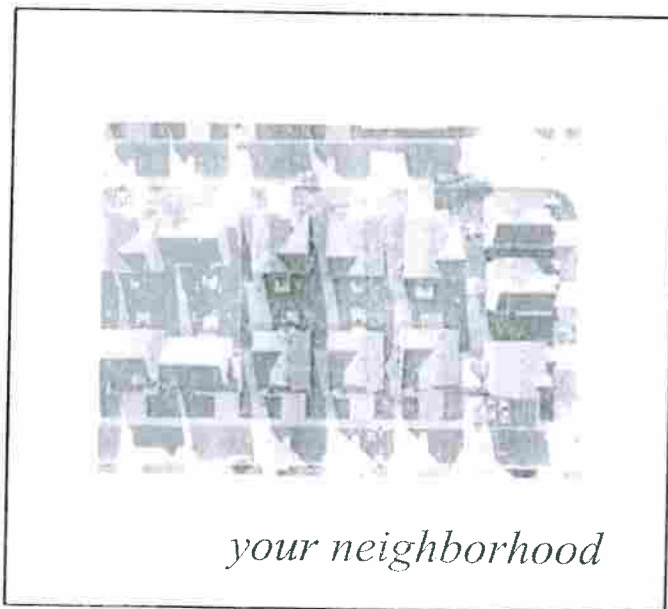
Red ladybugs

Name: _____ Date: _____

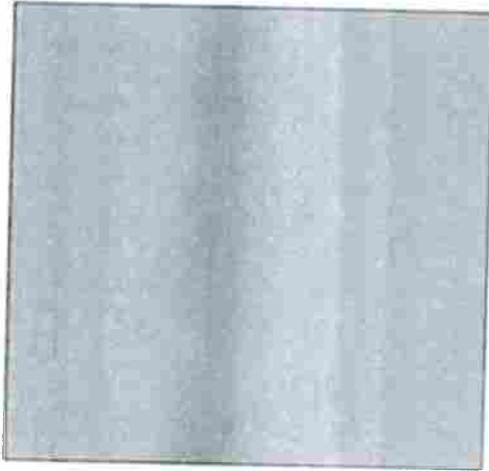
1. What color is a stop sign?



2. Where might you see a stop sign?



3. What color are many fire trucks?



blue



red

4. What do many people think about the color red?



It is beautiful.



It is scary.

5. What do some people believe the color red brings?

Some people believe the color red brings good

_____.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.




6. What did you learn from "Red around Us"?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____ Date: _____

Directions

Match the words to the pictures.

		
ham	yam	Pam

1. Pam



2. ham



3. yam



Directions

Circle the word for the picture.
Write the word.

4.



jam

dam

SCORE

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

____/4
Total

Name: _____ Date: _____

Directions: Read the text. Answer the questions.

Animal Bodies

All animals have body parts they need. Fish have fins to swim. Birds have wings to fly. Some animals have strong legs to run fast.



1. Which part of a bird helps it fly?

a. wing



b. eye



2. What part of an animal helps it hear?

a. ears



b. legs



Name: _____ Date: _____

Directions: Look at the pictures. Read the words. Circle the correct answers.

America Celebrates

We have holidays. We have fun with our families.



1. Which picture shows holiday fun?

a.



b.



2. Which holiday shows we like our country?

a.



b.



Colonel NTI Packet

2025 – 2026

Kindergarten

Day 7

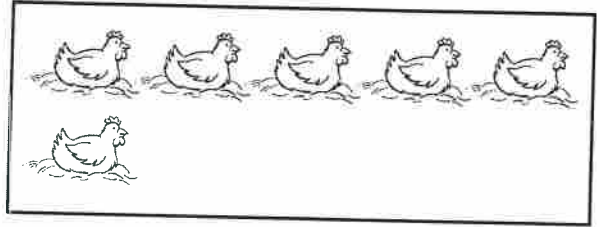
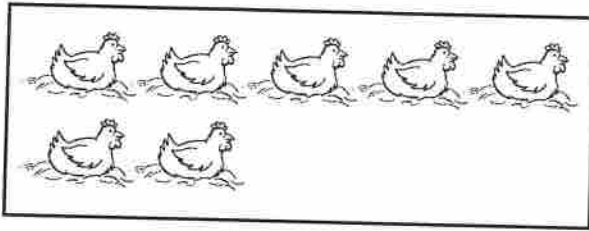
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Subject	Assignment
Math	Reteach to Build Understanding 3 - 1
Language Arts	"Building Things with Snow" (Read Works) Week 2 Day 2 (Reading)
Science	Week 4 Day 2 (Life Science)
Social Studies	Week 5 Day 2 (History)

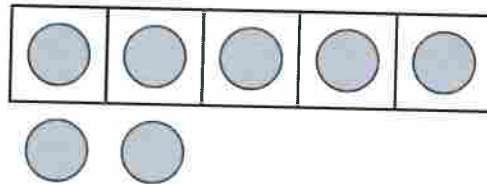
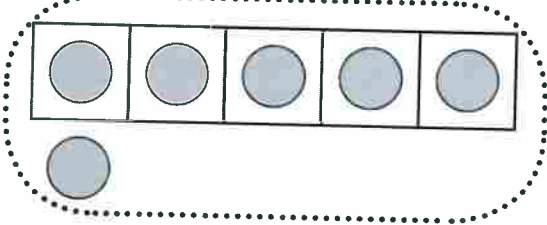
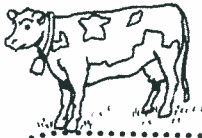
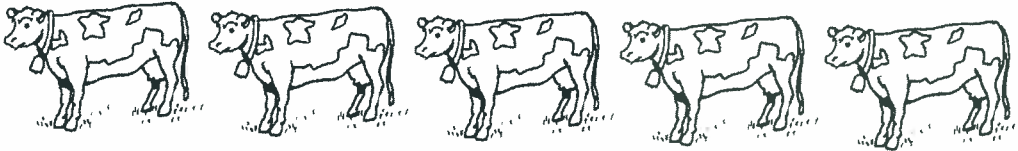
Name _____

Reteach to Build Understanding
3-1

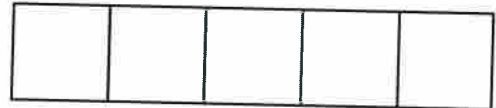
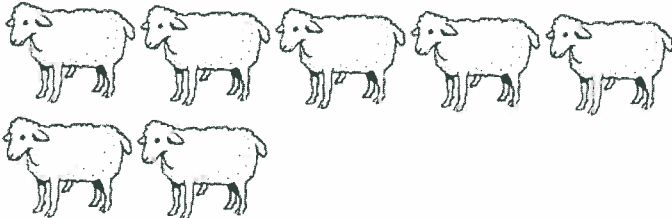
1



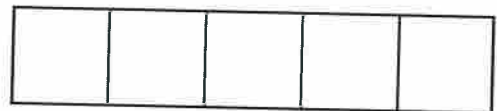
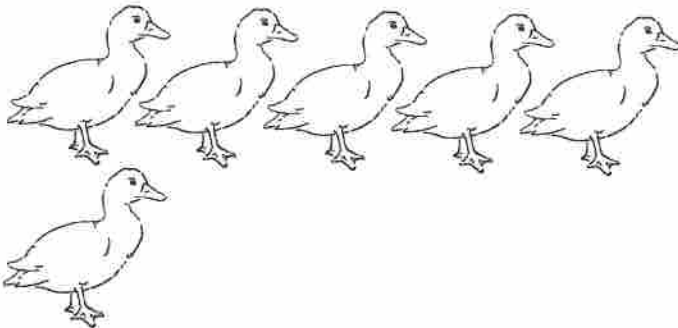
2



3



4



Directions Say: ★ Look at the groups of chickens. Let's count them. Draw a circle around the group with **six** chickens. Color the group with **seven** chickens; 2 How many cows are there? Draw a circle around the counters that show how many; 3 How many sheep are there? Draw counters to show how many; 4 How many ducks are there? Draw counters to show how many. **On the Back!** Have students draw 6 or 7 counters, and then tell how many they drew.

Building Things with Snow



Igloo

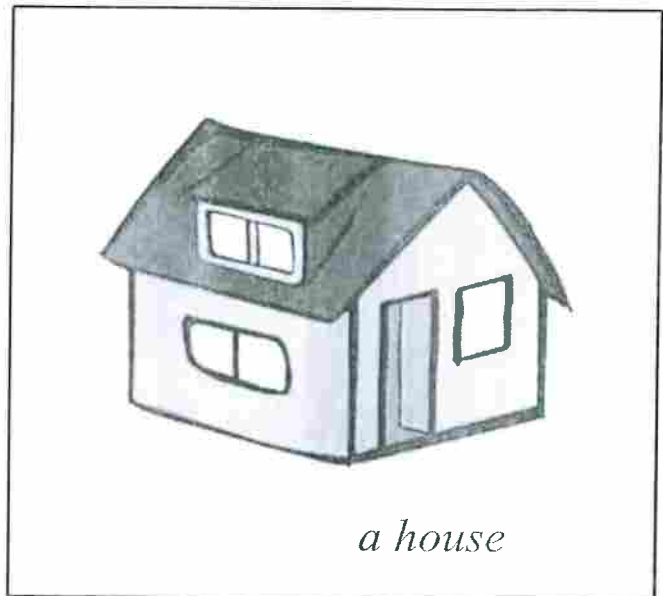
Did you know that people can build things with snow?

People build snowmen for fun. They pat snow into big balls. They put the balls on top of each other. Then, they add sticks for arms. They can use rocks for eyes. And a carrot makes a great nose!

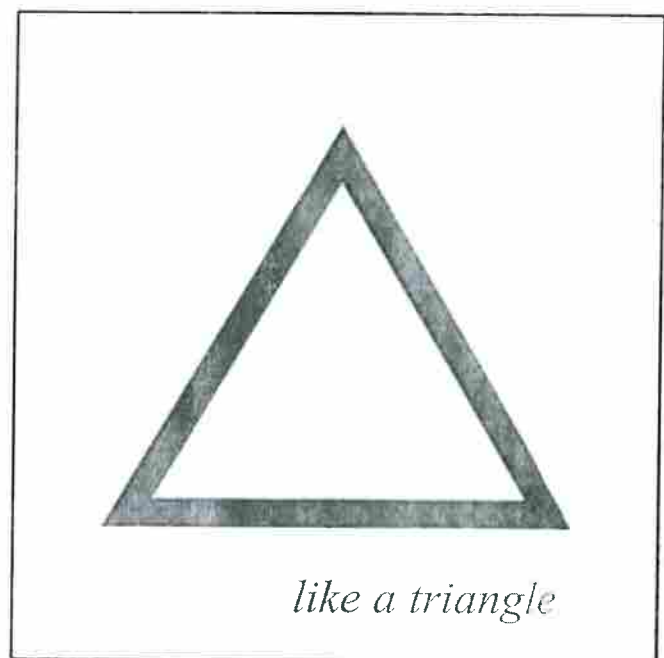
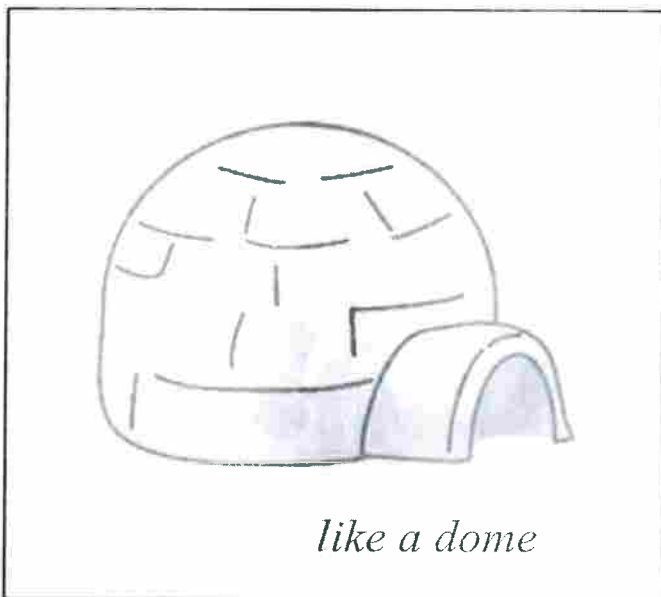
People can build important things out of snow, too. Some people build houses out of snow! One kind of snow house is an igloo. Igloos are shaped like a dome. Inuit people build these houses. They can be found in some places that are very far north.

Name: _____ Date: _____

1. What important thing do some people build out of snow?



2. How are igloos shaped?



3. Who builds igloos?

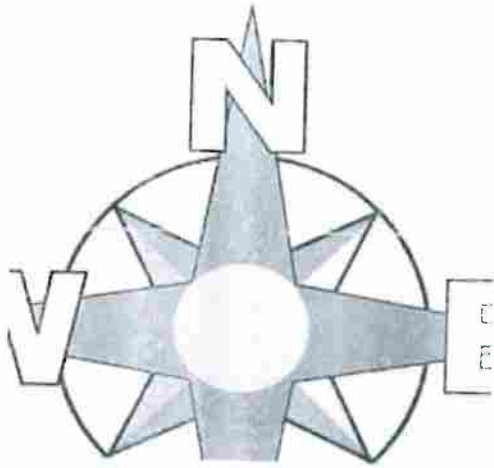


Native Americans

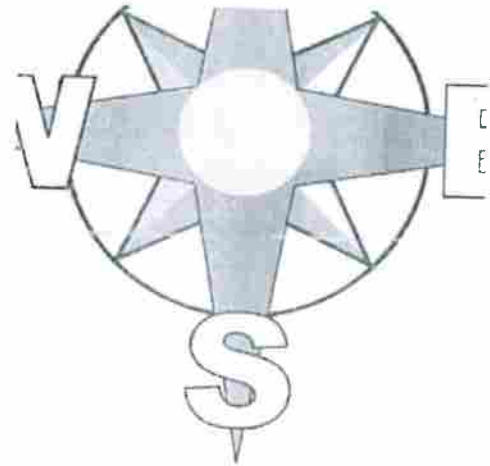


Inuit people

4. Where can we find igloos?



very far north



very far south

5. What do we call a house built out of snow?

A house built out of snow is an _____.

Handwriting practice lines consisting of two solid top lines, a dashed middle line, and a solid bottom line, repeated twice.

6. What did you learn from "Building Things with Snow"?

Name: _____ Date: _____

Directions

Match the words to the pictures.

SCORE

1. 😊 😞

2. 😊 😞

3. 😊 😞

4. 😊 😞

____ / 4
Total

bad Dad pad

1. Dad



2. pad



3. bad



Directions

Circle the word for the picture.
Write the word.




4.



sad had

Name: _____ Date: _____

Directions: Use the chart to answer the questions.

Body Coverings		
Fur	Feathers	Scales
		

1. Which animal has fur?

a. rabbit

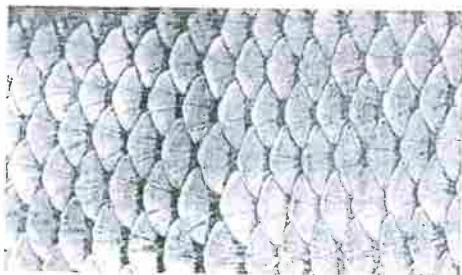
b. snake



2. How can you tell if an animal is a bird?

a. It has scales.

b. It has feathers.



Name: _____ Date: _____

Directions: Look at the picture. Read the words. Circle the correct answers.



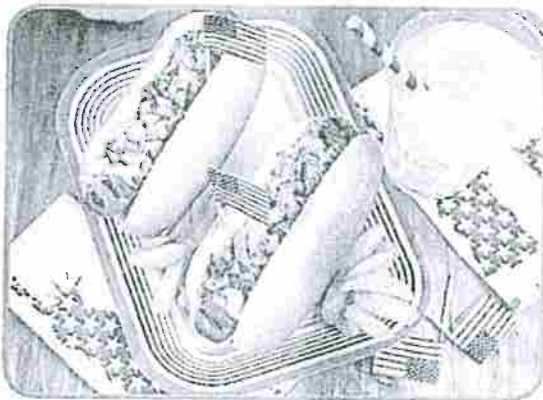
July 4 is our country's birthday. We have parades.



1. How do we celebrate on July 4?

a.

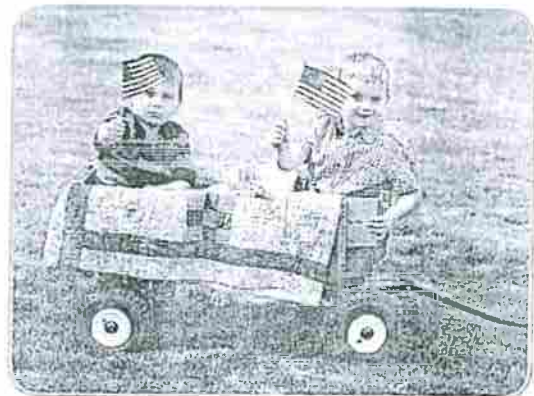
b.



2. What else do people do on July 4?

a.

b.



Colonel NTI Packet

2025 – 2026

Kindergarten

Day 8

Table of Contents

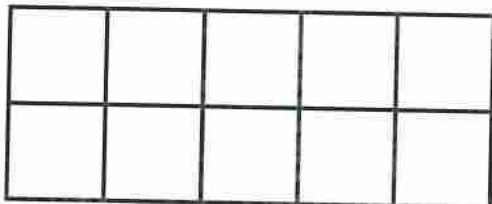
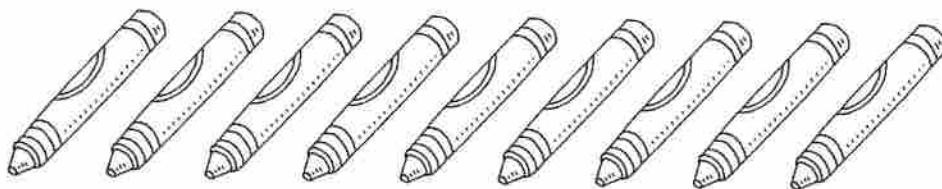
Subject	Assignment
Math	Reteach to Build Understanding 3 - 4
Language Arts	"Stars in Quilts" (Read Works) Week 2 Day 3 (Reading)
Science	Week 4 Day 3 (Life Science)
Social Studies	Week 5 Day 3 (History)

Name _____

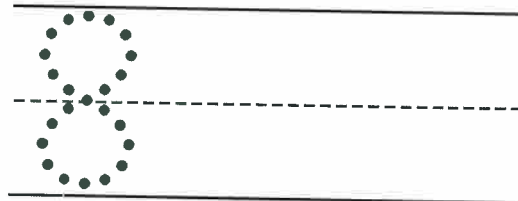
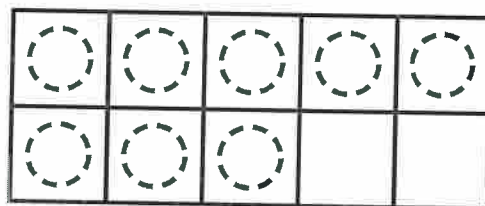
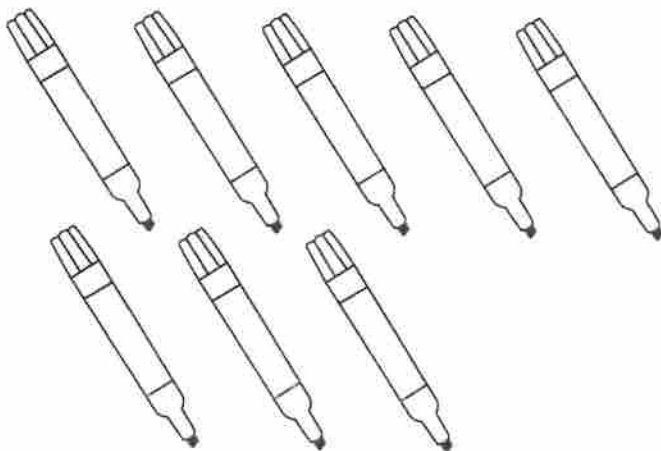
Reteach to Build Understanding

3-4

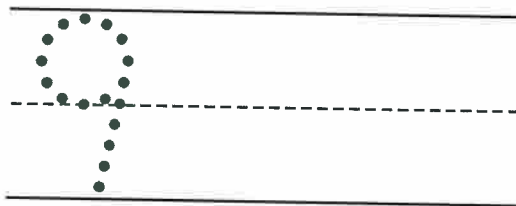
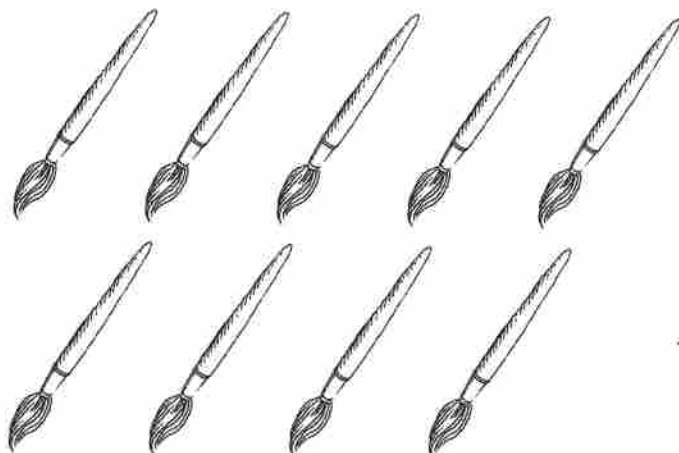
1



2



3



Directions Say: **1** Look at the crayons. Let's count them together. There are **nine** crayons. Draw counters to show how many crayons; **2** How many markers are there? Draw counters to show how many, and then practice writing the number that tells how many; **3** How many paintbrushes are there? Practice writing the number that tells how many.
On the Back! Have students draw groups of 8 and 9 objects, and then practice writing the numbers that tell how many.

Stars in Quilts

by Lauren Holt

This text is provided courtesy of the International Quilt Museum, University of Nebraska-Lincoln.



International Quilt Museum,
University of Nebraska-Lincoln

This quilt has a sawtooth star. The star is made with one square and eight triangles.

How many shapes can you name? Do you know the triangle? A triangle has three sides and three corners. Do you know the square? A square has four equal sides. It has four corners. Shapes like these are called basic shapes. Basic shapes can be put together to make new shapes.

A star is another type of shape. There are different kinds of stars. Stars can have different numbers of sides or points. You can make a star out of triangles and squares. One place you might see stars is in a quilt. A quilt is like a blanket. It's made from many cloth shapes. Quilters make stars by sewing triangles and squares

together.

Look at the first picture. This picture shows a quilt. The quilt has a sawtooth star in the middle. This star has eight points. It is made of squares and triangles sewn together.

Now look at this picture. This also shows a quilt. This quilt has many stars! This kind of star is called a shooting star. It has four points. It is made of four triangles sewn together.

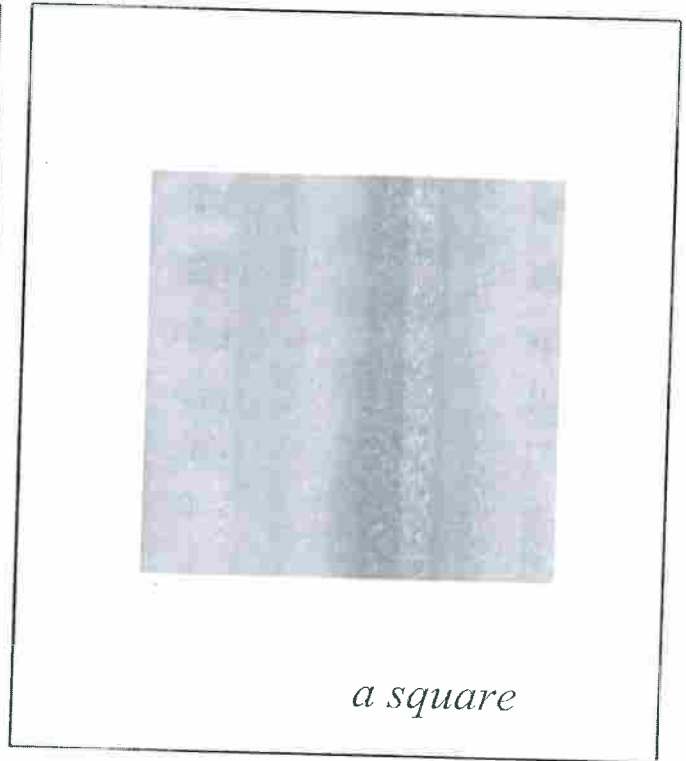
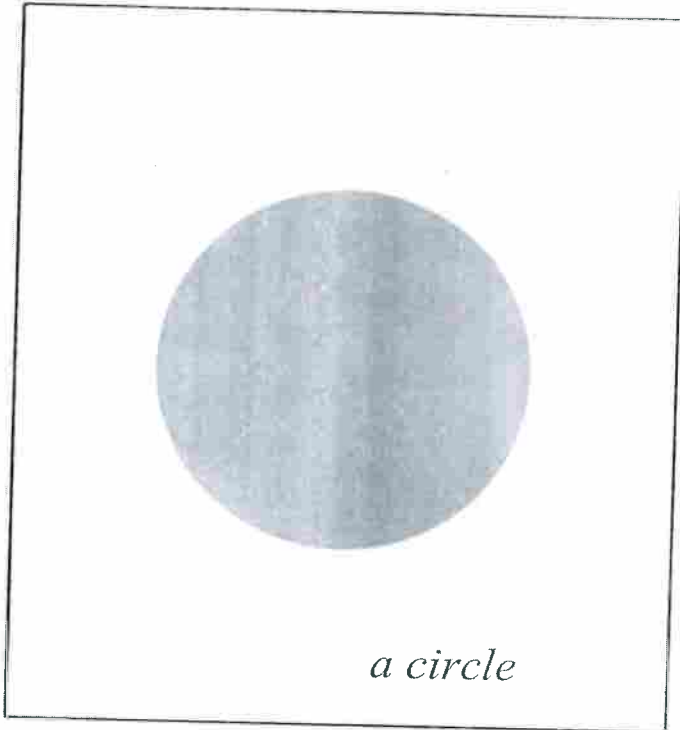


International Quilt Museum, University of Nebraska-Lincoln

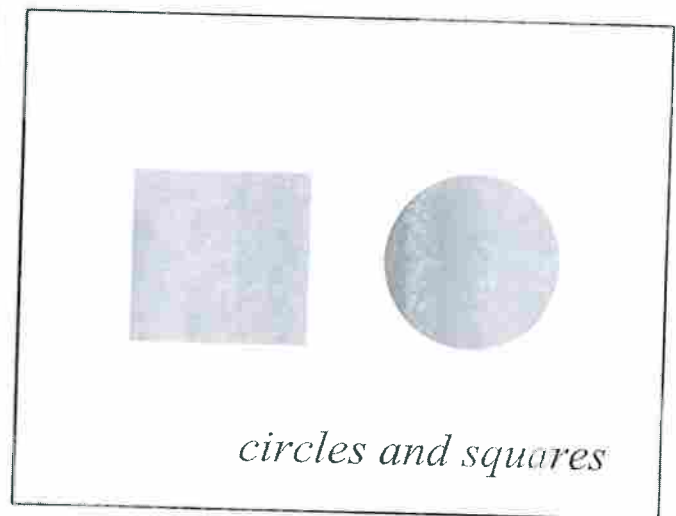
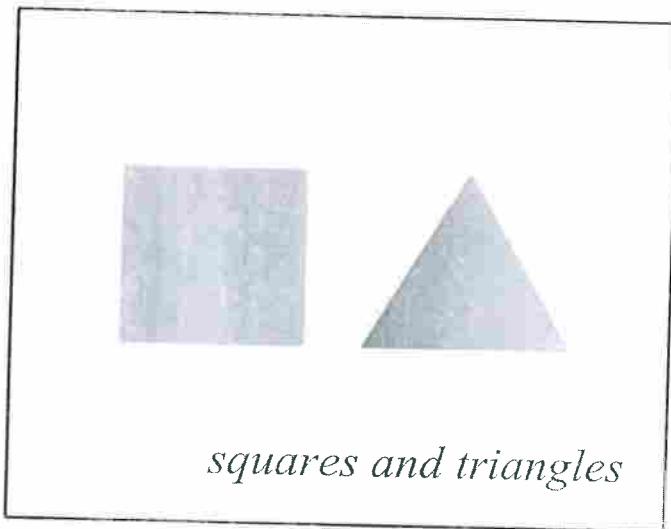
This is a shooting star quilt. The stars are made from four triangles.

Name: _____ Date: _____

1. What kind of shape has four equal corners and sides?



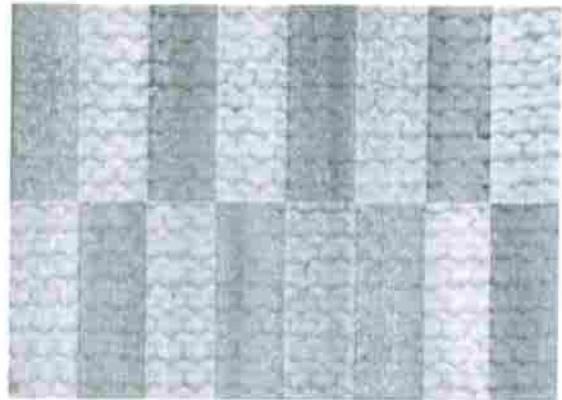
2. What shapes can you use to make a star?



3. What is used to make a quilt?

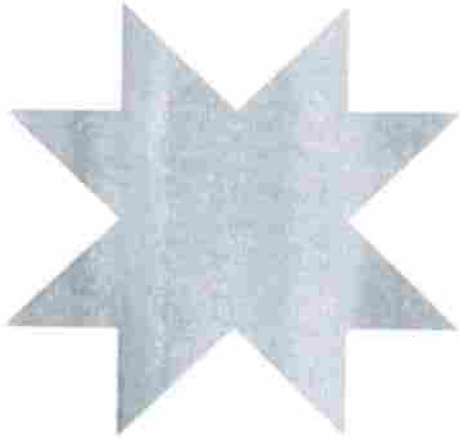


metal



cloth

4. What kind of star is in the middle of the quilt in the picture?



a sawtooth star



a five-point star

5. How many triangles do you need to make a shooting star on a quilt?

You need _____ stars.

6. What did you learn from "Stars in Quilts?"

Name: _____ Date: _____

Directions

Match the words to the pictures.

		
lap	nap	map

1. map



2. lap



3. nap



Directions

Circle the word for the picture.
Write the word.

4.



sap

cap

SCORE

1. 😊 😞

2. 😊 😞

3. 😊 😞

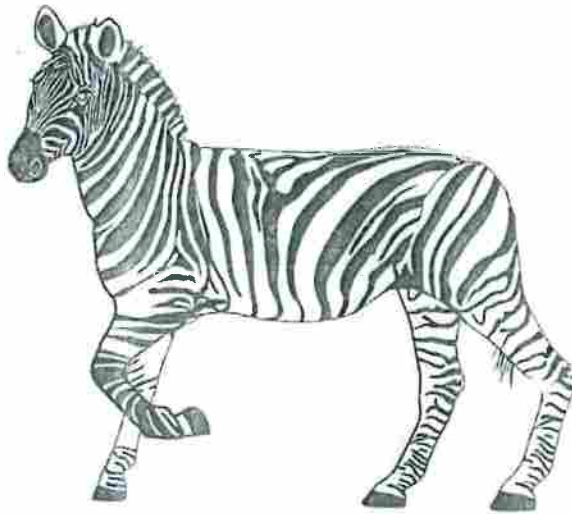
4. 😊 😞

____ / 4
Total

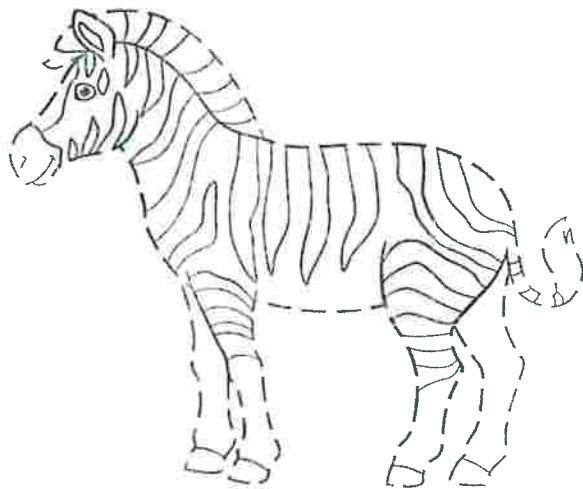
Name: _____ Date: _____

Directions: Read the text. Answer the questions.

Harry goes to the zoo. He sees a zebra.



1. How does Harry know a zebra can run fast?
 - a. It has strong legs.
 - b. It has stripes.
2. Tell a friend a question you have about zebras.
3. Trace the picture below. Then color the picture.



Developing Questions

Name: _____ Date: _____

Directions: Look at the picture. Read the words. Circle the correct answers.

George Washington

He was a president. He was born in February. Presidents Day is in February.



1. When did Washington live?

a. long ago

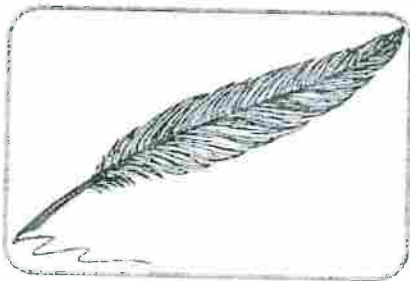
b. today



2. How did Washington write?

a.

b.



Colonel NTI Packet

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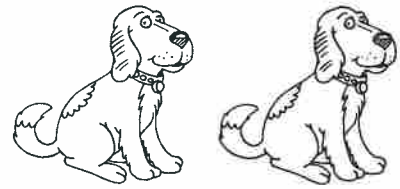
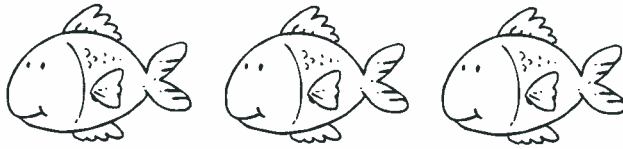
Kindergarten

Day 9

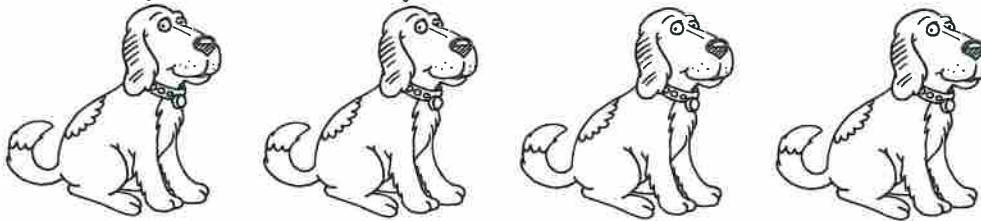
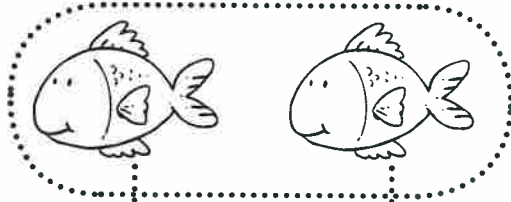
Table of Contents

Subject	Assignment
Math	Reteach to Build Understanding 4 - 1
Language Arts	“Ready for a Pet” (Read Works) Week 2 Day 4 (Reading)
Science	Week 4 Day 4 (Life Science)
Social Studies	Week 5 Day 4 (History)

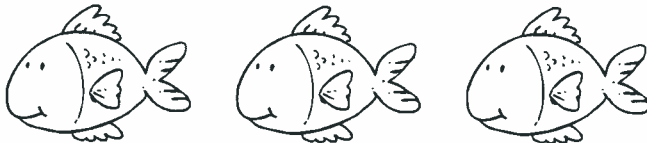
1



2



3



Directions Say: ★ We use the words greater than and less than to **compare** groups of objects. Look at the two groups of pets. Draw a circle around the group that is greater than the other group. How do you know you are correct? ② Look at the group of pets. Draw a line from each fish in the top row to a dog in the bottom row, and then draw a circle around the group that is less than the other group; ③ Which group is greater in number, the fish or the dogs? Draw a line from each fish in the top group to a dog in the bottom group, and then draw a circle around the group that is greater than the other group. **On the Back!** Have students draw a group of red counters and a different number of yellow counters in a different group. Then have them draw a circle around the group that is greater than the other group.

Ready for a Pet

by Fatima Shaik

Kim wanted a pet. "Please, Mommy, can I get a dog?" she asked.

"I don't think so," her mom said. "Taking care of a dog is a lot of work! You must wash and feed it. You have to walk and train it. I'm not sure you are ready."



Image by Free-Photos from Pixabay

a cat and a dog

But Kim felt like she was ready. She wondered how to show that to her mom.

She watched Mommy. Mommy did a lot to take care of things.

Mommy folded clothes for the family. So, Kim folded her clothes and put them away.

Mommy washed dishes. So, Kim rubbed her dish with soap and water after every meal.

Mommy went to work every day. So, Kim remembered to do her homework every night.

Mommy twisted and oiled Kim's locks every night. Then she wrapped a scarf around Kim's head. So, Kim twisted her own curls before Mommy came to help her.

Kim's mom saw the changes. "I think you may be ready for a pet," she told Kim. "Let's talk about what you will need to learn."

Kim was so happy she felt like jumping up and down on the sofa. But she never saw Mommy jump on the furniture. So, she hugged Mommy instead. Then Kim said, "Yay! I think I am ready, too."

Name: _____ Date: _____

1. What kind of pet does Kim want?

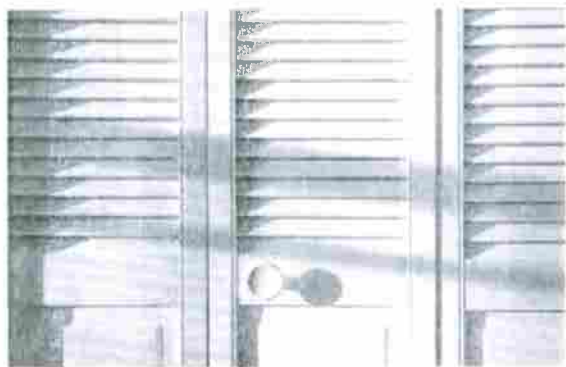


a dog



a fish

2. What does Kim do with her clothes to show her mommy she is ready for a pet?



She folds them and puts them away.

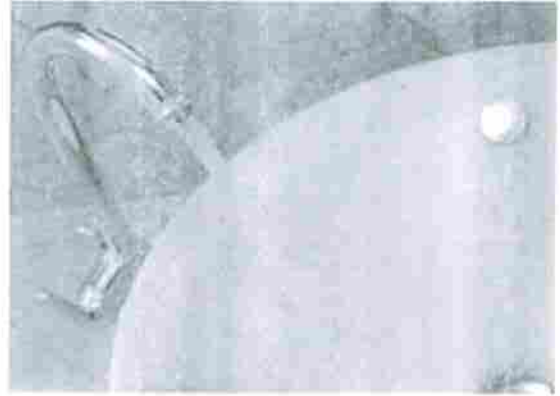


She hangs them on a clothesline.

3. What does Kim do with her dishes after dinner?

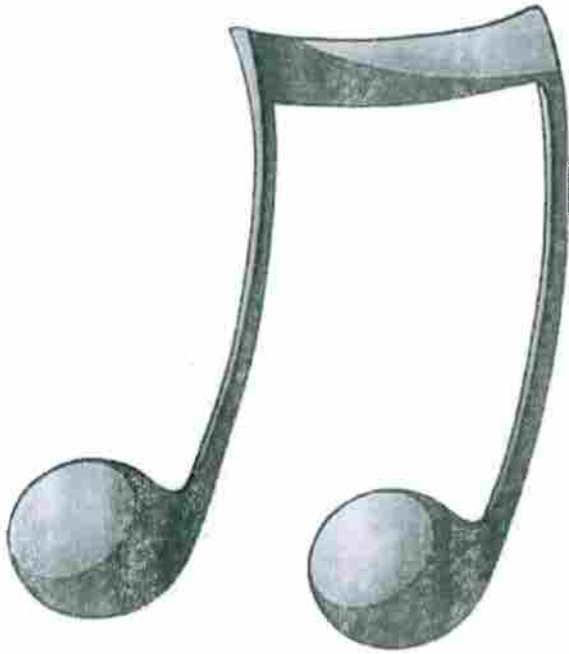


She washes them with soap and water.

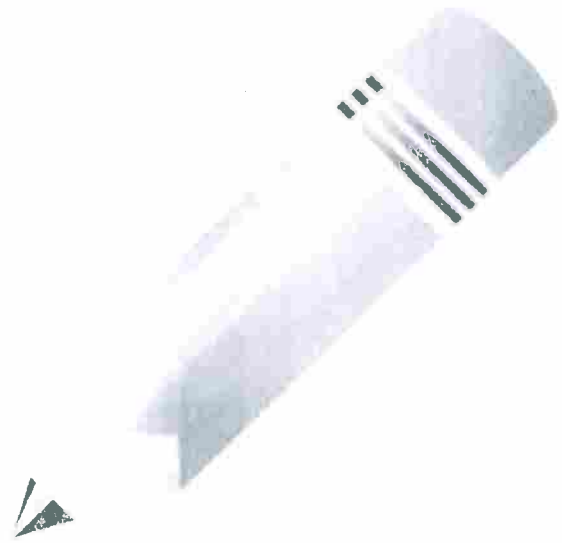


She leaves them in the sink.

4. What does Kim do every night?



She listens to music.



She does her homework.

5. What does Kim's mom say to Kim at the end of this story?

She says she thinks that Kim is _____.

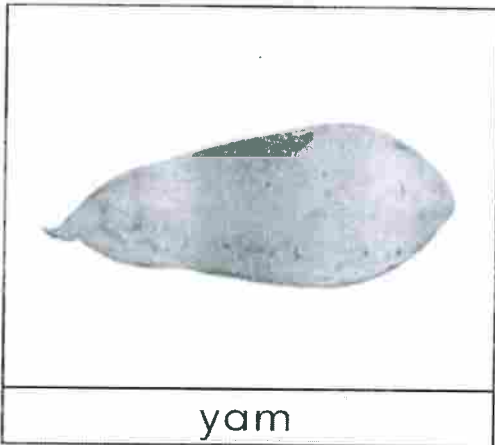
Handwriting practice lines for question 5, consisting of four sets of solid top and bottom lines with a dashed midline.

6. What did you learn from "Ready for a Pet?"

Handwriting practice lines for question 6, consisting of four sets of solid top and bottom lines with a dashed midline.

Name: _____ Date: _____

Dad and Pam



Dad has a yam.



He also has some jam.



He gave some to Pam.

Name: _____ Date: _____

Directions

Listen to and read "Dad and Pam."
Answer the questions.

<p>1. Who gave a gift?</p> <p>(A) Dad</p> <p>(B) Pam</p> <p>(C) yam</p>	<p>3. What will Pam do with the jam and yam?</p> <p>(A) sleep</p> <p>(B) eat them</p> <p>(C) sell them</p>
<p>2. What did Pam get?</p> <p>(A) naps</p> <p>(B) jam</p> <p>(C) Dad</p>	<p>4. Which is another good title?</p> <p>(A) Sharing</p> <p>(B) Yams</p> <p>(C) Naps</p>

SCORE

1. 😊😊

2. 😊😊

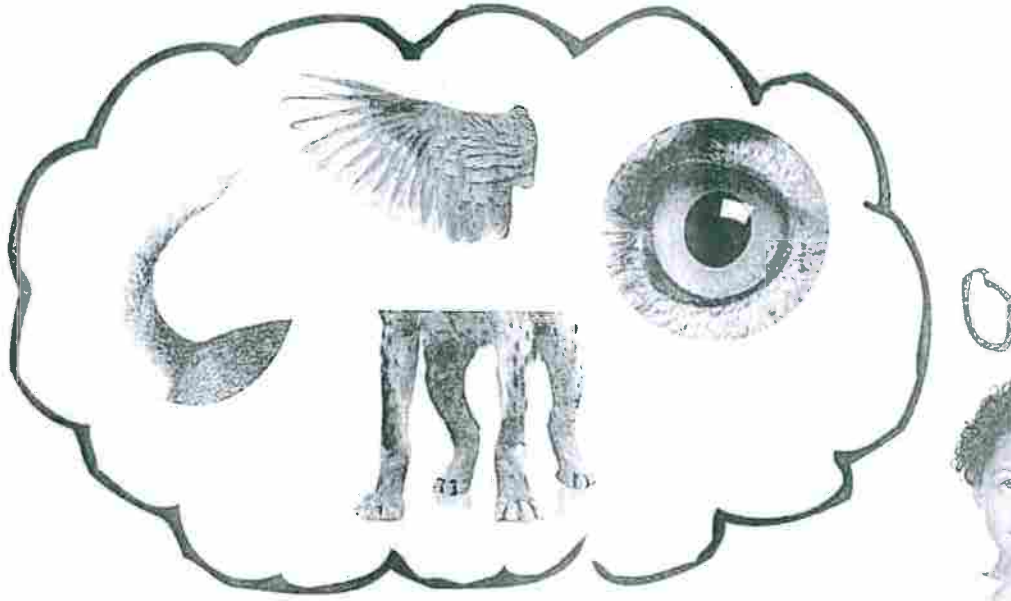
3. 😊😊

4. 😊😊

____ / 4
Total

Name: _____ Date: _____

Directions: Think about how you would invent an animal that can fly and walk. Answer the questions.



1. What body part must your animal have to walk?

a. beak

b. legs



2. How can you test to see if your animal can fly?

a. make it flap its wings

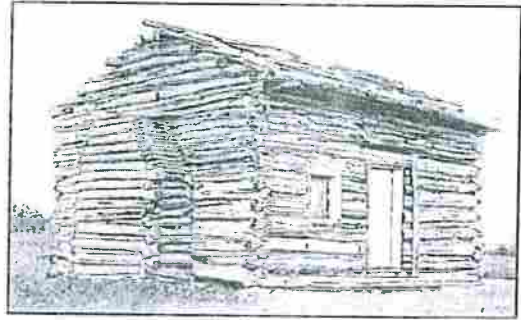
b. give it bird food

Name: _____ Date: _____

Directions: Look at the picture. Read the words. Circle the correct answer.

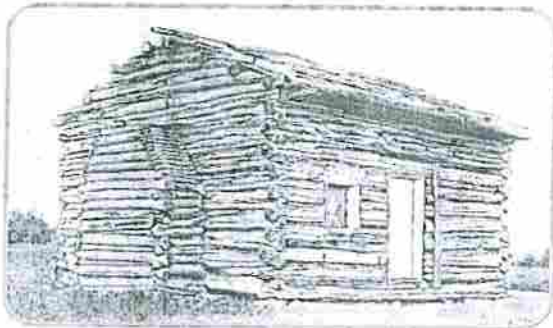
Abraham Lincoln

He lived long ago. His home was a log cabin. He helped people.



1. Where did Lincoln live?

a.



b.



2. Draw yourself in a log cabin.



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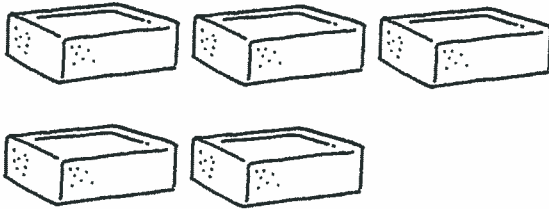
Kindergarten

Day 10

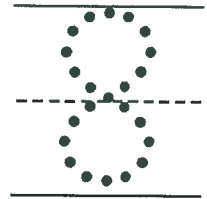
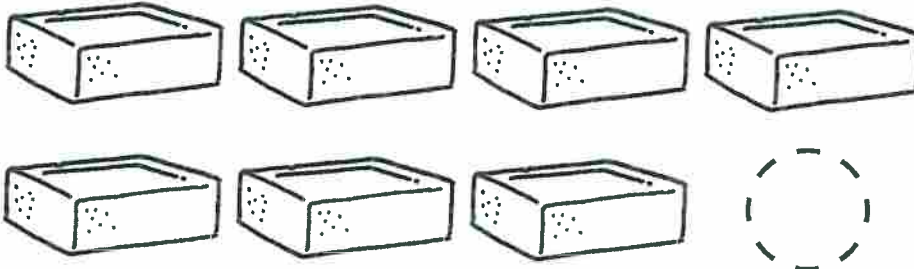
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Subject	Assignment
Math	Reteach to Build Understanding 4 - 5
Language Arts	“Horseshoe Bend” (Read Works) Week 2 Day 4 Story (Reading) Week 2 Day 5 (Reading)
Science	Week 4 Day 5 (Life Science)
Social Studies	Week 5 Day 5 (History)

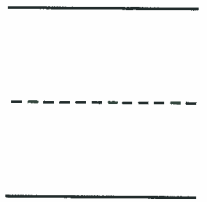
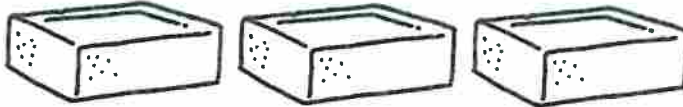
1



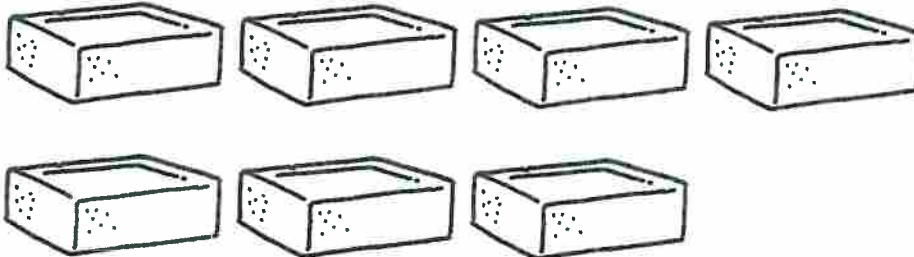
2



3



4



Directions Say: ★ **Count** the number of blocks. Draw a group of blocks that is 1 greater than the group of blocks shown; ♻️ Tasha sees some blocks on a rug. Then she adds 1 more. How many blocks are on the rug now? Have students count the blocks, and then use reasoning to find the number that is 1 greater than the number of blocks shown. Have them draw counters to show the answer, and then write the number. Have students explain their reasoning. Say: Use reasoning to find the number that is: ♻️ 1 greater than the number of blocks shown. Draw counters to show the answer, and then write the number; ♻️ 2 greater than the number of blocks shown. Draw counters to show the answer, and then write the number. **On the Back!** Have students use connecting cubes to tell a story about 1 more or 2 more.

Horseshoe Bend



Horseshoe Bend

The Colorado River goes through the southwest United States. It has flowed for a very long time.

The river goes through rocky land. The land used to be more flat. But the river carved into the rock. Now, the land has many canyons.

In one spot, the river makes a big turn. It looks like a horseshoe. A horseshoe is a "U" shape. This spot is very beautiful. It is called Horseshoe Bend.

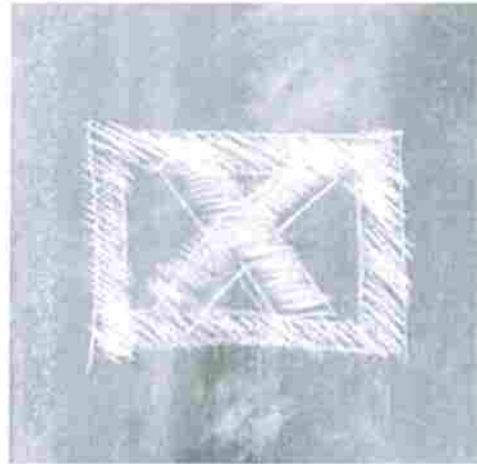
People can go see Horseshoe Bend. They can go to the edge of the rock. They can look down at the Colorado River where it makes a big U shape.

Name: _____ Date: _____

1. Is the Colorado River old?



yes



no

2. Describe the land around the Colorado River.



rocky

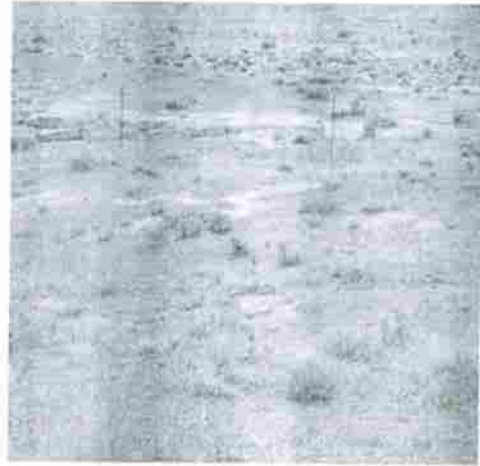


grassy

3. What did the land in the southwest used to be like?

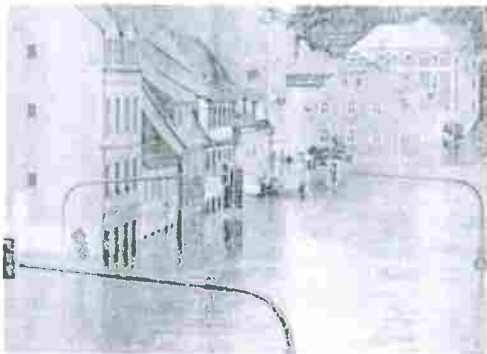


hilly



flat

4. What did the Colorado River create?



floods



canyons

5. Where is the Colorado River?

The Colorado River goes through the _____.

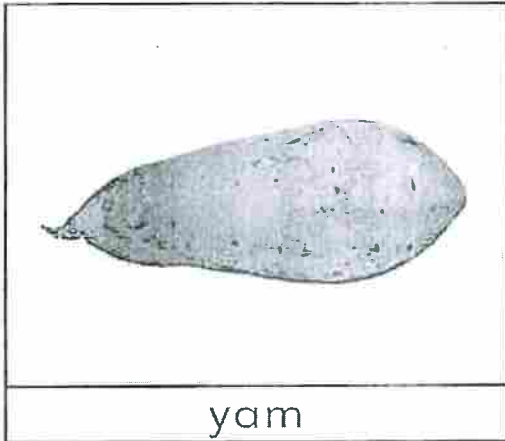
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

6. What did you learn from "Horseshoe Bend"?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____ Date: _____

Dad and Pam



Dad has a yam.



He also has some jam.



He gave some to Pam.

Name: _____ Date: _____

Directions

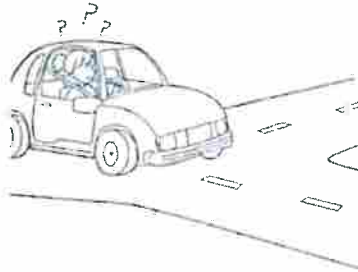
Look at the story. What happens next? Finish the story with a picture. Label the picture.

SCORE

____/4
Total



Pam is sad.



Pam is lost.



Pam has a map.

Name: _____ Date: _____

Directions: Draw lines to label the animals' body parts.

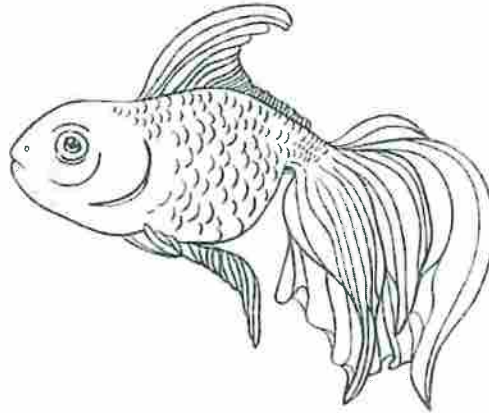
1.

eye

tail

mouth

fin



2.

tail

eye

beak

wing



3.

tail

head

leg

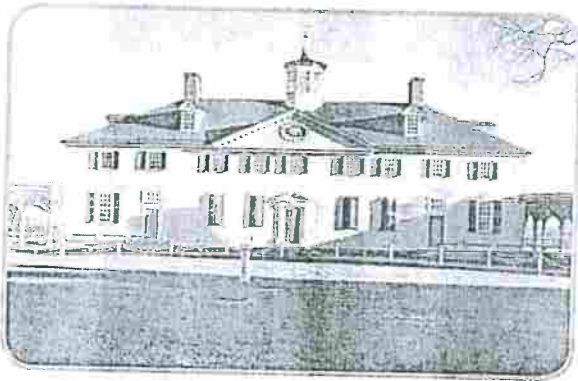
eye



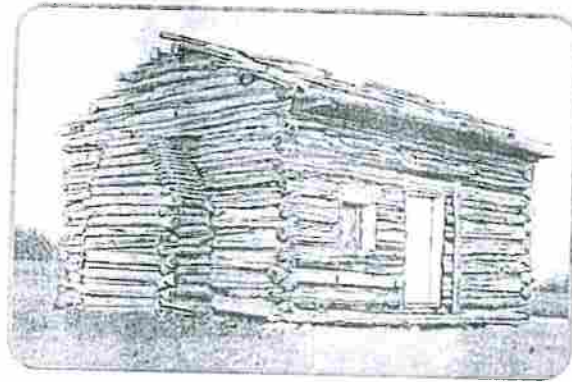
Name: _____ Date: _____

Directions: Look at the pictures.

George Washington's home



Abraham Lincoln's home



History

Draw your home.

A large rectangular area enclosed by a dashed line, intended for drawing a home.