

NTI

Day 6

Day 6 NTI Kentucky Academic Standards

READING:

RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).

a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

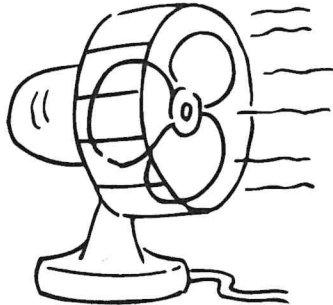
MATH:

KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.

Name _____

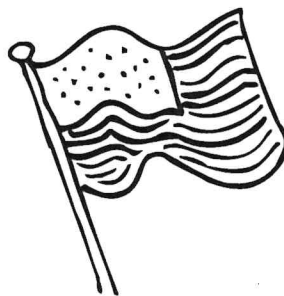


Letters *Ff*



F

a	E	F		F	A		C
			e			b	
a	e	F	F	d	F	e	B f
		D	f		c	D	F d



f

A	d	F		C	D	A	B
			a	c	f		
f	F		C	A	D	b	f f
			F	c	a	f	c e

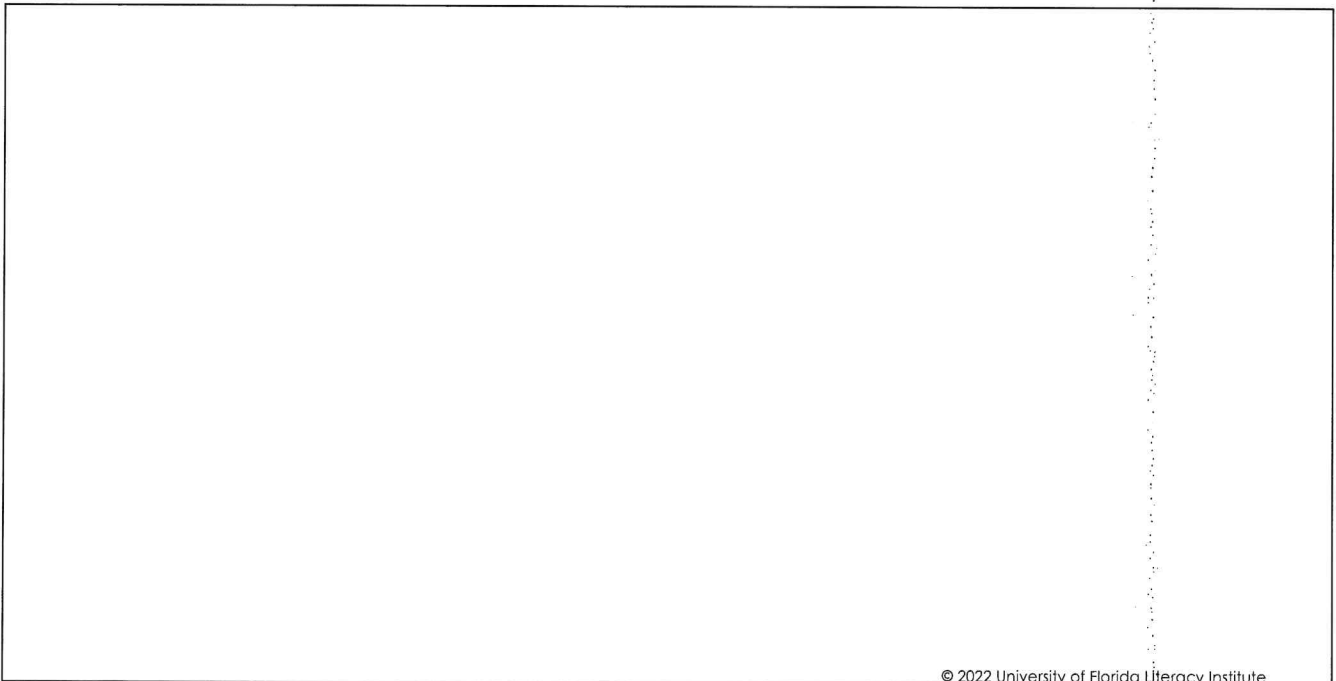
Directions In the box below the fan, have students circle (or stamp) the uppercase letter *F*'s. In the box below the flag, have students circle (or stamp) the lowercase letter *f*'s.

**Directions: Read this to an adult
and then illustrate.**

The Cat Can

Can Cam fit on the cot? Cam
can not fit on the cot. Can
the cat fit on the cot? The cat
can fit on the cot. The cat
can nap on the cot. Cam
can not nap on the cot. Cam
can nap on the mat.

Illustrate the story here:

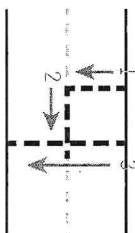
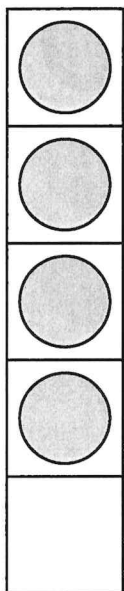


Compare Within 5

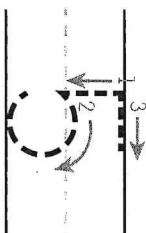
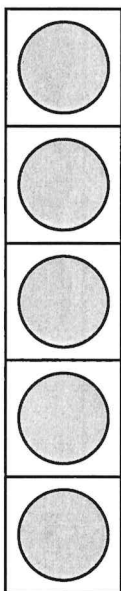
Name _____

Example

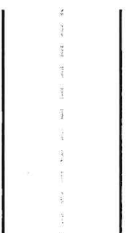
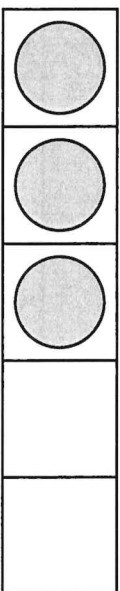
Which is less?



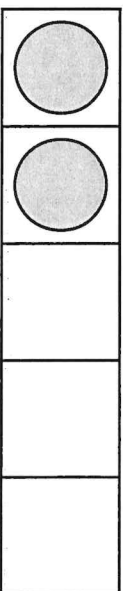
or 1



or 2



or 5



or 3

Have your child count and write how many counters are shown. Ask your child to compare the number he or she wrote with the number on the right. Have your child circle the number that is less, as shown in the Example.

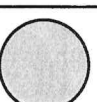
Which is less?

				
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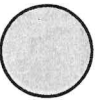
or 2

				
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or 4

				
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or 3



or 5

Have your child count and write how many counters are shown. Ask your child to compare the number he or she wrote with the number on the right.
Have your child circle the number that is less.