

NTI

Day 4

1st grade NTI DAY 4 KENTUCKY ACADEMIC STANDARDS

Reading:

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. With adult support, decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

MATH:

KY.1.OA.3 Apply properties of operations as strategies to add and subtract.

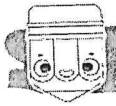
Name _____

Read
Together

Phonological Awareness

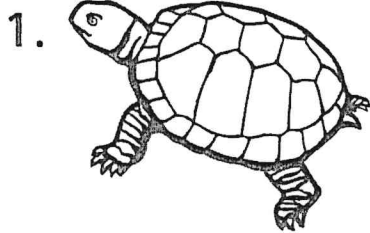
Count Syllables

A syllable is a word part.



MY TURN

Tap your fingers for each syllable as you say the picture name. Circle the number of syllables.



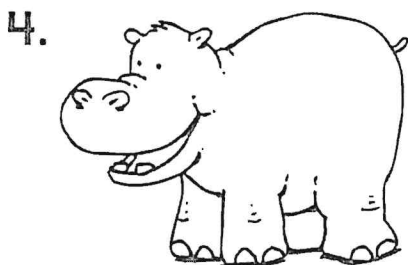
1 2 3 4 5



1 2 3 4 5



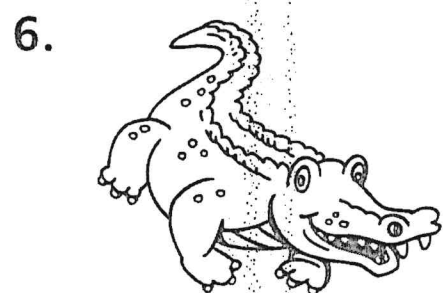
1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5

Directions Review with students the definition of a syllable. Tell students the picture names are *turtle*, *caterpillar*, *banana*, *hippopotamus*, *pizza*, and *alligator*.

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

Lost in the Lab

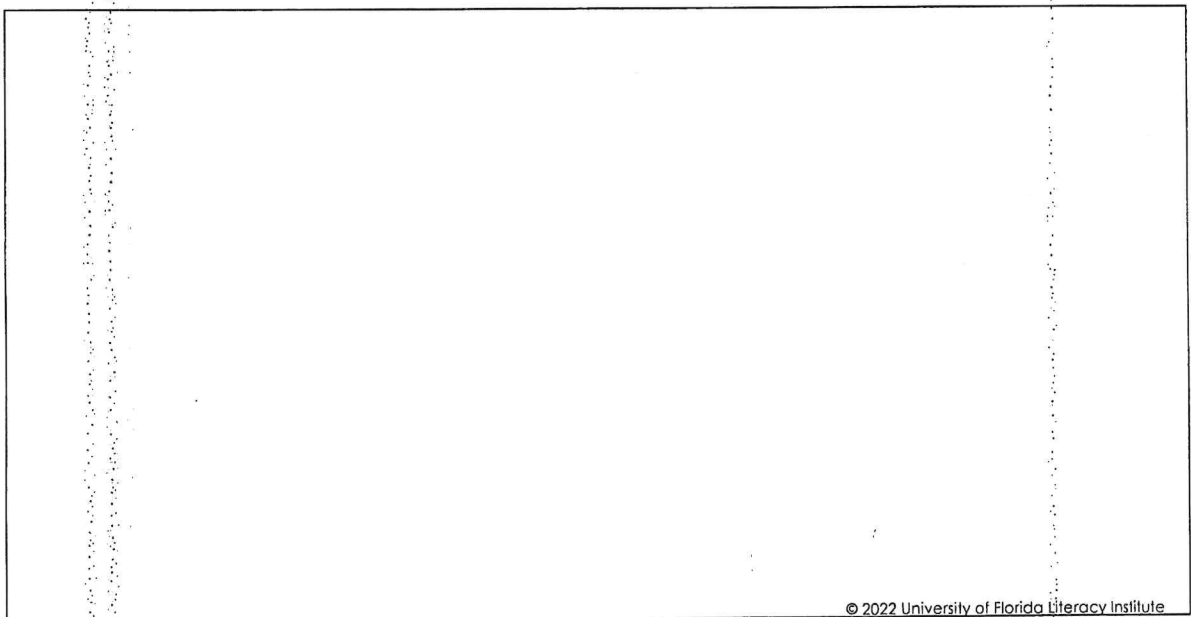
Gil is in a big lab. Gil got lost in the big
lab. The lamp in the lab is not on. Gil
can not see. "Help!" said Gil.

Mel gets to the lab. Mel can help.

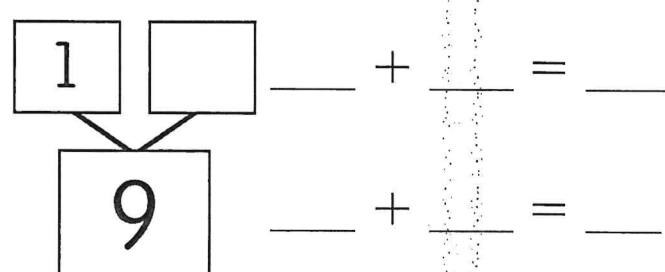
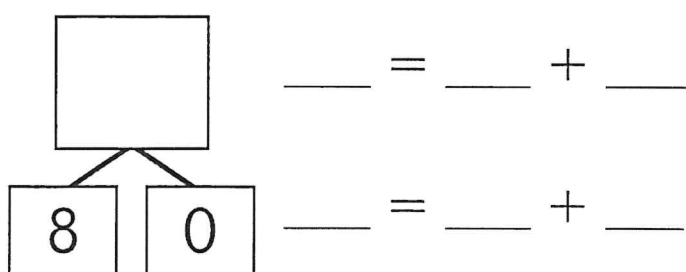
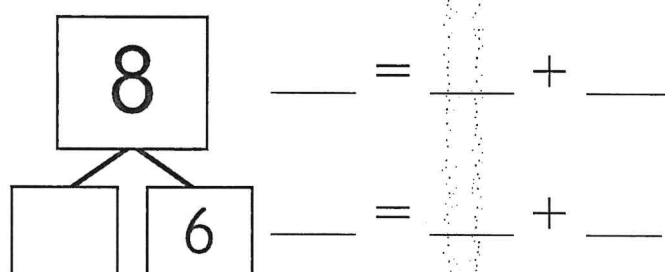
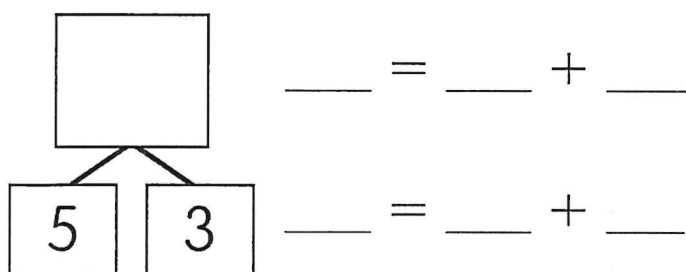
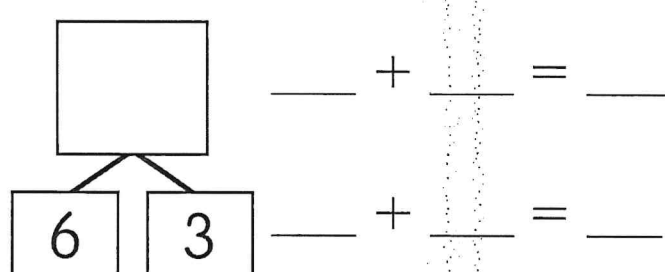
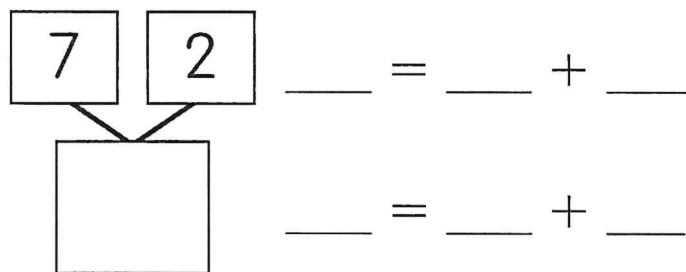
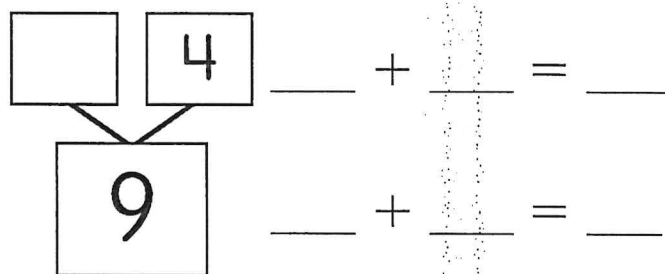
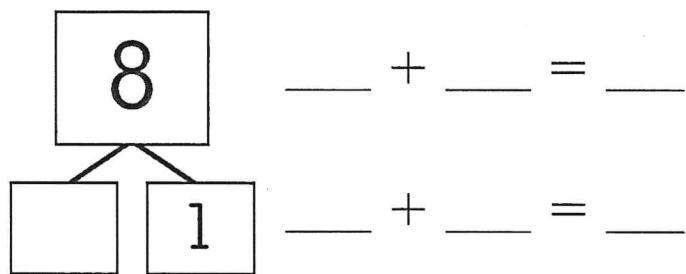
Mel taps the lamp. The lamp is on.

Gil can see at last! Mel hands Gil his
books. Gil left the lab.

Illustrate the story here:



Name _____

Complete each number bond.**Write two addition sentences.**

Name _____

Complete each number bond.**Write one or two addition sentences.**