

NTI

Day 5

1st Grade NTI DAY 5 KENTUCKY ACADEMIC STANDARDS

Reading:

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).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words

MATH:

KY.1.OA.5 Relate counting to addition and subtraction.

Name _____

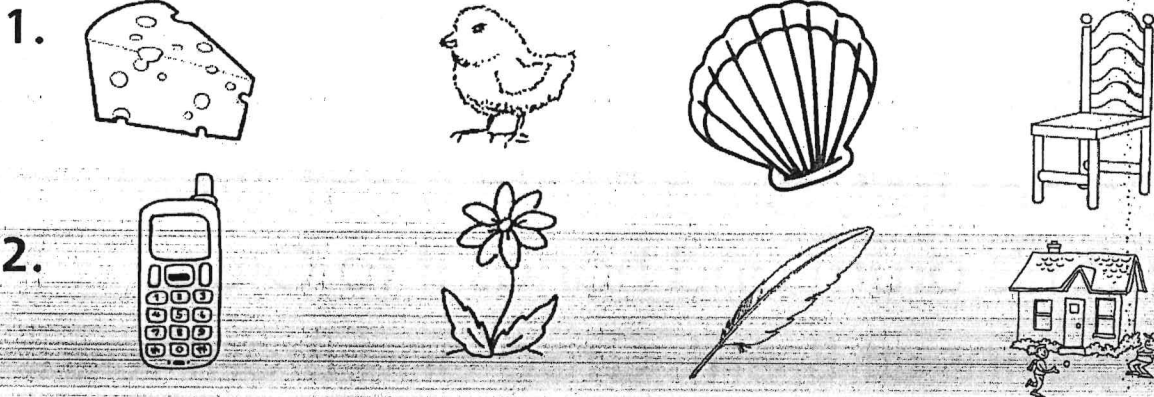
**Read
Together**

Phonological Awareness

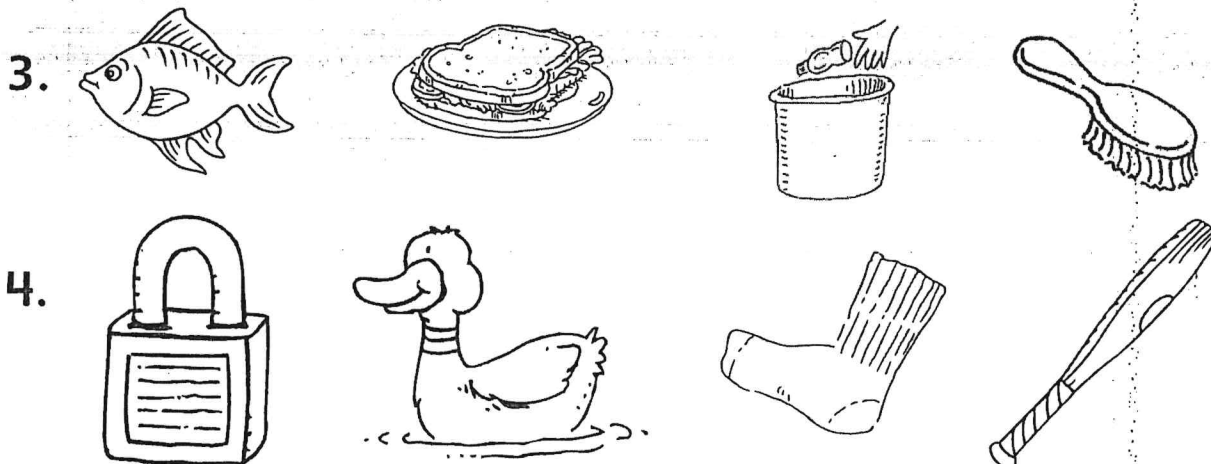
Onset and Rime

A word is made up of an **onset**, or beginning sound, and a **rime**, or ending part.

 **MY TURN** Say each picture name. Circle the pictures that have the same onset, or beginning sound.



 **MY TURN** Say each picture name. Circle the pictures that have the same rime, or ending part.



Directions Review with students the definitions of onset and rime. Then have students complete the activity. Tell students the picture names: 1. *cheese, chick, shell, chair*; 2. *phone, flower, feather, house*; 3. *fish, sandwich, trash, brush*; 4. *lock, duck, sock, bat*.

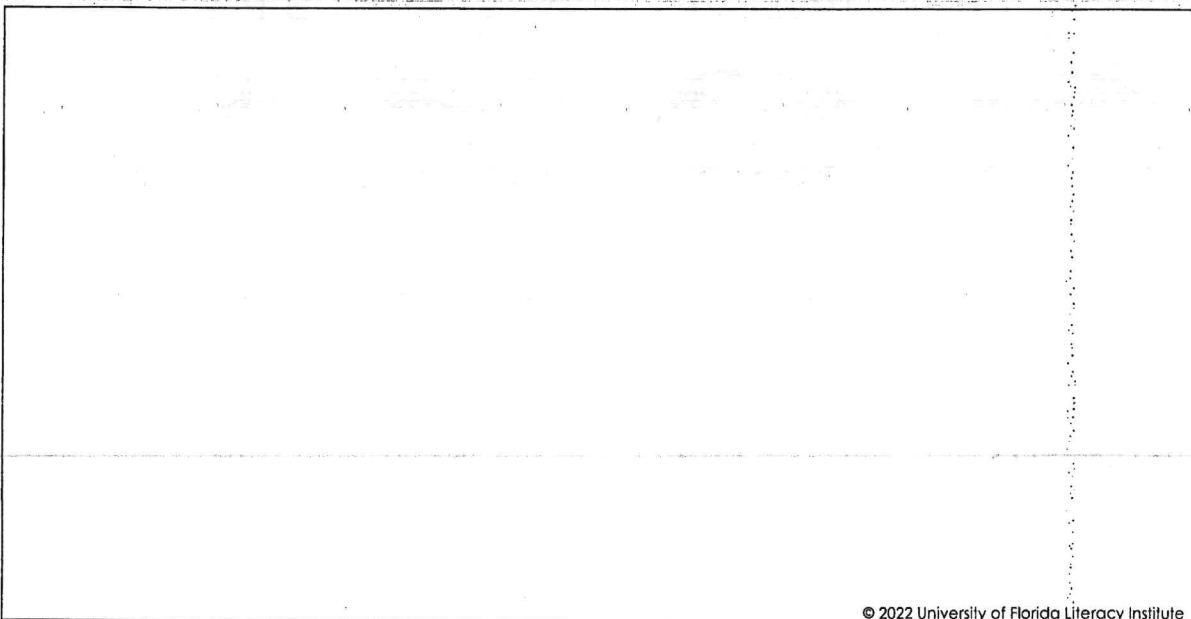
**Directions: Read this to an adult
and then illustrate.**

The Drums

Greg and Brent get drums. Greg's drum is big and red. Greg taps the drum. The drum is fun. Greg trips and drops his drum. BAM! The drum is bent. Greg is sad.

"Do not fret, Greg," said Brent. Brent grabs his drum and hands it to Greg. Greg grins at Brent. Greg and Brent tap Brent's drum.

Illustrate the story here:

A large, empty rectangular box with a black border, intended for a student to draw an illustration of the story.

Name _____

Complete each number sentence.

1 $1 + 8 = \underline{\quad}$ **2** $3 = \underline{\quad} + 0$ **3** $4 + \underline{\quad} = 7$

4 $2 + \underline{\quad} = 7$ **5** $0 + 4 = \underline{\quad}$ **6** $6 + 2 = \underline{\quad}$

7 $\underline{\quad} = 6 + 0$ **8** $\underline{\quad} + 4 = 9$ **9** $\underline{\quad} = 2 + 1$

10 $0 + 1 = \underline{\quad}$ **11** $\underline{\quad} = 1 + 6$ **12** $10 = 5 + \underline{\quad}$

13 $\underline{\quad} + 1 = 8$ **14** $2 + \underline{\quad} = 2$ **15** $1 + 1 = \underline{\quad}$

16 $5 = 4 + \underline{\quad}$ **17** $10 = 0 + \underline{\quad}$ **18** $\underline{\quad} + 3 = 5$

19 $\underline{\quad} = 3 + 3$ **20** $1 + 3 = \underline{\quad}$ **21** $\underline{\quad} = 5 + 3$

22 $4 + 6 = \underline{\quad}$ **23** $9 = 3 + \underline{\quad}$ **24** $4 + 2 = \underline{\quad}$

Complete each number sentence.

Look for patterns.

$0 + 0 = \underline{\quad}$

$1 + 0 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$0 + 1 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

Talk About It

How can you use the total of $4 + 4$ to find $4 + 5$?

How can you use the total of $4 + 4$ to find $4 + 3$?