

# School-Home Letter

## Dear Family,

My class started Chapter 1 this week. In this chapter, I will show, count, and write numbers 0 to 5.

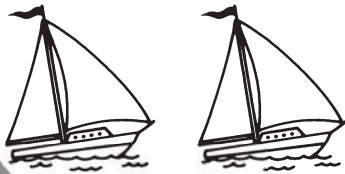
Love, \_\_\_\_\_

### Vocabulary

**one** a number for a single object



**two** one more than one



### Home Activity

Use this five frame and counters, such as buttons. Have your child place counters in the five frame to show the numbers 0 to 5. For 0, have your child place one counter in the five frame, and then remove it. Together, practice writing the numbers 0 to 5.



### Literature

Look for this book in a library. This book will reinforce your child's counting skills.

**Fish Eyes: A Book You Can Count On**  
by Lois Ehlert.  
Voyager Books, 1992.

# Carta para la casa

## Querida familia:

Mi clase comenzó el Capítulo 1 esta semana. En este capítulo mostraré, contaré y escribiré números del 0 al 5.

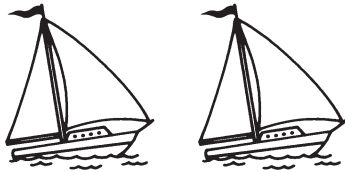
Con cariño, \_\_\_\_\_

### Vocabulario

**uno** el número de un solo objeto



**dos** uno más que uno



### Actividad para la casa

Use este cuadro de cinco y fichas, tales como botones. Pídale a su hijo que ponga las fichas en el cuadro para mostrar los números del 0 al 5. Para 0, pídale que coloque una ficha en el cuadro de cinco y luego que la quite. Juntos, practiquen la escritura de los números del 0 al 5.



### Literatura

Busque este libro en una biblioteca. Este libro ayudarán a su hijo a reforzar la destreza de contar.

**Fish Eyes: A Book You Can Count On**  
por Lois Ehlert.  
Voyager Books, 1992.

Name \_\_\_\_\_

# HANDS ON Lesson 1.1

## Model and Count 1 and 2

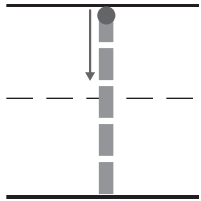


COMMON CORE STANDARD—K.CC.4A  
Count to tell the number of objects.



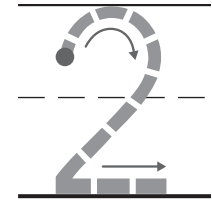
**two**

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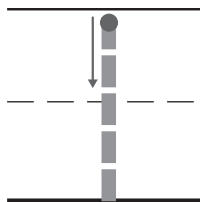
**one**

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**two**

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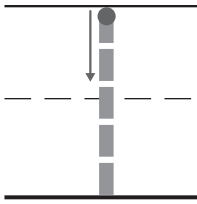


**one**

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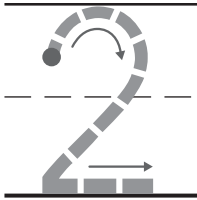
**DIRECTIONS** 1–4. Say the number. Count out that many counters in the five frame. Draw the counters.

# Lesson Check (K.CC.4a)

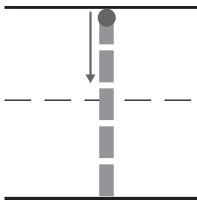


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# Spiral Review (K.CC.4a)



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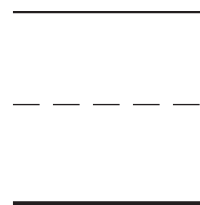
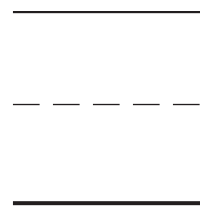
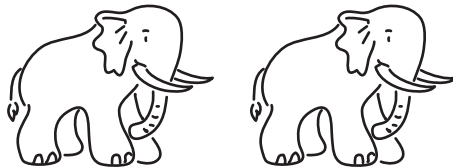
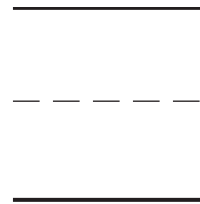
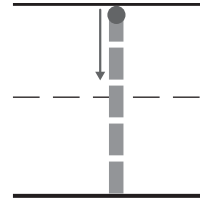
**DIRECTIONS** 1–3. Trace the number. How many counters would you place in the five frame to show the number? Draw the counters.

Name \_\_\_\_\_

# Count and Write 1 and 2

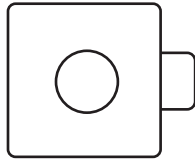


**COMMON CORE STANDARD—K.CC.3**  
Know number names and the count sequence.



**DIRECTIONS** 1–4. Count and tell how many. Write the number.

# Lesson Check (K.CC.3)

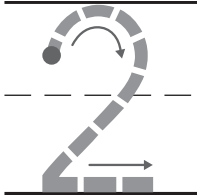


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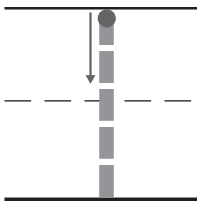
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# Spiral Review (K.CC.4a)



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**DIRECTIONS** 1. Count and tell how many cubes. Write the number.  
2-3. Trace the number. How many counters would you place in the five frame to show the number? Draw the counters.

Name \_\_\_\_\_

# HANDS ON Lesson 1.3

## Model and Count 3 and 4

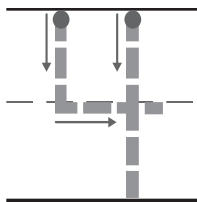


**COMMON CORE STANDARD—K.CC.4A**  
*Count to tell the number of objects.*



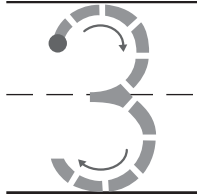
**three**

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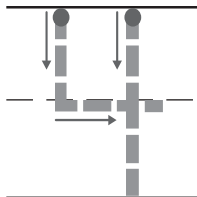
**four**

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**three**

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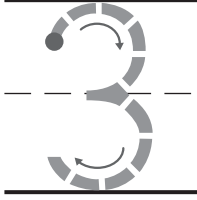


**four**

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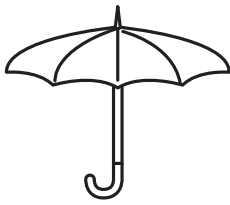
**DIRECTIONS** 1–4. Say the number as you trace it. Count out that many counters in the five frame. Draw the counters.

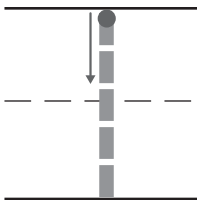
# Lesson Check (K.CC.4a)



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# Spiral Review (K.CC.3, K.CC.4a)



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**DIRECTIONS** 1. Trace the number. How many counters would you place in the five frame to show the number? Draw the counters. 2. Count and tell how many umbrellas. Write the number. 3. Trace the number. How many counters would you place in the five frame to show the number? Draw the counters.

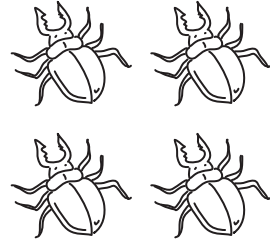
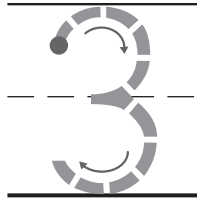
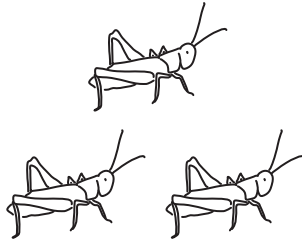


Name \_\_\_\_\_

# Count and Write 3 and 4



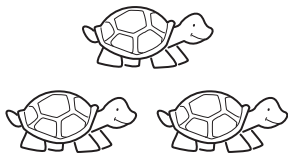
**COMMON CORE STANDARD—K.CC.3**  
Know number names and the count sequence.



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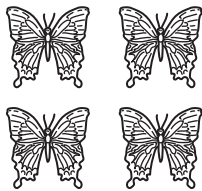
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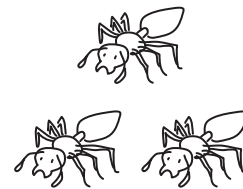
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**DIRECTIONS** 1–6. Count and tell how many. Write the number.

# Lesson Check (K.CC.3)

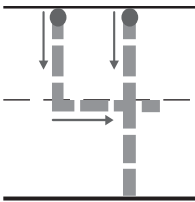


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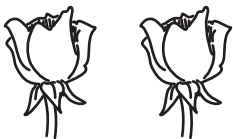
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# Spiral Review (K.CC.3, K.CC.4a)



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**DIRECTIONS** 1. Count and tell how many butterflies. Write the number.  
2. Trace the number. How many counters would you place in the five frame to show the number? Draw the counters. 3. Count and tell how many flowers. Write the number.

Name \_\_\_\_\_

# HANDS ON Lesson 1.5

## Model and Count 5



**COMMON CORE STANDARD—K.CC.4A**  
*Count to tell the number of objects.*



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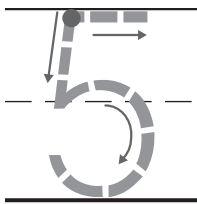
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**DIRECTIONS** 1. Place counters to show five. Draw the counters. Write the number. 2. Place counters to show three. Draw the counters. Write the number. 3. Place counters to show four. Draw the counters. Write the number. 4. Place counters to show five. Draw the counters. Write the number.

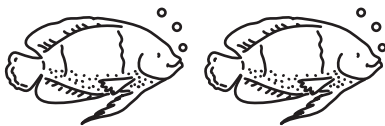
# Lesson Check (K.CC.4a)



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# Spiral Review (K.CC.3)




**DIRECTIONS** 1. Trace the number. How many counters would you place in the five frame to show the number? Draw the counters.  
2-3. Count and tell how many. Write the number.

Name \_\_\_\_\_

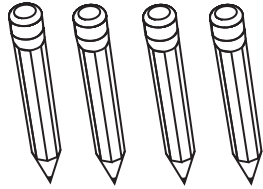
# Lesson 1.6

## Count and Write to 5



**COMMON CORE STANDARDS—K.CC.4B**  
Count to tell the number of objects.

1



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2

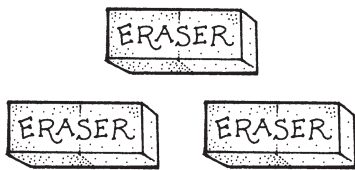


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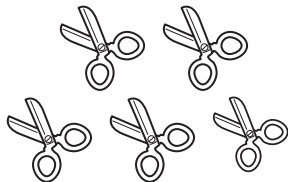


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5



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6



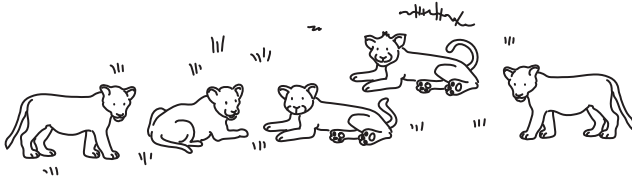
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**DIRECTIONS** 1-6. Count and tell how many. Write the number.

# Lesson Check (K.CC.4b)

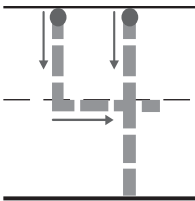


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# Spiral Review (K.CC.3, K.CC.4a)



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**DIRECTIONS** 1. Count and tell how many animals. Write the number. 2. Trace the number. How many counters would you place in the five frame to show the number? Draw the counters. 3. Count and tell how many cubes. Write the number.

Name \_\_\_\_\_

# HANDS ON Lesson 1.7

## Algebra • Ways to Make 5



**COMMON CORE STANDARD—K.CC.4B**  
*Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*



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- - - - -		_____		
_____		_____		

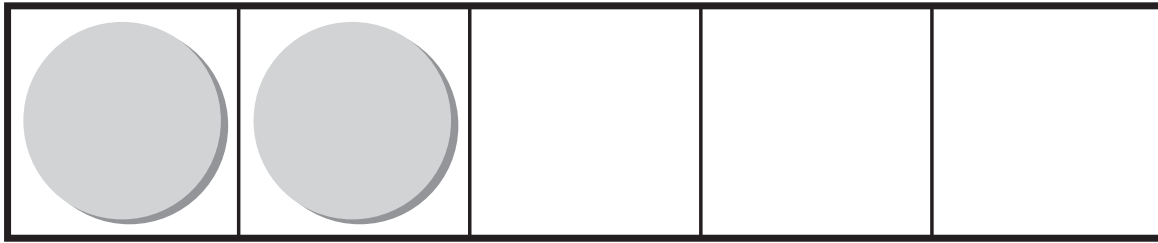


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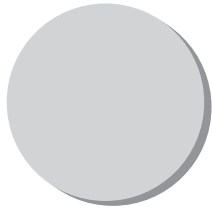
_____		and		_____
- - - - -		_____		
_____		_____		

**DIRECTIONS** 1–2. Use two colors of counters to show a way to make 5. Color to show the counters. Write the numbers to show the pair that makes 5.

# Lesson Check (K.OA.3)



2



and

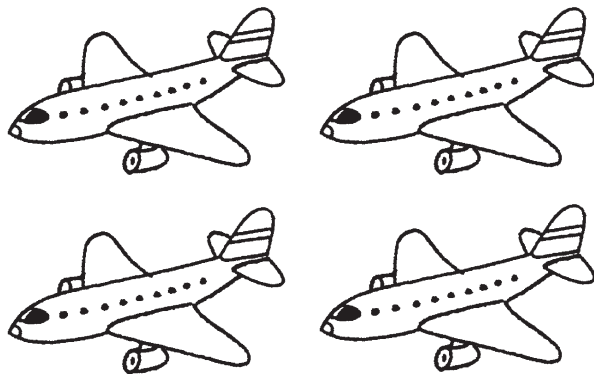
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## Spiral Review (K.CC.3, K.CC.4b)



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**DIRECTIONS** 1. How many more counters would you place in the five frame to show a way to make 5? Draw the counters. Write the number. 2–3. Count and tell how many. Write the number.





# Lesson Check (K.CC.4c)



Tracing practice for numbers 1, 2, 3, and 5. Each number is shown on a set of three horizontal lines (top, middle-dashed, bottom) with arrows indicating the stroke direction. The number 1 is a single vertical line. The number 2 starts with a curved top, goes down, and then has a horizontal base. The number 3 consists of two curved humps. The number 5 has a vertical stem, a horizontal top bar, and a curved bottom.

# Spiral Review (K.CC.3c, K.CC.4a)



Blank handwriting lines for writing the number 2.



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**DIRECTIONS** 1. Write the numbers in order. 2. Count and tell how many stars. Write the number. 3. Trace the number. How many counters would you place in the five frame to show the number? Draw the counters.

Name \_\_\_\_\_

# PROBLEM SOLVING

## Lesson 1.4

### Problem Solving • Understand 0



**COMMON CORE STANDARD—K.CC.3**  
*Know number names and the count sequence.*



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**DIRECTIONS** Use counters to model these problems. 1. Oliver has one juice box. Lucy has one fewer juice box than Oliver. How many juice boxes does Lucy have? Write the number. 2. Jessica has no books. Wesley has 2 more books than Jessica. How many books does Wesley have? Write the number.

# Lesson Check (K.CC.3)



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# Spiral Review (K.CC.3)



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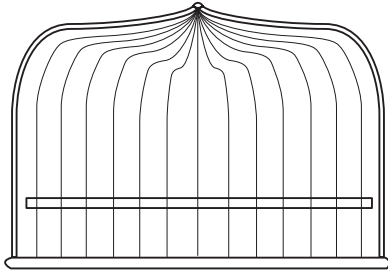
**DIRECTIONS** 1. Use counters to model this problem. Eva has 2 apples in her basket. She eats 1 apple and gives 1 apple to her friend. How many apples does Eva have now? Write the number. 2–3. Count and tell how many. Write the number.

Name \_\_\_\_\_

# Identify and Write 0



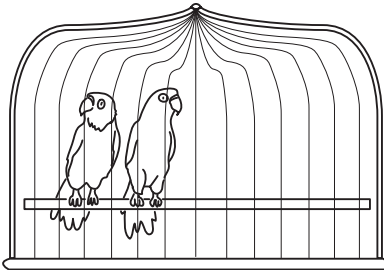
**COMMON CORE STANDARDS—K.CC.3**  
Know number names and the count sequence.



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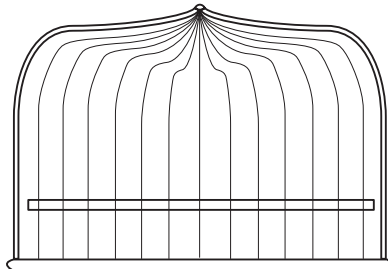
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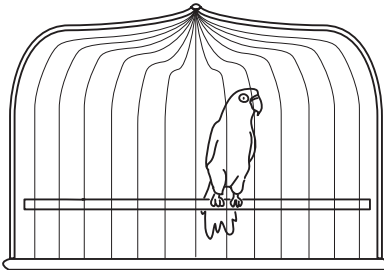
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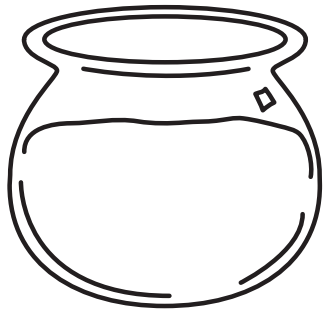
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**DIRECTIONS** 1–4. How many birds are in the cage? Write the number. Circle the cages that have 0 birds.

# Lesson Check (K.CC.3)



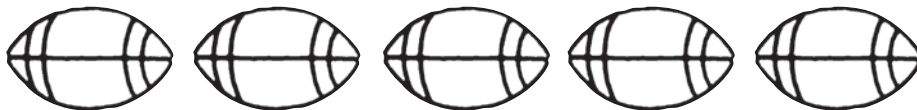
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# Spiral Review (K.CC.4a, K.CC.4b)



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**DIRECTIONS** 1. How many fish are in the bowl? Write the number. 2. Count and tell how many. Write the number. 3. Draw a set of 5 marbles. Write the number.