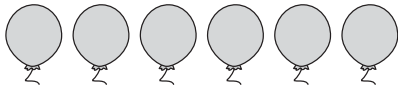## School-Home
Letter

Dear Family,

My class started Chapter 3 this week. In this chapter, I will learn how to show, count, and write numbers 6 to 9.
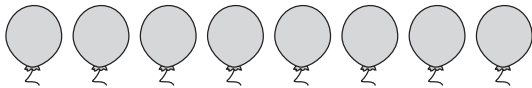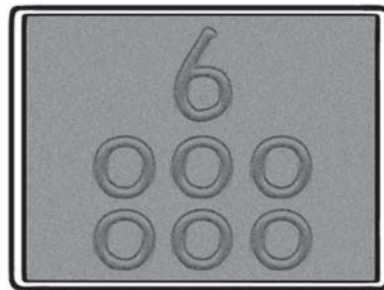
Love, _____

Vocabulary

six one more than five

Home Activity

Pour salt or sand into a cookie sheet or baking dish. Pick a number from 6 to 9 and have your child draw the number in the salt or sand. Then ask your child to draw circles to match that number. Shake to erase and begin again!

eight one more than seven

Literature

Look for this book in the library. You and your child will enjoy this fun story that provides reinforcement of counting concepts.

Seven Scary Monsters
by Mary Beth Lundgren.
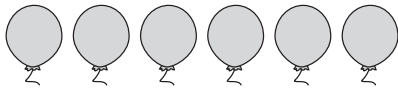Clarion Books, 2003.
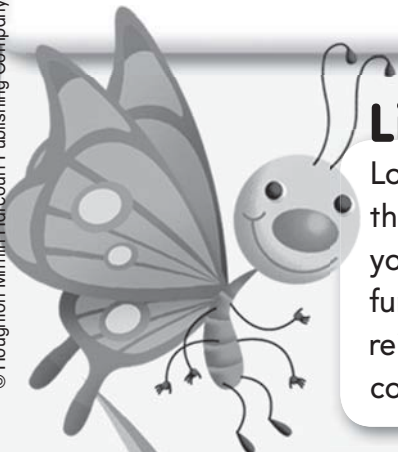
Carta para la casa

Querida familia:

Mi clase comenzó el Capítulo 3 esta semana. En este capítulo, aprenderé cómo mostrar, contar y escribir números del 6 al 9.
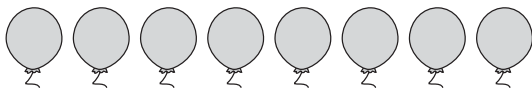
Con cariño, _____
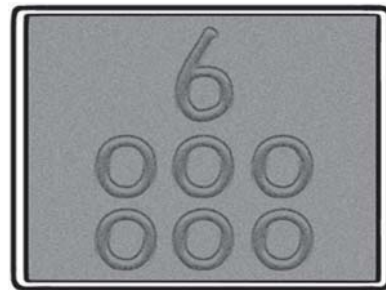
Vocabulario

seis uno más que cinco

ocho uno más que siete

Actividad para la casa

Ponga sal o arena en una fuente para horno. Elija un número del 6 al 9 y pídale a su hijo que dibuje el número en la sal o la arena. Luego, pídale que dibuje el mismo número de círculos. Mezcle para borrar y ¡comiencen de nuevo!

Literatura

Busque este libro en la biblioteca. Usted y su hijo disfrutarán de este cuento divertido que proporciona un refuerzo para los conceptos de contar.

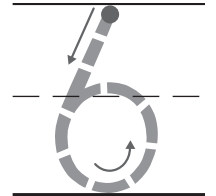**Seven Scary Monsters** por Mary Beth Lundgren. Clarion Books, 2003.

Name _____

Model and Count 6

1

six
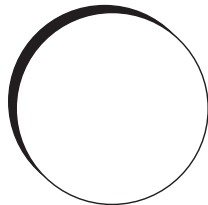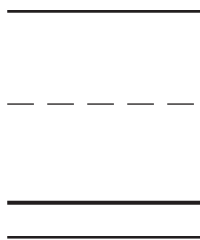
and

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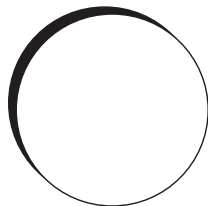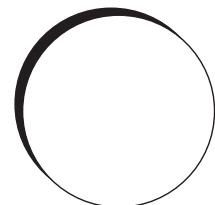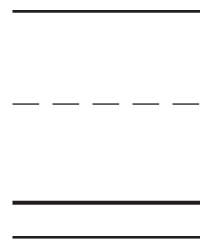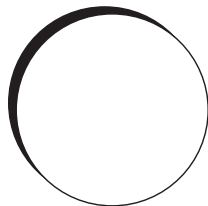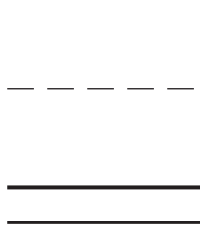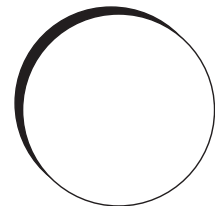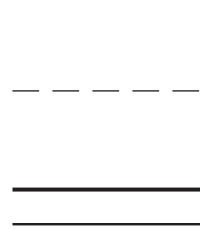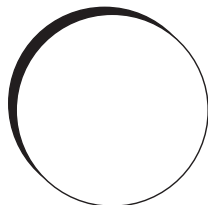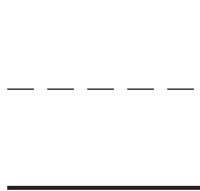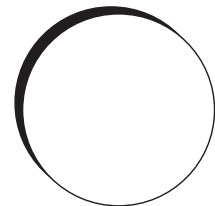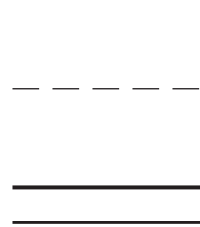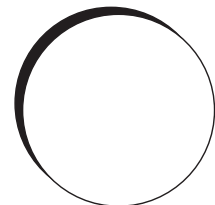
DIRECTIONS **1.** Trace the number 6. Use two-color counters to model the different ways to make 6. Color to show the counters below. Write to show some pairs of numbers that make 6.
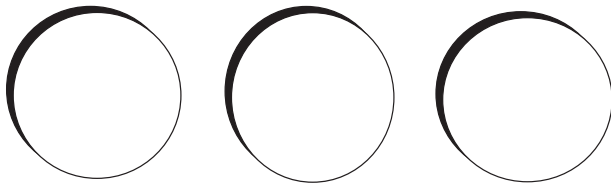
Chapter 3

Lesson Check

1

6

six

Spiral Review

2

3

DIRECTIONS **1.** Trace the number. How many more counters would you place in the ten frame to model a way to make 6? Draw the counters. **2.** Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is less. **3.** Count and tell how many. Write the number.

Count and Write to 6

COMMON CORE STANDARD—K.CC.3
Know number names and the count sequence.
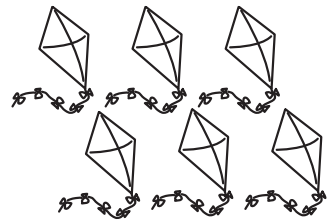
1

6
six

2

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3

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4

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5

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DIRECTIONS 1. Say the number. Trace the numbers.
2–5. Count and tell how many. Write the number.

Lesson Check (K.CC.3)

1

_____

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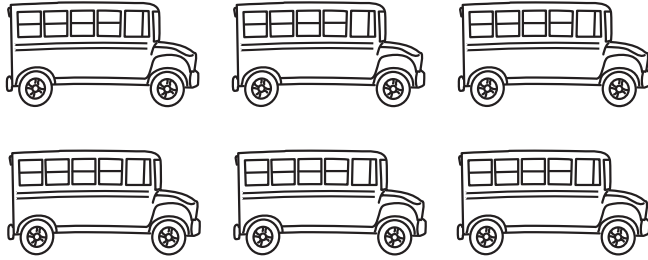
Spiral Review (K.CC.4a, K.CC.6)

2

_____

- - - - - - -

_____

_____

- - - - - - -

_____

3

2

DIRECTIONS **1.** How many school buses are there? Write the number.
2. Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is greater. **3.** How many counters would you place in the five frame to show the number? Draw the counters.

Model and Count 7

COMMON CORE STANDARD—K.CC.5
Count to tell the number of objects.

1

7

seven

____ ____ and ____ ____

____ ____ and ____ ____
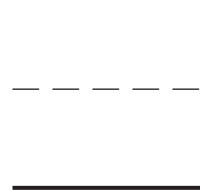
____ ____ and ____ ____

____ ____ and ____ ____
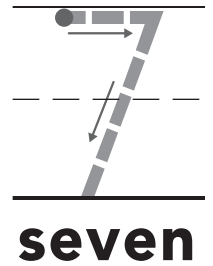
DIRECTIONS **1.** Trace the number 7. Use two-color counters to model the different ways to make 7. Color to show the counters below. Write to show some pairs of numbers that make 7.
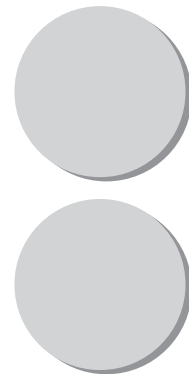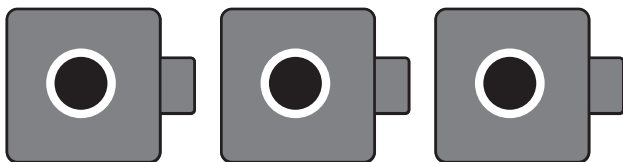
Lesson Check (K.CC.5)
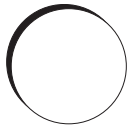
1

7

seven

2

3

Spiral Review (K.CC.3, K.CC.6)

DIRECTIONS 1. Trace the number. How many more counters would you place in the ten frame to model a way to make 7? Draw the counters. **2.** Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is less. **3.** Count and tell how many. Write the number.
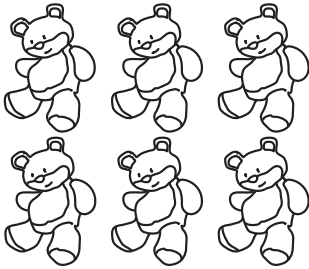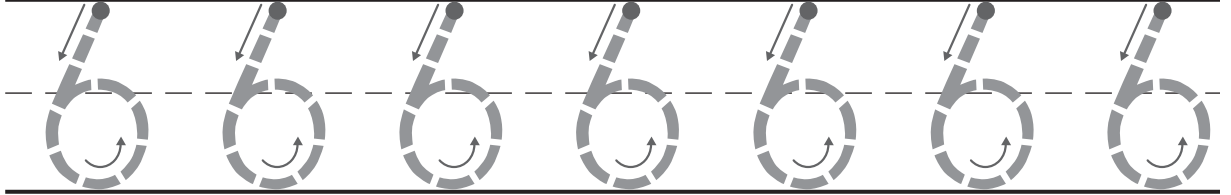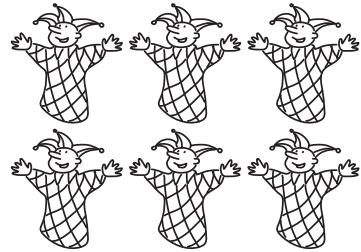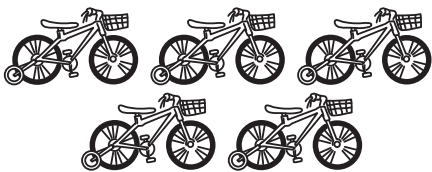
Count and Write to 7

1

7
seven

7 7 7 7 7 7 7

2

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3

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_____

4

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5

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DIRECTIONS **1.** Say the number. Trace the numbers.
2–5. Count and tell how many. Write the number.

Lesson Check (K.CC.3)

1

ERASER ERASER ERASER ERASER
ERASER ERASER ERASER

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

2

3

3

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DIRECTIONS **1.** Count and tell how many erasers. Write the number.
2. 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.

Model and Count 8

COMMON CORE STANDARD—K.CC.5
Count to tell the number of objects.

8
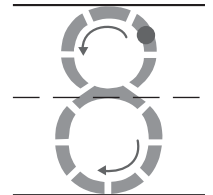
eight

_____ and _____

○ and ○

_____ and _____

○ and ○

_____ and _____

○ and ○

_____ and _____

○ and ○

_____ and _____

○ and ○

DIRECTIONS I. Trace the number 8. Use two-color counters to model the different ways to make 8. Color to show the counters below. Write to show some pairs of numbers that make 8.
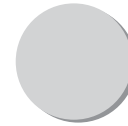
Chapter 3

Lesson Check (K.CC.5)

1

eight

Spiral Review (K.CC.3, K.CC.6)

2

3

STOP **STOP**

DIRECTIONS **1.** Trace the number. How many more counters would you place in the ten frame to model a way to make 8? Draw the counters. **2.** Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is greater. **3.** Count and tell how many. Write the number.
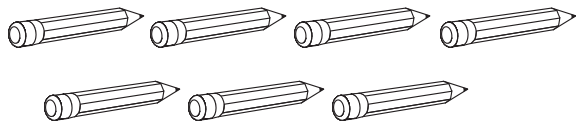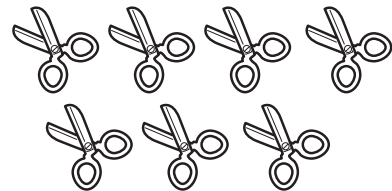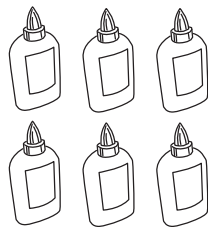
Count and Write to 8

1

8
eight

8 8 8 8 8 8 8

2

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3

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4

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5

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DIRECTIONS **1.** Say the number. Trace the numbers.
2–5. Count and tell how many. Write the number.

Lesson Check (K.CC.3)

1

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Spiral Review (K.CC.4b, K.CC.6)

2

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3

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DIRECTIONS 1. Count and tell how many bees. Write the number. 2. Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is greater. 3. Count and tell how many beetles. Write the number.

Model and Count 9

COMMON CORE STANDARD—K.CC.5
Count to tell the number of objects.

1

9
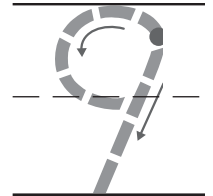
nine

_____ ___ ___ ___ ___

○ **and** _____ ○

_____ ___ ___ ___ ___

○ **and** _____ ○

_____ ___ ___ ___ ___

○ **and** _____ ○

_____ ___ ___ ___ ___

○ **and** _____ ○

and

DIRECTIONS 1. Trace the number 9. Use two-color counters to model the different ways to make 9. Color to show the counters below. Write to show some pairs of numbers that make 9.
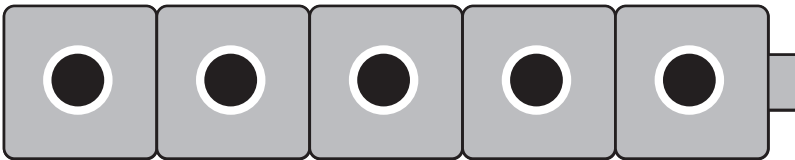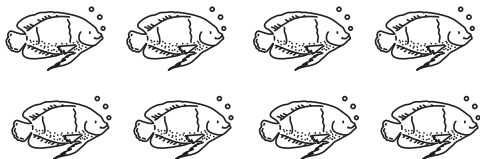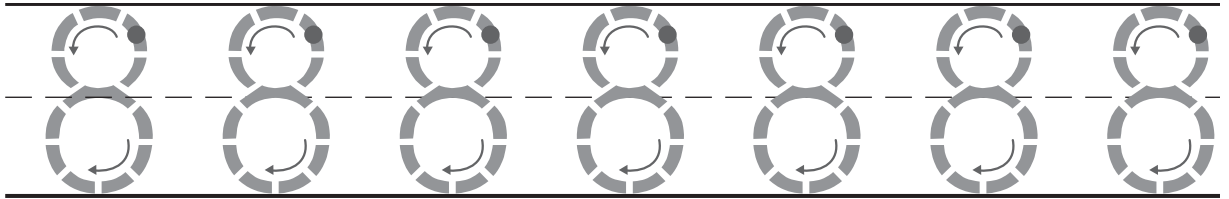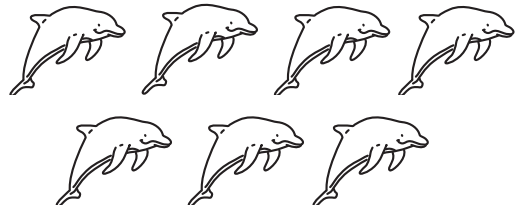
Lesson Check (K.CC.5)

1

9

nine

Spiral Review (K.CC.3, K.CC.6)

2

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3

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DIRECTIONS **1.** Trace the number. How many more counters would you place in the ten frame to model a way to make 9? Draw the counters. **2.** Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is greater. **3.** Count and tell how many. Write the number.
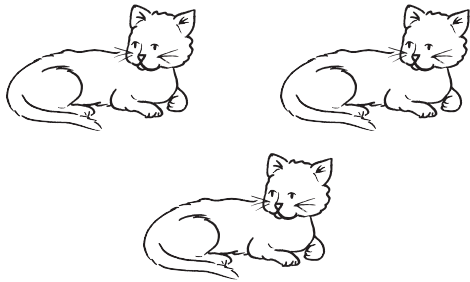
Count and Write to 9

1

9
nine

9 9 9 9 9 9 9
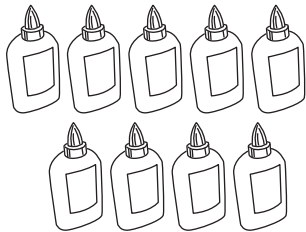
2

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3

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4

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_ _ _ _ _

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5

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DIRECTIONS **I.** Say the number. Trace the numbers.
2–5. Count and tell how many. Write the number.

Lesson Check <small>(K.CC.3)</small>

1

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_____
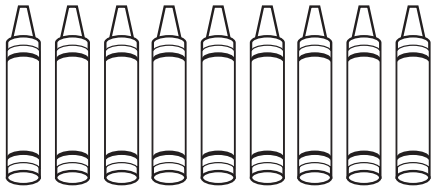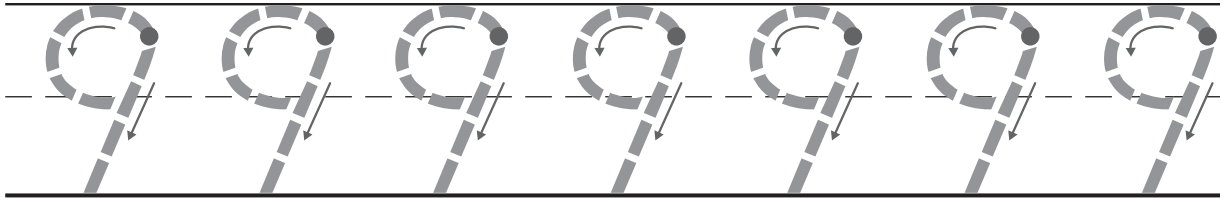
Spiral Review <small>(K.CC.3, K.CC.4b)</small>

2

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_ _ _ _ _

_____

3

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_ _ _ _ _

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DIRECTIONS **1.** Count and tell how many squirrels. Write the number. **2.** How many birds are in the cage? Write the number. **3.** How many counters are there? Write the number.

Problem Solving • Numbers to 9

1.

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2.

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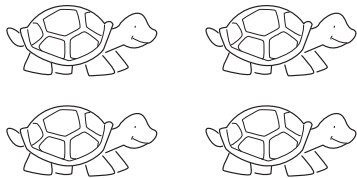_____

DIRECTIONS **1.** Sally has six flowers. Three of the flowers are yellow. The rest are red. How many are yellow? Draw the flowers. Write the number beside each set of flowers.   **2.** Tim has seven acorns. Don has a number of acorns that is two less than 7. How many acorns does Don have? Draw the acorns. Write the numbers.

Lesson Check

1

_____
- - - - -
_____
_____
- - - - -
_____

Spiral Review

2

_____
- - - - -
_____

3

_____   _____

- - - - -   - - - - -

_____   _____

DIRECTIONS **1.** Pete has 5 marbles. Jay has a number of marbles that is two more than 5. How many marbles does Jay have? Draw the marbles. Write the numbers. **2.** Count and tell how many books. **3.** Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is greater.