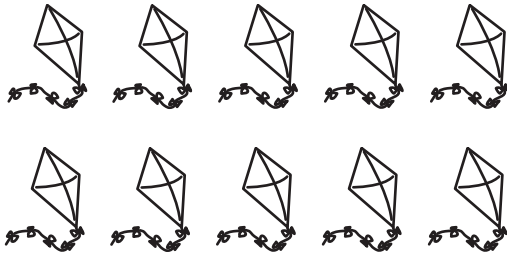# School-Home Letter

Dear Family,

My class started Chapter 4 this week. In this chapter, I will learn how to show and compare numbers to 10.

Love, _____

Vocabulary

**ten** one more than nine

Home Activity

Place one button or penny in the ten frame below. Ask your child how many more are needed to make 10. Count aloud with your child as he or she places nine more buttons or pennies in the ten frame. Repeat the activity, starting with a different number each time.

Literature

Look for these books in the library. You and your child will enjoy these fun stories while learning more about the numbers 6 to 10.

Feast for 10 by Cathryn Falwell. Clarion Books, 1993.

Ten Black Dots by Donald Crews. Greenwillow Books, 1995.
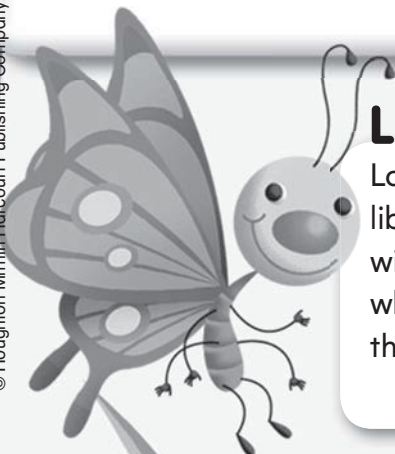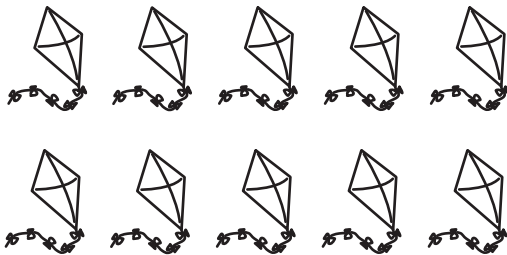
Carta
para la casa

Querida familia:

Mi clase comenzó el Capítulo 4 esta semana. En este capítulo, aprenderé mostrar y comparar números hasta el 10.

Con cariño, _____

Vocabulario

diez uno más que nueve

Actividad para la casa

Ponga un botón o una moneda de 1¢ en el cuadro de diez que está abajo. Pregúntele a su hijo cuántos más se necesitan para llegar a 10. Cuente en voz alta con su hijo mientras él coloca nueve botones o monedas de 1¢ más en el cuadro de diez. Repita la actividad y comience con un número diferente cada vez.

Literatura

Busquen estos libros en la biblioteca. Usted y su hijo se divertirán leyendo estos cuentos mientras aprenden más sobre los números del 6 al 10.

Feast for 10 by Cathryn Falwell. Clarion Books, 1993.

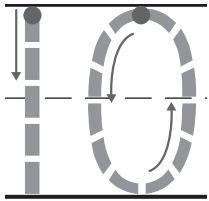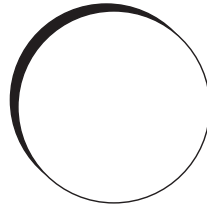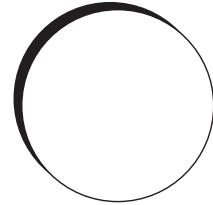**Ten Black Dots** by Donald Crews. Greenwillow Books, 1995.

Model and Count 10

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

ten

_____ ◯ **and** _____ ◯
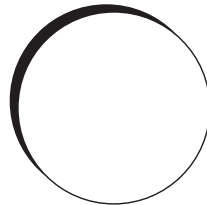
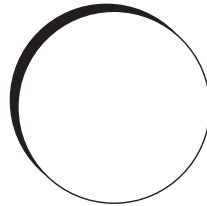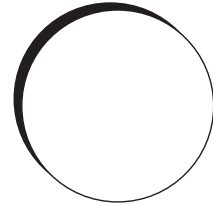_____ ◯ **and** _____ ◯
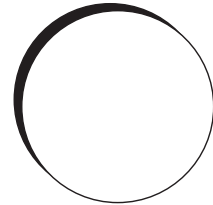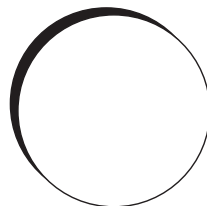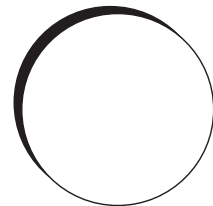
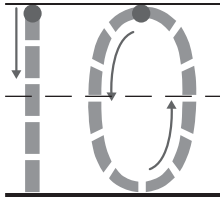_____ ◯ **and** _____ ◯

_____ ◯ **and** _____ ◯

DIRECTIONS   Trace the number. Use counters to model the different ways to make 10. Color to show the counters below. Write to show some pairs of numbers that make 10.

Lesson Check

1

10

ten

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 10? Draw the counters. **2.** Count how many kites. Write the number. Draw to show a set of counters that has the same number as the set of kites. Write the number. **3.** Count and tell how many. Write the number.
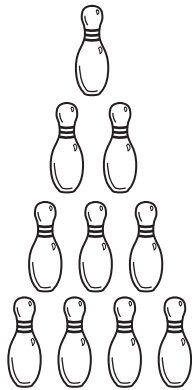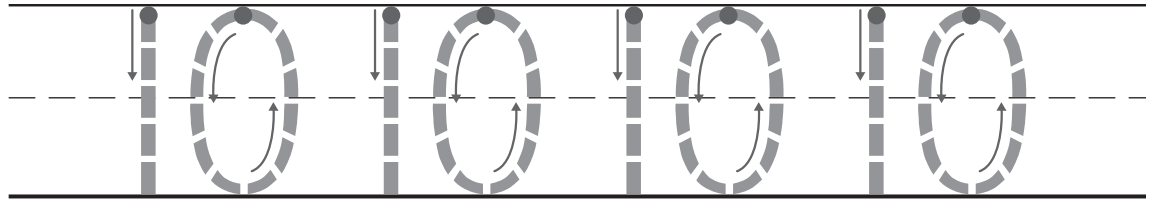
P58 fifty-eight

Count and Write to 10

1

10
ten

10 10 10 10

2

_____

- - - - - - - - - -

_____

3

_____

- - - - - - - - - -

_____

4

_____

- - - - - - - - - -

_____

DIRECTIONS **1.** Say the number. Trace the numbers.
2–4. Count and tell how many. Write the number.

Lesson Check (K.CC.3)

1

_____

\- \- \- \- \- \- \- \- \-

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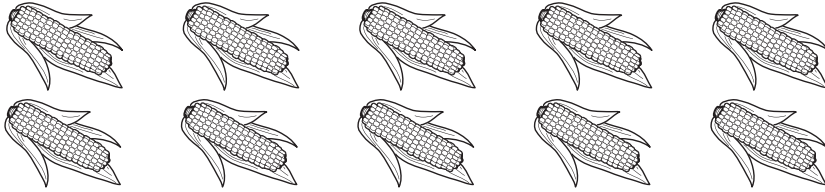
Spiral Review (K.CC.6, K.CC.4a)

2

_____   _____

\- \- \- \- \-   \- \- \- \- \-

_____   _____

3

5
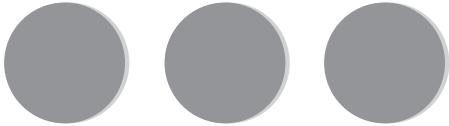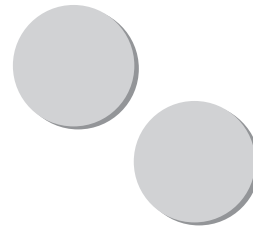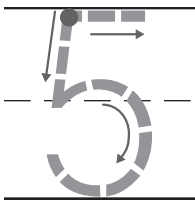
DIRECTIONS   **1.** Count and tell how many ears of corn. Write the number.   **2.** Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is less.   **3.** How many counters would you place in the five frame? Trace the number.

Name _____

Algebra • Ways to Make 10

cubes

_____ red

7 _____ blue

1

cubes

_____ red

6 _____ blue

2

cubes

_____ red

2 _____ blue

3

DIRECTIONS **1–3.** Use blue to color the cubes to match the number. Use red to color the other cubes. Write how many red cubes. Trace or write the number that shows how many cubes in all.
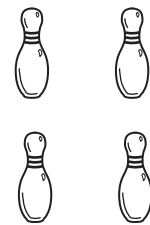
Lesson Check (K.OA.4)

1

_____   _____

cubes

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

2

_____   _____

_ _ _ _ _   _ _ _ _ _

_____   _____

3

_____

_ _ _ _ _

_____

DIRECTIONS **1.** Use blue to color the cube to match the number. Use red to color the other cubes. Write how many red cubes. Write the 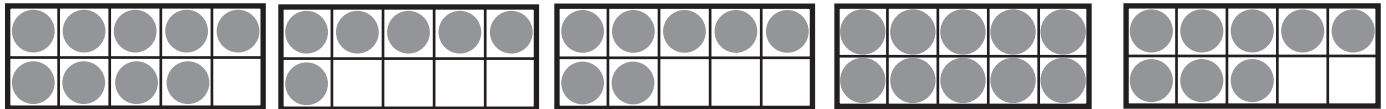number that shows how many cubes in all. **2.** Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is greater. **3.** How many birds are there? Write the number.

Count and Order to 10

COMMON CORE STANDARD—K.CC.2
Know number names and the count sequence.

1

2
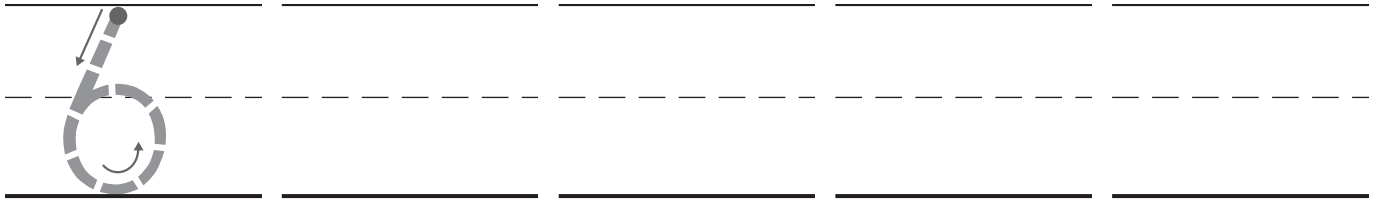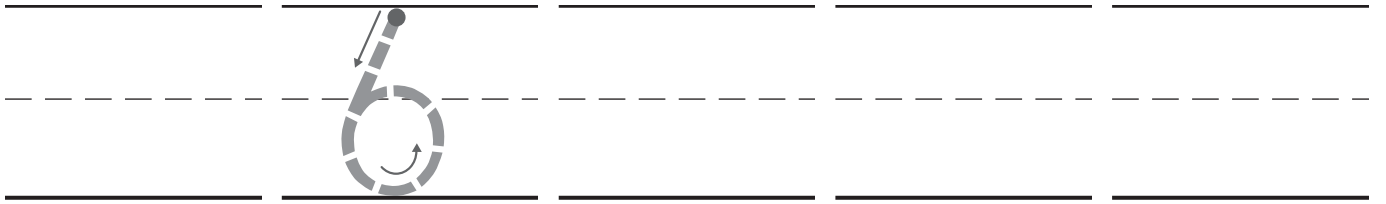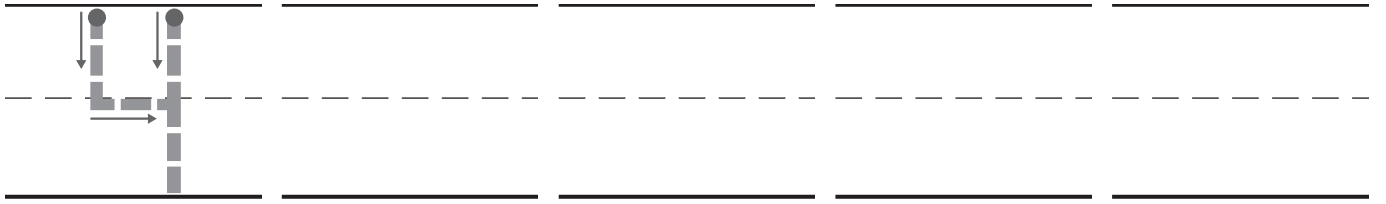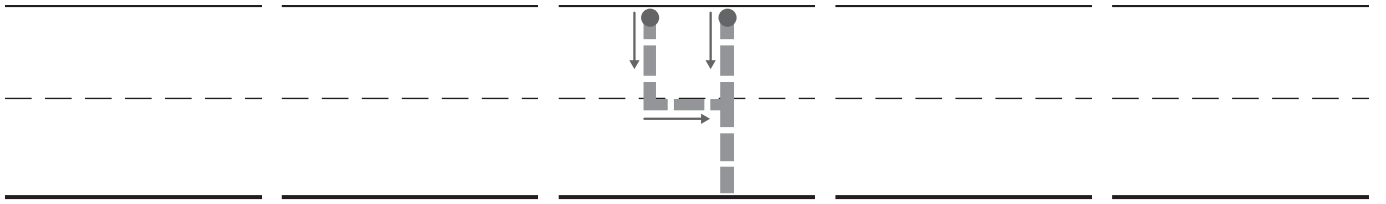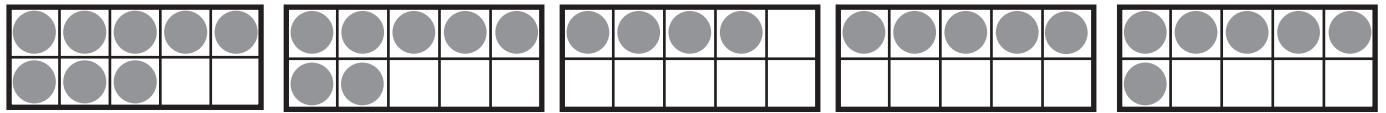
DIRECTIONS   1–2. Count the dots in the ten frames. Trace or write the numbers. Write the numbers in order as you count forward from the dashed number.

Lesson Check

1

5

Spiral Review

2

3

DIRECTIONS **1.** Count the dots in the ten frames. Trace the number. Write the numbers in order as you count forward from the dashed number. **2.** Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is less. **3.** How many counters are there? Write the number.

P64 sixty-four

Problem Solving • Compare by Matching Sets to 10

COMMON CORE STANDARD—K.CC.6
Compare numbers.

1

_____

– – – – –

_____

_____

– – – – –

_____

- -

2

_____

– – – – –

_____

_____

– – – – –

_____

DIRECTIONS **1.** Kim has 7 red balloons. Jake has 3 blue balloons. Who has fewer balloons? Use cube trains to model the sets of balloons. Compare the cube trains. Write how many. Circle the number that is less. **2.** Meg has 8 red beads. Beni has 5 blue beads. Who has more beads? Use cube trains to model the sets of beads. Compare the cube trains by matching. Draw and color the cube trains. Write how many. Circle the number that is greater.

Lesson Check (K.CC.6)

1

- - - - -

- - - - -

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

2

- - - - -

- - - - -

3

- - - - -
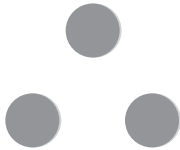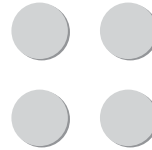
DIRECTIONS **1.** Mia has 6 red marbles. Zack has 2 blue marbles. Who has more marbles? Use cube trains to model the sets of marbles. Compare the cube trains by matching. Draw and color the cube trains. Write how many. C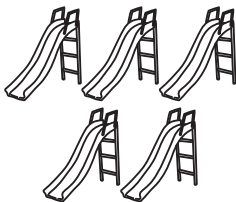ircle the number that is greater. **2.** Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is greater. **3.** Count and tell how many. Write the number.
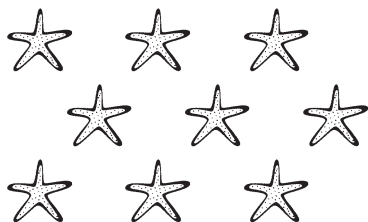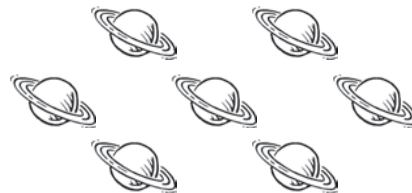
Compare by Counting Sets to 10
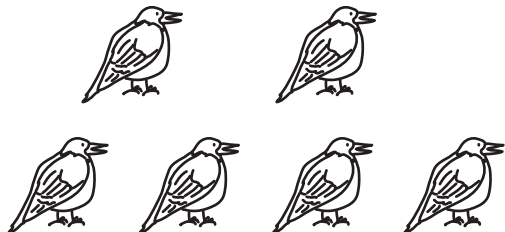
1

2

3

DIRECTIONS Count how many in each set. Write the number of objects in each set. Compare the numbers. **1–2.** Circle the number that is less. **3.** Circle the number that is greater.

Lesson Check (K.CC.6)

1.

_____

- - - - -

_____

          _____
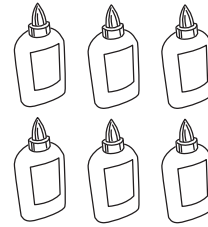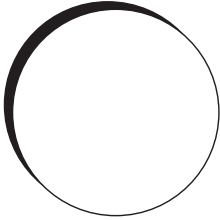
Spiral Review (K.CC.3, K.CC.5)

2.

_____

- - - - -

_____

3.

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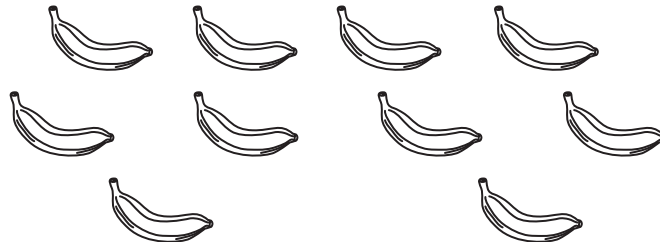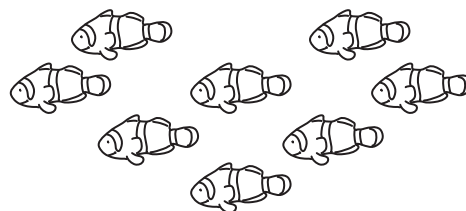
Compare Two Numbers

COMMON CORE STANDARD—K.CC.7
Compare numbers.

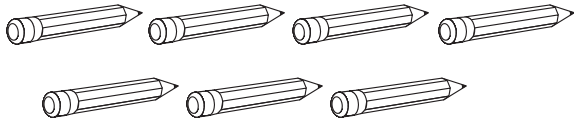**1**   8   5

────────────────────────

2   10   7

────────────────────────

3   6   9

────────────────────────

4   4   6

────────────────────────

5   8   7

────────────────────────

6   5   3

────────────────────────

DIRECTIONS 1–3. Look at the numbers. Think about the counting order as you compare the numbers. Circle the greater number. **4–6.** Look at the numbers. Think about the counting order as you compare the numbers. Circle the number that is less.
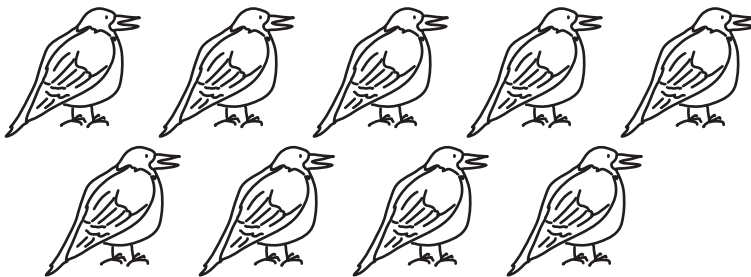
Lesson Check (K.CC.7)

1

7   8

Spiral Review (K.CC.5, K.CC.3)

2

3

DIRECTIONS **1.** Look at the numbers. Think about the counting order as you compare the numbers. Circle the greater number. **2.** How many more counters would you place in the ten frame to show a way to make 8? Draw the counters. **3.** How many birds are there? Write the number.