

School-Home Letter

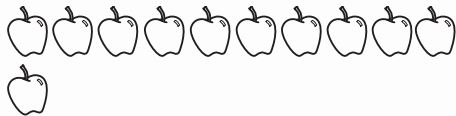
Dear Family,

My class started Chapter 7 this week. In this chapter, I will learn how to show, count, and write numbers 11 to 19.

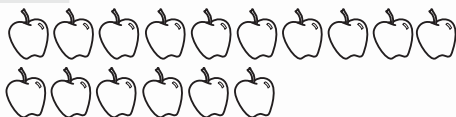
Love, _____

Vocabulary

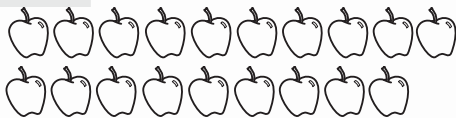
eleven 10 ones and 1 one



sixteen 10 ones and 6 ones

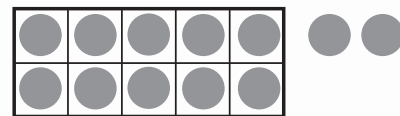


nineteen 10 ones and 9 ones



Home Activity

Draw a ten frame on a sheet of paper. Write numbers 11 to 19 on small pieces of paper and place them face down in a pile. Have your child turn over the cards and use small objects, such as pennies, to model the numbers.



12

Literature

Look for this book at the library. You and your child will have fun looking at the pages while building your child's counting skills.

Bears at the Beach: Counting 10 to 20
by Niki Yektai.
Millbrook Press, 2001.

Carta para la casa

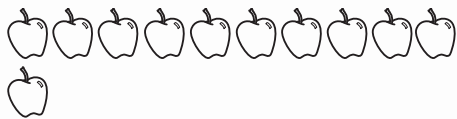
Querida familia:

Mi clase comenzó el Capítulo 7 esta semana. En este capítulo, aprenderé cómo mostrar, contar y escribir los números del 11 al 19.

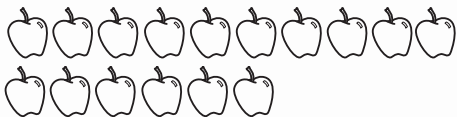
Con cariño, _____

Vocabulario

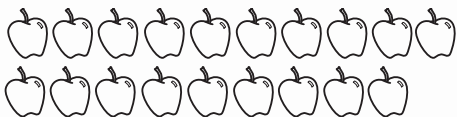
once uno más que diez



dieciséis uno más que quince

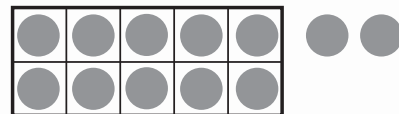


diecinueve uno más que dieciocho



Actividad para la casa

Dibuje dos cuadros de diez, uno al lado del otro, en una hoja de papel. Escriba los números del 11 al 19 en pequeños trozos de papel y póngalos boca abajo en una pila. Pídale a su hijo que dé vuelta las cartas y que use objetos pequeños como monedas de 1¢ para representar los números.



12

Literatura

Busque estos libros en la biblioteca. Usted y su hijo se divertirán mirando las páginas mientras refuerzan las destrezas de contar.

**Bears at the Beach:
Counting 10 to 20**
por Niki Yektai.
Millbrook Press, 2001.

Name _____

HANDS ON Lesson 7.1

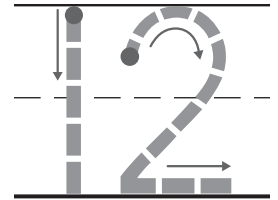
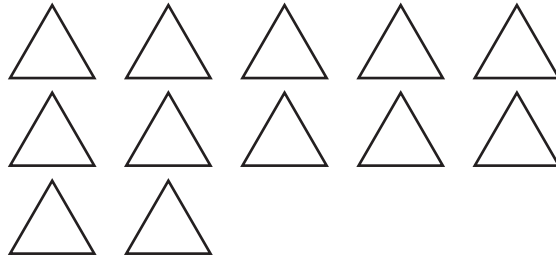
Model and Count 11 and 12

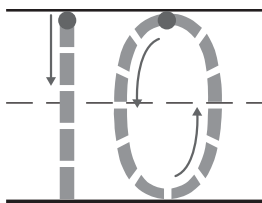


COMMON CORE STANDARD—K.NBT.1
Work with numbers 11–19 to gain foundations for place value.



12
twelve



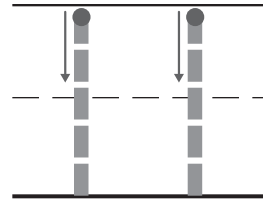
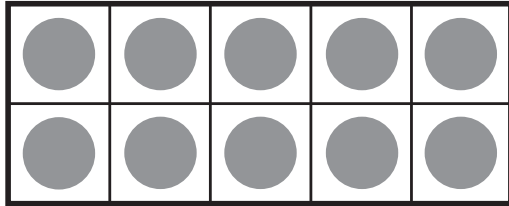


ones and _____

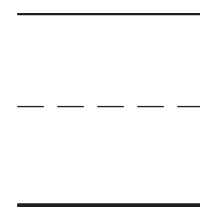
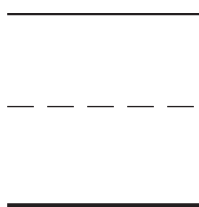
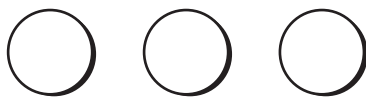
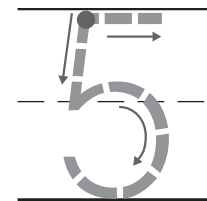
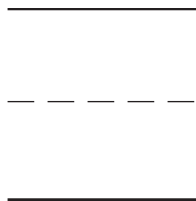
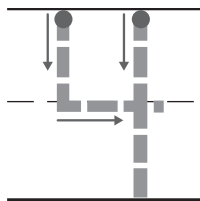
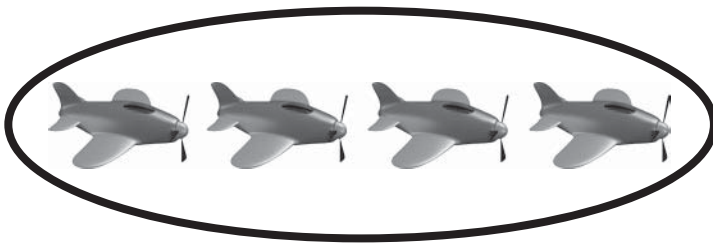
ones

DIRECTIONS 1. Count and tell how many. Trace the number. 2. Use counters to show the number 12. Draw the counters. 3. Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones are there? Write the number.

Lesson Check (K.NBT.1)



Spiral Review (K.CC.6, K.OA.5)



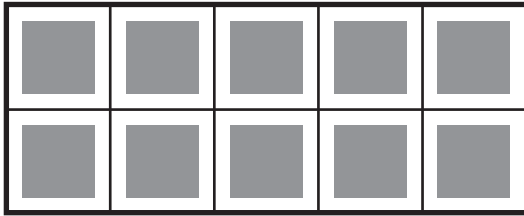
DIRECTIONS 1. Count and tell how many. Trace the number. 2. Write and trace to show the addition sentence for the sets of airplanes. 3. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is less..

Name _____

Count and Write 11 and 12



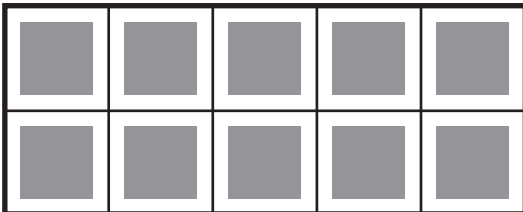
COMMON CORE STANDARD—K.CC.3
Know number names and the count sequence.











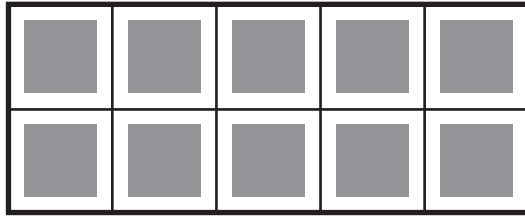




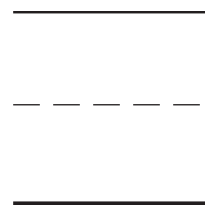
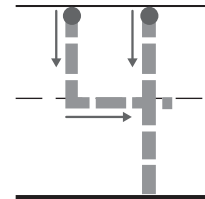
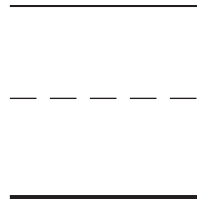
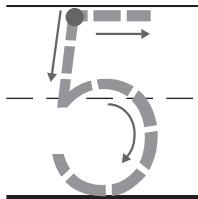


DIRECTIONS 1. Count and tell how many. Write the number. 2. Look at the ten ones and some more ones in Exercise 1. Complete the addition sentence to match. 3. Count and tell how many. Write the number. 4. Look at the ten ones and some more ones in Exercise 3. Complete the addition sentence to match.

Lesson Check (K.CC.3)



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



DIRECTIONS 1. Look at the ten ones and some more ones. Complete the addition sentence to match. 2. Trace and write to show the subtraction sentence for the fish. 3. How many birds are there? Write the number.

Name _____

HANDS ON Lesson 7.3

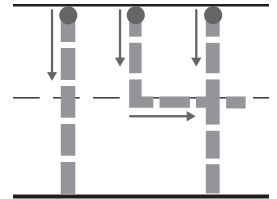
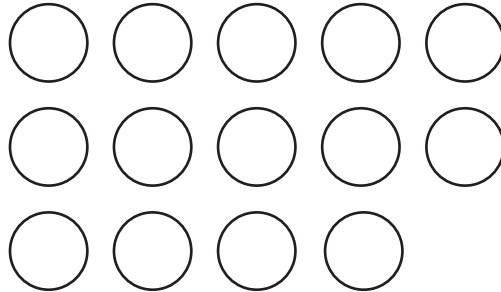
Model and Count 13 and 14

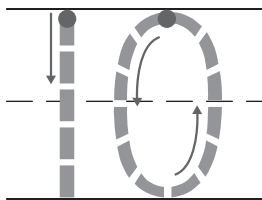


COMMON CORE STANDARD—K.NBT.1
Work with numbers 11–19 to gain foundations for place value.



14
fourteen



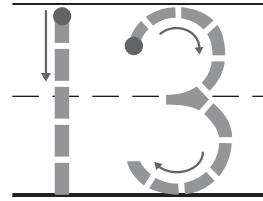
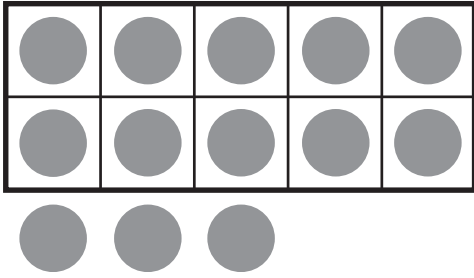


ones and

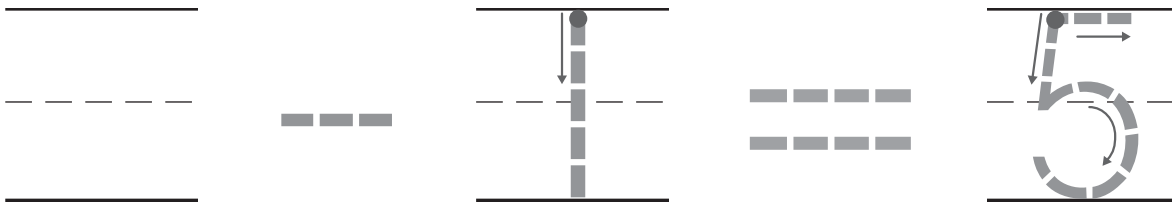
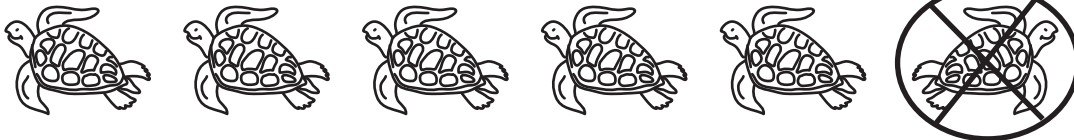
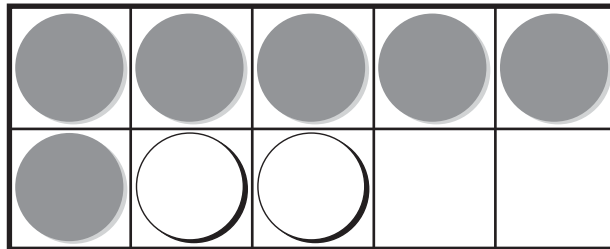
ones

DIRECTIONS 1. Count and tell how many. Trace the number. 2. Use counters to show the number 14. Draw the counters. 3. Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones are there? Write the number.

Lesson Check (K.NBT.1)



Spiral Review (K.OA.1, K.OA.2)



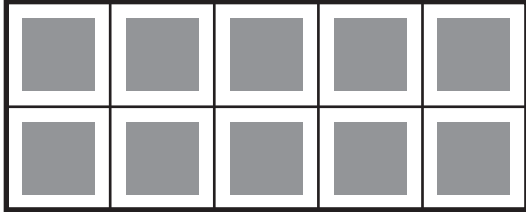
DIRECTIONS 1. Count and tell how many. Trace the number. 2. Show the sets that are put together. Trace the numbers and trace the symbol. 3. Trace and write to show the subtraction sentence for the set.

Name _____

Count and Write 13 and 14



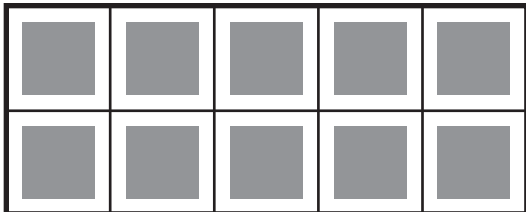
COMMON CORE STANDARD—K.CC.3
Know number names and the count sequence.











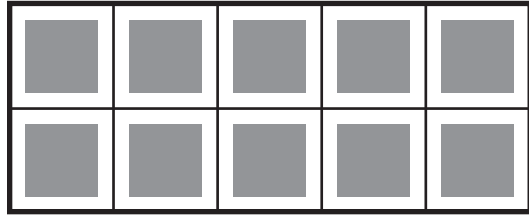




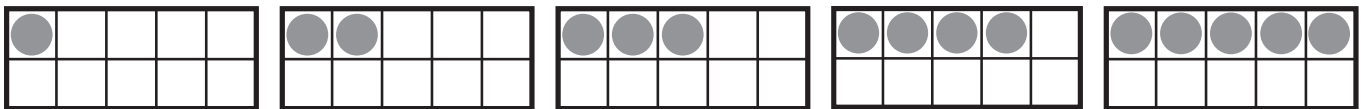
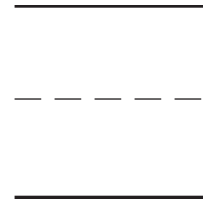
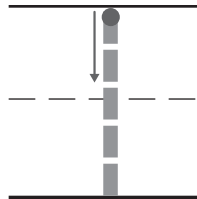
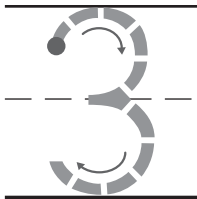
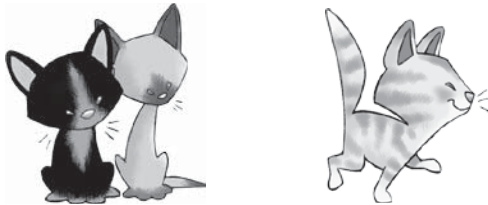


DIRECTIONS 1. Count and tell how many. Write the number. 2. Look at the ten ones and some more ones in Exercise 1. Complete the addition sentence to match. 3. Count and tell how many. Write the number. 4. Look at the ten ones and some more ones in Exercise 3. Complete the addition sentence to match.

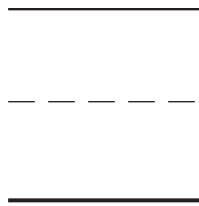
Lesson Check (K.CC.3)



Spiral Review (K.CC.4c, K.OA.1)

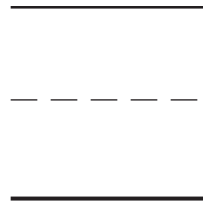


1



3

4



DIRECTIONS 1. Look at the ten ones and some more ones. Complete the addition sentence to match. 2. Tell a subtraction word problem about the cats. Write and trace to complete the subtraction sentence. 3. Count the dots in the ten frames. Begin with 1. Write the numbers in order as you count forward.

Name _____

HANDS ON Lesson 7.5

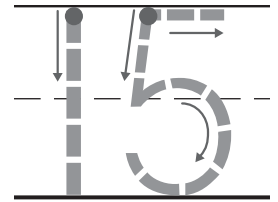
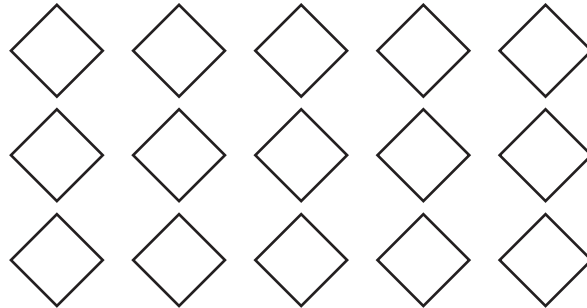
Model, Count, and Write 15

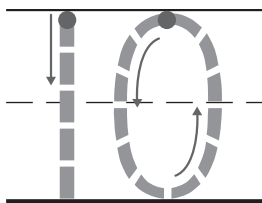


COMMON CORE STANDARD—K.NBT.1
Work with numbers 11–19 to gain foundations for place value.



15
fifteen



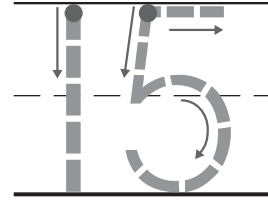
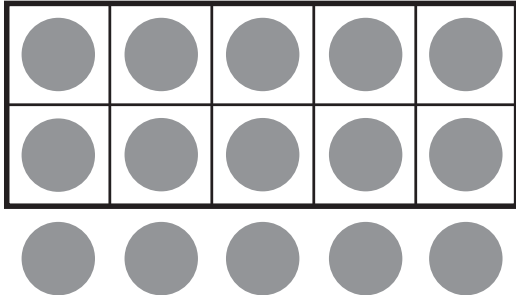


ones and

ones

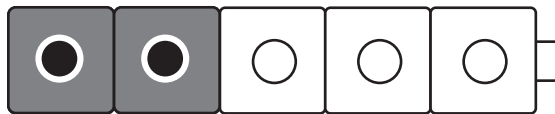
DIRECTIONS 1. Count and tell how many. Trace the number. 2. Use counters to show the number 15. Draw the counters. 3. Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones? Write the number.

Lesson Check (K.NBT.1)



Spiral Review (K.CC.6, K.OA.5)







DIRECTIONS 1. Count and tell how many. 2. Draw to solve this problem. The number of plates on the shelf is two less than 8. How many plates are on the shelf? Draw the plates. Write the number. 3. Complete the addition sentence to show the numbers that match the cube train.

Name _____

PROBLEM SOLVING

Lesson 7.6

Problem Solving • Use Numbers to 15



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

carrot plants

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DIRECTIONS There are 15 vegetables in the garden. They are planted in rows of 5. There are 2 carrot plants and 3 potato plants in each row. How many carrot plants are in the garden? Draw to solve the problem.

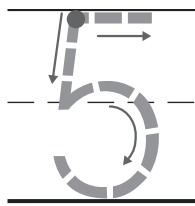
Lesson Check (K.CC.3)



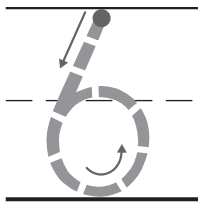
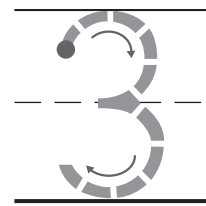
caps

Spiral Review (K.OA.2, K.OA.4)

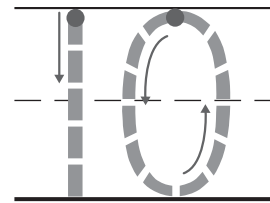




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DIRECTIONS 1. There are 15 children. Ten children are each wearing 1 cap. How many more caps would you need to have one cap on each child?. Draw to solve the problem. Write how many more caps. 2. Trace and write to show the subtraction sentence for the penguins. 3. Look at the cube train. How many white cubes are added to the gray cubes to make 10? Write and trace to show this as an addition sentence.

Name _____

HANDS ON Lesson 7.7

Model and Count 16 and 17



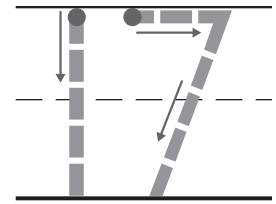
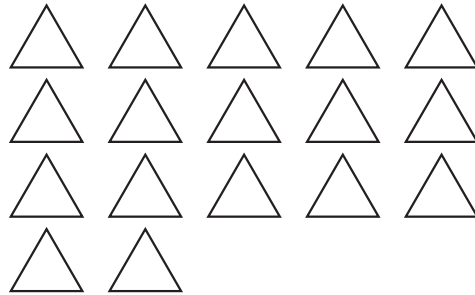
COMMON CORE STANDARD—K.NBT.1

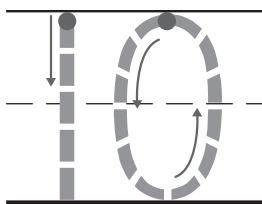
Work with numbers 11–19 to gain foundations for place value.



17

seventeen



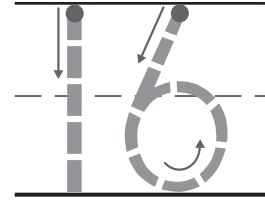
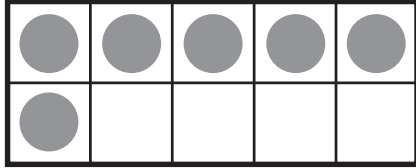
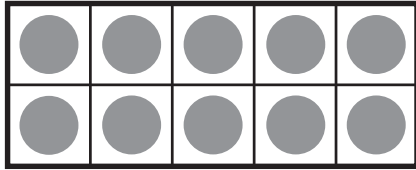


ones and

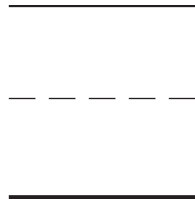
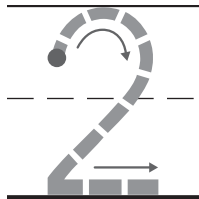
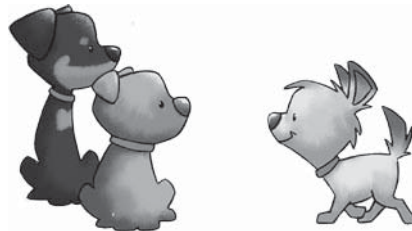
ones

DIRECTIONS 1. Count and tell how many. Trace the number. 2. Place counters in the ten frames to show the number 17. Draw the counters. 3. Look at the counters you drew in the ten frames. How many ones are in the top ten frame? Trace the number. How many ones are in the bottom ten frame? Write the number.

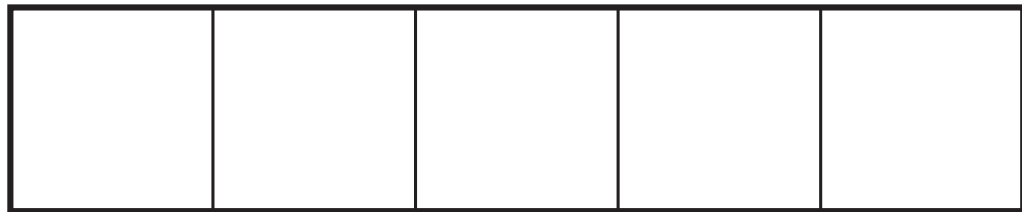
Lesson Check (K.NBT.1)



Spiral Review (K.CC.4b, K.OA.1)



5



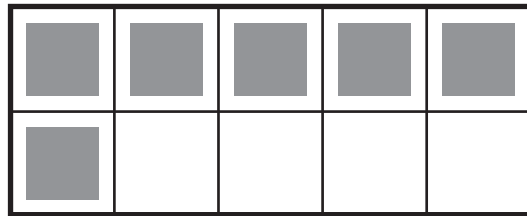
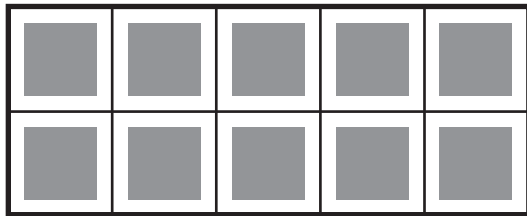
DIRECTIONS 1. Count and tell how many. Trace the number. 2. Tell an addition word problem about the dogs. Write and trace to complete the addition sentence. 3. How many counters would you place in the five frame to show the number? Draw the counters.

Name _____

Count and Write 16 and 17



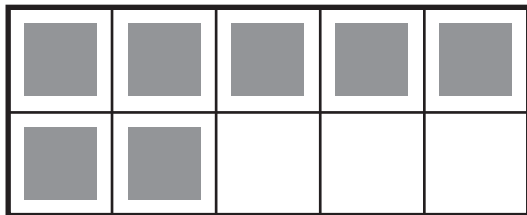
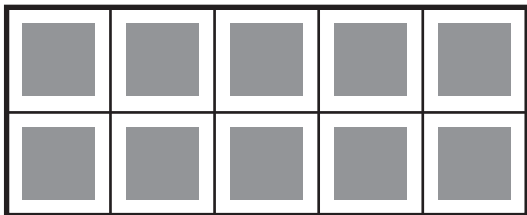
COMMON CORE STANDARD—K.CC.3
Know number names and the count sequence.











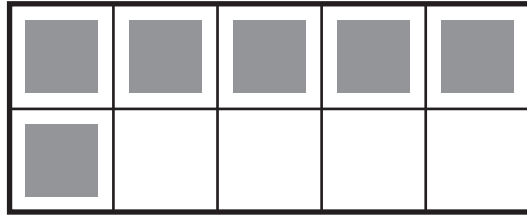
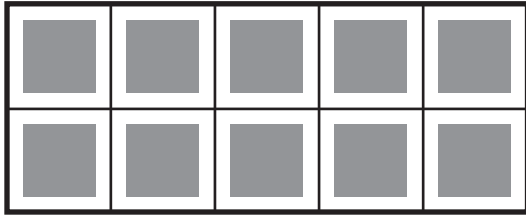






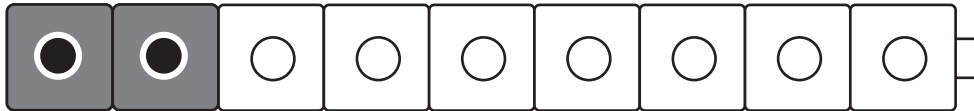
DIRECTIONS 1. Count and tell how many. Write the number. 2. Look at the ten frames in Exercise 1. Complete the addition sentence to match. 3. Count and tell how many. Write the number. 4. Look at the ten frames in Exercise 3. Complete the addition sentence to match.

Lesson Check (K.CC.3)



	+		=	

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



	+		=	



DIRECTIONS 1. Look at the ten frames. Complete the addition sentence to match. 2. Complete the addition sentence to show the numbers that match the cube train. 3. How many bicycles are there? Write the number.

Name _____

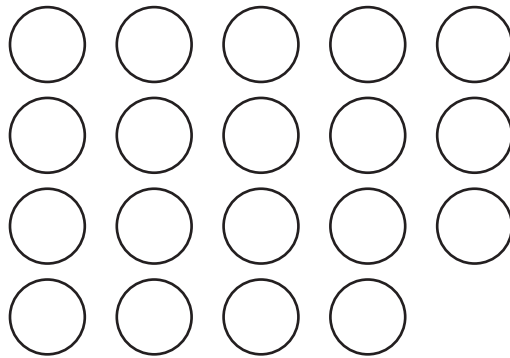
HANDS ON Lesson 7.9

Model and Count 18 and 19



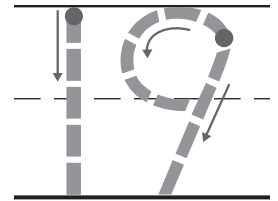
19

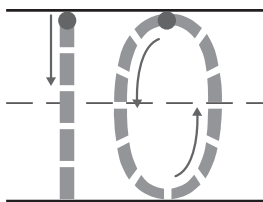
nineteen



COMMON CORE STANDARD—K.NBT.1

Work with numbers 11–19 to gain foundations for place value.



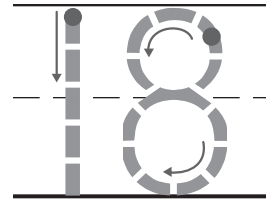
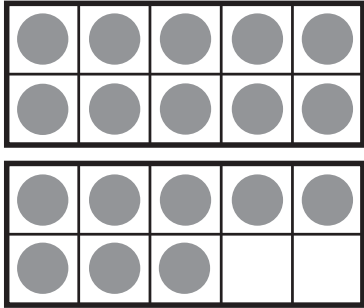


ones and _____

ones

DIRECTIONS 1. Count and tell how many. Trace the number. 2. Place counters in the ten frame to show the number 19. Draw the counters. 3. Look at the counters you drew in the ten frames. How many ones are in the top ten frame? Trace the number. How many ones are in the bottom ten frame? Write the numbers.

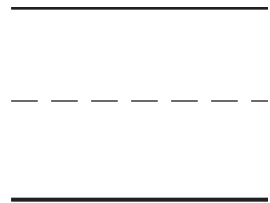
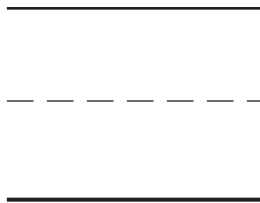
Lesson Check (K.NBT.1)



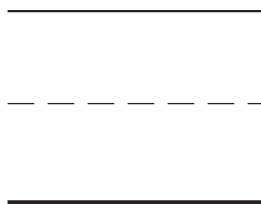
Spiral Review (K.OA.1, K.OA.3)



10



4 take away 2



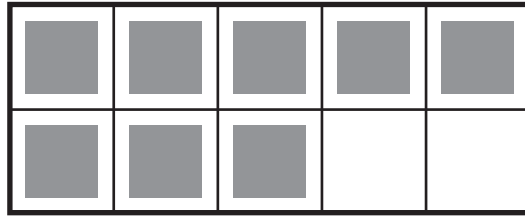
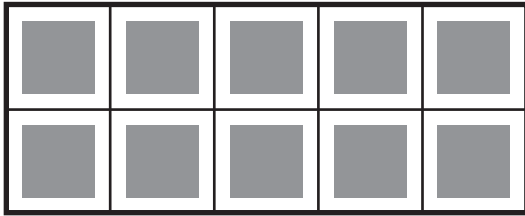
DIRECTIONS 1. Count and tell how many. Trace the number. 2. Complete the addition sentence to show the numbers that match the cube train. 3. Tell a subtraction word problem about the birds. Write the number that shows how many birds are left.

Name _____

Count and Write 18 and 19



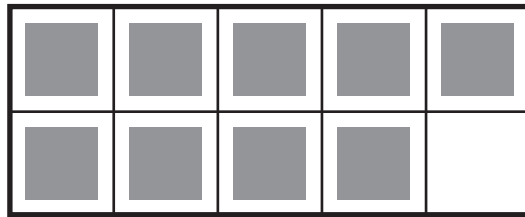
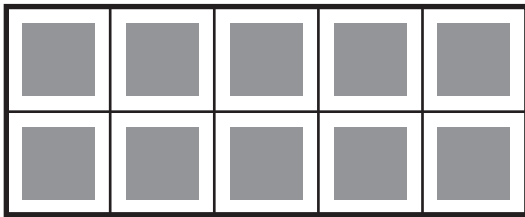
COMMON CORE STANDARD—K.CC.3
Know number names and the count sequence.











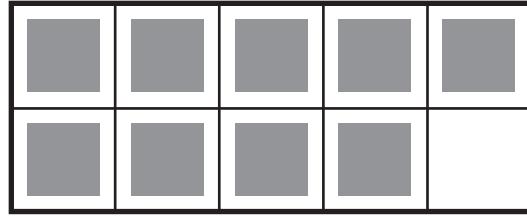
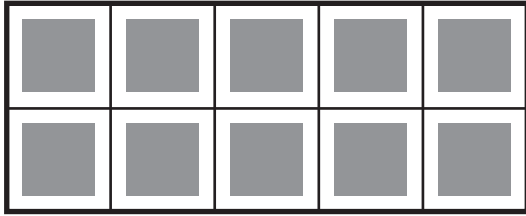






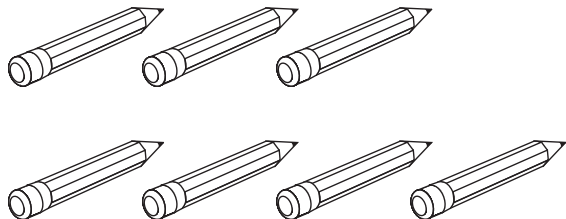
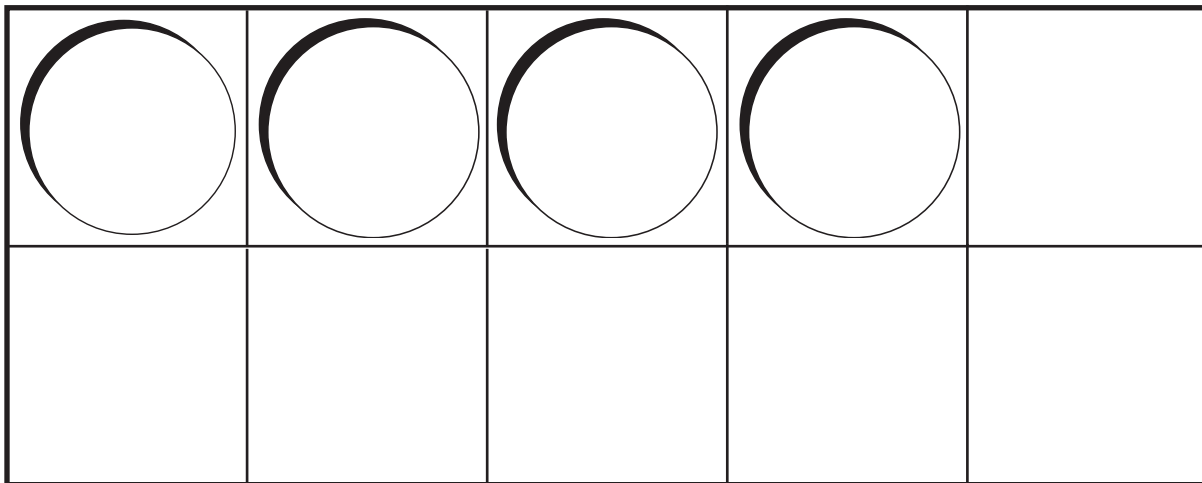
DIRECTIONS 1. Count and tell how many. Write the number. 2. Look at the ten frames in Exercise 1. Complete the addition sentence to match. 3. Count and tell how many. Write the number. 4. Look at the ten frames in Exercise 3. Complete the addition sentence to match.

Lesson Check (K.CC.3)



	+		=

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



DIRECTIONS 1. Look at the ten frames. Complete the addition sentence to match. 2. How many more counters would you place to model a way to make 8? Draw the counters. 3. How many pencils are there? Write the number.