School-Home
Letter

Dear Family,

My class started Chapter 8 this week. In this chapter, I will learn how to show, count, and write numbers to 20 and beyond.
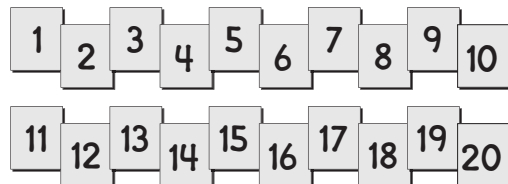
Love, _____

Vocabulary

twenty I ten and 10 ones

🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎
🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎

20

Home Activity

Make a set of number flash cards. Ask your child to lay out 20 cards to model what a set of 20 objects looks like. Then ask your child to place the number cards in the correct order from I to 20. Have your child point to each card and count forward from the number I.
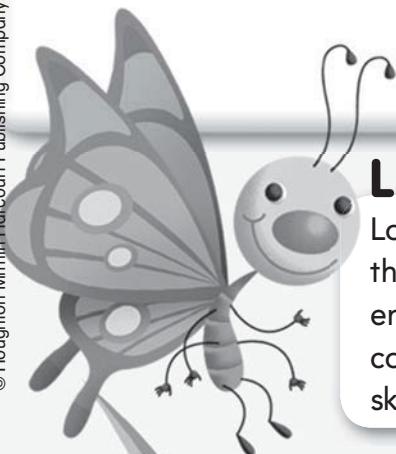
1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

Literature

Look for these books at the library. Your child will enjoy these fun books while continuing to build counting skills.

20 Hungry Piggies by Trudy Harris. Millbrook Press, 2006.

Count! by Denise Fleming. Henry Holt and Co., 1995.

Carta
para la casa

Querida familia:

Mi clase comenzó el Capítulo 8 esta semana. En este capítulo, aprenderé cómo mostrar, contar y escribir números hasta el 20 y más allá. .

Con cariño, _____

Vocabulario

veinte una decena y 10 unidades

🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎
🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎

20

Actividad para la casa

Tome un conjunto de tarjetas nemotécnicas con números. Pídale a su hijo que separe 20 tarjetas para mostrar cómo es un conjunto de 20. Luego, pídale que ponga las tarjetas en el orden correcto del 1 al 20. Pídale a su hijo que señale cada carta y que cuente hacia delante desde el número 1.

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
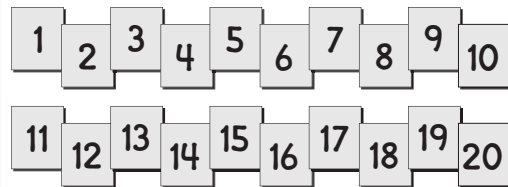
Literatura

Busque estos libros en la biblioteca. Su hijo disfrutará de estos libros divertidos mientras continua construir las habilidades de recuento.

20 Hungry Piggies por Trudy Harris. Millbrook Press, 2006.

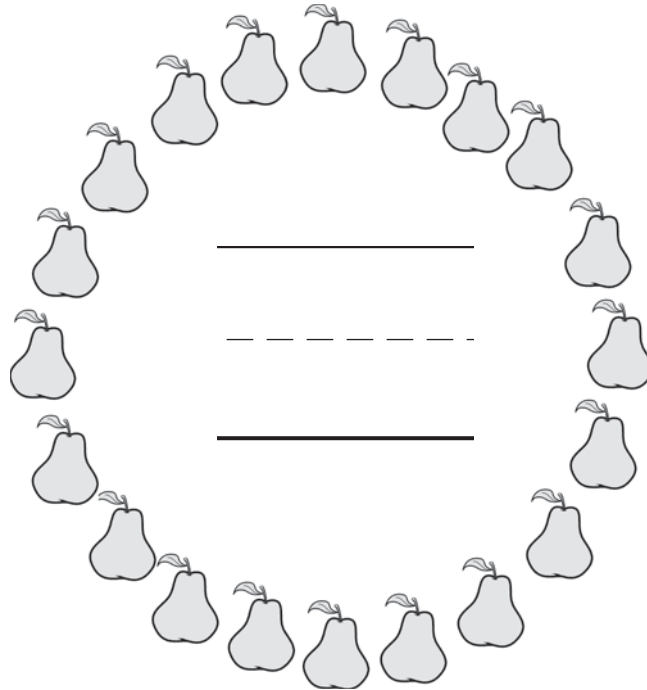**Count!** por Denise Fleming. Henry Holt and Co., 1995.

Model and Count 20

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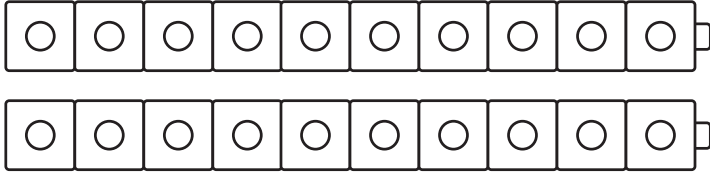*Count to tell the number of objects.*

1

_____
— — — — —
_____

- -

2

_____
— — — — —
_____

DIRECTIONS 1–2. Count and tell how many pieces of fruit. Write the number. Tell a friend how you counted the fruit.
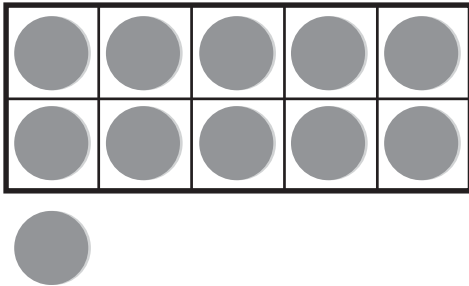
Chapter 8

Lesson Check (K.CC.5)

1

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

_____
_ _ _ _ _ _ _ _ _
_____

Spiral Review (K.OA.5, K.NBT.1)

2

_____
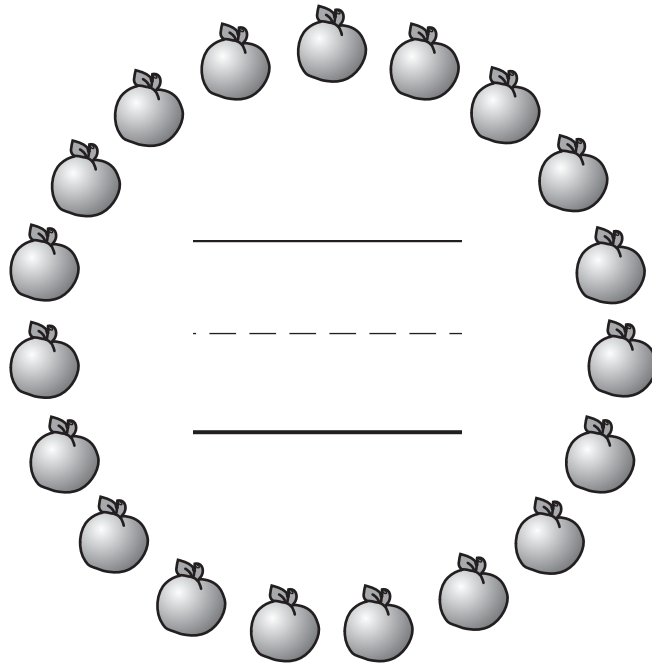_ _ _ _ _ _ _ _ _
_____

3

1 + ___ = 5
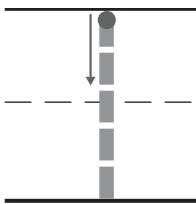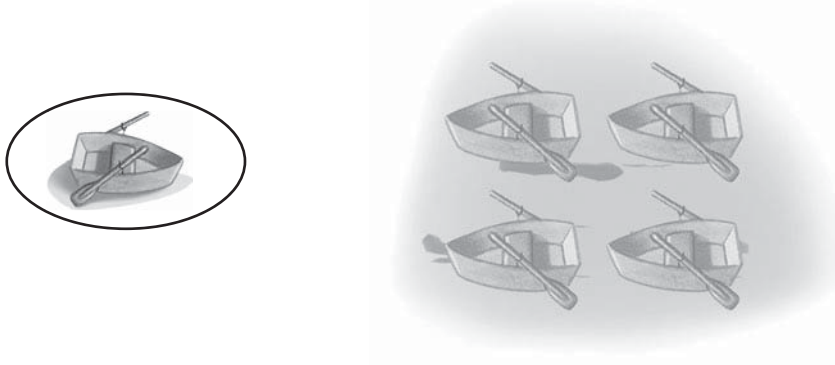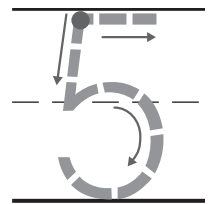
DIRECTIONS **1–2.** Count and tell how many. Write the number. **3.** Tell an addition word problem about the boats. Write and trace to complete the addition sentence.

Count and Write to 20

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

1

_____

- - - - - - - - - - -

_____

2

_____

- - - - - - - - - - -

_____
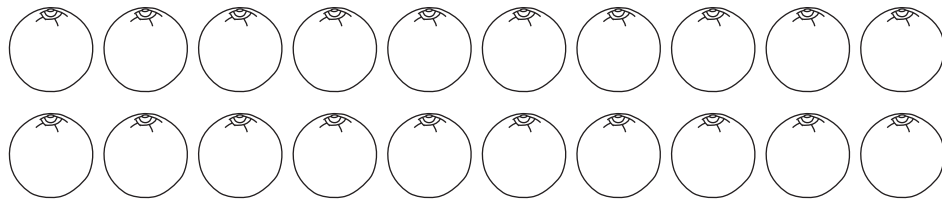
DIRECTIONS   1–2. Count and tell how many pieces of fruit.
Write the number.

Lesson Check

1

_____

- - - - - - - -

_____

Spiral Review

2

_____

- - - - - - - -

_____

3

DIRECTIONS   1–2. Count and tell how many. Write the
number.   **3.** Complete the addition sentence to show the numbers
that match the cube train.

Count and Order to 20

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

1.

1 4   **2**

6

2.

6
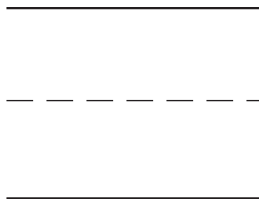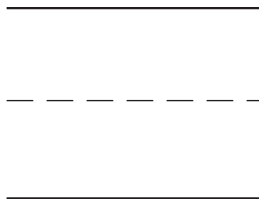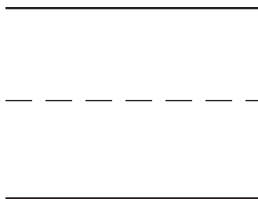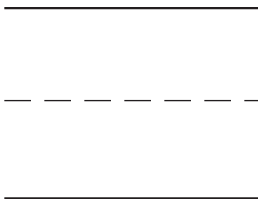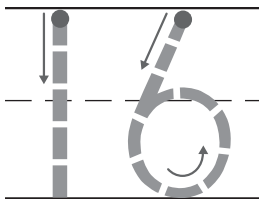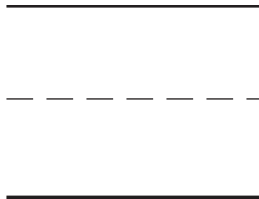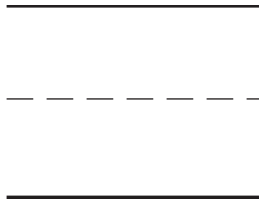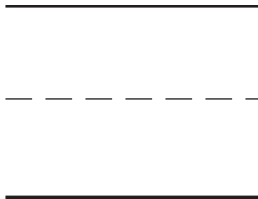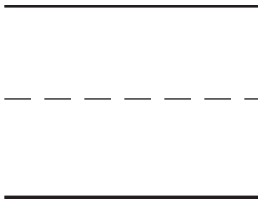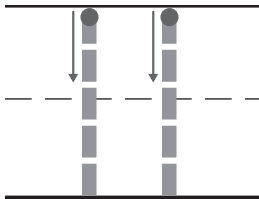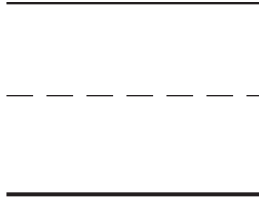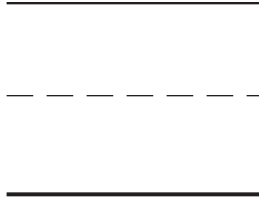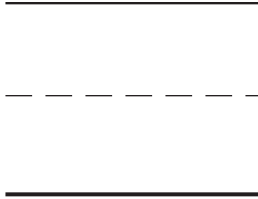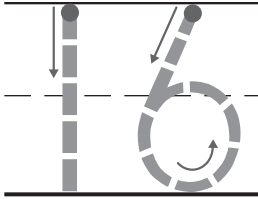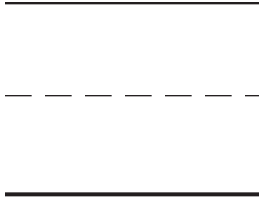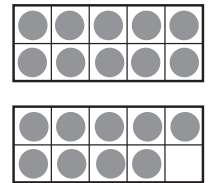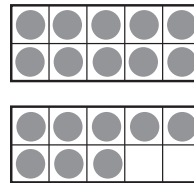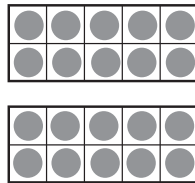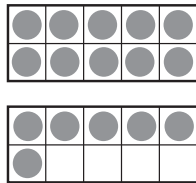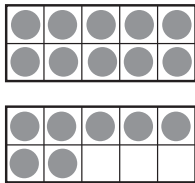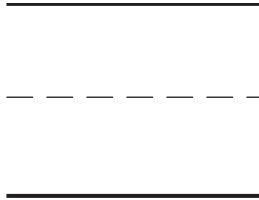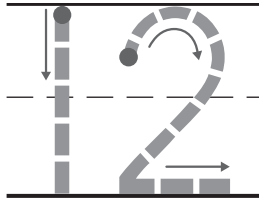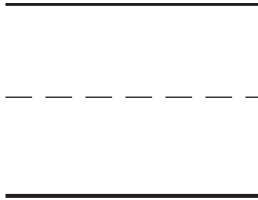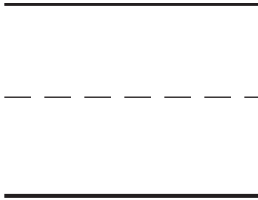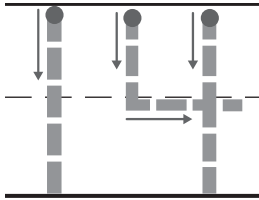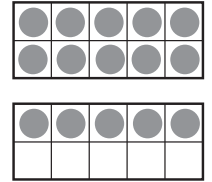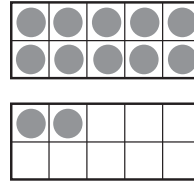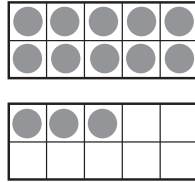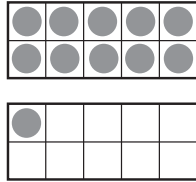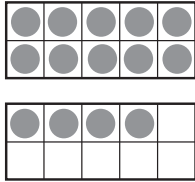
DIRECTIONS   1. Count the dots in each set of ten frames. Trace
or write the numbers.   **2.** Trace and write those numbers in order.

Lesson Check

1

13 14 ___ 16 17

Spiral Review

2

___ + 4 = 7

3

___

___

___
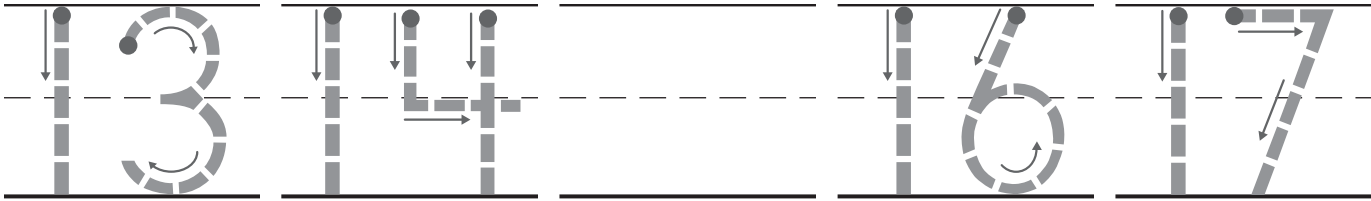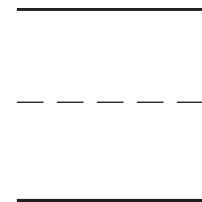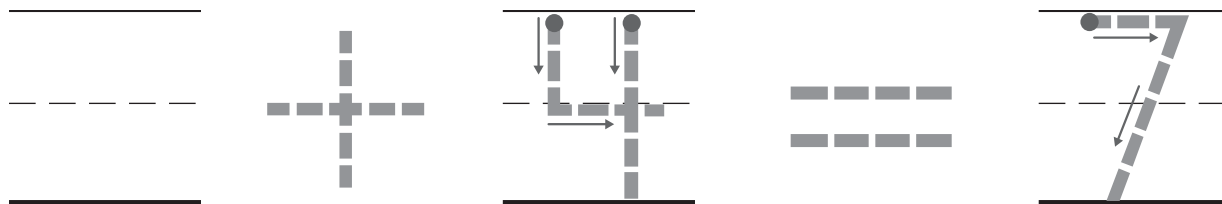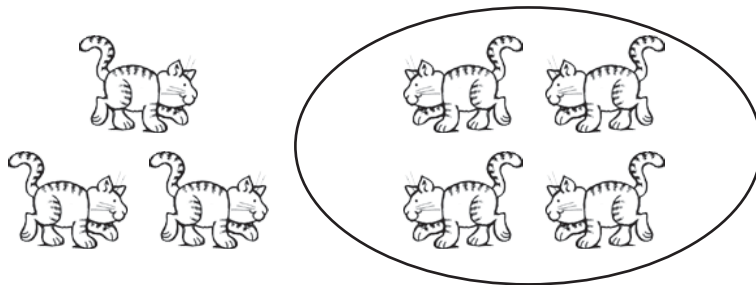
DIRECTIONS 1. Count forward. Trace and write the numbers in order. **2.** Tell an addition word problem about the cats. Write and trace to complete the addition sentence. **3.** How many erasers are there? Write the number.

P142 one hundred forty-two

Problem Solving • Compare Numbers to 20

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

1 _____

- - - - - - -

_____

_____

- - - - - - -

_____

2 _____

- - - - - - -

_____

_____

- - - - - - -

_____

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DIRECTIONS **1.** Teni has 16 berries. She has a number of berries two greater than Marta. Use cubes to model the sets of berries. Compare the sets. Which set is larger? Draw the cubes. Write how many in each set. Circle the greater number. Tell a friend how you compared the numbers. **2.** Ben has 18 pears. Sophia has a number of pears two less than Ben. Use cubes to model the sets of pears. Compare the sets. Which set is smaller? Draw the cubes. Write how many in each set. Circle the number that is less. Tell a friend how you compared the numbers.

Lesson Check (K.CC.6)

1

_____

- - - - - - - - - -

_____

_____

- - - - - - - - - -

_____

Spiral Review (K.CC.6, K.NBT.1)

2

_____

- - - - - - - - - -

_____

3
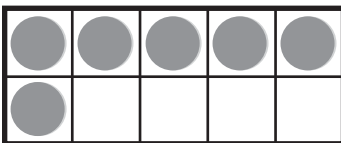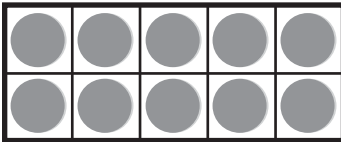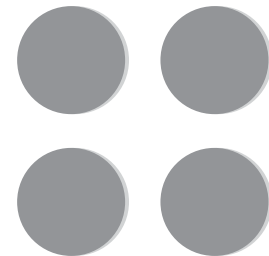
DIRECTIONS **1.** Jim has 20 grapes. Mia has a number of grapes two less than Jim. Use cubes to model the sets of grapes. Compare the sets. Which set is smaller? Draw the cubes. Write how many in each set. Circle the number that is less. **2.** Count and tell how many. Write the number. **3.** Count the counters in each set. Circle the set that has a greater number of counters.

P144 one hundred forty-four

Count to 50 by Ones

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

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

DIRECTIONS   1. Look away and point to any number. Circle that number. Count forward from that number. Draw a line under the number 50.

Lesson Check (K.CC.1)

1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

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

2

$$7 = \underline{} + \underline{}$$

3
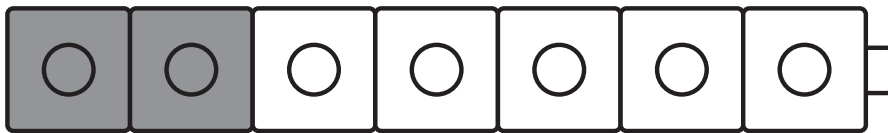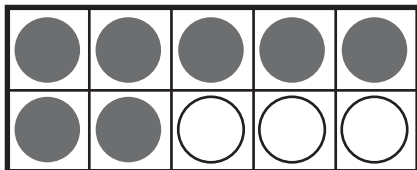
$$10 - 3 = \underline{}$$

DIRECTIONS 1. Begin with 1 and count forward to 20. What is the next number? Draw a line under that number. 2. Complete the addition sentence to show the numbers that match the cube train. 3. Shelley has 10 counters. Three of her counters are white. The rest of her counters are gray. How many are gray? Complete the subtraction sentence to show the answer. **(Lesson 6.2)**

Name _____

Count to 100 by Ones

| 1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

DIRECTIONS 1. Point to each number as you count to 100. Look away and point to any number. Circle that number. Count forward to 100 from that number. Draw a line under the number 100.
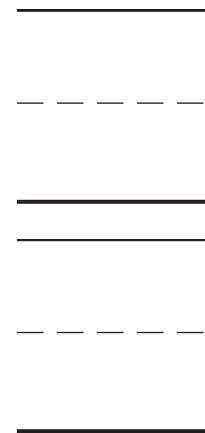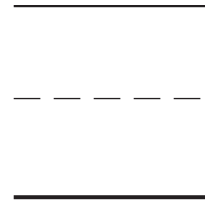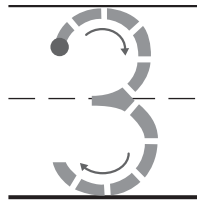
Lesson Check (K.CC.1)

1

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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

2

$$4 - 3 = \underline{}$$

3
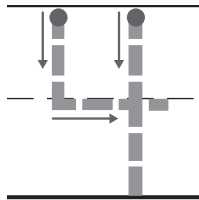
DIRECTIONS **1.** Begin with 71 and count forward to 80. What is the next number? Draw a line under that number. **2.** Pete makes the cube train shown. He takes the cube train apart to show how many cubes are gray. Complete the subtraction sentence to show Pete's cube train. **3.** Count how many flowers. Write the number. Draw to show a set of counters that has the same number as the set of flowers. Write the number.

P148 one hundred forty-eight

Name _____

Count to 100 by Tens

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

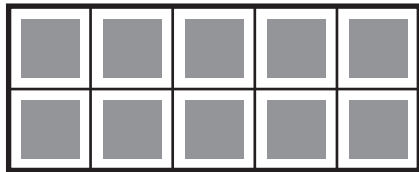**DIRECTIONS** 1. Trace the numbers to complete the counting order to 100. Count by tens as you point to the numbers you traced.

Lesson Check

1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

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

2

3
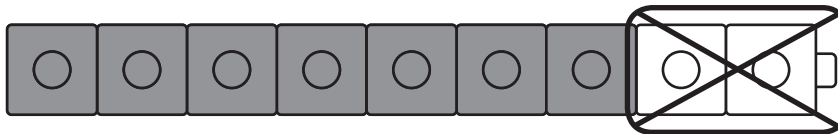
DIRECTIONS **1.** Count by tens as you point to the numbers in the shaded boxes. Start with the number 10. What number do you end with? Draw a line under that number. **2.** How many tiles are there? Write the number. **3.** Complete the subtraction sentence that matches the cube train.

Count by Tens

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

1

20   30   40

2

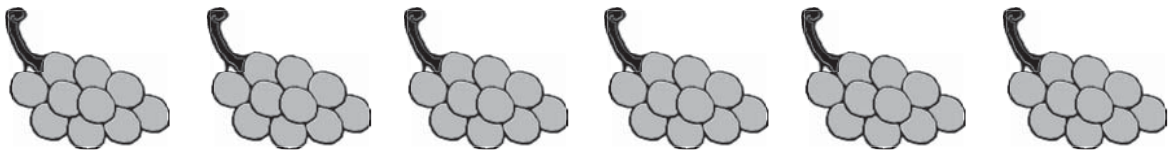30   40   50

3

60   70   80

4

80   90   100

5

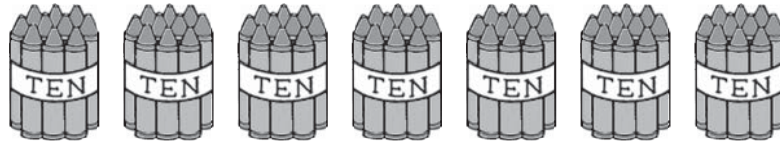80   90   100

DIRECTIONS   1–5. Point to each set of 10 as you count by tens.
Circle the number that shows how many.

Lesson Check (K.CC.1)
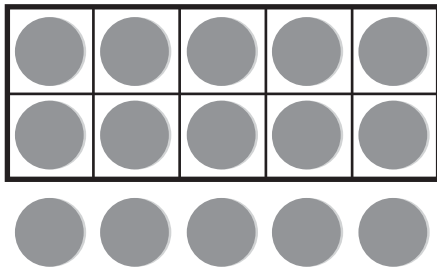
1

60   70   80

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

2

_____

- - - - - - -

_____

3

4 = = = _ _ _ _ + _ _ _ _

DIRECTIONS **1.** Point to each set of 10 as you count by tens. Circle the number that shows how many crayons there are.   **2.** Count and tell how many. Write the number.   **3.** Complete the addition sentence to match the cube train.

P152 one hundred fifty-two