

# 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.

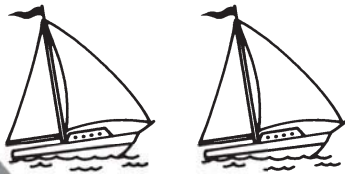
Love, \_\_\_\_\_

### 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.

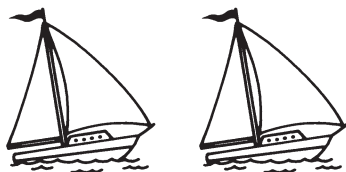
Con cariño, \_\_\_\_\_

### 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.

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### 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 \_\_\_\_\_

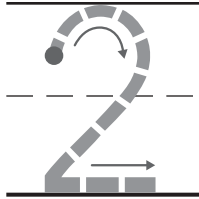
# HANDS ON Lesson 1.1

## Model and Count 1 and 2



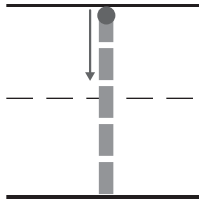
COMMON CORE STANDARD MACC.K.CC.2.4a

Count to tell the number of objects.



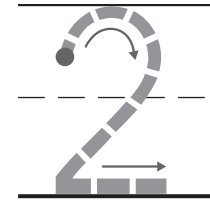
two

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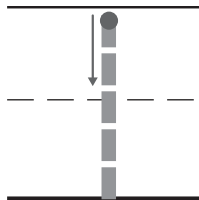
one

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two

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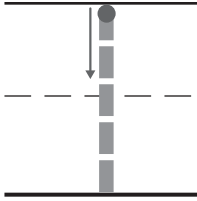


one

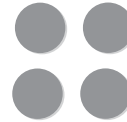
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**DIRECTIONS** 1–4. Say the number. Count out that many counters in the five frame. Draw the counters.

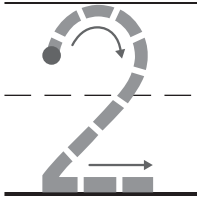
## Lesson Check (MACC.K.CC.2.4a)



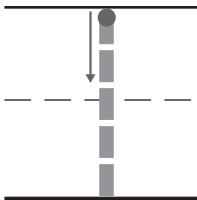
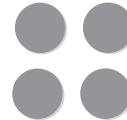
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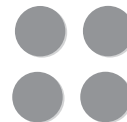
## Spiral Review (MACC.K.CC.2.4a)



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**DIRECTIONS** 1–3. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer.  
(Lesson 1.1)

Name \_\_\_\_\_

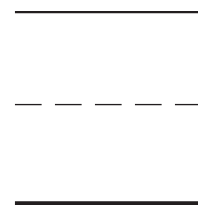
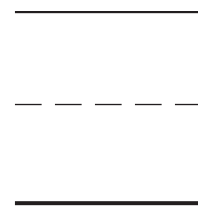
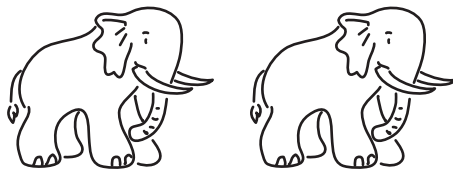
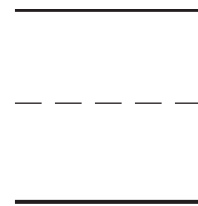
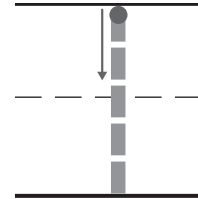
# Lesson 1.2

## Count and Write 1 and 2



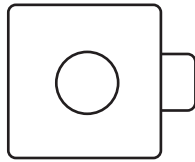
COMMON CORE STANDARD MACC.K.CC.1.3

Know number names and the count sequence.



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

# Lesson Check (MACC.K.CC.1.3)



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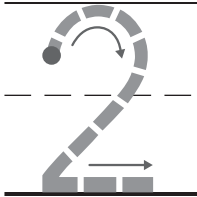
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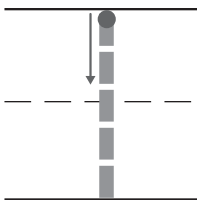
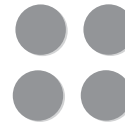
4



# Spiral Review (MACC.K.CC.2.4a)



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**DIRECTIONS** 1. Count and tell how many cubes. Mark under your answer. (Lesson 1.2) 2–3. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer. (Lesson 1.1)

Name \_\_\_\_\_

# HANDS ON Lesson 1.3

## Model and Count 3 and 4



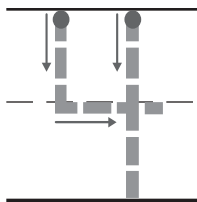
COMMON CORE STANDARD MACC.K.CC.2.4a

Count to tell the number of objects.



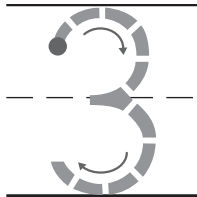
three

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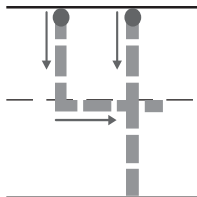
four

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three

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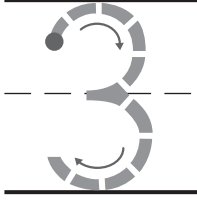


four

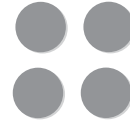
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**DIRECTIONS** 1–4. Say the number as you trace it. Count out that many counters in the five frame. Draw the counters.

# Lesson Check (MACC.K.CC.2.4a)



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# Spiral Review (MACC.K.CC.1.3, MACC.K.CC.2.4a)



1



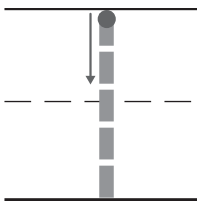
2



3



4



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**DIRECTIONS** 1. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer. (Lesson 1.3) 2. Count and tell how many umbrellas. Mark under your answer. (Lesson 1.2) 3. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer. (Lesson 1.1)



Name \_\_\_\_\_

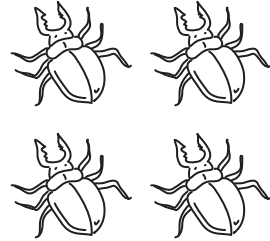
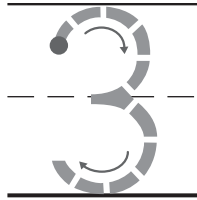
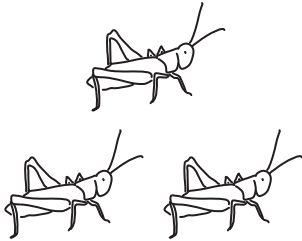
# Lesson 1.4

## Count and Write 3 and 4



COMMON CORE STANDARD MACC.K.CC.1.3

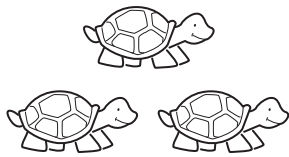
Know number names and the count sequence.



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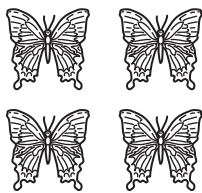
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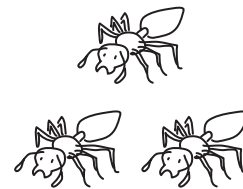
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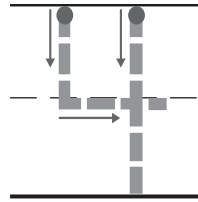
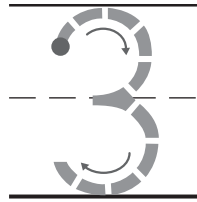
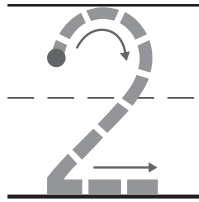
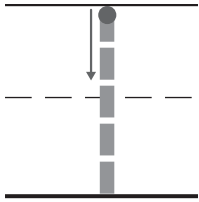
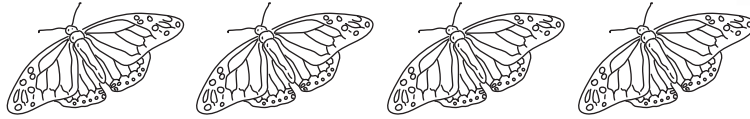
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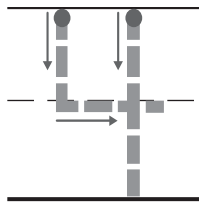
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**DIRECTIONS** 1–6. Count and tell how many. Write the number.

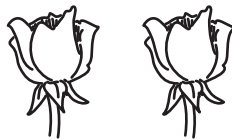
# Lesson Check (MACC.K.CC.1.3)



# Spiral Review (MACC.K.CC.1.3, MACC.K.CC.2.4a)



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1



2



3



4



**DIRECTIONS** 1. Count and tell how many butterflies. Mark under your answer. (Lesson 1.4) 2. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer. (Lesson 1.3) 3. Count and tell how many flowers. Mark under your answer. (Lesson 1.2)

Name \_\_\_\_\_

# HANDS ON Lesson 1.5

## Model and Count 5



COMMON CORE STANDARD MACC.K.CC.2.4a

Count to tell the number of objects.



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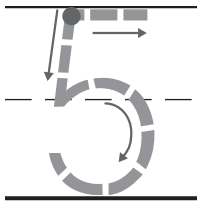
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**DIRECTIONS** 1. Place counters to show five. Draw the counters. Write the number. 2. Place counters to show three. Draw the counters. Write the number. 3. Place counters to show four. Draw the counters. Write the number. 4. Place counters to show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

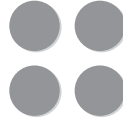
# Lesson Check (MACC.K.CC.2.4a)



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# Spiral Review (MACC.K.CC.1.3)

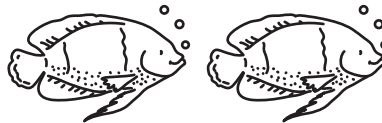


1

2

3

4



1

2

3

4

**DIRECTIONS** 1. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer.

(Lesson 1.5) 2. Count and tell how many cars. Mark under your answer.

(Lesson 1.4) 3. Count and tell how many fish. Mark under your answer.

(Lesson 1.2)

Name \_\_\_\_\_

# Lesson 1.6

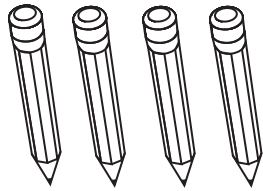
## Count and Write 5

COMMON CORE STANDARDS MACC.K.CC.2.4b

Count to tell the number of objects.



1



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2

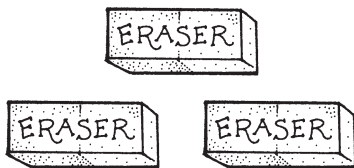


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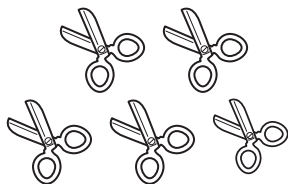


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5



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6



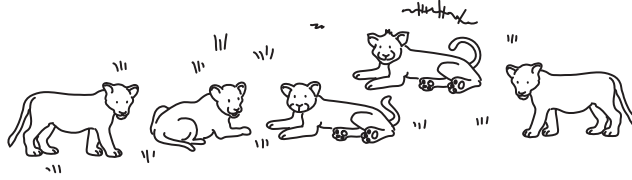
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**DIRECTIONS** 1–6. Count and tell how many. Write the number.

**Lesson Check** (MACC.K.CC.2.4b)



2



3



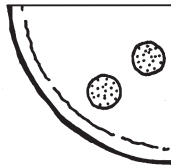
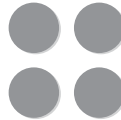
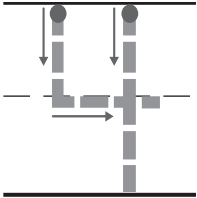
4



5



**Spiral Review** (MACC.K.CC.1.3, MACC.K.CC.2.4a)



2



3



4



5



**DIRECTIONS** 1. Count and tell how many animals. Mark under your answer. (Lesson 1.6) 2. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer. (Lesson 1.3) 3. Count and tell how many pieces of pepperoni. Mark under your answer. (Lesson 1.2)

Name \_\_\_\_\_

# HANDS ON Lesson 1.7

## Algebra • Ways to Make 5



COMMON CORE STANDARD MACC.K.OA.1.3

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

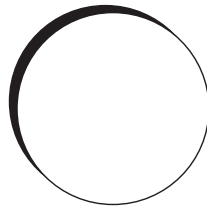


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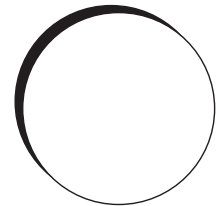


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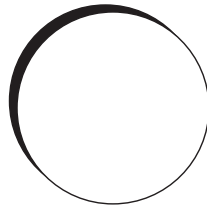


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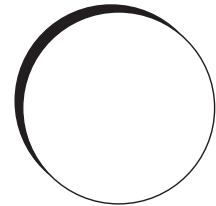


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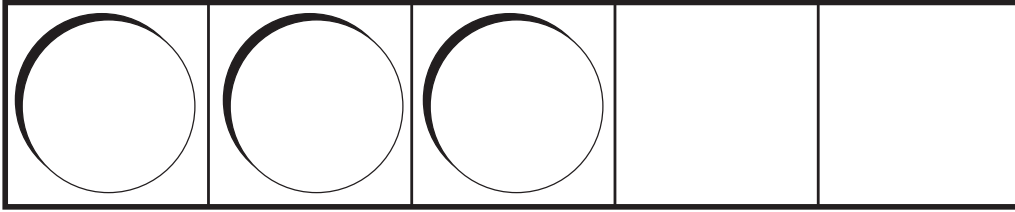
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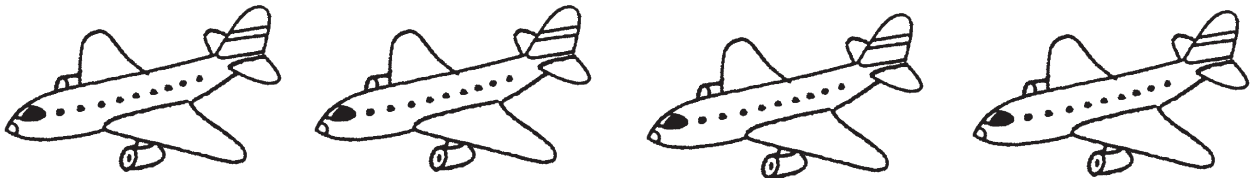


**DIRECTIONS** 1–2. Use two colors of counters to show a way to make 5. Color to show the counters. Write the numbers to show the pair that makes 5.

**Lesson Check** (MACC.K.OA.1.3)



**Spiral Review** (MACC.K.CC.1.3, MACC.K.CC.2.4b)



**DIRECTIONS** 1. How many more counters would you place in the five frame to show a way to make 5? Mark under your answer. (Lesson 1.7) 2. Count and tell how many ladybugs. Mark under your answer. (Lesson 1.6) 3. Count and tell how many airplanes. Mark under your answer. (Lesson 1.4)



Name \_\_\_\_\_

# HANDS ON Lesson 1.8

## Count and Order to 5

COMMON CORE STANDARD MACC.K.CC.2.4c

Count to tell the number of objects.



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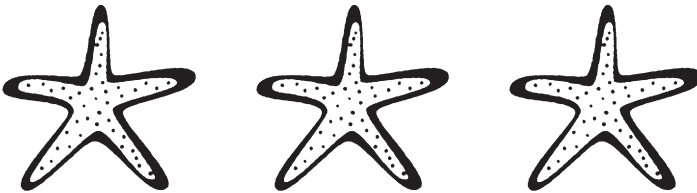
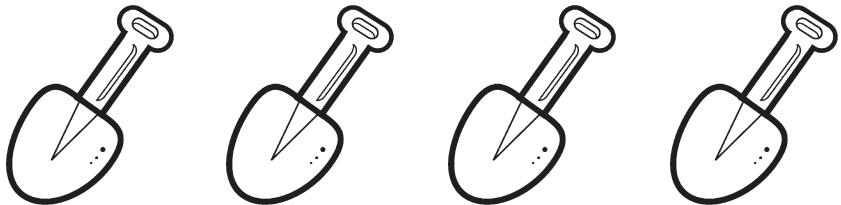
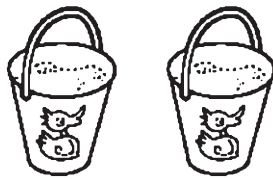
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**DIRECTIONS** 1. Count the objects in each set. Write the number beside the set of objects. Write those numbers in order beginning with number 1.

# Lesson Check (MACC.K.CC.2.4c)

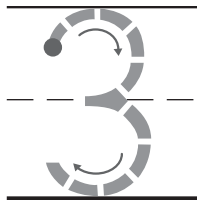


1, 2, 3, 4, 5	2, 1, 3, 4, 5	3, 2, 1, 4, 5	5, 4, 1, 2, 3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Spiral Review (MACC.K.CC.1.3, MACC.K.CC.2.4a)



2	3	4	5
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**DIRECTIONS** 1. Which set of numbers is in order? Mark under your answer. (Lesson 1.8) 2. Count and tell how many stars. Mark under your answer. (Lesson 1.4) 3. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer. (Lesson 1.3)

Name \_\_\_\_\_

# PROBLEM SOLVING

## Lesson 1.9

### Problem Solving • Understand 0



COMMON CORE STANDARD MACC.K.CC.1.3

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** (MACC.K.CC.1.3)



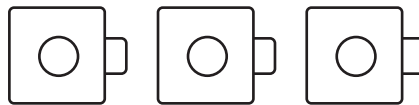
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3

**Spiral Review** (MACC.K.CC.1.3)



2

3

4

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0

1

2

3

- DIRECTIONS**
1. 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? Mark under your answer. (Lesson 1.9)
  2. Count and tell how many cubes. Mark under your answer. (Lesson 1.4)
  3. Count and tell how many squirrels. Mark under your answer. (Lesson 1.2)

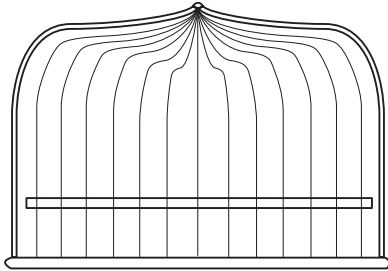
Name \_\_\_\_\_

# Identify and Write 0

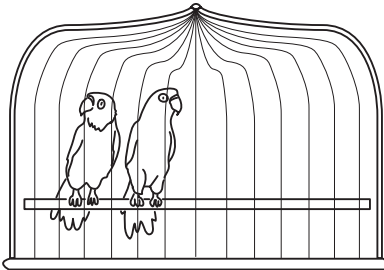


COMMON CORE STANDARDS MACC.K.CC.1.3

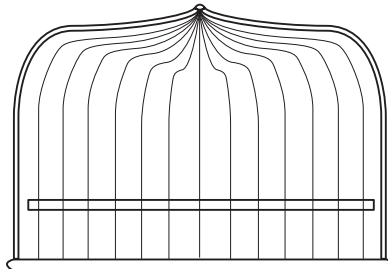
Know number names and the count sequence.



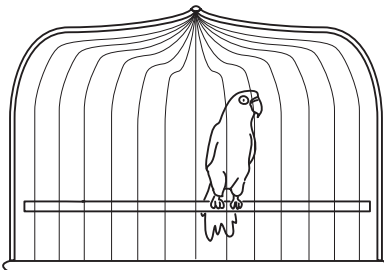
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**DIRECTIONS** 1–4. How many birds are in the cage? Write the number. Circle the cages that have 0 birds.

**Lesson Check** (MACC.K.CC.1.3)

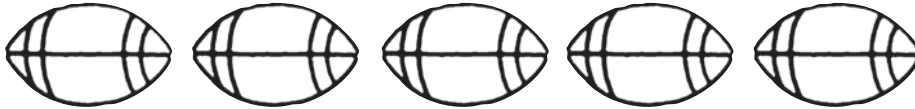









**Spiral Review** (MACC.K.CC.2.4a, MACC.K.CC.2.4b)



2

3

4

5










**DIRECTIONS** 1. Which bowl has 0 fish? Mark under your answer. (Lesson 1.10) 2. Count and tell how many footballs. Mark under your answer. (Lesson 1.6) 3. Which group shows 5 objects? Mark under your answer. (Lesson 1.5)

Name \_\_\_\_\_

# Chapter 1 Extra Practice

**Lessons 1.1 – 1.6** (pp. 13 – 36) .....



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**DIRECTIONS** 1–3. Place a counter on each object in the set as you count them. Tell how many counters. Write the number. Move the counters to the five frame. Draw the counters.

Lessons 1.7 – 1.10 (pp. 37 – 52)

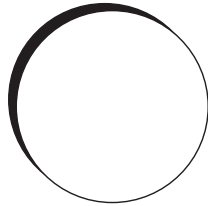


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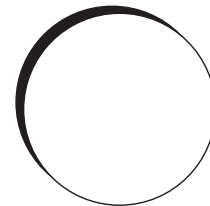


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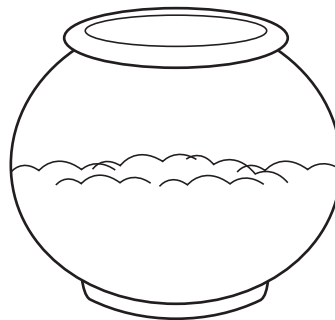
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**DIRECTIONS** 1. Use two colors of counters to show a way to make 5. Write the numbers to show the pair that makes 5. 2. Write the numbers in order beginning with number 1. 3. Use counters to model this problem. Anna has 2 oranges in her bag. She gives some away. Now she has no oranges. How many oranges did she give away? Write the number. 4. Write the number to show how many fish are in the bowl.