

School-Home Letter

Dear Family,

My class started Chapter 2 this week. In this chapter, I will learn how to build and compare sets to help me compare numbers.

Love, _____

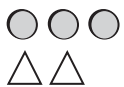
Vocabulary

same number



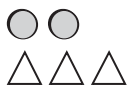
There are the same number of circles and triangles.

greater



The number of circles is greater than the number of triangles.

less



The number of circles is less than the number of triangles.

Home Activity

Gather two sets of five household items. Line some of them up on a table in two groups of different quantities. Ask your child to count and tell you how many are in each set. Have your child point to the set that has the greater number of objects. Then ask your child to point to the set with the number of objects that is less.

Change the number in each group and repeat the activity.

Literature

Look for this book in the library. It will help reinforce concepts of comparing.

More, Fewer, Less
by Tana Hoban.
Greenwillow Books, 1998.



Carta para la casa

Querida familia:

Mi clase comenzó el Capítulo 2 esta semana. En este capítulo, aprenderé cómo construir y comparar conjuntos que me ayuden a comparar números.

Con cariño, _____

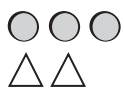
Vocabulario

igual número



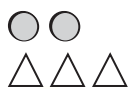
Hay igual número de círculos y triángulos.

mayor



El número de círculos es mayor que el número de triángulos.

menor



El número de círculos es menor que el número de triángulos.

Actividad para la casa

Reúna dos conjuntos con cinco elementos de la casa. Alinee sobre la mesa algunos de ellos en dos grupos de diferentes cantidades. Pídale a su hijo que cuente y diga cuántos hay en cada conjunto. Dígale que señale el conjunto que tiene el mayor número de objetos. Luego, pídale que señale el conjunto con el menor número de objetos.

Cambie el número en cada grupo y repita la actividad.

Literatura

Busque este libro en la biblioteca. Este libro ayudará a su hijo a reforzar los conceptos de más y menos.

More, Fewer, Less
por Tana Hoban.
Greenwillow Books, 1998.

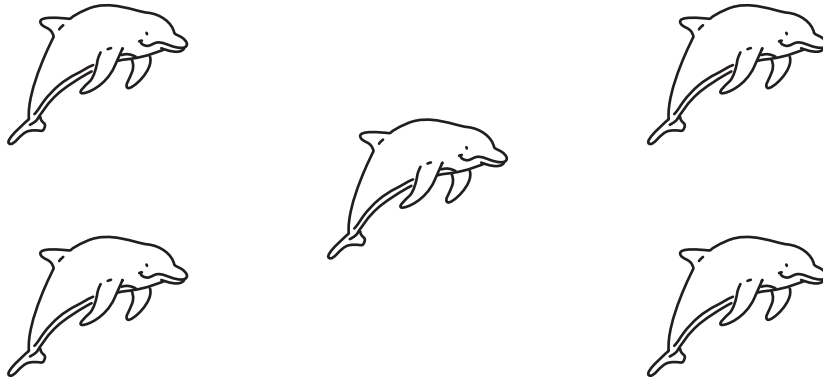
Name _____

HANDS ON Lesson 2.1

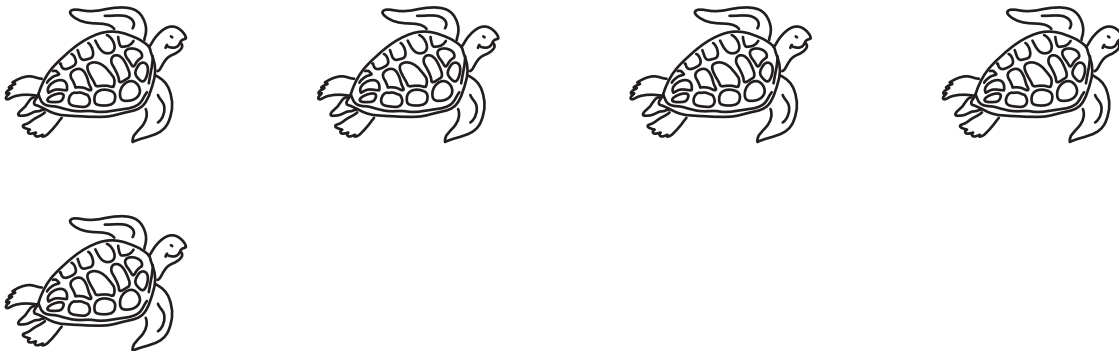
Same Number

COMMON CORE STANDARD MACC.K.CC.3.6

Compare numbers.



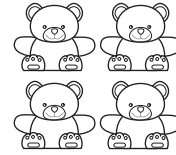
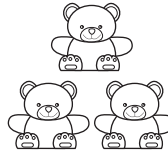
5



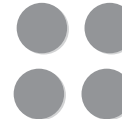
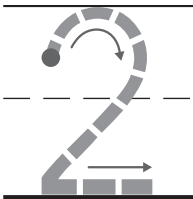
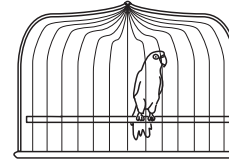
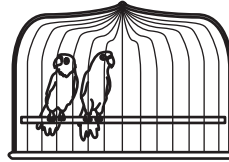
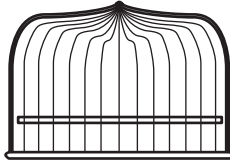
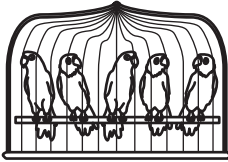
5

DIRECTIONS 1. Compare the sets of objects. Is the number of dolphins greater than, less than, or the same as the number of turtles? Count how many dolphins. Write the number. Count how many turtles. Write the number. Tell a friend what you know about the number of objects in each set.

Lesson Check (MACC.K.CC.3.6)



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



DIRECTIONS 1. Which set shows the number of bears is the same as the number of cars? Mark under your answer. (Lesson 2.1) 2. Which bird cage has 0 birds? Mark under your answer. (Lesson 1.9) 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)

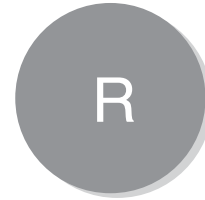
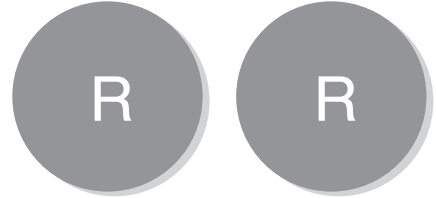
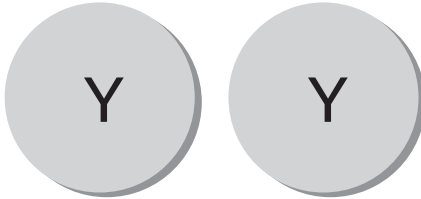
Name _____

HANDS ON Lesson 2.2

Greater Than

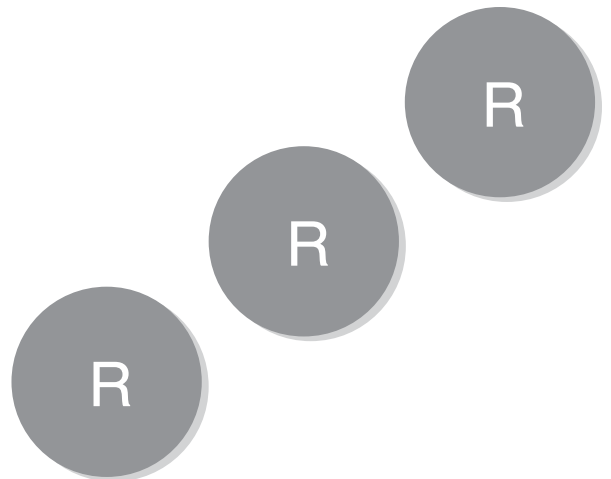
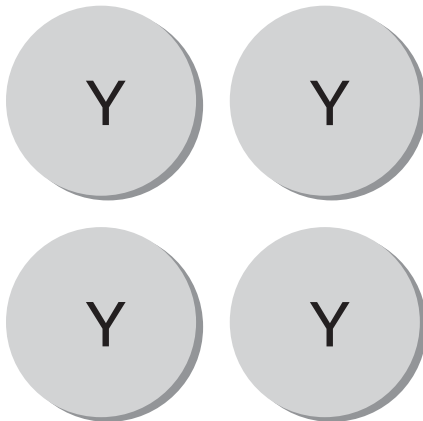
COMMON CORE STANDARD MACC.K.CC.3.6

Compare numbers.



2

3

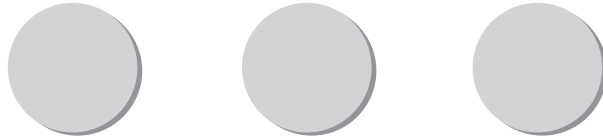


4

3

DIRECTIONS 1–2. Place counters as shown. Y is for yellow, and R is for red. Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is greater.

Lesson Check (MACC.K.CC.3.6)



1

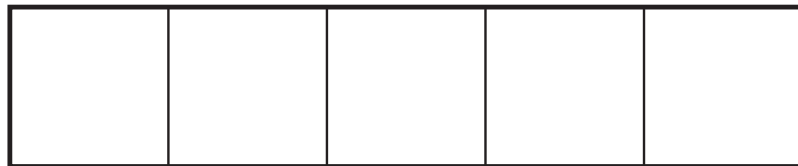
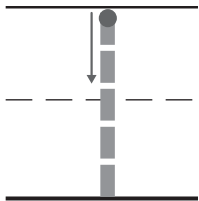
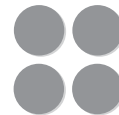
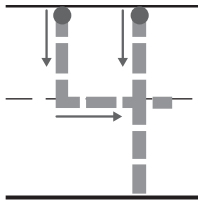
2

3

4



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



DIRECTIONS 1. Mark under the number that is greater than the number of counters. (Lesson 2.2) 2–3. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer. (Lessons 1.3, 1.1)

Name _____

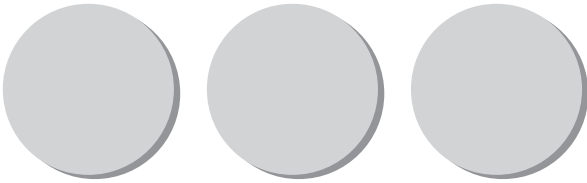
HANDS ON Lesson 2.3

Less Than

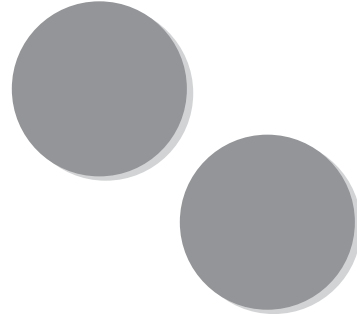


COMMON CORE STANDARD MACC.K.CC.3.6

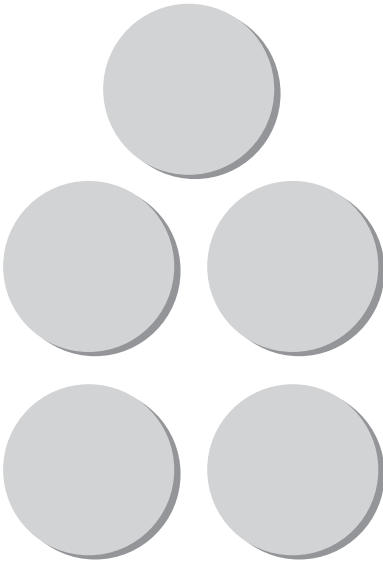
Compare numbers.



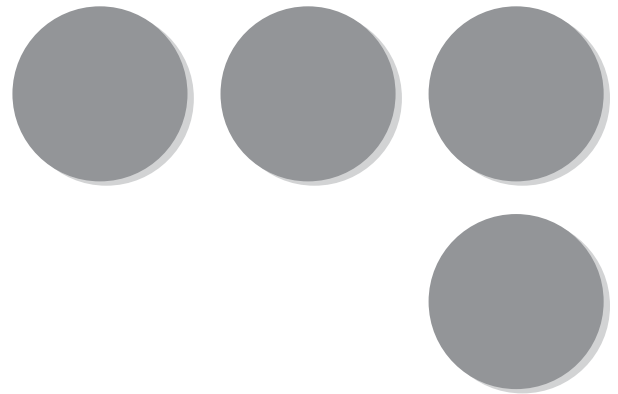
3



2



5

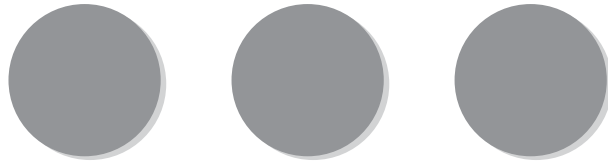


4

© Houghton Mifflin Harcourt Publishing Company

DIRECTIONS 1–2. Count and tell how many are in each set. Write the numbers. Compare the numbers. Circle the number that is less.

Lesson Check (MACC.K.CC.3.6)



2



3



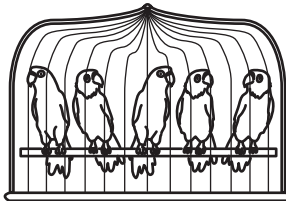
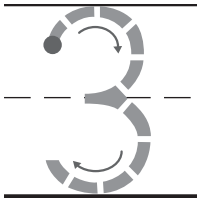
4



5



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



2



3



4



5



DIRECTIONS 1. Mark under the number that is less than the number of counters. (Lesson 2.3) 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 how many birds. Mark under your answer. (Lesson 1.6)

Name _____

PROBLEM SOLVING

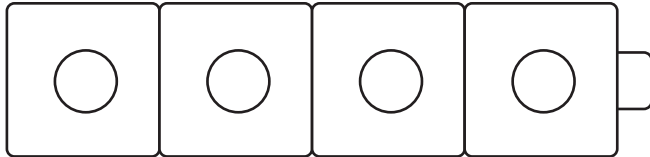
Lesson 2.4

Problem Solving • Compare by Matching Sets to 5

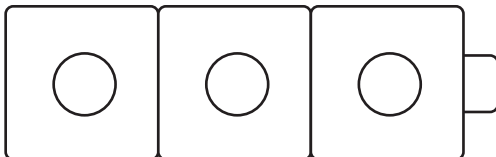


COMMON CORE STANDARD MACC.K.CC.3.6

Compare numbers.



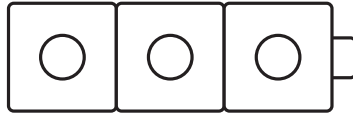
Check children's work.



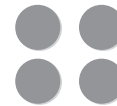
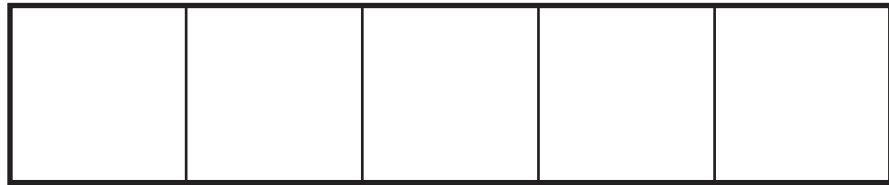
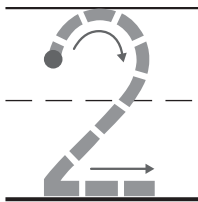
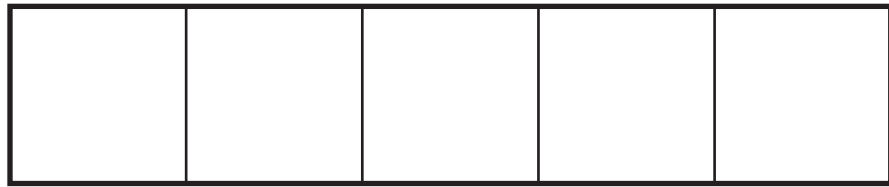
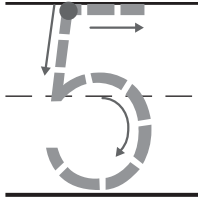
Check children's work.

DIRECTIONS 1. How many cubes are there? Write the number. Model a cube train that has a number of cubes greater than 4. Draw the cube train. Write how many. Compare the cube trains by matching. Tell a friend about the cube trains. 2. How many cubes are there? Write the number. Model a cube train that has a number of cubes less than 3. Draw the cube train. Write how many. Compare the cube trains by matching. Tell a friend about the cube trains.

Lesson Check (MACC.K.CC.3.6)



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



DIRECTIONS 1. Which cube train has a number of cubes greater than 3? Mark under your answer. (Lesson 2.4) 2–3. Trace the number. How many counters would you place in the five frame to show the number? Mark under your answer. (Lessons 1.5, 1.1)

Name _____

Lesson 2.5

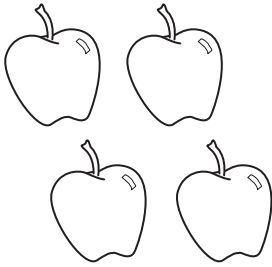
Compare by Counting Sets to 5



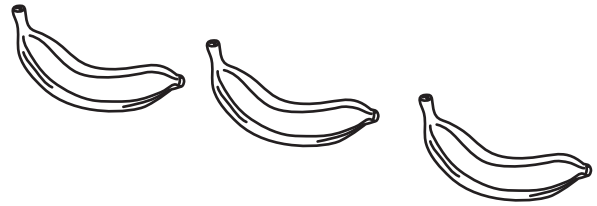
COMMON CORE STANDARD MACC.K.CC.3.6

Compare numbers.

1



4

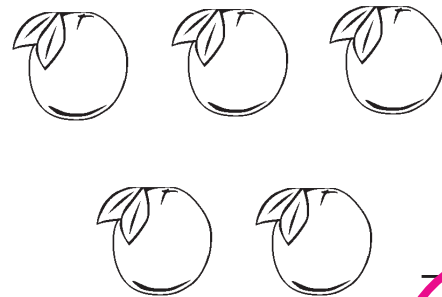


3

2

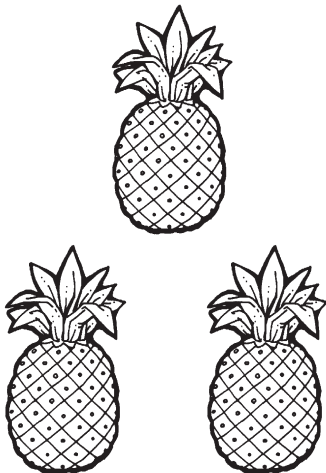


2

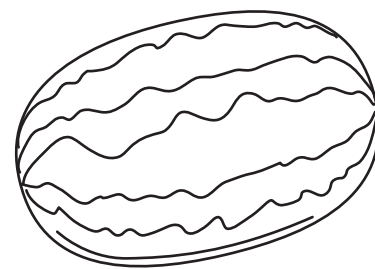


5

3



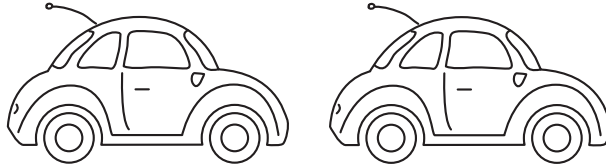
3



1

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

Lesson Check (MACC.K.CC.3.6)



1



2



3



4



Spiral Review (MACC.K.CC.1.3, MACC.K.CC.2.4c)



1



2



3



4



5, 3, 1, 2, 4 | 1, 2, 3, 4, 5 | 3, 4, 5, 2, 1 | 1, 2, 5, 4, 3

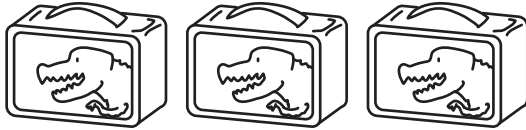


DIRECTIONS 1. Mark under the number that is less than the number of cars. (Lesson 2.5) 2. Count and tell how many cats. Mark under your answer. (Lesson 1.4) 3. Which set of numbers is in order? Mark under your answer. (Lesson 1.8)

Name _____

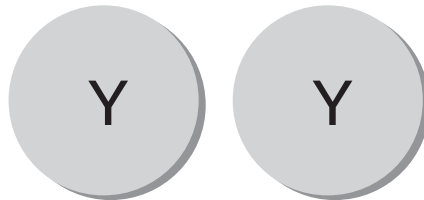
Chapter 2 Extra Practice

Lessons 2.1 – 2.2 (pp. 61–68)



3

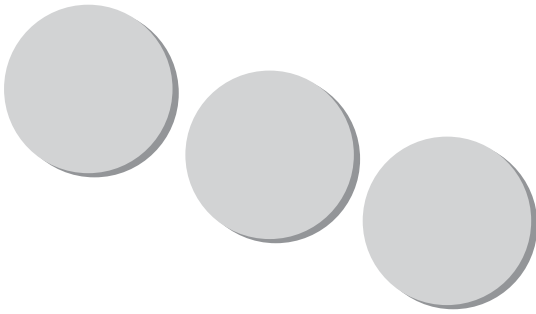
3



5

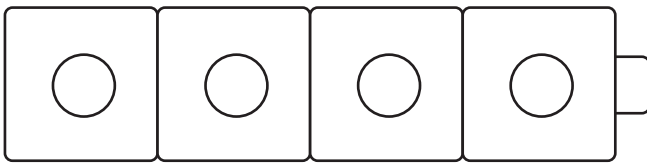
4

DIRECTIONS 1. Compare the sets of objects. Is the number of lunch boxes greater than, less than, or the same as the number of backpacks? Count how many lunch boxes. Write the number. Count how many backpacks. Write the number. Tell a friend what you know about the number of objects in each set. 2. Place counters as shown. Y is for yellow, and R is for red. Count and tell how many in each set. Write the numbers. Circle the number that is greater.



3

2



4

Check children's work.



2



4

DIRECTIONS 1. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is less. 2. How many cubes are there? Write the number. Model a cube train that has a number of cubes less than 4. Draw the cube train. Write how many. Compare the cube trains by matching. Tell a friend about the cube trains. 3. Count how many objects in each set. Write the numbers. Compare the numbers. Circle the number that is greater.