

School-Home Letter

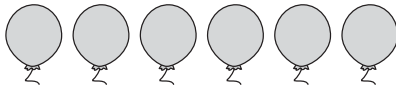
Dear Family,

My class started Chapter 3 this week. In this chapter, I will learn how to show, count, and write numbers 6 to 9.

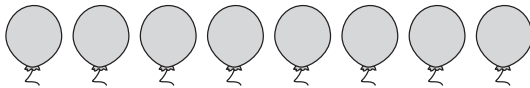
Love, _____

Vocabulary

six one more than five

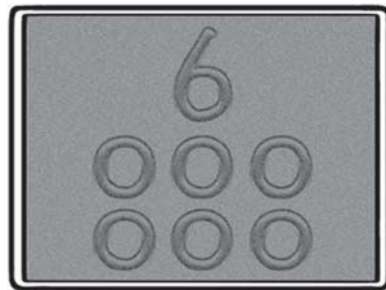


eight one more than seven



Home Activity

Pour salt or sand into a cookie sheet or baking dish. Pick a number from 6 to 9 and have your child draw the number in the salt or sand. Then ask your child to draw circles to match that number. Shake to erase and begin again!



Literature

Look for this book in the library. You and your child will enjoy this fun story that provides reinforcement of counting concepts.

Seven Scary Monsters
by Mary Beth Lundgren.
Clarion Books, 2003.



Carta para la casa

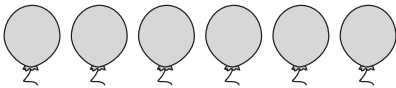
Querida familia:

Mi clase comenzó el Capítulo 3 esta semana. En este capítulo, aprenderé cómo mostrar, contar y escribir números del 6 al 9.

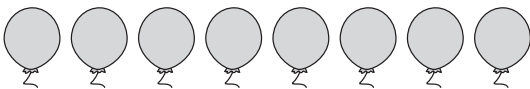
Con cariño, _____

Vocabulario

seis uno más que cinco

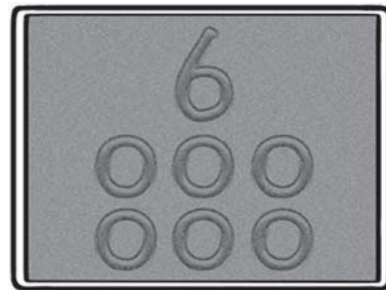


ocho uno más que siete



Actividad para la casa

Ponga sal o arena en una fuente para horno. Elija un número del 6 al 9 y pídale a su hijo que dibuje el número en la sal o la arena. Luego, pídale que dibuje el mismo número de círculos. Mezcle para borrar y ¡comiencen de nuevo!



Literatura

Busque este libro en la biblioteca. Usted y su hijo disfrutarán de este cuento divertido que proporciona un refuerzo para los conceptos de contar.

Seven Scary Monsters

por Mary Beth Lundgren.
Clarion Books, 2003.

Name _____

HANDS ON Lesson 3.1

Model and Count 6

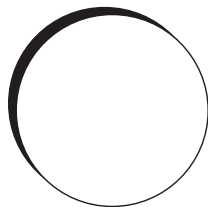


COMMON CORE STANDARD MACC.K.CC.2.5

Count to tell the number of objects.

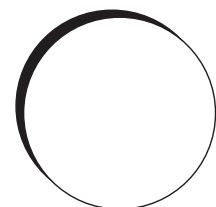


=====

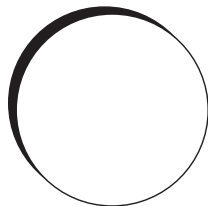


and

=====

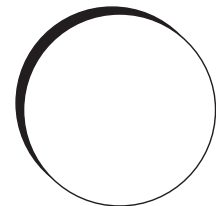


=====

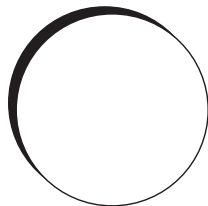


and

=====

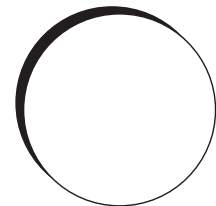


=====

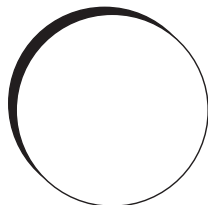


and

=====

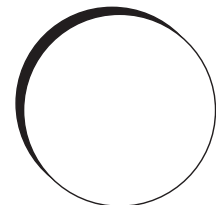


=====



and

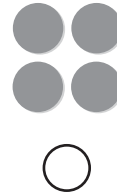
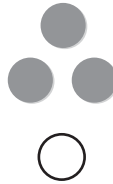
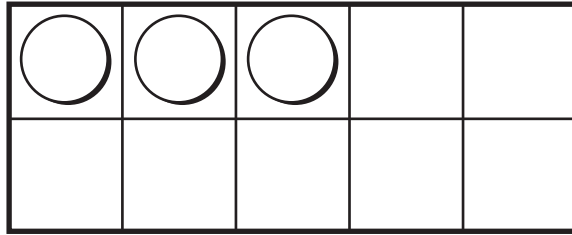
=====



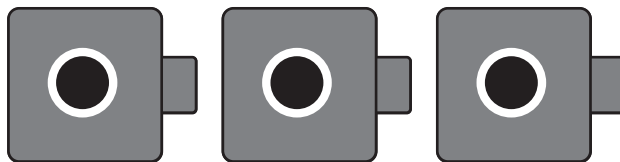
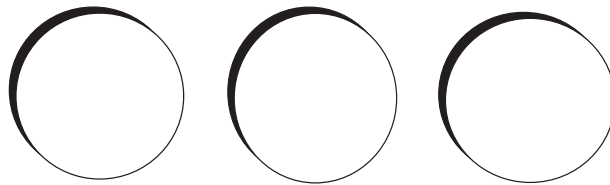
© Houghton Mifflin Harcourt Publishing Company

DIRECTIONS 1. Trace the number 6. Use two-color counters to model the different ways to make 6. Color to show the counters below. Write to show some pairs of numbers that make 6.

Lesson Check (MACC.K.CC.2.5)



Spiral Review (MACC.K.CC.1.3, MACC.K.CC.3.6)



DIRECTIONS 1. How many more counters would you place to model a way to make 6? Mark under your answer. (Lesson 3.1) 2. Mark under the number that is less than the number of counters. (Lesson 2.3) 3. How many cubes are there? Mark under your answer. (Lesson 1.4)

Name _____

Lesson 3.2

Count and Write 6

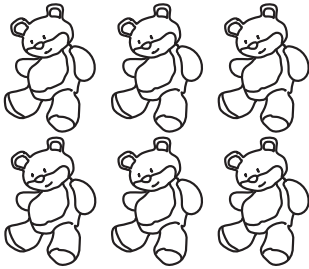
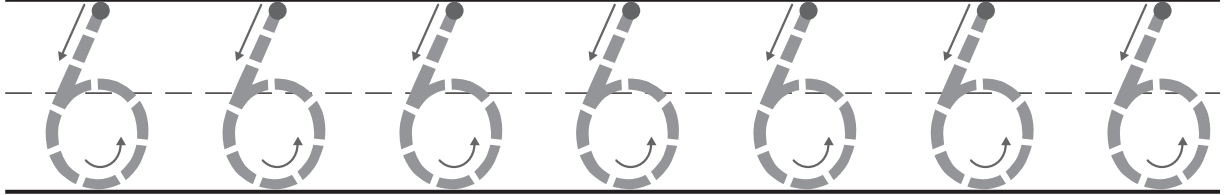


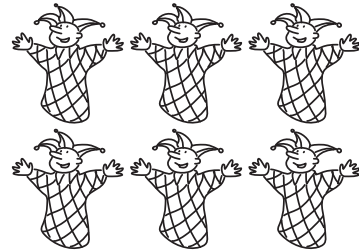
COMMON CORE STANDARD MACC.K.CC.1.3

Know number names and the count sequence.

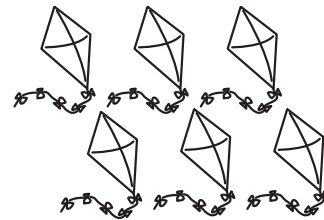


6
six



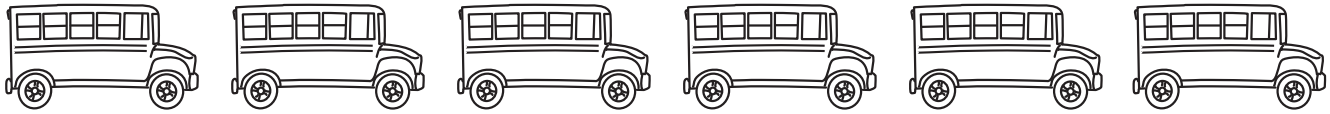






DIRECTIONS 1. Say the number. Trace the numbers.
2-5. Count and tell how many. Write the number.

Lesson Check (MACC.K.CC.1.3)



3



4



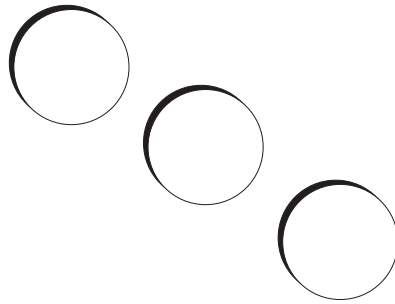
5



6



Spiral Review (MACC.K.CC.2.4a, MACC.K.CC.3.6)



1



2



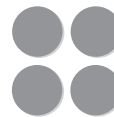
3



4



2



DIRECTIONS 1. How many school buses are there? Mark under your answer. (Lesson 3.2) 2. Mark under the number that is greater than the number of counters. (Lesson 2.2) 3. How many counters would you place in the five frame to show the number? Mark under your answer. (Lesson 1.1)

Name _____

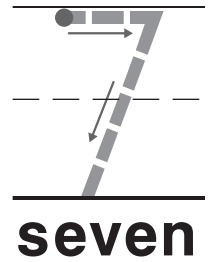
HANDS ON Lesson 3.3

Model and Count 7



COMMON CORE STANDARD MACC.K.CC.2.5

Count to tell the number of objects.



_____		and	_____	
- - - - -			_____	
_____			_____	
_____		and	_____	
- - - - -			_____	
_____			_____	
_____		and	_____	
- - - - -			_____	
_____			_____	
_____		and	_____	
- - - - -			_____	
_____			_____	

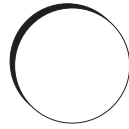
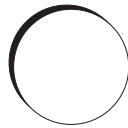
DIRECTIONS 1. Trace the number 7. Use two-color counters to model the different ways to make 7. Color to show the counters below. Write to show some pairs of numbers that make 7.

Lesson Check (MACC.K.CC.2.5)





Spiral Review (MACC.K.CC.1.3, MACC.K.CC.3.6)



1



2



3



4



1



2



3



4



DIRECTIONS 1. How many more counters would you place to model a way to make 7? Mark under your answer. (Lesson 3.3) 2. Mark under the number that is less than the number of counters. (Lesson 2.3) 3. How many birds are there? Mark under your answer. (Lesson 1.4)

Name _____

Lesson 3.4

Count and Write 7

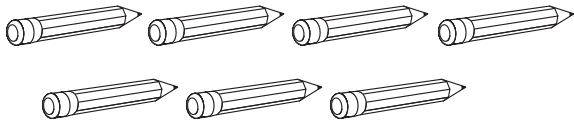


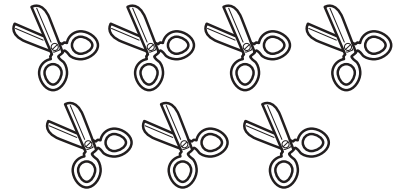
COMMON CORE STANDARD MACC.K.CC.1.3

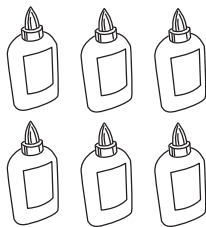
Know number names and the count sequence.

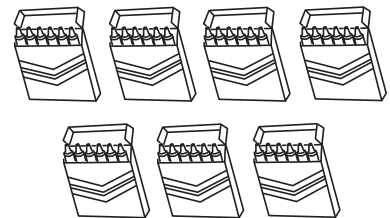


7
seven



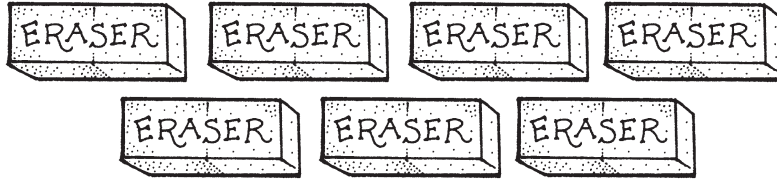






DIRECTIONS 1. Say the number. Trace the numbers. 2-5. Count and tell how many. Write the number.

Lesson Check (MACC.K.CC.1.3)



4



5



6



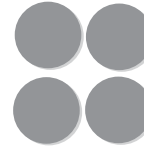
7



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



3

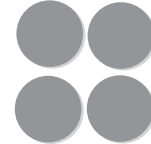
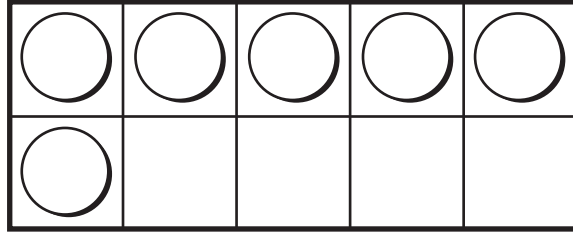


2

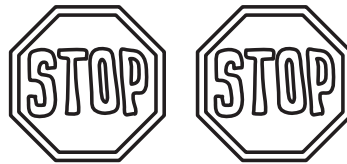
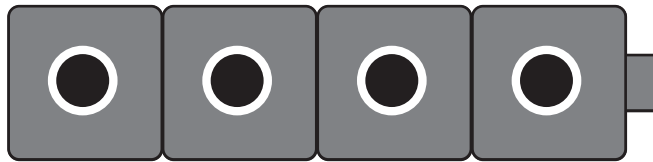


DIRECTIONS 1. Count and tell how many erasers. Mark under your answer. (Lesson 3.4) 2. How many counters would you place in the five frame to show the number? Mark under your answer. (Lesson 1.3) 3. Which set shows the number? Mark under your answer. (Lesson 1.2)

Lesson Check (MACC.K.CC.2.5)



Spiral Review (MACC.K.CC.1.3, MACC.K.CC.3.6)



1



2



3



4



DIRECTIONS 1. How many more counters would you place to model a way to make 8? Mark under your answer. (Lesson 3.5) 2. Which cube train has a number of cubes greater than 4? Mark under your answer. (Lesson 2.4) 3. Count and tell how many stop signs. Mark under your answer. (Lesson 1.2)

Name _____

Lesson 3.6

Count and Write 8

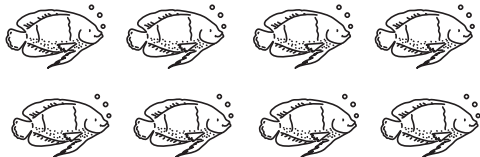
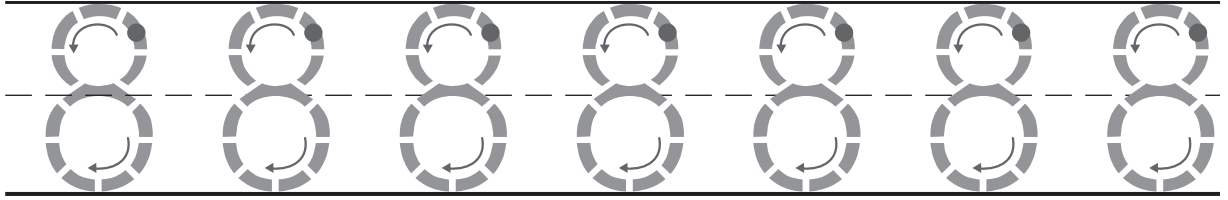


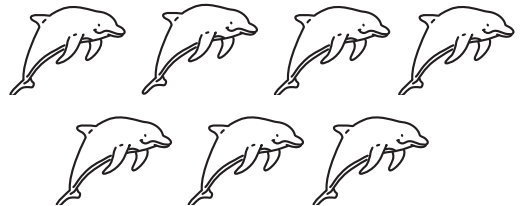
COMMON CORE STANDARD MACC.K.CC.1.3

Know number names and the count sequence.



8
eight









DIRECTIONS 1. Say the number. Trace the numbers.
2-5. Count and tell how many. Write the number.

Lesson Check (MACC.K.CC.1.3)



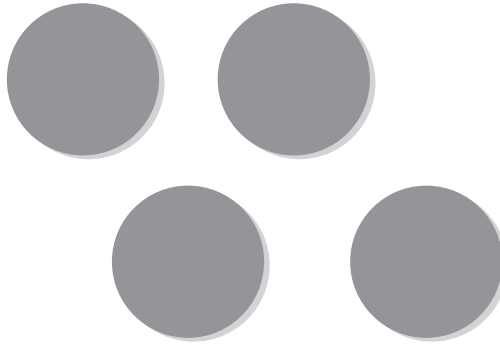
8

7

6

4

Spiral Review (MACC.K.CC.2.4b, MACC.K.CC.3.6)



2

3

4

5



two

three

four

five

- DIRECTIONS**
1. Count and tell how many bees. Mark under your answer. (Lesson 3.6)
 2. Mark under the number that is greater than the number of counters. (Lesson 2.2)
 3. Count and tell how many beetles. Mark under your answer. (Lesson 1.6)

Name _____

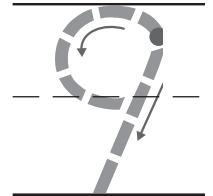
HANDS ON Lesson 3.7

Model and Count 9



COMMON CORE STANDARD MACC.K.CC.2.5

Count to tell the number of objects.



nine

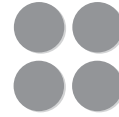
_____		and	_____	
_____			_____	
_____		and	_____	
_____			_____	
_____		and	_____	
_____			_____	
_____		and	_____	
_____			_____	

DIRECTIONS 1. Trace the number 9. Use two-color counters to model the different ways to make 9. Color to show the counters below. Write to show some pairs of numbers that make 9.

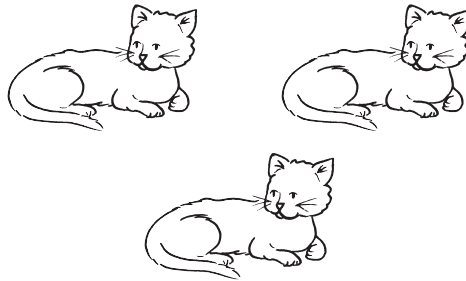
Lesson Check (MACC.K.CC.2.5)



○	○	○	○	○



Spiral Review (MACC.K.CC.1.3, MACC.K.CC.3.6)



1



2



3



4



●	●	●	●	
---	---	---	---	--

1



2



3



4



DIRECTIONS 1. How many more counters would you place to model a way to make 9? Mark under your answer. (Lesson 3.7) 2. Mark under the number that is greater than the number of cats. (Lesson 2.5) 3. How many counters are there? Mark under your answer. (Lesson 1.4)

Name _____

Count and Write 9

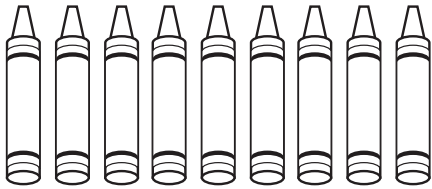
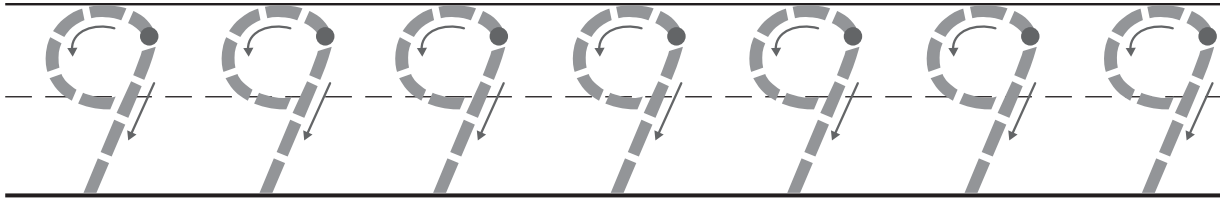


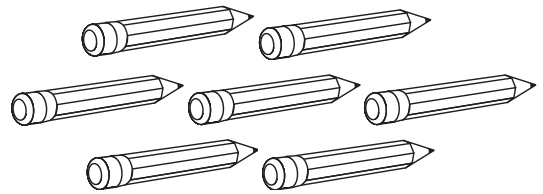
COMMON CORE STANDARD MACC.K.CC.1.3

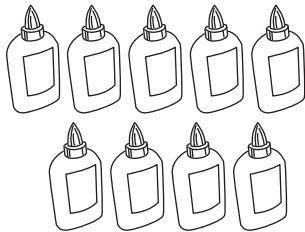
Know number names and the count sequence.

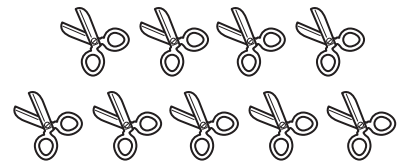


9
nine



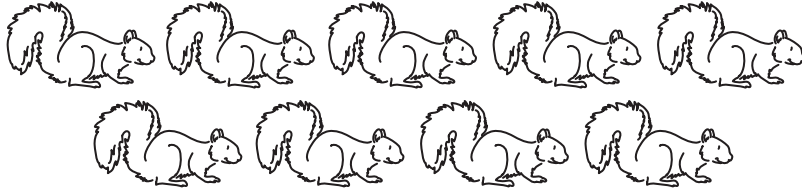






DIRECTIONS 1. Say the number. Trace the numbers.
2-5. Count and tell how many. Write the number.

Lesson Check (MACC.K.CC.1.3)



six



seven



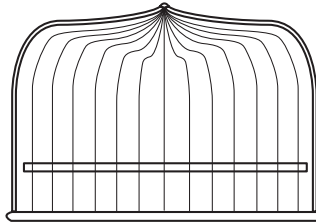
eight



nine



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



0



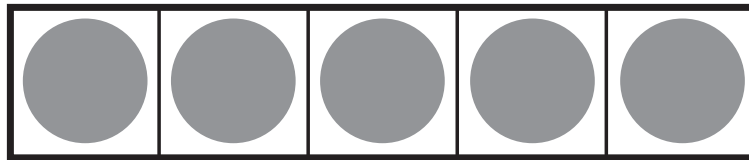
1



2



3



2



3



4



5



DIRECTIONS 1. Count and tell how many squirrels. Mark under your answer. (Lesson 3.8) 2. How many birds are in the cage? Mark under your answer. (Lesson 1.10) 3. How many counters are there? Mark under your answer. (Lesson 1.6)

Name _____

PROBLEM SOLVING

Lesson 3.9

Problem Solving • Numbers to 9



COMMON CORE STANDARD MACC.K.CC.3.6

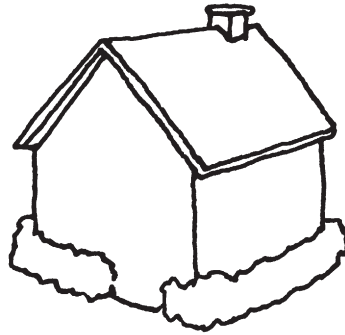
Compare numbers.





DIRECTIONS 1. Sally has six flowers. Three of the flowers are yellow. The rest are red. How many are yellow? Draw the flowers. Write the number beside each set of flowers. 2. Tim has seven acorns. Don has a number of acorns that is two less than 7. How many acorns does Don have? Draw the acorns. Write the numbers.

Lesson Check (MACC.K.CC.3.6)



2

3

5

7

Spiral Review (MACC.K.CC.2.4b, MACC.K.CC.3.6)



2

3

4

5



2

3

4

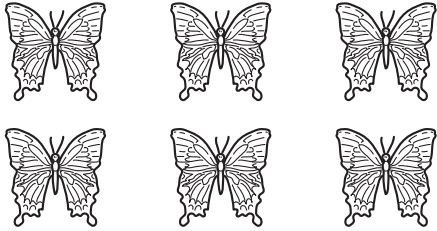
5

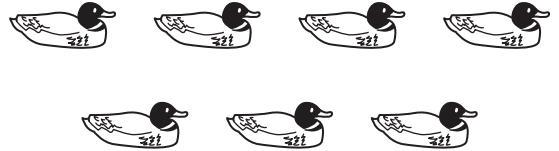
DIRECTIONS 1. The house has five doors. The number of windows is two more than 5. How many windows are there? Mark under your answer. (Lesson 3.9) 2. Count and tell how many books. Mark your answer. (Lesson 1.6) 3. Mark under the number that is greater than the number of turtles. (Lesson 2.5)

Name _____

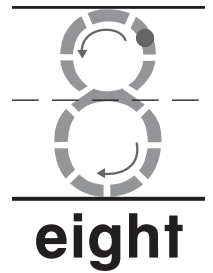
Chapter 3 Extra Practice

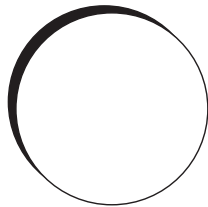
Lessons 3.1 – 3.6 (pp. 89–112)



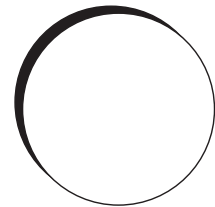






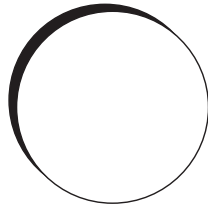
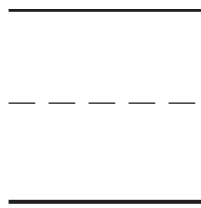


and

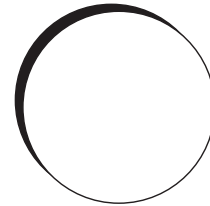
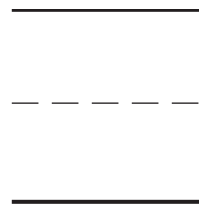


DIRECTIONS 1–2. Count and tell how many. Write the number. 3. Trace the number 8. Use two-color counters to model a way to make 8. Color to show the counters below. Write to show a pair of numbers that makes 8.





and



DIRECTIONS 1. Trace the number 9. Use two-color counters to model a way to make 9. Color to show the counters below. Write to show a pair of numbers that makes 9. 2. Roy has seven spoons. Ken has a number of spoons two greater than 7. Draw the spoons. Write the numbers.