

# School-Home Letter

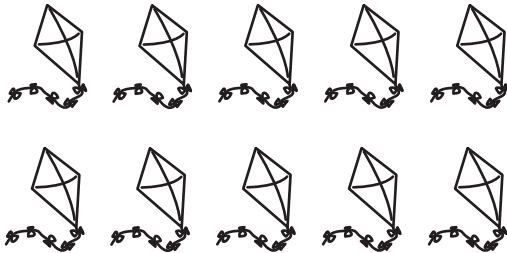
## Dear Family,

My class started Chapter 4 this week. In this chapter, I will learn how to show and compare numbers to 10.

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

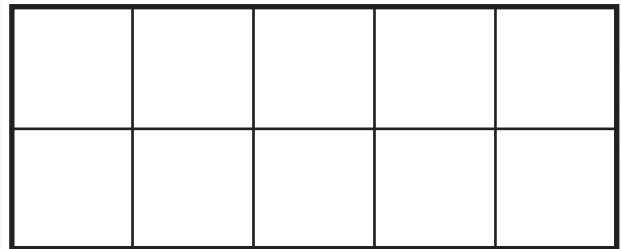
### Vocabulary

**ten** one more than nine



### Home Activity

Place one button or penny in the ten frame below. Ask your child how many more are needed to make 10. Count aloud with your child as he or she places nine more buttons or pennies in the ten frame. Repeat the activity, starting with a different number each time.



### Literature

Look for these books in the library. You and your child will enjoy these fun stories while learning more about the numbers 6 to 10.

**Feast for 10**  
by Cathryn Falwell.  
Clarion Books,  
1993.

**Ten Black Dots**  
by Donald Crews.  
Greenwillow  
Books, 1995.



# Carta para la casa

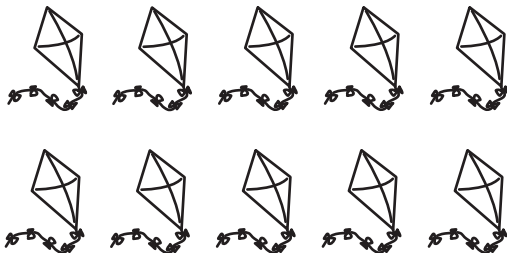
## Querida familia:

Mi clase comenzó el Capítulo 4 esta semana. En este capítulo, aprenderé mostrar y comparar números hasta el 10.

Con cariño, \_\_\_\_\_

### Vocabulario

**diez** uno más que nueve



### Actividad para la casa

Ponga un botón o una moneda de 1 ¢ en el cuadro de diez que está abajo. Pregúntele a su hijo cuántos más se necesitan para llegar a 10. Cuente en voz alta con su hijo mientras él coloca nueve botones o monedas de 1 ¢ más en el cuadro de diez. Repita la actividad y comience con un número diferente cada vez.


### Literatura

Busquen estos libros en la biblioteca. Usted y su hijo se divertirán leyendo estos cuentos mientras aprenden más sobre los números del 6 al 10.

**Feast for 10**  
by Cathryn Falwell.  
Clarion Books,  
1993.

**Ten Black Dots**  
by Donald Crews.  
Greenwillow  
Books, 1995.



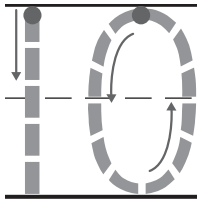
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# HANDS ON Lesson 4.1

## Model and Count 10

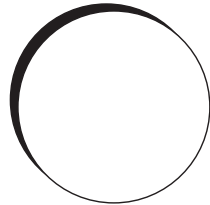


COMMON CORE STANDARD MACC.K.CC.2.5  
Count to tell the number of objects.



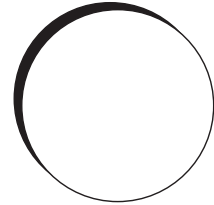
ten


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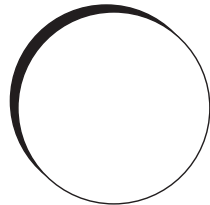


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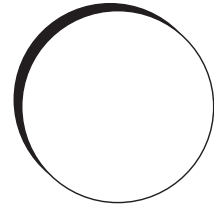


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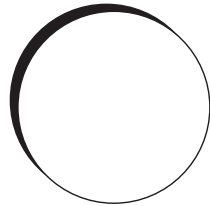


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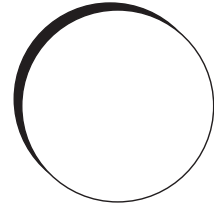


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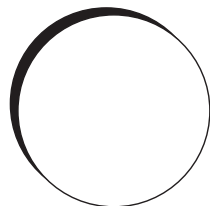


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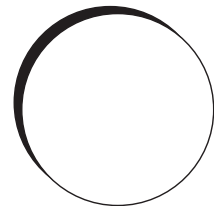


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and

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**DIRECTIONS** Trace the number. Use counters to model the different ways to make 10. Color to show the counters below. Write to show some pairs of numbers that make 10.

# Lesson Check (MACC.K.CC.2.5)




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



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

**DIRECTIONS** 1. How many more counters would you place to model a way to make 10? Mark under your answer. (Lesson 4.1) 2. Mark under the set that has the same number of objects as the set of kites. (Lesson 2.1) 3. Count and tell how many coats. Mark under your answer. (Lesson 1.2)

Name \_\_\_\_\_

# Count and Write 10



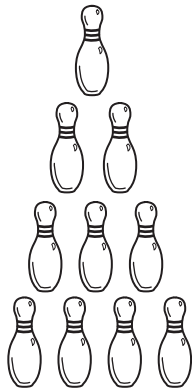
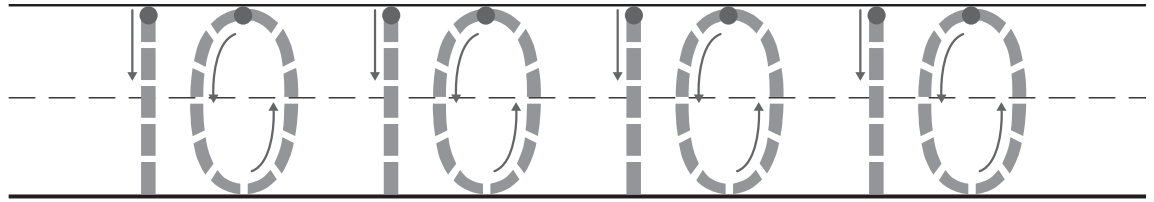
COMMON CORE STANDARD MACC.K.CC.1.3

Know number names and the count sequence.



# 10

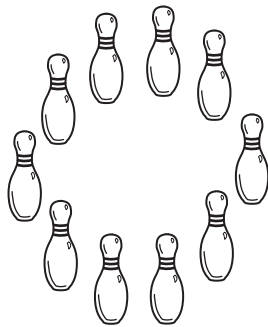
ten



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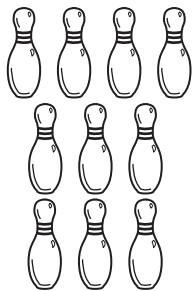
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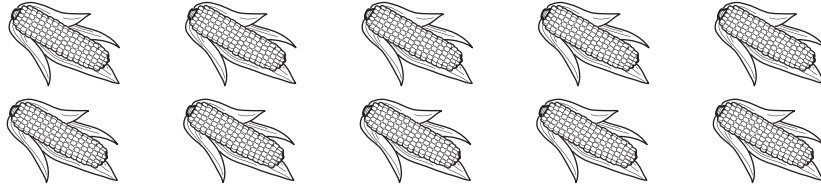
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**DIRECTIONS** 1. Say the number. Trace the numbers.  
2-4. Count and tell how many. Write the number.

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



seven



eight



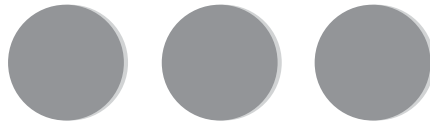
nine



ten



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



2



3



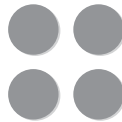
4



5



5



**DIRECTIONS** 1. Count and tell how many ears of corn. Mark under your answer. (Lesson 4.2) 2. Mark under the number that is less than the number of counters. (Lesson 2.3) 3. How many counters would you place in the five frame to show the number? Mark under your answer. (Lesson 1.5)

Name \_\_\_\_\_




# HANDS ON Lesson 4.3

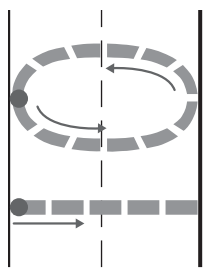
## Algebra • Ways to Make 10

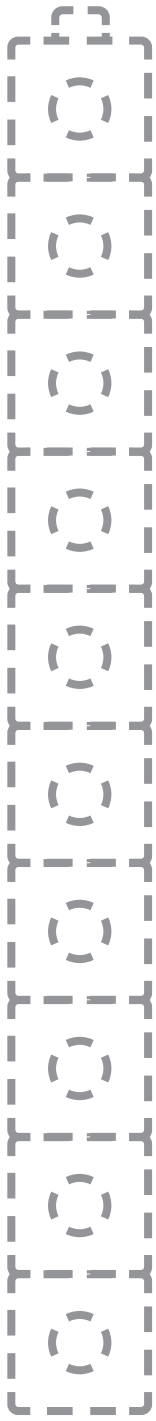


COMMON CORE STANDARD MACC.K.OA.1.4




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

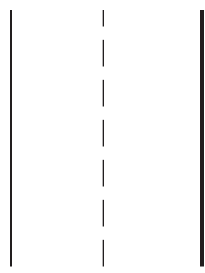
  blue \_\_\_\_\_  
 red \_\_\_\_\_

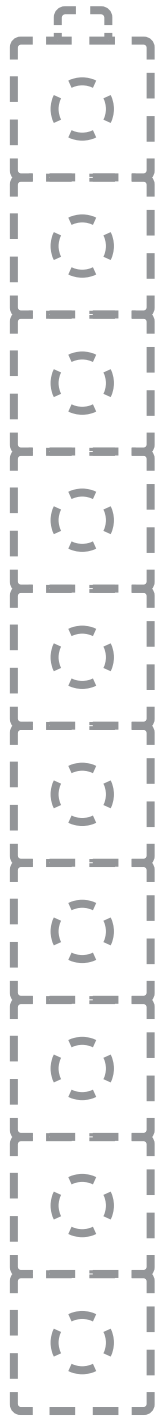







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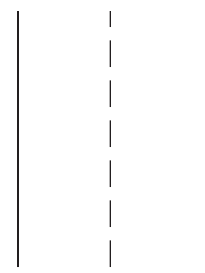
  blue \_\_\_\_\_  
 red \_\_\_\_\_

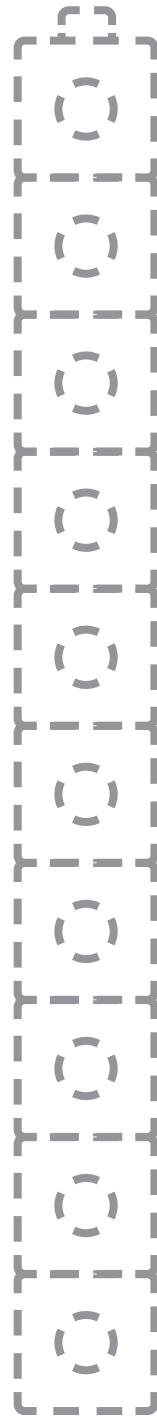




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  blue \_\_\_\_\_  
 red \_\_\_\_\_





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**DIRECTIONS** 1–3. Use blue to color the cubes to match the number. Use red to color the other cubes. Write how many red cubes. Trace or write the number that shows how many cubes in all.

## Lesson Check (MACC.K.OA.1.4)



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



1



2



3



4



one



two



three



four



**DIRECTIONS** 1. Which cube train shows a way to make 10? Mark beside your answer. (Lesson 4.3) 2. Mark under the number that is greater than the number of cups. (Lesson 2.5) 3. How many birds are there? Mark under your answer. (Lesson 1.4)



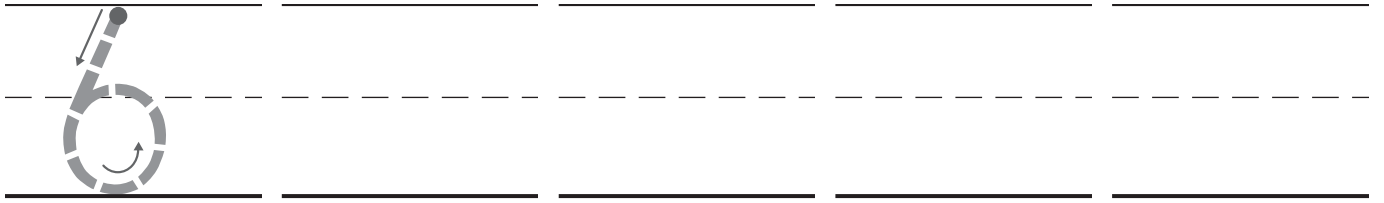
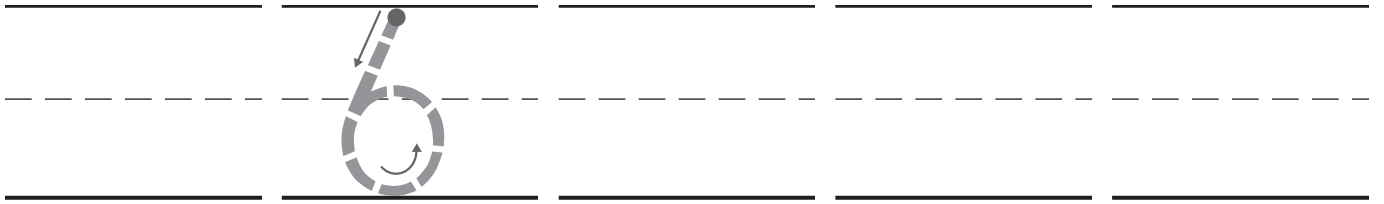
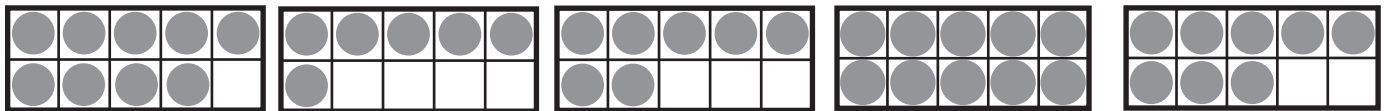
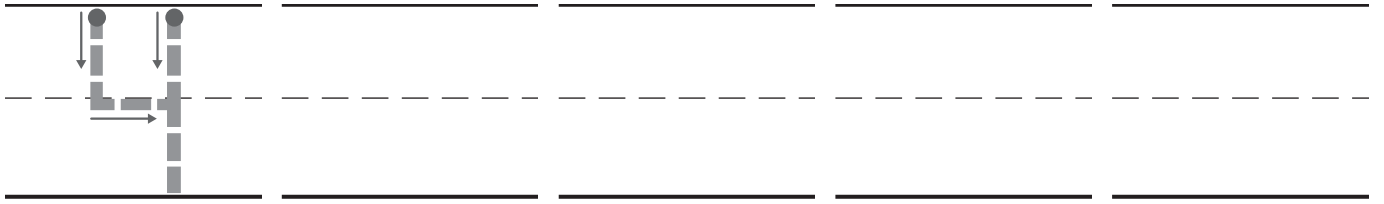
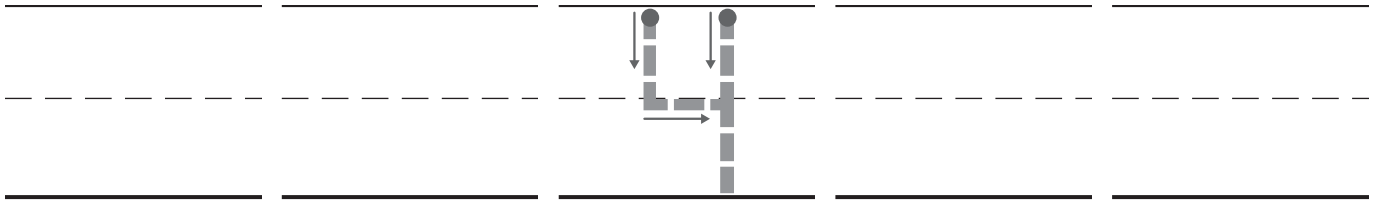
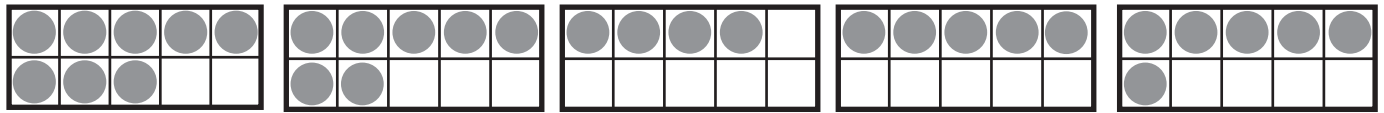
Name \_\_\_\_\_

## Count and Order to 10



COMMON CORE STANDARD MACC.K.CC.1.2

Know number names and the count sequence.



**DIRECTIONS** 1–2. Count the dots in the ten frames. Trace or write the numbers. Write the numbers in order as you count forward from the dashed number.

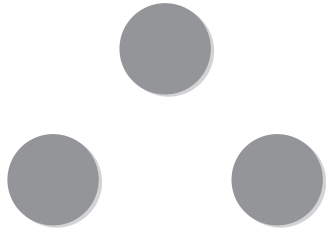
**Lesson Check** (MACC.K.CC.1.2)



4    5    6             8    9

4                      5                      6                      7  
○                      ○                      ○                      ○

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



2                      3                      4                      5  
○                      ○                      ○                      ○



4                      3                      2                      1  
four                  three                  two                  one  
○                      ○                      ○                      ○

**DIRECTIONS** 1. Count forward. Mark under the number that fills the space. (Lesson 4.4) 2. Mark under the number that is less than the number of counters. (Lesson 2.3) 3. How many counters are there? Mark under your answer. (Lesson 1.4)

Name \_\_\_\_\_

# PROBLEM SOLVING

## Lesson 4.5

### Problem Solving • Compare by Matching Sets to 10



COMMON CORE STANDARD MACC.K.CC.3.6

Compare numbers.



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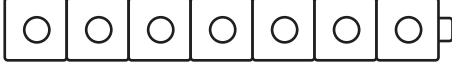



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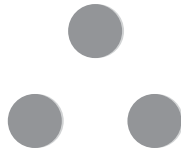
**DIRECTIONS** 1. Kim has 7 red balloons. Jake has 3 blue balloons. Who has fewer balloons? Use cube trains to model the sets of balloons. Compare the cube trains. Write how many. Circle the number that is less. 2. Meg has 8 red beads. Beni has 5 blue beads. Who has more beads? Use cube trains to model the sets of beads. Compare the cube trains by matching. Draw and color the cube trains. Write how many. Circle the number that is greater.

## Lesson Check (MACC.K.CC.3.6)



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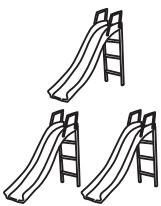
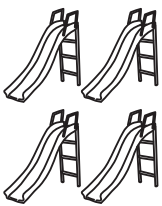
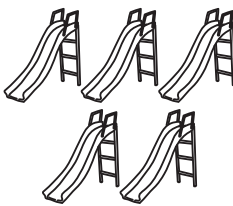
## Spiral Review (MACC.K.CC.3.6, MACC.K.CC.2.4b)



- 1**       **2**       **3**       **4**



# 5

-      
      
      
 

**DIRECTIONS** 1. Compare the cube trains by matching. Mark beside the cube train that has a greater number of cubes. (Lesson 4.5) 2. Mark under the number that is greater than the number of counters. (Lesson 2.2) 3. Which set shows the number? Mark under your answer. (Lesson 1.6)

Name \_\_\_\_\_

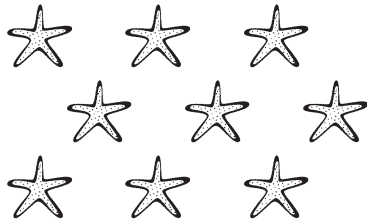
# Lesson 4.6

## Compare by Counting Sets to 10



COMMON CORE STANDARD MACC.K.CC.3.6

Compare numbers.



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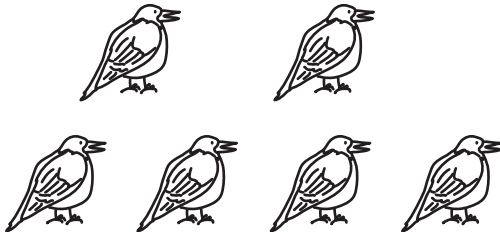
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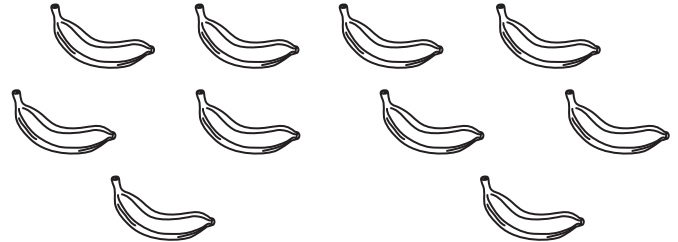
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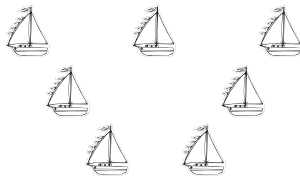
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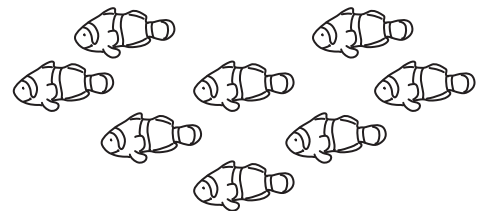
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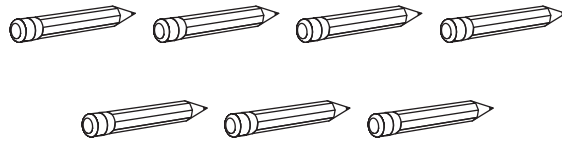
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**DIRECTIONS** Count how many in each set. Write the number of objects in each set. Compare the numbers. 1–2. Circle the number that is less. 3. Circle the number that is greater.

**Lesson Check** (MACC.K.CC.3.6)



6



7



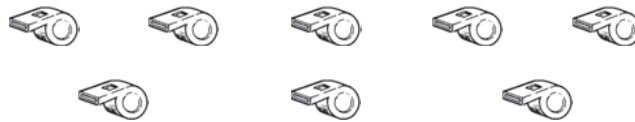
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9



**Spiral Review** (MACC.K.CC.1.3, MACC.K.CC.2.5)



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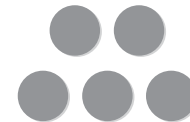
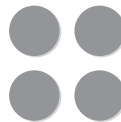
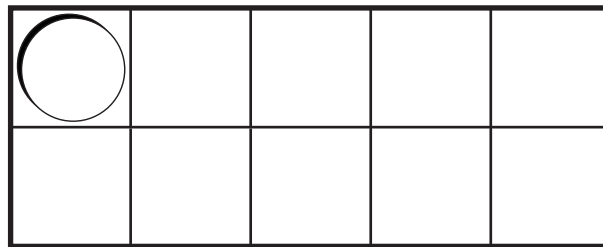
6



7



8



**DIRECTIONS** 1. Mark under the number that is less than the number of pencils. (Lesson 4.6) 2. Count and tell how many whistles. Mark under your answer. (Lesson 3.6) 3. How many more counters would you place to model a way to make 6? (Lesson 3.1)

Name \_\_\_\_\_

# Lesson 4.7

## Compare Two Numbers



COMMON CORE STANDARD MACC.K.CC.3.7

Compare numbers.



8

5

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10

7

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6

9

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4

6

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8

7

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5

3

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**DIRECTIONS** 1–3. Look at the numbers. Think about the counting order as you compare the numbers. Circle the greater number. 4–6. Look at the numbers. Think about the counting order as you compare the numbers. Circle the number that is less.

**Lesson Check** (MACC.K.CC.3.7)



7

6



8



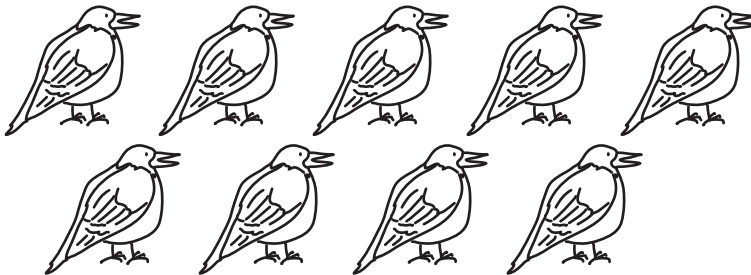
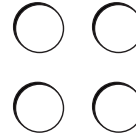
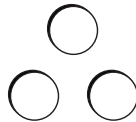
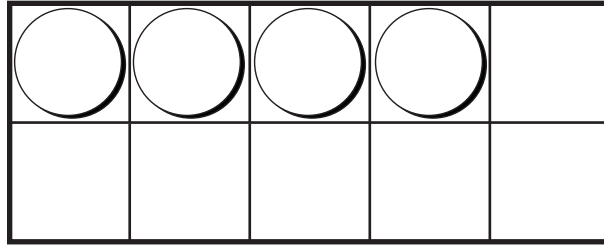
1



5



**Spiral Review** (MACC.K.CC.2.5, MACC.K.CC.1.3)



six



seven



eight



nine



**DIRECTIONS** 1. Which number is greater than 7? Mark under your answer. (Lesson 4.7)  
2. How many more counters would you place to model a way to make 8? Mark under your answer. (Lesson 3.5) 3. Count and tell how many birds. Mark under your answer. (Lesson 3.8)



Name \_\_\_\_\_

COMMON CORE STANDARDS MACC.K.CC.1.2,  
MACC.K.CC.1.3, MACC.K.CC.2.5, MACC.K.CC.3.6,  
MACC.K.CC.3.7, MACC.K.OA.1.4

# Chapter 4 Extra Practice

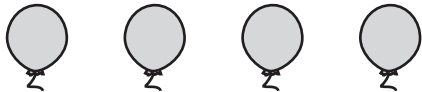
**Lessons 4.1–4.4** (pp. 133–147) . . . . .



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# 3

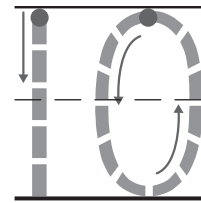


blue

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\_\_\_\_\_



red



cubes



# 6, 8, 5, 7, 9

# 5

\_\_\_\_\_  
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**DIRECTIONS** 1. Count and tell how many balloons. Write the number.  
2. Use blue to color the cubes to match the number. Use red to color the other cubes. Write how many red cubes. Trace the number that shows how many cubes in all. 3. Write the numbers in order as you count forward from 5.



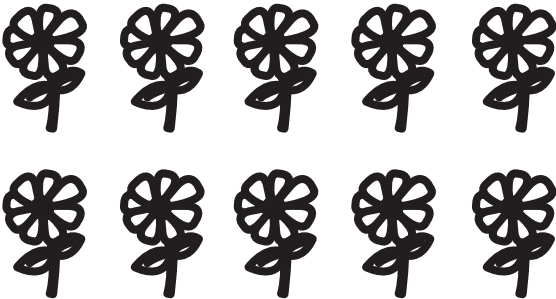
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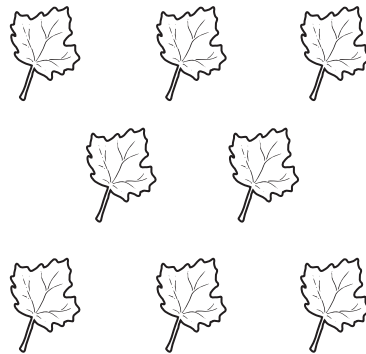
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**DIRECTIONS** 1. Pam has 9 red crayons. Alex has 7 blue crayons. Who has more crayons? Use cube trains to model the sets of crayons. Compare the cube trains by matching. Draw and color the cube trains. Write how many. Circle the number that is greater. 2. Count how many in each set. Write the number of objects in each set. Compare the numbers. Circle the number that is less. 3. Think about the counting order as you compare the numbers. Circle the greater number.