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.
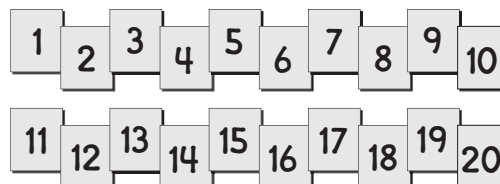
Love, _____

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 1 to 20. Have your child point to each card and count forward from the number 1.

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.
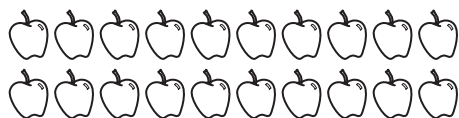
Carta
para la casa

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
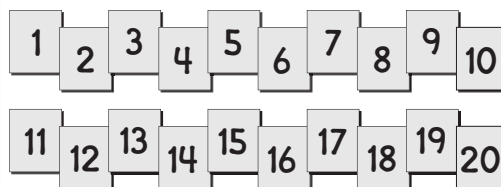
Literatura

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.

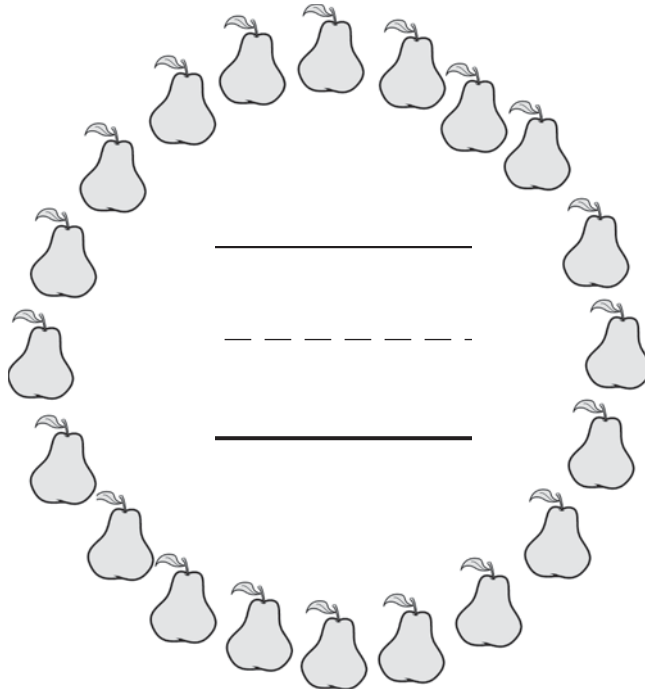**Count!** por Denise Fleming. Henry Holt and Co., 1995.

Model and Count 20

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

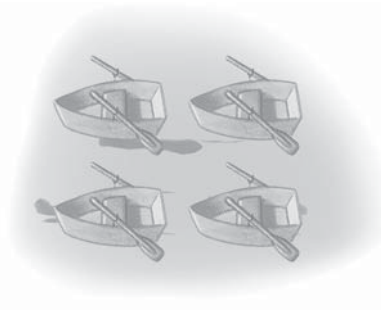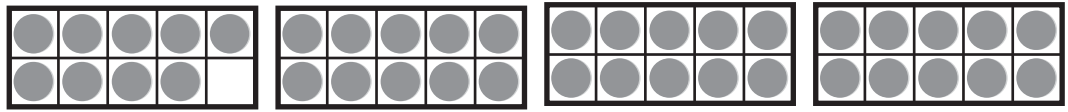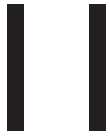**1**

_____

– – – – – – –

_____

2

_____

– – – – – –

_____

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

Lesson Check

1.

◯   ◯   ◯   ◯

Spiral Review

2.

| |

◯   ◯   ◯   ◯

3.

$$1 \ + \ \underline{\quad} = 5$$

2   3   4   5

◯   ◯   ◯   ◯

DIRECTIONS   1. Which set of cubes models the number 20? Mark under your answer. **(Lesson 8.1)   2.** Which set of counters shows the number 11? Mark under your answer. **(Lesson 7.1)   3.** Which number completes the addition sentence about the sets of boats? Mark under your answer. **(Lesson 5.6)**

P152 one hundred fifty-two

Count and Write 20

1

_____

- - - - - - - - - -

_____

2

_____

- - - - - - -

_____
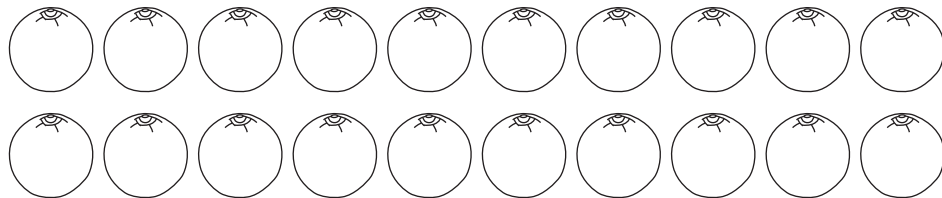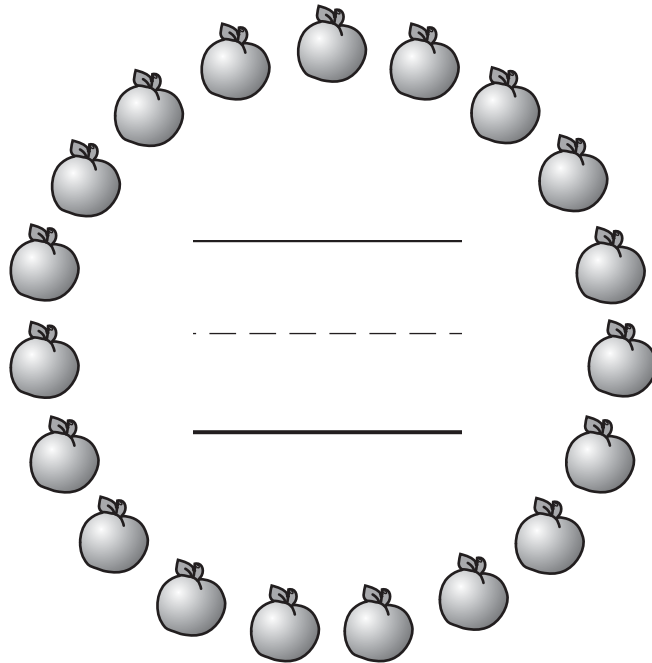
DIRECTIONS 1–2. Count and tell how many pieces of fruit. Write the number.
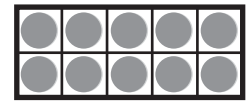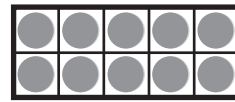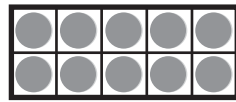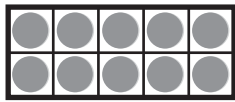
Lesson Check (MACC.K.CC.1.3)

1

17	18	19	20
○	○	○	○

Spiral Review (MACC.K.OA.1.5, MACC.K.NBT.1.1)

2

14

| ○ | ○ | ○ | ○ |

3

○ $1 + 3 = 4$ ○ $2 + 1 = 3$

○ $1 + 4 = 5$ ○ $2 + 2 = 4$

DIRECTIONS **1.** Count and tell how many pieces of fruit. Mark under your answer. **(Lesson 8.2)** **2.** Which set of counters shows the number 14? Mark under your answer. **(Lesson 7.3)** **3.** Which addition sentence shows the cubes being put together? Mark beside your answer. **(Lesson 5.4)**
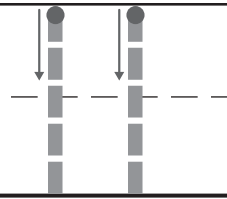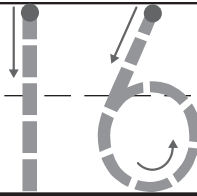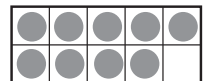
154 one hundred fifty-four

Count and Order to 20
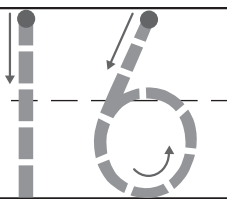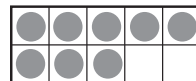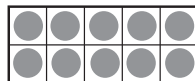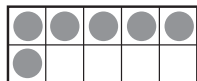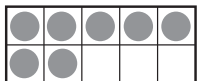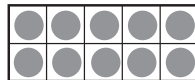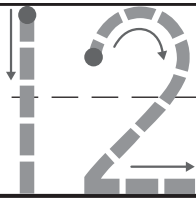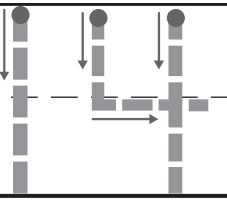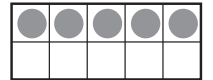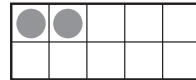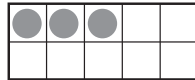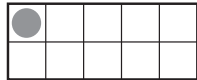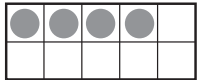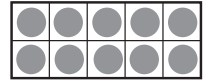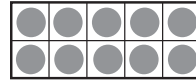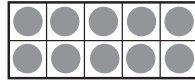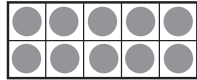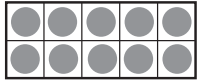
DIRECTIONS **1.** Count the dots in each set of ten frames. Trace or
write the numbers. **2.** Trace and write those numbers in order.

Lesson Check (MACC.K.CC.1.2)

1

○ 14, 16, 13, 15   ○ 13, 14, 15, 16

○ 15, 13, 16, 14   ○ 16, 14, 15, 13

Spiral Review (MACC.K.CC.1.3, MACC.K.OA.1.2)

2

___ + 4 = 7

1	2	3	4
○	○	○	○

3

ERASER ERASER ERASER ERASER
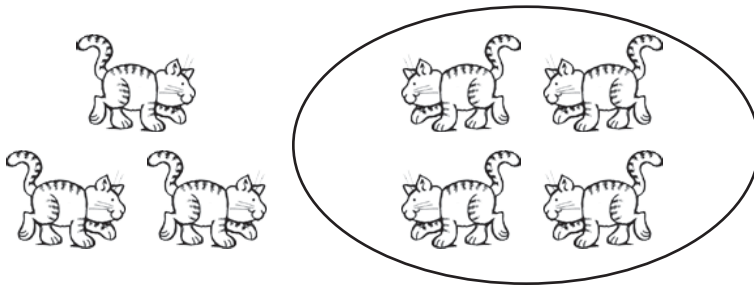
4	3	2	1
○	○	○	○

DIRECTIONS 1. Which set of numbers is in order? Mark beside your answer. **(Lesson 8.3) 2.** Which number completes the addition sentence about the sets of cats? Mark under your answer. **(Lesson 5.7) 3.** How many erasers are there? Mark under your answer. **(Lesson 1.4)**

Problem Solving • Compare Numbers to 20

COMMON CORE STANDARD MACC.K.CC.3.6
Compare numbers.

1.

_____

- - - - - - - - - -

_____

_____

- - - - - - - - - -

_____

2.

_____

- - - - - - - - - -

_____

_____

- - - - - - - - - -

_____

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 (MACC.K.CC.3.6)

1

○ ○ ○ ○ ○ ○ ○ ○ ○ ○   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
○ ○ ○ ○ ○ ○ ○   ○ ○ ○ ○ ○ ○ ○ ○   ○ ○ ○ ○ ○ ○ ○ ○ ○   ○ ○ ○ ○ ○ ○ ○ ○

○   ○   ○   ○
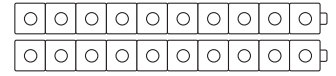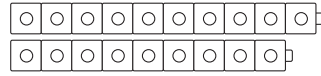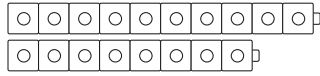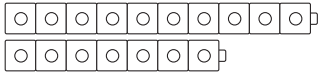
Spiral Review (MACC.K.CC.3.6, MACC.K.NBT.1.1)

2

16

○   ○   ○   ○

3

1   2   3   4

○   ○   ○   ○
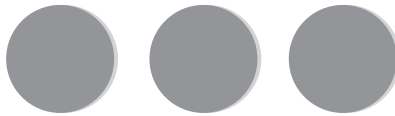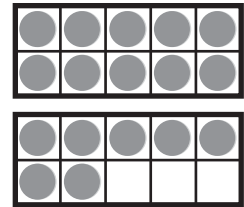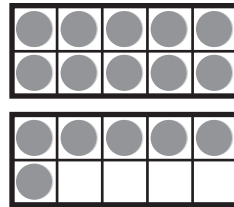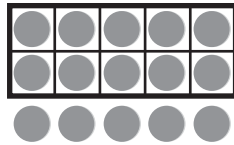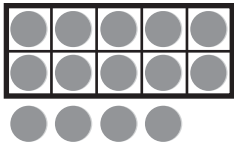
DIRECTIONS   1. Compare the sets. Which set has a number of cubes two less than 20? Mark under your answer. **(Lesson 8.4)   2.** Which set of counters shows the number 16? Mark under your answer. **(Lesson 7.7)   3.** Mark under the number that is greater than the number of counters. **(Lesson 2.2)**

P158 one hundred fifty-eight

Count to 50 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

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

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

20	21	22	23
○	○	○	○

Spiral Review

2

$6 = 5 + 1$	$5 = 2 + 3$	$6 = 2 + 4$	$7 = 2 + 5$
○	○	○	○

3
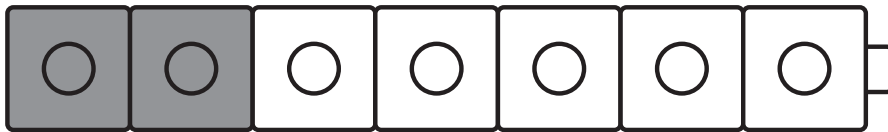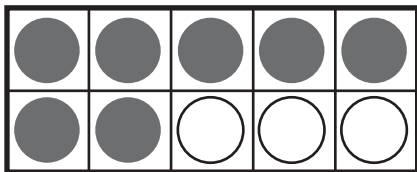
$$10 - 3$$

5	6	7	8
○	○	○	○

DIRECTIONS **1.** Begin with 1 and count forward to 20. What is the next number? Mark under your answer. **(Lesson 8.5)** **2.** Which addition sentence shows a numbers pair that matches the cube train? Mark under your answer. **(Lesson 5.9)** **3.** Shelley has 10 counters. Three of her counters are white. The rest of her counters are gray. How many are gray? Mark under your answer. **(Lesson 6.2)**

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

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

80	81	82	90
○	○	○	○

Spiral Review

2

$3 - 1 = 2$	$3 - 2 = 1$	$4 - 2 = 2$	$4 - 3 = 1$
○	○	○	○

3

○	○	○	○

DIRECTIONS 1. Begin with 71 and count forward to 80. What is the next number? Mark under your answer. **(Lesson 8.6)   2.** Pete makes the cube train shown. He takes the cube train apart to show how many cubes are gray. Mark under the subtraction sentence that shows Pete's cube train. **(Lesson 6.4)   3.** Which set shows the number of roses is the same as the number of daisies? **(Lesson 2.1)**

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

17   20   23   30
○   ○   ○   ○

Spiral Review

2

11   12   13   14
○   ○   ○   ○

3
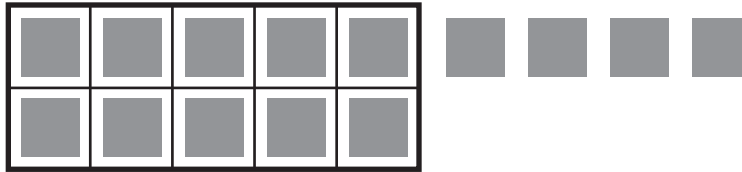
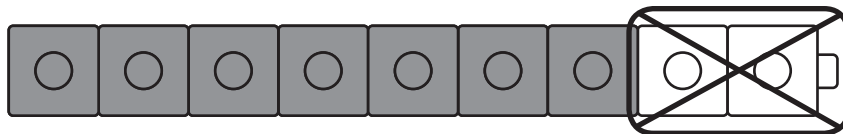$2 + 7 = 9$ | $7 + 2 = 9$ | $9 - 2 = 7$ | $9 - 7 = 2$
○   ○   ○   ○

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? Mark under your answer. **(Lesson 8.7)** **2.** How many tiles are there? Mark under your answer. **(Lesson 7.4)** **3.** Mark under the number sentence that matches the picture. **(Lesson 6.7)**

Count by Tens

1

20   **30**   **40**

2

30   **40**   **50**

3

60   **70**   **80**

4

80   **90**   **100**

5
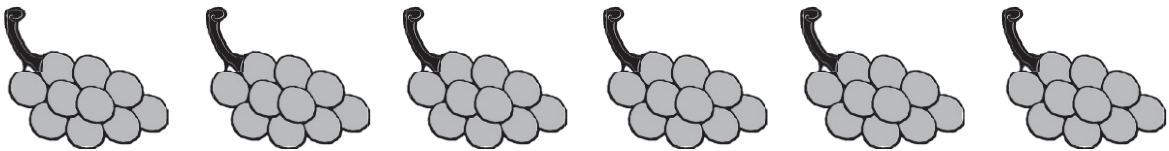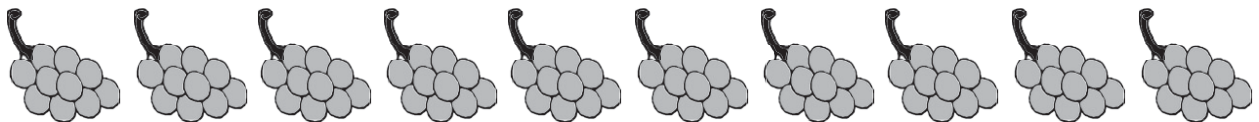
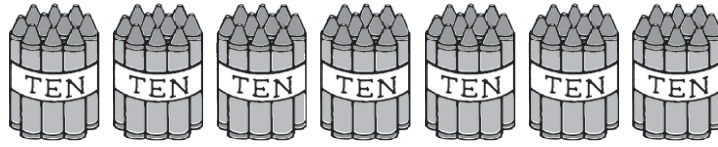**80**   **90**   **100**

DIRECTIONS   **I–5.** Point to each set of 10 as you count by tens.
Circle the number that shows how many.
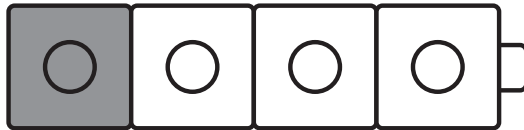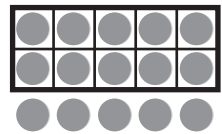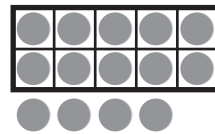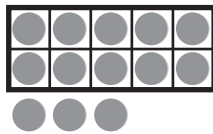
Lesson Check (MACC.K.CC.1.1)

1 TEN TEN TEN TEN TEN TEN TEN

60   70   80   90

○   ○   ○   ○

Spiral Review (MACC.K.OA.1.3, MACC.K.NBT.1.1)

2

15

○   ○   ○   ○

3
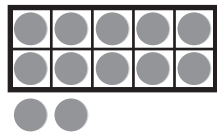
○ $4 = 1 + 3$ ○ $5 = 1 + 4$

○ $4 = 2 + 2$ ○ $5 = 2 + 3$

**DIRECTIONS** **1.** Point to each set of 10 as you count by tens. Mark under the number that shows how many crayons there are. **(Lesson 8.8)** **2.** Which set of counters shows the number 15? Mark under your answer. **(Lesson 7.5)** **3.** Which addition sentence shows a number pair that matches the cube train? Mark beside your answer. **(Lesson 5.8)**

COMMON CORE STANDARDS MACC.K.CC.1.1,
MACC.K.CC.1.2, MACC.K.CC.1.3, MACC.K.CC.2.5,
MACC.K.CC.3.6

Chapter 8 Extra Practice

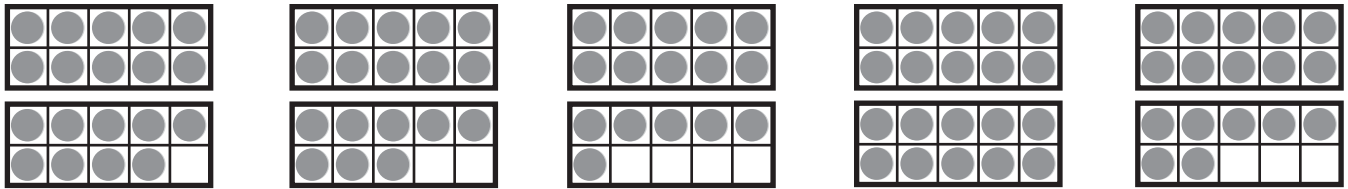## Lessons 8.1 – 8.4 (pp. 309–323)

1

2
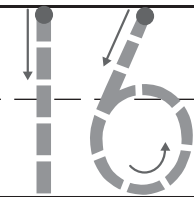
3

4
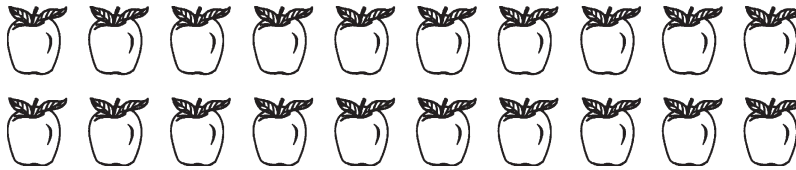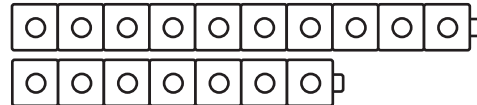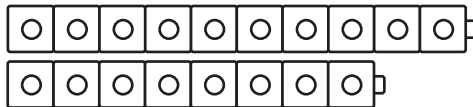
DIRECTIONS **1.** Count and tell how many pieces of fruit. Write the number. **2.** Count the dots in the ten frames. Write the numbers. **3.** Look at the numbers you wrote in Exercise 2. Trace and write those numbers in order. **4.** Gina has 18 cubes. She has a number of cubes one greater than Oscar. Compare the sets of cubes. Which set is larger? Write how many in each set. Circle the greater number.

1

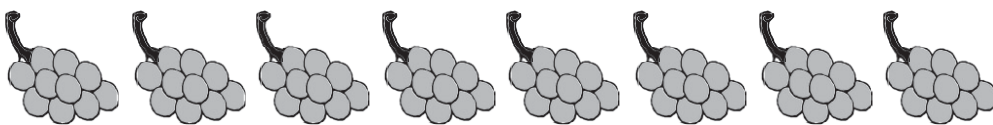| 31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2

80   90   100

DIRECTIONS **1.** Point to each number as you count forward from 31 to 50. Draw a line under the number 50. Point to each number as you count forward from 50 to 100. Circle the number 100. Color the boxes of all the numbers that end with a zero. Count by tens as you point to the numbers in the boxes you colored. **2.** Point to each set of 10 as you count by tens. Circle the number that shows how many.

P168 one hundred sixty eight