



Kinder Week 2

March 2020

Hello Parents,

We hope that this letter finds you doing well. In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Estimados Padres de Familia,

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro (EmpowerED (Portal Familiar Empoderado) en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917 .

¡Esperamos que se mantengan seguros y a salvo!

Additional Print Resources

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, science/social studies. These lessons and activities are intended to provide you with 30-40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. Read daily with your child for twenty minutes. Have your child choose a book they will enjoy. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Go bird watching and have your child complete another page from the bird research notebook created last week.</p> <p>Read the information about bird feathers and color the activity page.</p>	<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Go bird watching and have your child complete another page from the bird research notebook created last week.</p> <p>Read about bird feet and complete the activity.</p>	<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Complete the bird tally sheet.</p> <p>Read the poem <i>Birds Nest</i> and answer the questions.</p>	<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Create an additional page to add to your bird research notebook.</p> <p>Read <i>Jack's Birdhouse</i> and answer the questions.</p>	<p>Independent Reading: Choose a book to read with your child for twenty minutes. Use the reading task choice board to ask comprehension questions.</p> <p>Language Activity: Choose one activity from the choice board and complete the activity with your child.</p> <p>Discovery Time: Create an additional page to add to your bird research notebook.</p> <p>Read <i>The American Bird</i> and answer the questions.</p>

Kindergarten- Week 2

Daily Math Directions: (The math block should take approximately 40 minutes to complete.)

1. Complete lesson practice pages
2. Complete an extension activity included in the lesson plan or the center activity that follows the practice practices pages, (if your child finishes before the 40 minute block).

(Iready and Dreambox online instruction is available for all students who have digital access as an alternative option.)

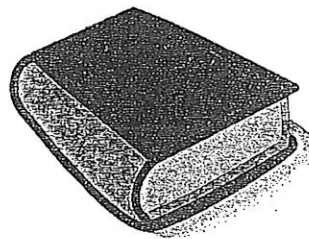
Day 6- Adding Within 10	Day 7- Compare Within 10	Day 8- Count to 100 by Tens	Day 9- Count to 100 by Ones	Day 10- Review Counting by Tens and Ones
<p>Pgs. 30-31 Compare each picture with the equation, count and write the total. Read the completed equation aloud and discuss how the written total represents the total number of items shown.</p> <p><u>Extension Activity:</u> Using the Dot Cards, choose two cards and place them next to each other. Using the words less and more, discuss which cards have less and more dots.</p>	<p>Pg. 99: Count and color 8 dogs. Count and identify a group that has <u>more than</u> 8 and color it brown. How many does your group need to have?</p> <p>Pgs. 101-102: Count how many are in each group and then circle the number that has more.</p> <p>Pgs. 103-104: Count how many counters are in the ten frame and write the number. Then compare which number is less.</p> <p><u>Extension Activity:</u> Using the Dot Cards, choose two cards and place them next to each other. Using the words less and more, discuss which cards have less and more dots.</p>	<p>Warm up: You will start this lesson by counting by tens.</p> <p>Jump up and down counting by 10 until you reach 100.</p> <p>Hop counting by 10 until you reach 100.</p> <p>Pgs. 204-206: Count the objects by tens. (There are 10 items in each group). Point to each object as you count by 10. Then match or circle the correct number for each set.</p> <p><u>Extension Activity:</u> Choose one activity. Count and write your numbers to 100 by tens. Make groups of tens using cereal, beans, pennies, etc and practice counting to 100 by tens.</p>	<p>Pg. 211: Color the first 10 spaces the same color. Then color each group of 10 spaces a different color. Count to 100 as you point to each number. Then count by tens as you count each group.</p> <p>Pg. 213: Fill in the missing numbers on the hundred chart.</p> <p>Pg. 215: Read the number sequence on the bottom and circle the correct number.</p> <p><u>Extension Activity:</u> Find 100 objects around the house to count (ex. Legos, beans, seeds, tiles,) Name the number that comes after ____ or the number that comes before ____, using the deck of number cards.</p>	<p>You will start this lesson warm up reviewing counting by tens and ones.</p> <p>Steps - Count by ones until you reach 100.</p> <p>Jumping Jacks - Count by tens until you reach 100</p> <p><u>Discussion:</u> Did you do more jumping jacks or did you take more steps? Why?</p> <p>Pg. 212: Count to 30 and cross out the numbers that do not belong. Then count the numbers that are not crossed out.</p> <p>Pg. 214: Fill in the numbers on the missing hundreds chart.</p> <p>Pg. 216: Read the number sequence and circle the correct number to complete each list from the choices above.</p>

Independent Reading

1. Read for 20 minutes.



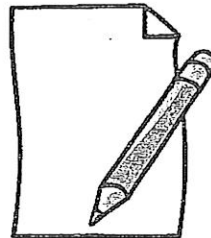
2. Choose 1 of your books.



3. Pick a task.

Reading Task	
Choose one	
Character • What are the character's traits? • How do you feel about the character?	Setting • What is the story's setting? • How does the setting affect the story?
Theme • What is the main message of the story? • How does the author use symbols to show the theme?	Plot • How does the story begin? • What is the main conflict? • How does the story end?
Point of View • Who is the narrator? • How does the narrator's point of view affect the story?	Style • How does the author use language to create a mood? • How does the author use figurative language?

4. Do the task.



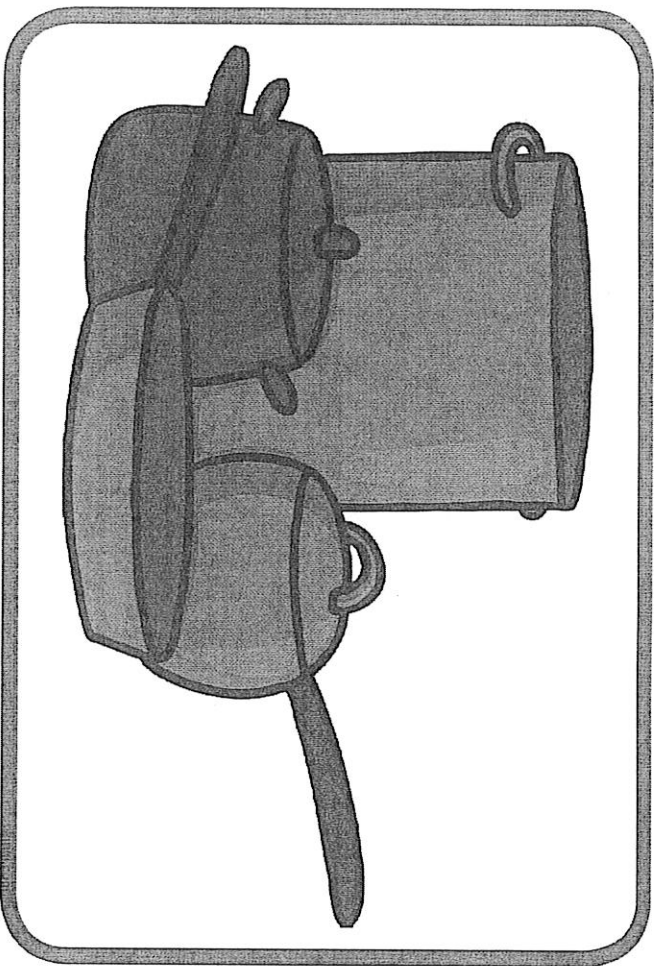
Reading Task

Choice Boards

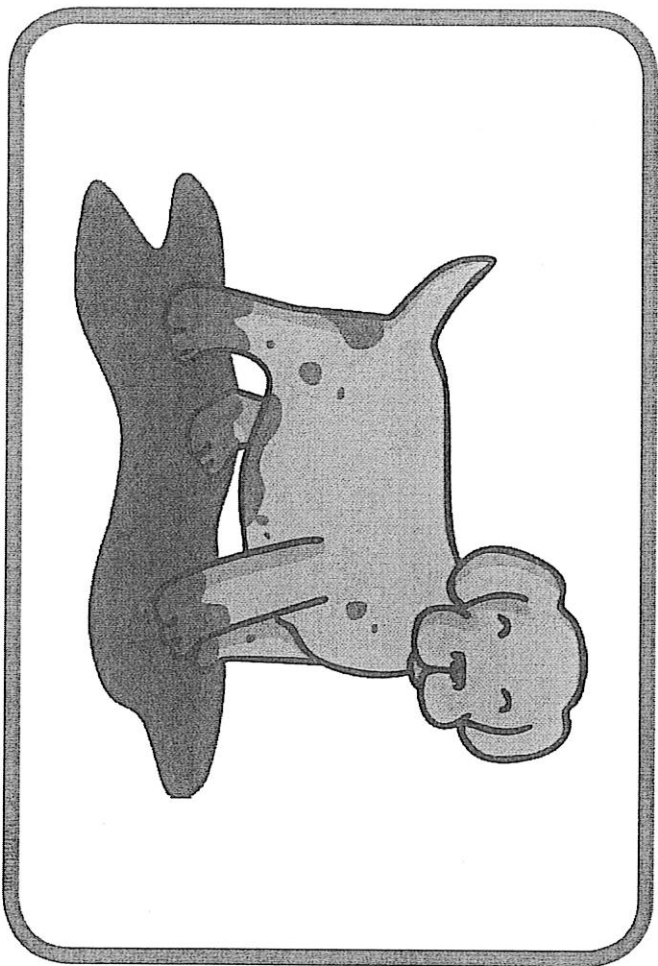


Fiction (Story Books)	
Characters <ul style="list-style-type: none"> Who were the characters in this story? Draw and label a picture of the characters. 	Setting <ul style="list-style-type: none"> Where did the story take place? Draw and label a picture of the setting.
Events <ul style="list-style-type: none"> What are the most important events in this story? Draw or write the events in order. 	Feelings <ul style="list-style-type: none"> Find a part where the main character had a big feeling. Write about the feeling and tell why the character was feeling that way.

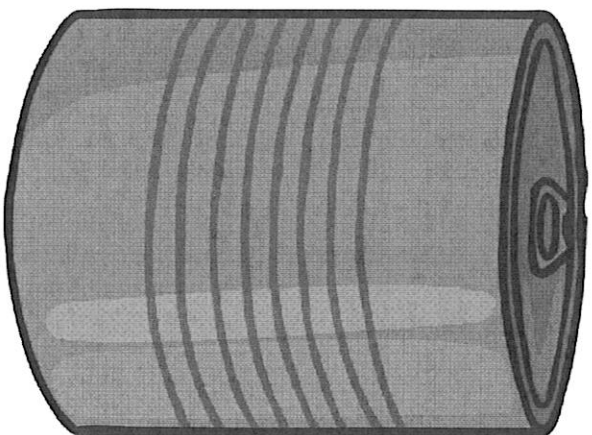
Nonfiction (Teaching Books)	
Main Topic <ul style="list-style-type: none"> What is the book all about? What are the key details? <p>Main Topic- What the book is all about. Key Details- The big ideas in the book that support the main topic.</p>	Title <ul style="list-style-type: none"> Write the title. Why do you think the author chose this title? Write about it.
Topic Words <ul style="list-style-type: none"> Find words that the author used that are important to the topic. List the words. 	Pictures <ul style="list-style-type: none"> Choose a picture in the book. What can you learn from the picture? Write about it.



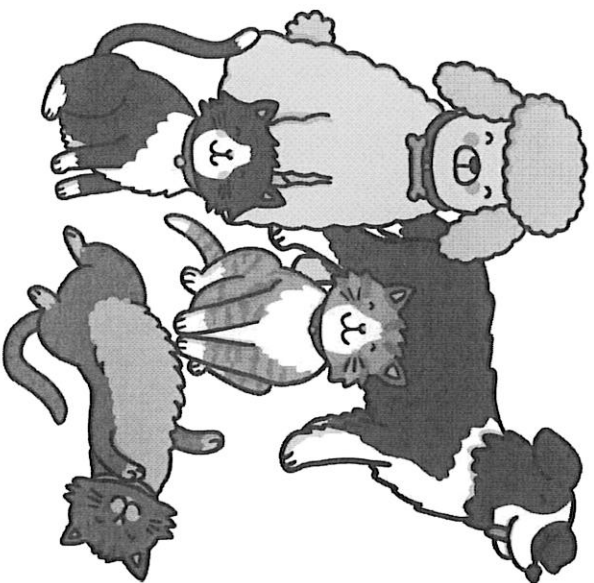
pots and
pans



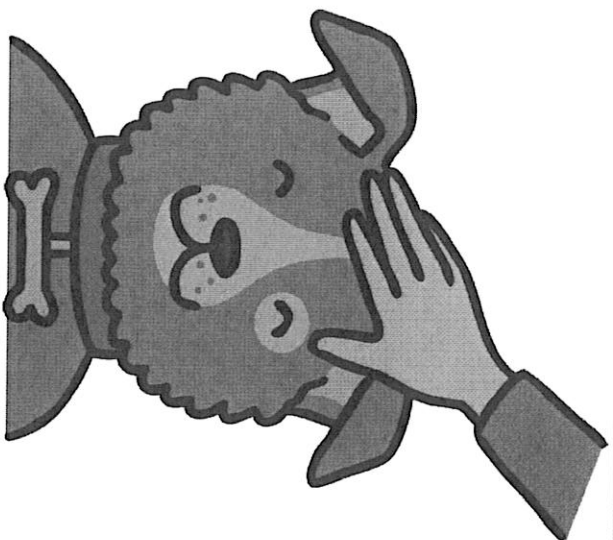
a pup in the
mud



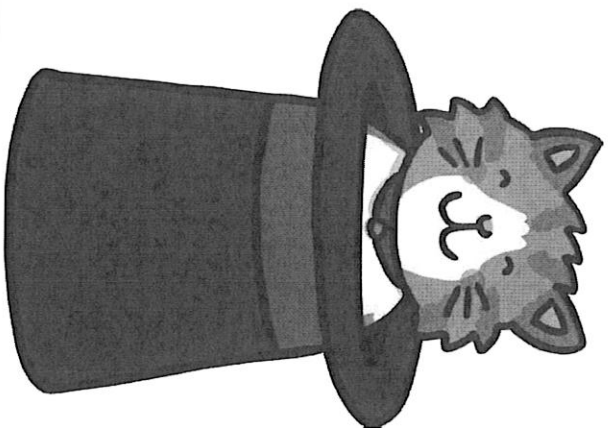
a tin can



cats and
dogs



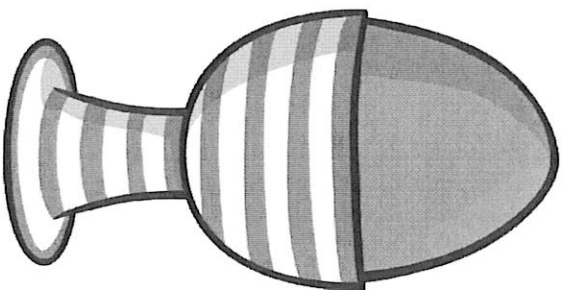
pat a dog



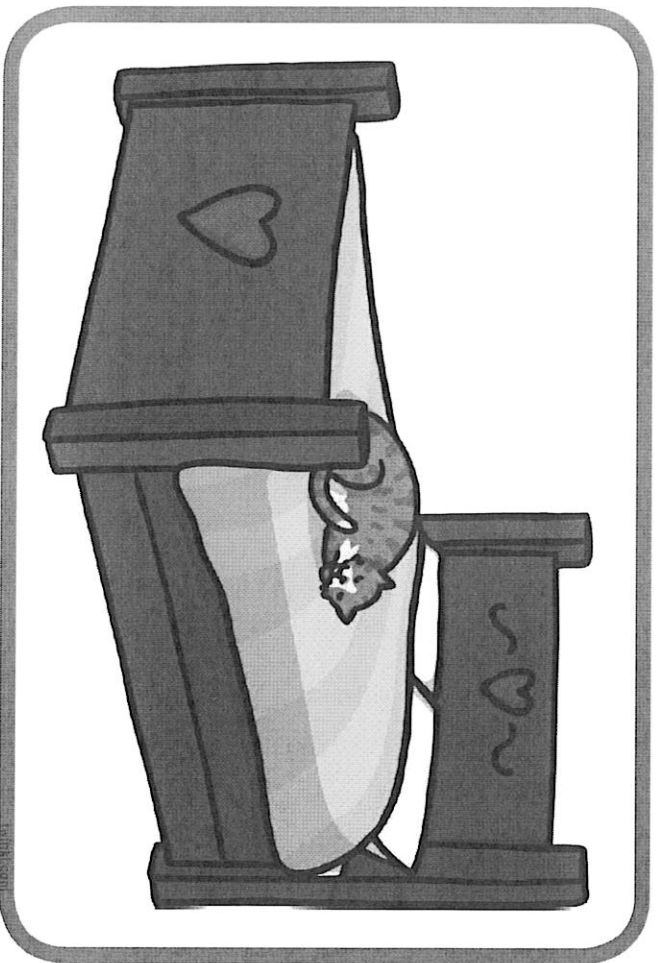
a cat in a
hat



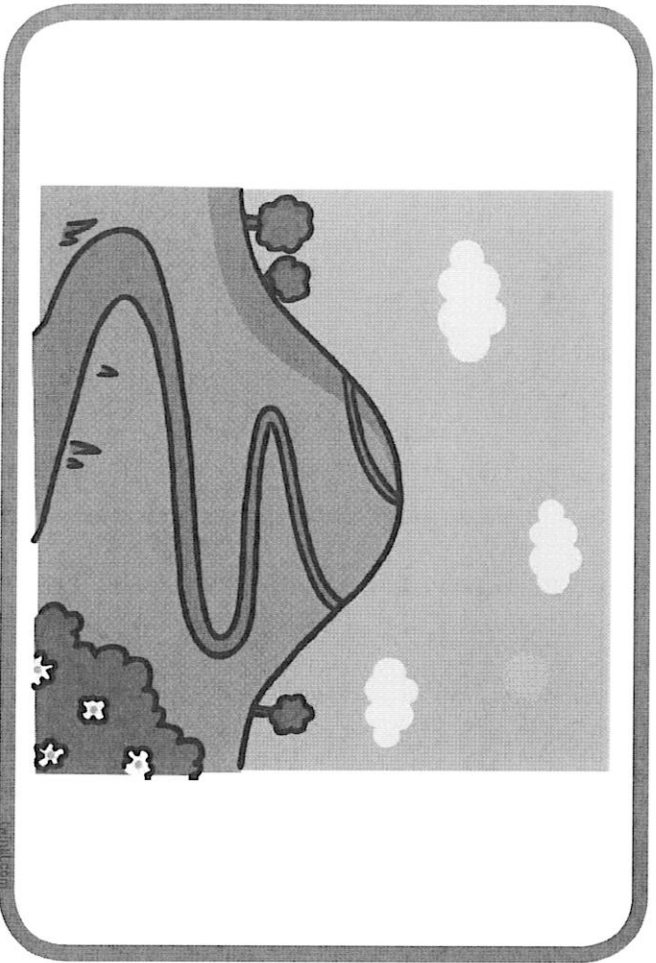
mugs and
cups



an egg in an
egg cup



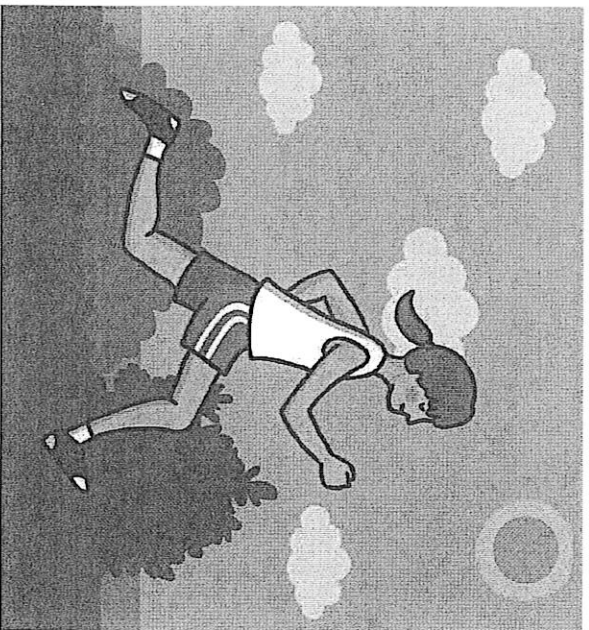
a cat on a
bed



to the top of
the hill



socks on a
mat



a run in the
sun

Daily Language Activity

**Week 2: Choose one activity
to do each day.**

Making More Words <small>**In your week one packet**</small>	Making Playdough <small>**In your week one packet**</small>	Making a Cake <small>**In your week one packet**</small>	CVC Word Memory <small>**In your week one packet**</small>
Synonym Word Web	Phrase and Picture Match	Sequencing	Float or Sink

Phrase and Picture Memory Match Game

Cut apart the picture and the word cards. Place the cards face down. Flip over 2 cards. If you get a picture and a phrase card that match you keep the cards. Play until all cards have a match. The winner is the person with the most matches.

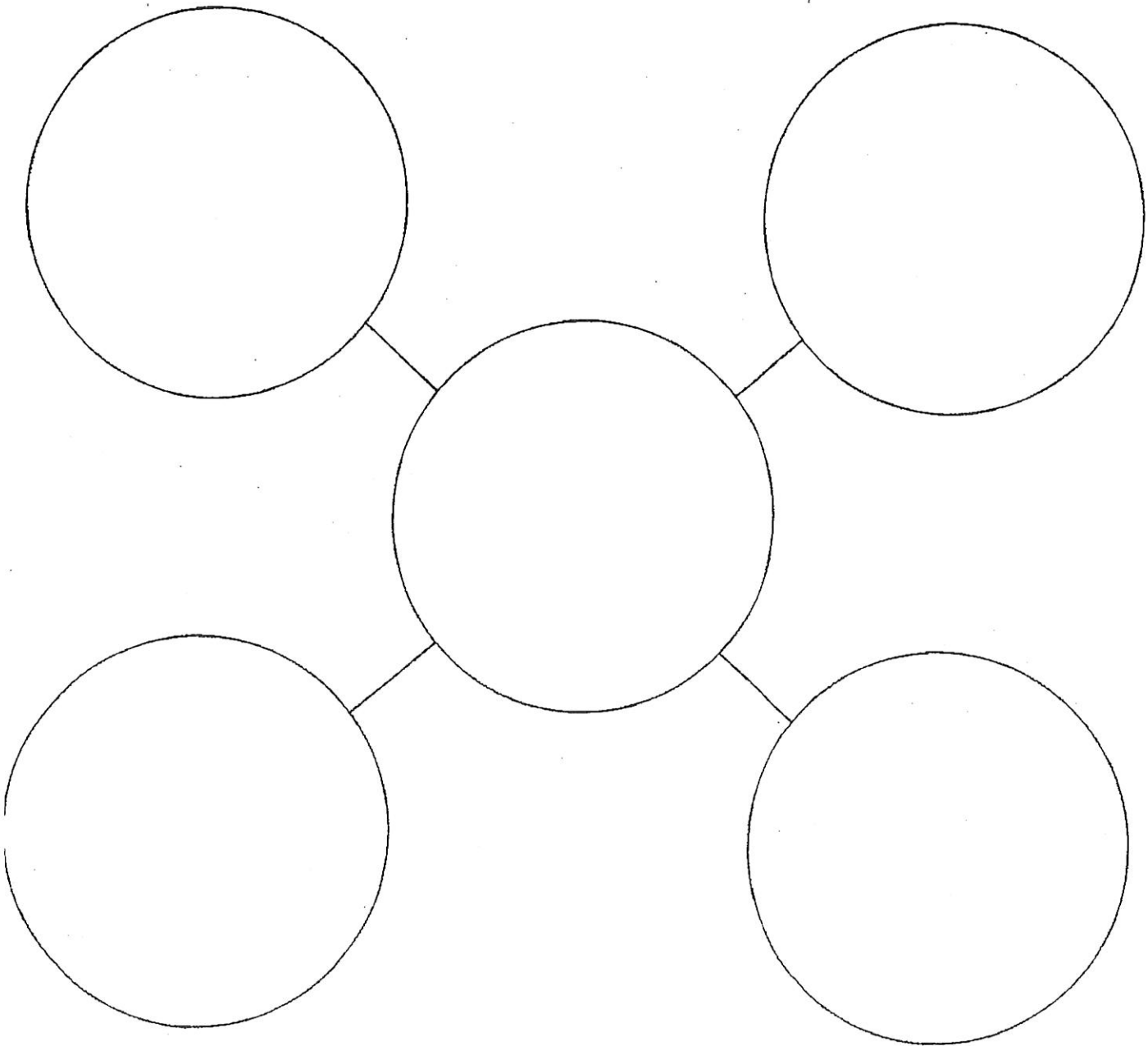
Name _____

Word Web

Choose a word and write that word in the middle circle. In the other four circles write words or phrases that tell about the word in the middle.

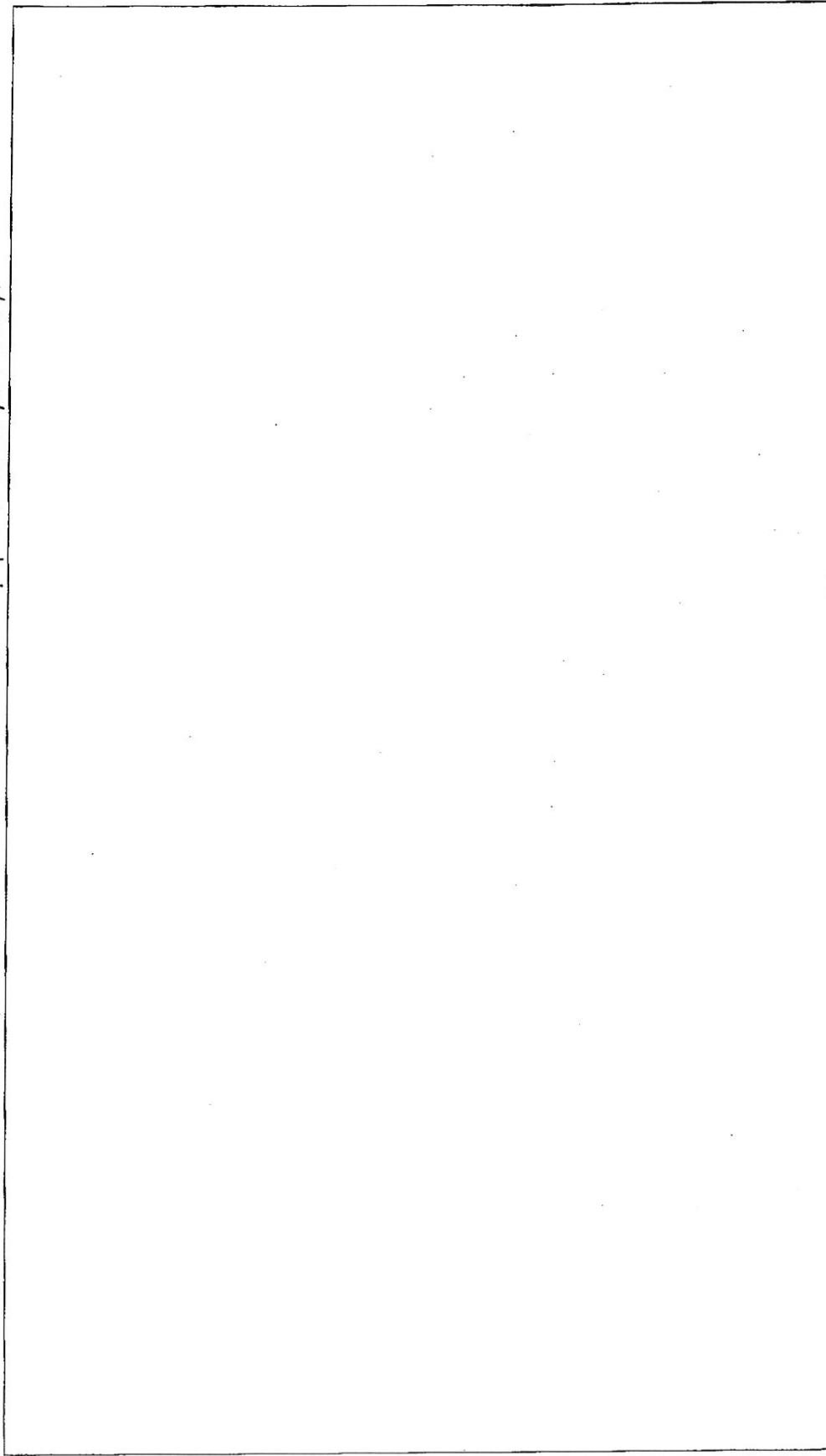
Word Choices: family, pets, colors, animals, sports, soccer, pizza, school bus, friends

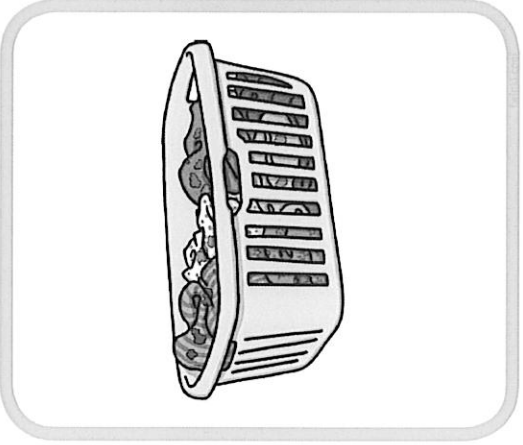
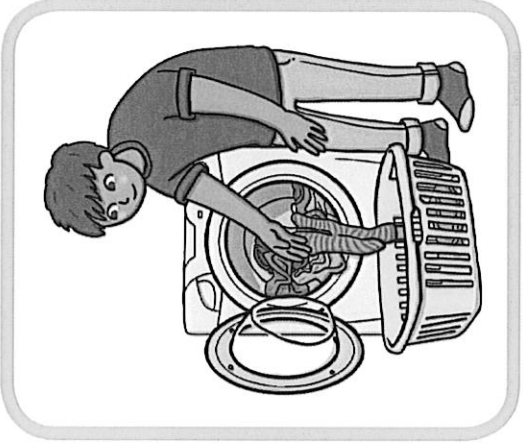
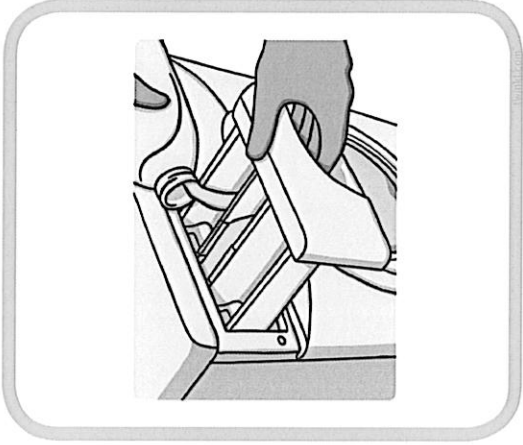
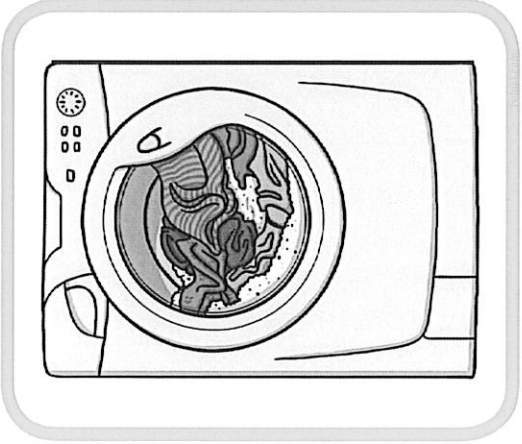
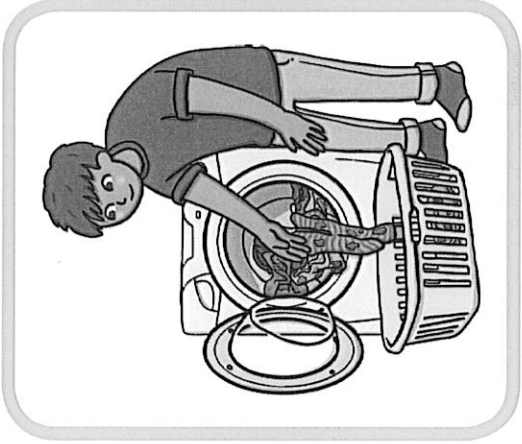
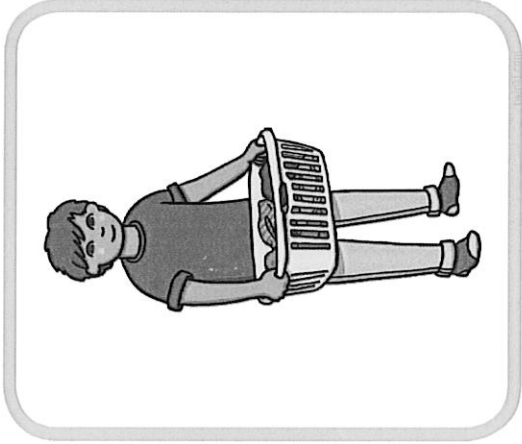
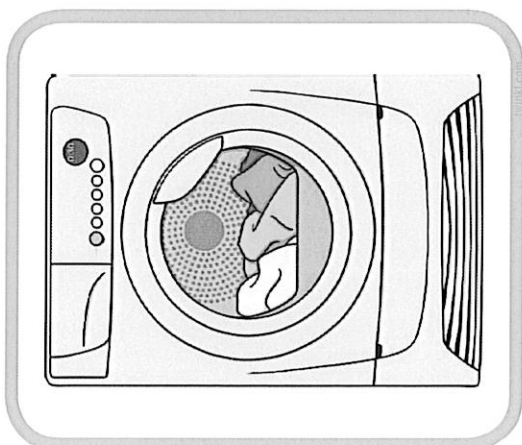
Turn the paper over and write a sentence using the words in 2 of the circles.



Sequencing Cards

The boy is doing his laundry. Cut the picture cards apart and put them in order. Glue them in the box below. Then use the pictures to write a story. Use the lines on the back of this paper to write your story.





Float or Sink Cut and Stick Directions

Cut out the objects at the bottom of the page. Decide if they will sink or float. If they will float, glue them at the top of the sheet and if they will sink, glue them near the bottom. On the back of the paper choose one object and write why it will sink or float.

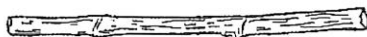
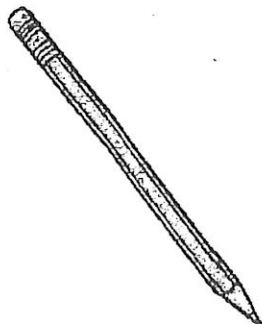
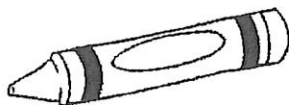
Float



Sink

twinkl

visit [twinkl.com](https://www.twinkl.com)

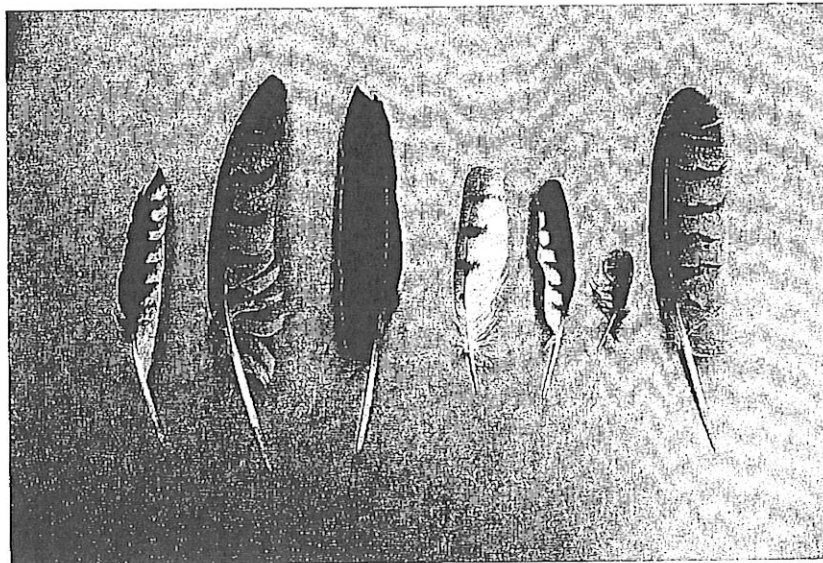


1. Read this information about feathers:

Feathers

All birds have feathers. Birds are the only living animals that have feathers. Feathers help birds in many ways.

- Feathers help a bird stay just the right temperature.
- Feathers help protect the bird's body from getting hurt.
- Feathers act like a raincoat. They keep water away from the body.
- Wing feathers help birds fly.
- Tail feathers help birds steer when flying.
- Some birds pluck their feathers and use them to make their nest cozy.



The colors and patterns on feathers can help birds hide from their prey.

2. Read and color:

A male peacock has long feathers that trail behind him in a "train."
Color the male peacock below.



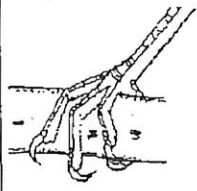

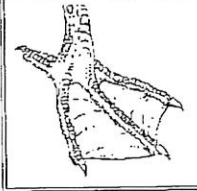

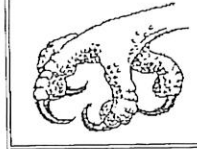
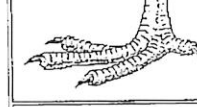

Discovery Learning, Day 7

HOME BIRDS OF ATLANTA ANATOMY & PHYSIOLOGY ADAPTATIONS BEHAVIOR ACTIVITIES MORE >>

Bird Feet

Birds have many different shapes and sizes to their feet. Like the shape of the bill, the anatomy of birds' feet tells us much about the ecology of different species of birds. Below are several examples of birds feet and what each one can tell us about the group of birds who possess them.

After reviewing this material try the "Who's foot is this?" activity.

	SONG BIRDS or PERCHING BIRDS (warblers, thrushes, wrens, etc.) have independent, flexible toes, with one pointing backwards, ideal for grasping perches. Why don't perching birds fall out of trees when they sleep? When perching birds sit, a tendon on the backside of the ankle automatically flexes locking their toes around the branch. With feet locked, sleeping birds don't fall. As the bird stands up its feet release.
	WOODPECKERS have two toes pointing forwards and two backwards; for climbing up, down, and sideways on tree trunks.
	WATER BIRDS such as ducks have webbing between their toes for swimming. GULLS also have feet similar to these so they don't sink while walking in the soft sand or mud near the water's edge.
	WADING BIRDS. The long toes of herons, which spreads the bird's weight over a large surface area, facilitates walking on soft surfaces near the water's edge (where wading birds like to eat).
	RAPTORS such as hawks, eagles, and owls use large claws (called talons) to capture, kill, and carry prey with their feet.
	Pheasants and chickens use their strong feet to scratch the dirt and leaf litter to uncover seeds and insects.
	Strong-legged flightless birds , like the cassowary, protect themselves by kicking with their powerful feet and sharp claws.

1. Read this poem:

Bird's Nest

By H.N Bialik

Among the trees
Is a bird's nest,
And in the nest
Her three eggs rest.

And in each egg--
Hush, you'll be heard!--
There lies asleep
A tiny bird.

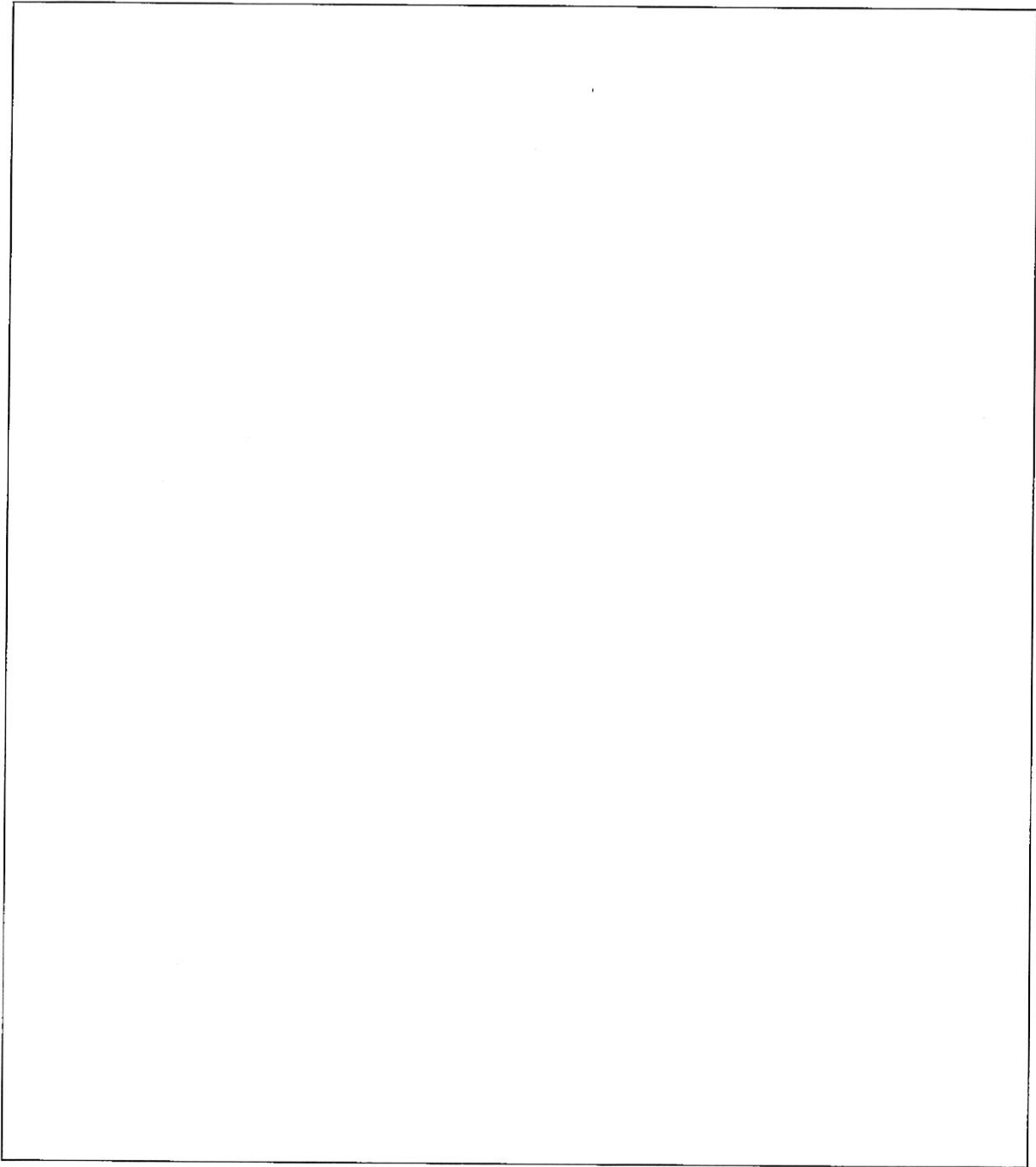
2. Answer these questions:

What is in the tree? _____

What is in the nest? _____

What is inside the eggs? _____

3. Read the poem again and make a movie in your mind. Draw a picture of what you see in your mind.



birdhouse pencil ruler fourth
second nails wood third

Jack's Birdhouse

Jack wants to build a birdhouse.

He gets some wood.

He gets some nails
and paint.

His mom helps too.

She gets a saw and a hammer.

She gets a pencil and ruler.

Jack draws his birdhouse. They build it together.

Then they hang it up in a tree.

A bird goes into the bird house.

A second bird goes in. A third bird goes in.

A fourth bird goes in!

Jack and his mom look at each other.

They need a bigger birdhouse!



Jack's Birdhouse (exercises)

1. Answer each question to complete the sentences.

What does Jack want to build?

He wants to build a _____.

Who helps him?

His _____ helps him.

Where does he put the birdhouse when he is done?

He hangs it in a _____.

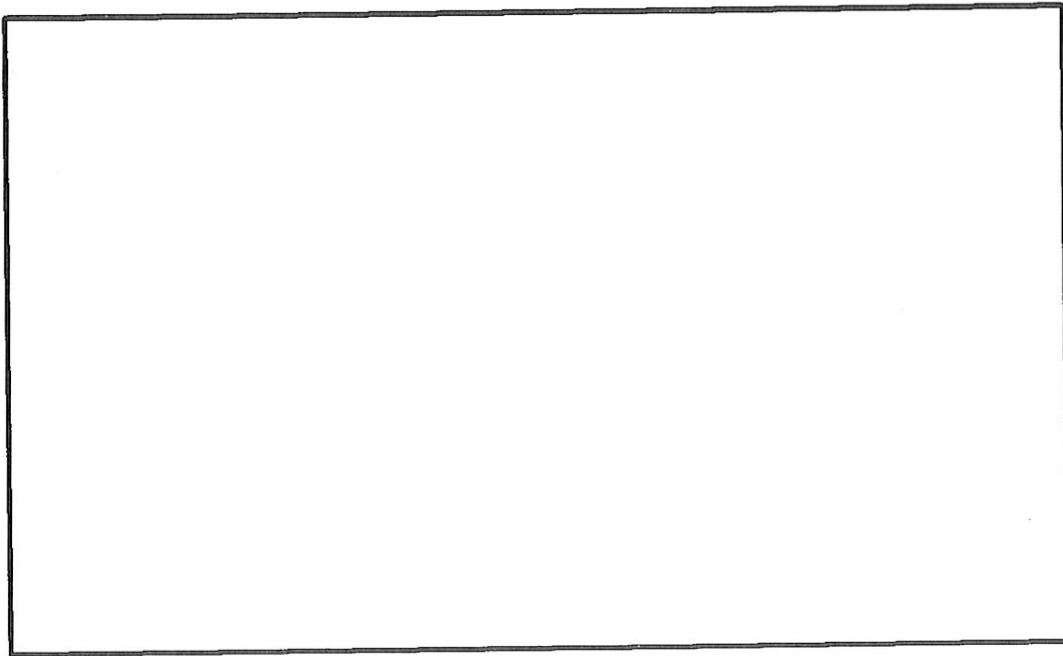
2. Write 3 things Jack uses to make his birdhouse?

1. _____

2. _____

3. _____

3. Draw a birdhouse you would like to make.



The American Bird

by Susan LaBella



The bald eagle is a symbol of the United States. A symbol is something that stands for something else. The bald eagle stands for the country's strength. Here are some things we know about bald eagles.

Bald eagles have wonderful sight. This helps them find food. They have strong claws to eat a fish or snake.

Bald eagles are fast! Their powerful, wide wings help them fly very quickly.

Bald eagles build huge nests from sticks and grass. They build nests high in trees.

Baby eaglets hatch from eggs. Both parents bring the babies food. Soon the eaglets can fly and leave the nest.

Name: _____ Date: _____

1. Where do bald eagles build nests?

- A. underground
- B. in caves
- C. high in trees

2. The text describes several characteristics of bald eagles. What does a bald eagle have that helps it fly very quickly?

- A. wonderful sight
- B. strong, sharp claws
- C. powerful, wide wings

3. Mother and father bald eagles both take care of their baby eaglets. What part of the text tells us that this is true?

- A. Soon the eaglets can fly and leave the nest.
- B. Bald eagles build huge nests from sticks and grass.
- C. Both parents bring the babies food.

4. What is "The American Bird" mostly about?

- A. eaglets
- B. American symbols
- C. bald eagles

5. What do bald eagles have that helps them find food?

Bald eagles have

6. What did you learn from "The American Bird"?

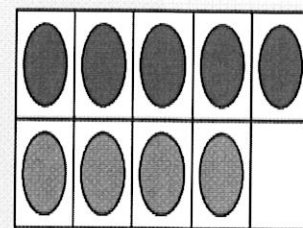
7. **Class Discussion Question:** Use information from the text to explain why the bald eagle stands for the United States' strength.

8. Draw a picture of a bald eagle with food in its claws.

Kindergarten- Week 2 Concepts

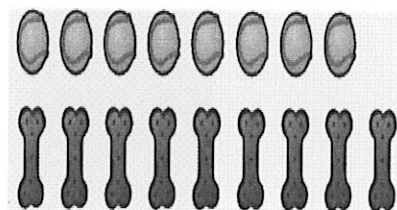
This lesson includes addition problems with totals from 6 to 10 and continues to connect story problems to pictures, objects, models, and number sentences. In class, your child may also model addition problems with fingers, which are useful and easily available tools for adding.

Your child will find two numbers that add up to a given total using counters on 10-frames. He or she will also add two numbers that have a sum up to 10. Repeated work with 10-frames leads to the ability to quickly visualize numbers as amounts, which is important for building addition skills. Also, because a 10-frame is made up of 10 boxes arranged in 2 rows of 5, it can help your child see how the numbers being added and the total relate to both 5 and 10—a useful understanding for later work with greater numbers.



$$5 + 4 = 9$$

The lesson includes comparing groups of up to 10 objects to find which group has more and which group has less. There are many strategies that can be used in comparing. When comparing objects in a picture, you can draw lines between the objects in the two groups, or cross out pairs of objects (one from each group) until one group has no more objects to cross out. If comparing actual objects, you may line them up in two rows to see which group has more and which has less.



As your child begins to think more abstractly, he or she will start to recognize that 7 is more than 4, no matter what objects are being counted or how they are arranged.

Comparing groups of objects will help prepare your child for solving subtraction problems that involve finding how many more or how many fewer objects are in one group than another.

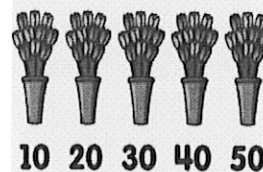
Invite your child to share what he or she knows about comparing within 10 by doing the following activity together.

Counting by tens involves reciting the decade numbers (10, 20, 30, 40, etc.) to 100. Learning to count by tens will help prepare your child for counting by ones across the decade numbers. For example, being able to recite “10, 20, 30” will help your child later count “19, 20, 21” and “29, 30, 31.”

Counting objects organized into groups of 10 helps to emphasize that each decade number is 10 more than the the previous decade number.

Your child will also practice counting by tens without objects or pictures.

Invite your child to share what he or she knows about counting to 100 by tens by doing the following activity together.



Each pot has 10 flowers. You can count by tens to find there are 50 flowers in all.

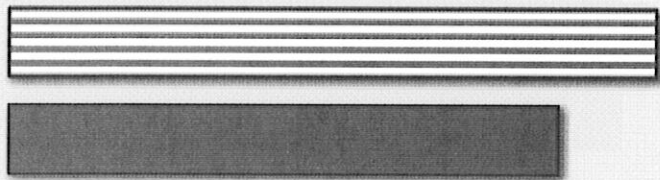


Hundreds Chart

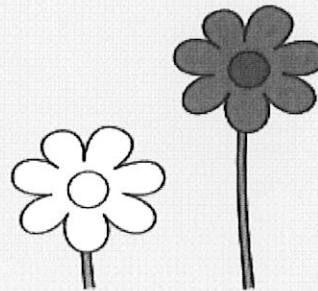
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

You can compare two objects by length or by height to find which object is longer, taller, or shorter. Your child will compare the lengths and heights of objects in pictures as well as actual objects. When comparing the lengths or heights of actual objects it is important to line up the objects at one end to see which object extends farther up (for height) or farther left or right (for length).

Learning to recognize and understand the attributes of length and height will help your child prepare to do other measurement activities in later grades, including using measuring tools (such as rulers and tape measures) and measuring with standard units (such as inches and centimeters).



The striped ribbon is longer than the solid ribbon.



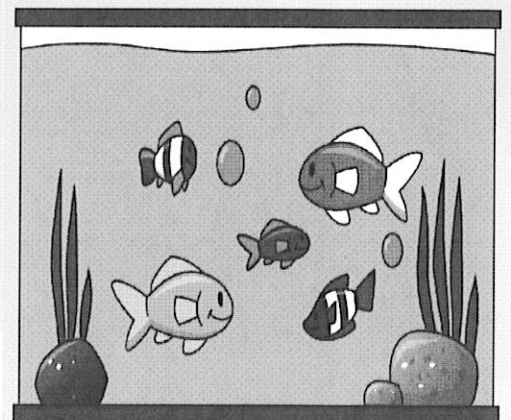
The white flower is shorter than the purple flower.

Comparing two objects by weight involves finding which object is heavier or lighter. Your child will compare the weights of actual objects as well as the weights of objects shown in pictures. To compare weights, it may be helpful to think of a heavier object as harder to lift and a lighter object as easier to lift.

There will be some focus on recognizing that larger objects are not necessarily heavier than smaller objects. For example, even if a balloon is larger than a basketball, the balloon will be lighter than the basketball. This focus emphasizes that weight and size are different attributes. Understanding and comparing weights will help prepare your child for other later work with measurement units.

Actual objects and pictures of objects can be sorted by attributes such as color, shape, size, and weight. After sorting objects into different categories, your child will count how many are in each group and compare the groups using language such as *same*, *equal*, *more than*, *fewer than*, and *less than*.

For example, the fish in the picture below can be sorted into the following categories: big and small, striped and solid, swimming left and swimming right. Also, there are more solid fish than striped fish and there are fewer big fish than small fish.



Adding Within 10

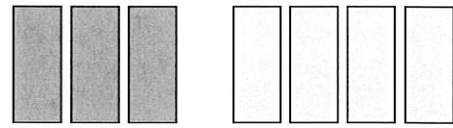
Day 6

Name _____

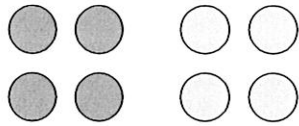
Example



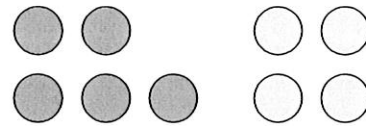
$$3 + 3 = \underline{6}$$



$$3 + 4 = \underline{\quad}$$



$$4 + 4 = \underline{\quad}$$



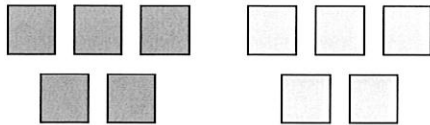
$$5 + 4 = \underline{\quad}$$

Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

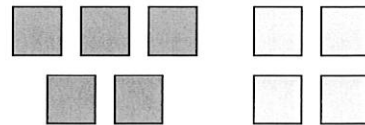
Fluency and Skills Practice

Adding Within 10 *continued*

Name _____



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



$$5 + 4 = \underline{\quad}$$



$$2 + 6 = \underline{\quad}$$



$$6 + 2 = \underline{\quad}$$

Ask children to compare each picture with the equation and count and write the total. Have them read the completed equation aloud. Then have children connect the written total with the total number of items shown.

What You Do



Pick a subtraction.

$$4 - 3$$



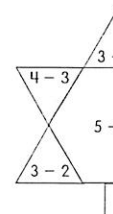
Say.

4 minus 3



Subtract and Color.

1	Blue
2	Green
3	Red



What You Need

- blue, green, and red crayons
- 5 counters
- Recording Sheet

What You Do

1. Take turns. Pick a subtraction expression on the **Recording Sheet**.
2. Say the subtraction aloud. Find how many are left after taking away the number. Use counters if needed.
3. Find that number on the color key. Use the color next to that number to color the subtraction expression on the picture.

Go Further!

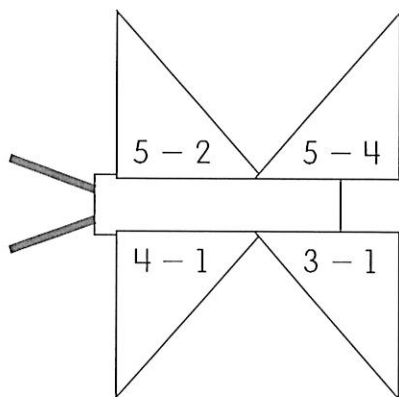
Take turns. Choose a subtraction expression on the Recording Sheet. Tell a subtraction story to match. Have your partner solve.

Operations and Algebraic Thinking

1

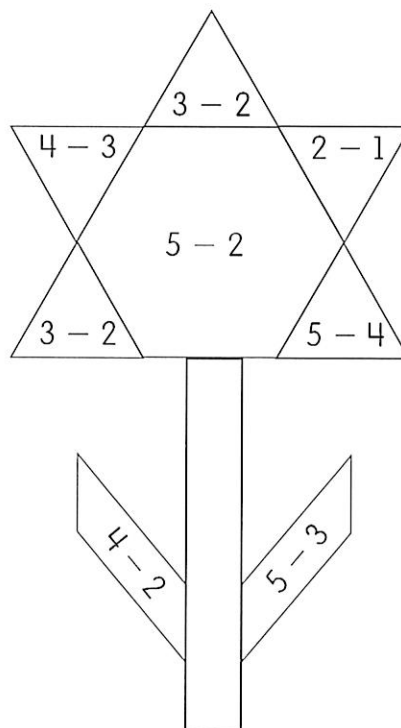
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1	Blue
2	Green
3	Red



Partner A _____

Partner B _____



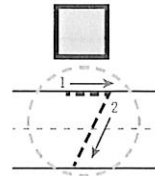
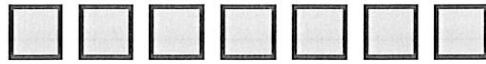
Operations and Algebraic Thinking

2

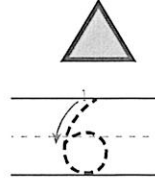
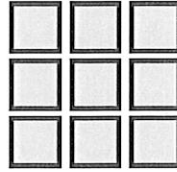
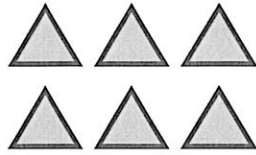
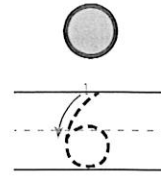
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Compare Within 10

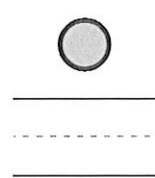
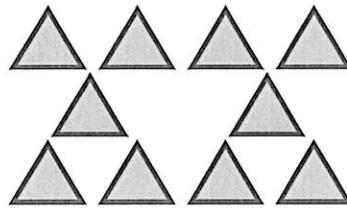
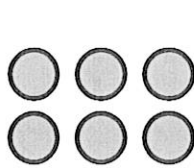
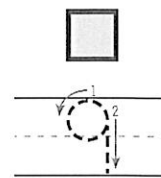
 Name **Day 7** _____

Example


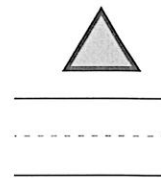
or



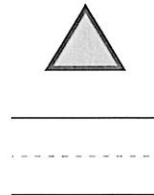
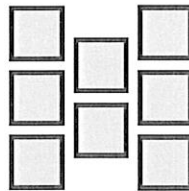
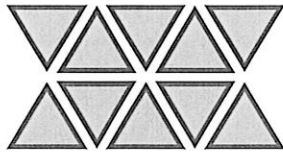
or



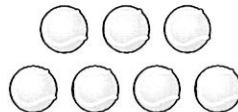
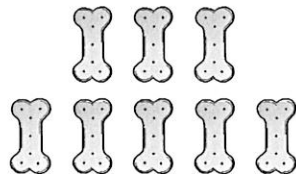
or



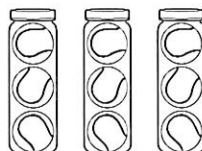
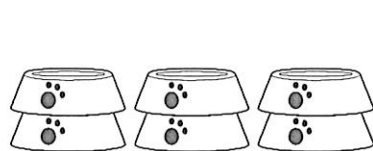
In each problem, guide your child to compare the numbers of objects. Have your child write how many are in each group and then circle the number that is more.



or



or



or



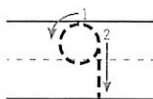
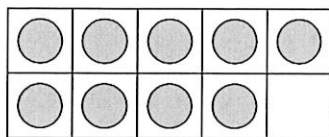
In each problem, guide your child to compare the numbers of objects. Have your child write how many are in each group and then circle the number that is more.

Compare Within 10

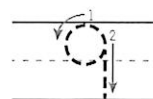
Name _____

Day 7**Example**

How many?

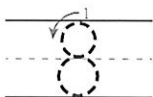
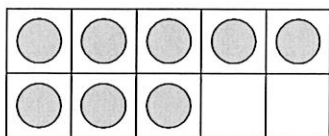


Which is less?



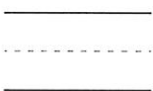
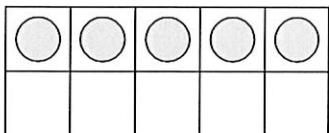
or

7



or

6

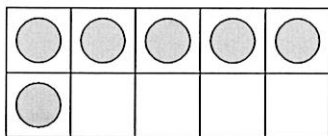


or

10

Guide your child to compare the number of counters in a 10-frame with a given number and tell which is less. Have your child count and write the number of counters in the 10-frame. Ask him or her to compare that number to the number shown on the right. Circle the number that is less.

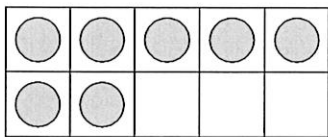
How many?



Which is less?

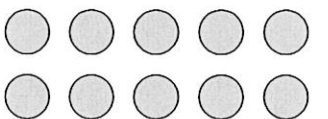
or

7



or

8



or

9

Guide your child to compare a number of counters with a given number and tell which is less. Have your child count, write the number of counters, and compare that number to the number shown on the right. Circle the number that is less.



Count and Compare

Day 7



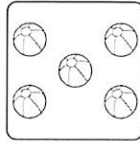
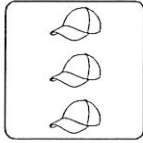
Check Understanding

Display 2 picture cards.
Ask the child to count the
objects and tell which
number is greater.

What You Do



Show your
cards.



Say which
is more.

5 is more than 3.



Write which
is more.

5 is more than 3.

What You Need

- Picture Cards 1–10
- Recording Sheet for each child

What You Do

1. Shuffle the cards. Give each other the same number of cards. Stack them facedown.
2. Turn over the top card at the same time as your partner.
3. Count and compare the number of objects on the two cards.
4. If you have the greater number of objects on your card, say, "___ is more than ___." Keep both cards and write the numbers to complete the sentence on your **Recording Sheet**.
5. Play until one partner's Recording Sheet is complete. The player with more cards wins.

Go Further!

Play again. This time the player with the card that has fewer objects takes the cards.



Count and Compare

Recording Sheet

Name _____

_____ is more than _____.



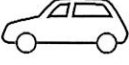



















































_____ is more than _____.

_____ is more than _____.

_____ is more than _____.

_____ is more than _____.

✂



Compare and Color Day 7

Check Understanding

Is 7 more than, less than, or the same as 4? Tell how you know.

What You Do**Pick a card.****Compare. Say more than or less than or the same.****Color more than red. Color less than blue. Circle if the same.**

3

3 4

3 is less than 4.

4

2 9 4 3 10 7 6 1 5 8

What You Need

- 16 counters
- red and blue counters
- Number Cards 1–10
- Recording Sheet for each child

What You Do

1. Shuffle the cards. Place them facedown.
2. Take turns. Pick a card.
3. Compare your number to 4 on the **Recording Sheet**. Say if your number is more than, less than, or the same as 4.
4. Have your partner use counters to check your work.
5. Color the number on the Recording Sheet red if your number is more than 4. Color it blue if your number is less than 4. Circle the number if it is the same as 4.
6. Play again by comparing numbers to 6.

Go Further!

Play "I am thinking of a number". Think of a number from 1 through 10. Your partner asks "more than" or "less than" questions to find your number.



Compare and Color

Recording Sheet

Name _____


4

2 9 4 3 10 7 6 1 5 8

6

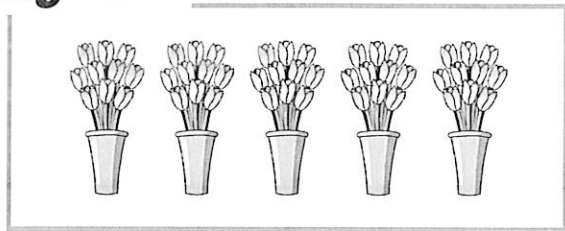
4 5 8 6 1 7 3 2 9 10

Day 7

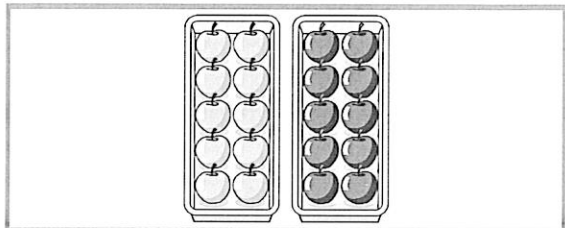


1	2	3	4
5	6	7	8
9	10		

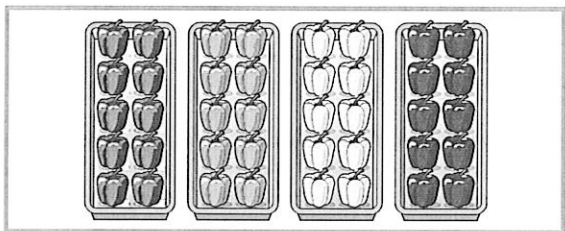
Day 8



20



40



50

Have your child draw lines to match each group of objects to the number that tells how many. Tell your child that each vase or basket has 10 objects in it. Guide your child to count by tens to find how many objects are in each group and then draw lines to the matching totals.

204 Lesson 24 Count to 100 by Tens

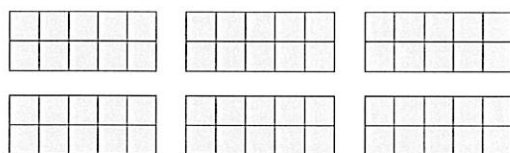
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Lesson 24

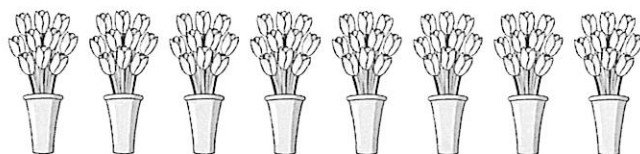
Count to 100 by Tens

Name _____

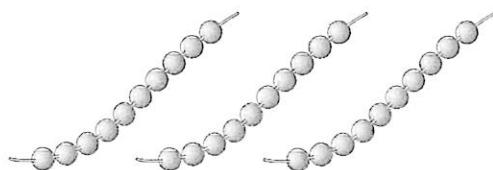
Example



50 60 70



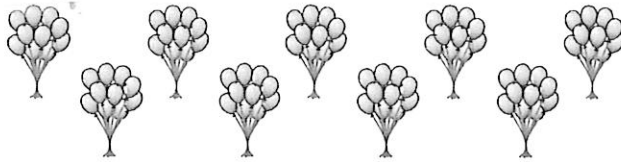
60 70 80



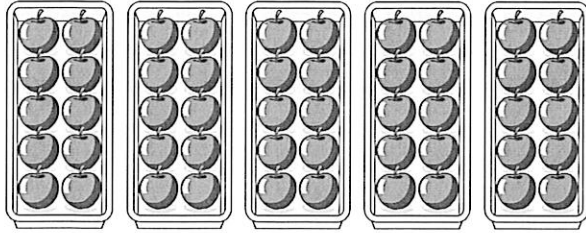
30 40 50

Guide your child to count objects by tens. Explain that there are 10 objects in each group. Have your child count aloud by tens to find the total number of objects in each problem. Then have your child circle the total number.

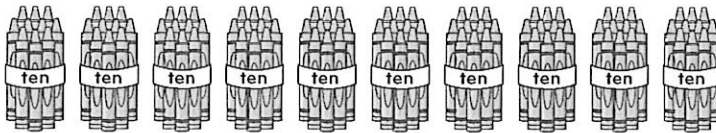
Day 8



80 90 100



70 60 50



10 90 100

Guide your child to count objects by tens. Explain that there are 10 objects in each group. Have your child count aloud by tens to find the total number of objects in each problem. Then have your child circle the total number.

206 Lesson 24 Count to 100 by Tens

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1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	
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	
91	92	93	94	95	96	97	98	99	

10	20	30
30	40	50
60	70	80
80	90	100
80	90	100

For each row on the hundreds chart with a missing number, guide your child to circle the number to the right that completes that row. Have your child focus on the last column. Count together by tens, having your child circle the numbers that complete the chart.

208 Lesson 24 Count to 100 by Tens

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Tens Bingo



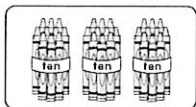
Check Understanding

Display the tens picture card that shows 60. Ask the child to point to and count the number of objects on the card.

What You Do



**Pick
a card.**



1,2

**Count
by tens.**

ten, twenty, thirty



**Mark the
number.**

50	30	70
80	FREE	40

What You Need

- 9 counters for each child
- Tens Picture Cards
- Recording Sheet for each child

What You Do

1. Mix up the cards and stack them facedown. Put a counter on the FREE space on the **Recording Sheet**.
2. Take turns. Pick a card.
3. Count the objects by tens. Say the total. Put a counter on that number on your Recording Sheet.
4. If a number is marked, your turn ends. The winner is the first player to mark 3 numbers across, down, or diagonally.

Go Further!

Play again. This time, the winner is the first player to mark all four corner numbers.

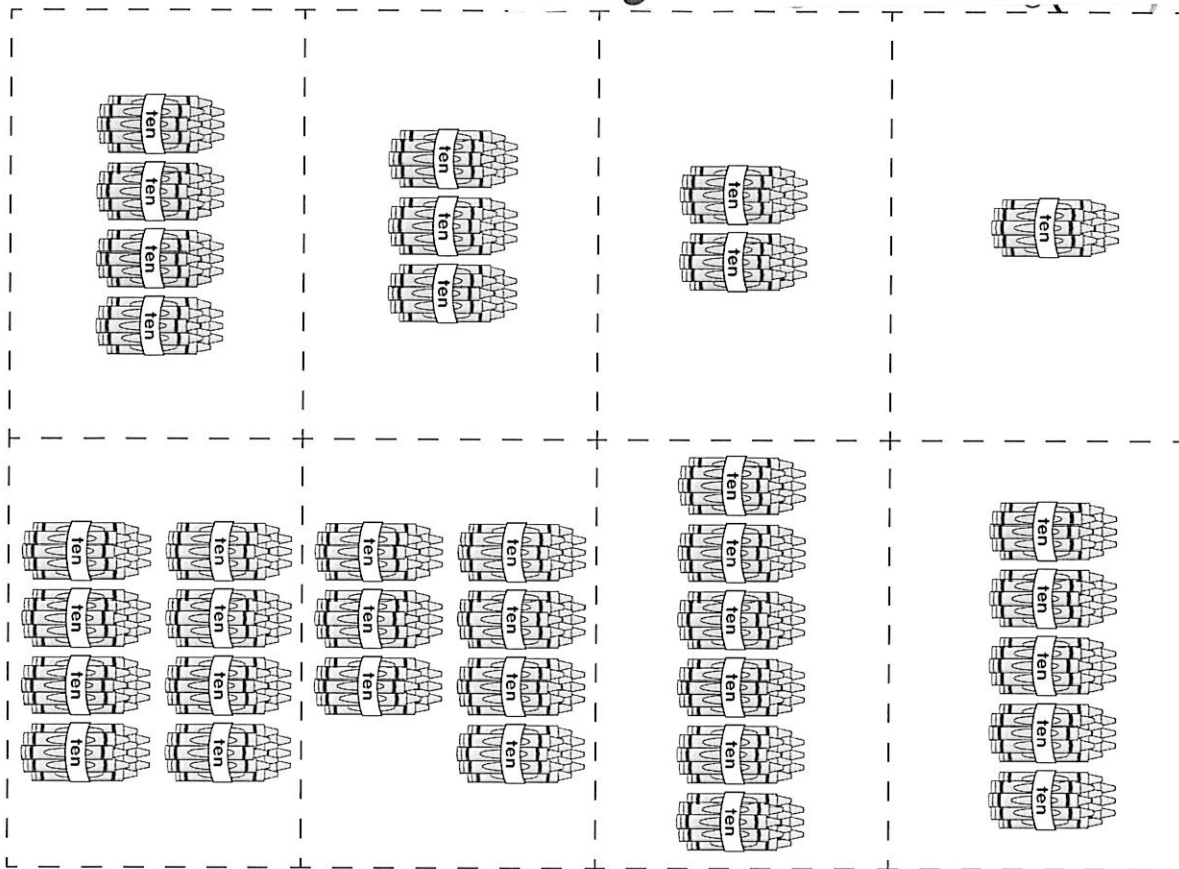


Tens Bingo

Recording Sheet

Name _____

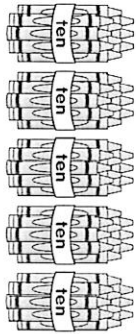
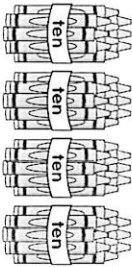
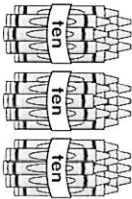
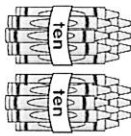
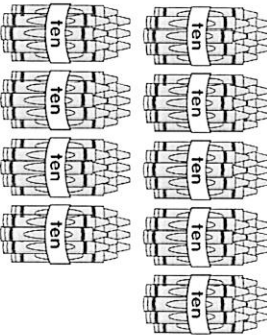
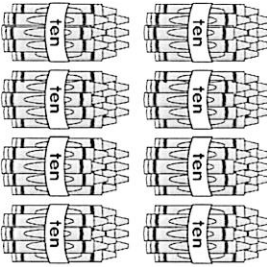
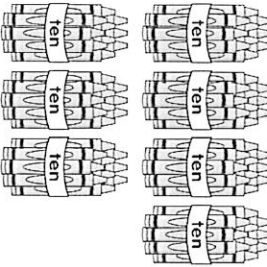
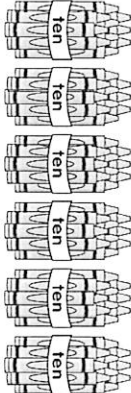
50	30	70
80	FREE	40
20	60	10





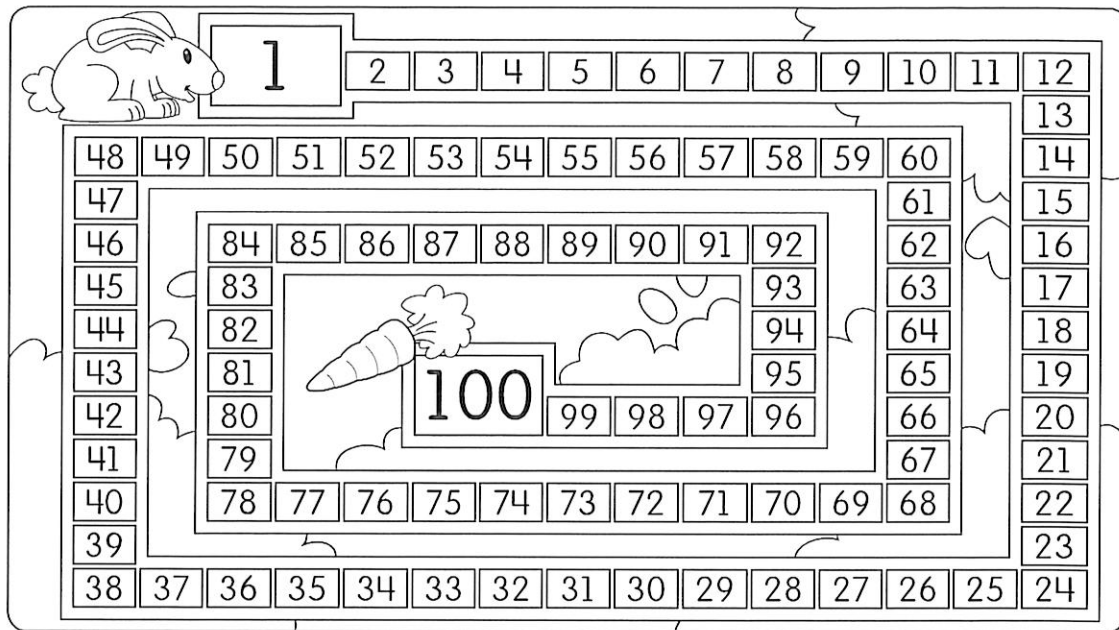
50	30	70
80	100	40
20	60	90

Ready® Center Activity K.31 ★★ Tens Picture Cards

Count to 100 by Ones

Name _____



Have your child use one color to color the first 10 spaces on the game board. Then have your child color each group of 10 spaces a different color. Have your child move a counter along the board and count aloud by ones to 100.

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		29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51		53	54	55	56	57	58	59	60
61	62	63	64	65		67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	
	92	93	94	95	96	97	98	99	100

8	26	28
52	53	62
66	70	75
80	90	91
82	90	91

For each row on the hundreds chart with a missing number, guide your child to circle the number to the right that completes that row. Count aloud by ones together until you get to the first empty box. Help your child find the missing number to the right of the hundreds chart and circle it. Count on together until you reach the next empty box, and repeat the process.

Count to 100 by Ones

Name _____

Example

29

38

26 27 28

45

55

52 53 54

30

32

31 33 34

47

49

45 46 48

73

75

73 74 76

85

87

86 88 89

Guide your child to circle the correct number to complete each list. Have your child read aloud the list of numbers in the bottom row of each problem, decide what the missing number is, and circle that number above. Then have your child read the completed list of numbers to check his or her answer.

What You Do Day 9

Pick a card.



Count by ones.

41, 42, 43, 44, 45, 46, ...

Mark the numbers.

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

What You Need

- crayons in two different colors for each child
- Number Cards for Larger Numbers
- Recording Sheet for each child

What You Do

1. Mix up the cards and stack them facedown.
2. Take turns. Pick a card.
3. Say the number and the next 10 numbers that follow, counting by ones.
4. Have your partner color the numbers you say on his or her Recording Sheet. If a number is already colored, circle the number.

Go Further!

Take turns. Count back and forth with your partner. Pick a card. You say the number. Have your partner say the next number. Then you say the next number. Continue until you've counted 10 numbers.

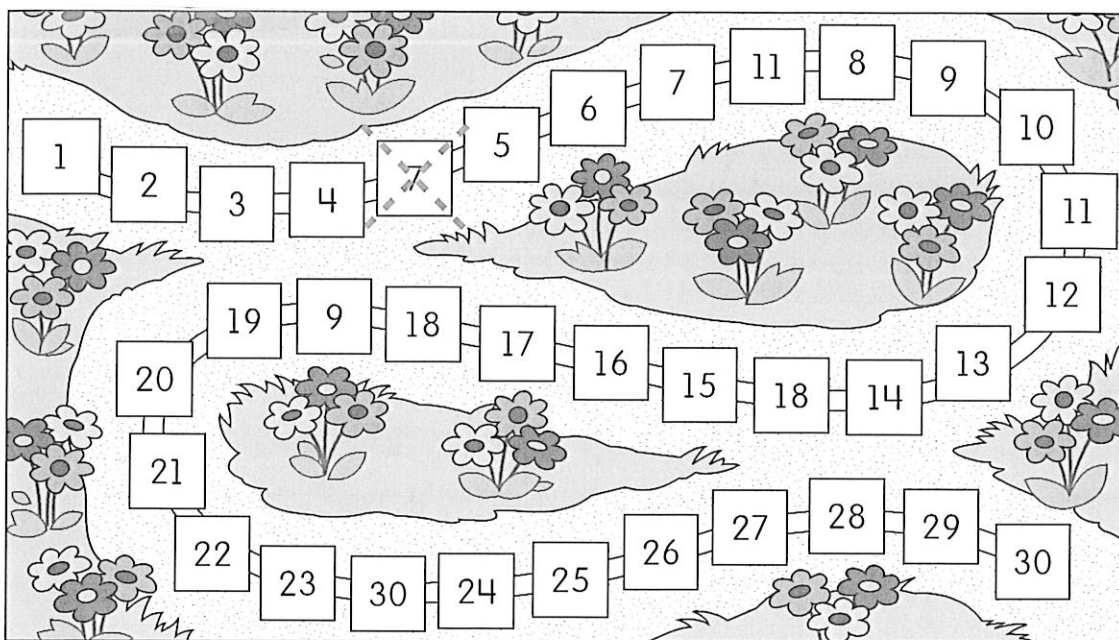
Name _____

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



11	15	24	30
32	41	44	53
65	72	80	84

Day 10



Have your child count from 1 to 30, color the numbers he or she says, and cross out the numbers that do not belong. Then have your child count from 1 to 30 again, pointing to each colored number as it is said.

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Lesson 25

Count to 100 by Ones

Name _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24		26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42		44	45	46	47	48	49	50
	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	
81	82	83	84	85	86		88	89	90
91	92	93	94	95	96	97	98	99	100

25	26	35
42	43	44
51	60	61
60	70	80
87	88	96

For each row on the hundreds chart with a missing number, guide your child to circle the number to the right that completes that row. Count aloud by ones together until you get to the first empty box. Help your child find the missing number to the right of the hundreds chart and circle it. Count on together until you reach the next empty box, and repeat the process.

Day 10

<div>89</div> <div>97 98 <div></div> 100</div>	<div>99</div> <div></div>	<div>40</div> <div>47 48 49 <div></div></div>	<div>50</div> <div></div>
<div>80</div> <div>78 79 <div></div> 81</div>	<div>82</div> <div></div>	<div>35</div> <div>34 <div></div> 36 37</div>	<div>44</div> <div></div>
<div>50</div> <div><div></div> 47 48 49</div>	<div>46</div> <div></div>	<div>60</div> <div><div></div> 61 62 63</div>	<div>50</div> <div></div>

Guide your child to circle the correct number to complete each list. Have your child read aloud the list of numbers in the bottom row of each problem, decide what the missing number is, and circle that number above. Then have your child read the completed list of numbers to check his or her answer.