

# LETTER HOME

## Grouping and Counting

Dear Family Member:

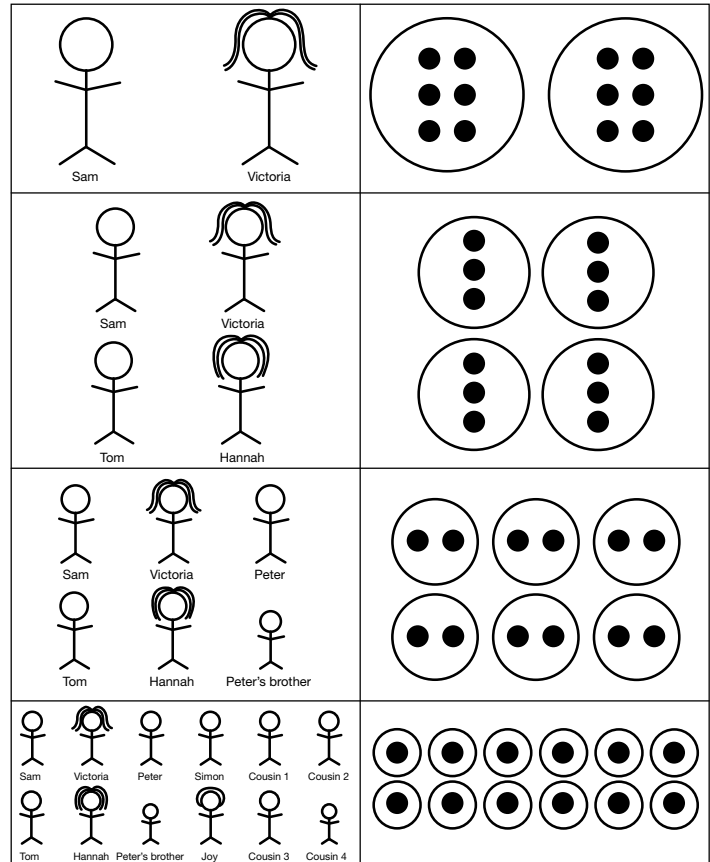
In this unit, students group and count objects. They count by twos, fives, and tens.

Ask your child to tell you about the book *The Doorbell Rang* by Pat Hutchins. The book describes the problem of how to share twelve cookies with unexpected guests. Your child will explore similar problems involving cookies and discuss fair shares and leftovers.

The unit ends with a laboratory investigation. *Colors* is an experiment about sorting and sampling. The lab provides a real-life context for children to use grouping and counting skills.

You can extend your child's classroom activities by doing the following at home:

- **Coin Jar.** Stock a small jar with 5–10 nickels and about 20–30 pennies. Ask your child to take some coins from the jar, name the coins, and count the total value. Keep for use throughout the year.



Ways to share 12 cookies

- **Play Care to Share?** Give your child a small container of cereal or other small objects. Ask him or her to make a pile of 17 objects. Tell him or her to share this pile fairly with three people. Allow time for your child to solve the problem. Ask how many objects each person should get and how many objects will be left over. Repeat sharing objects with two, four, or five people.

Thank you.










Sincerely,

# Unit 5: Home Practice

## Part 1 Pennies and Nickels

Trade as many pennies for nickels as you can. Then count how much money you have. The first one is an example. Use coins to help you.







**Ex.**


9 cents

9 pennies is the same as 1 nickel and 4 pennies











**A.**




				
				


\_\_\_\_\_ cents

\_\_\_\_\_ pennies is the same as \_\_\_\_\_ nickel and \_\_\_\_\_ pennies

**B.**











				
				





				

\_\_\_\_\_ cents

\_\_\_\_\_ pennies is the same as \_\_\_\_\_ nickels and \_\_\_\_\_ pennies

**C.**











				
				

\_\_\_\_\_ cents

\_\_\_\_\_ pennies is the same as \_\_\_\_\_ nickels and \_\_\_\_\_ pennies

**D.**


\_\_\_\_\_ cents

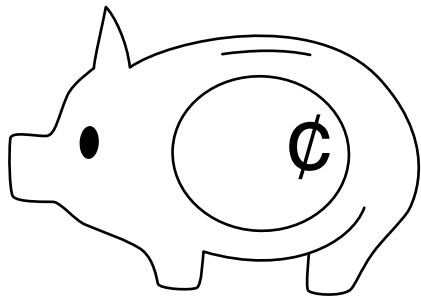
\_\_\_\_\_ pennies is the same as \_\_\_\_\_ nickels and \_\_\_\_\_ pennies

## Part 2 Penny Jar

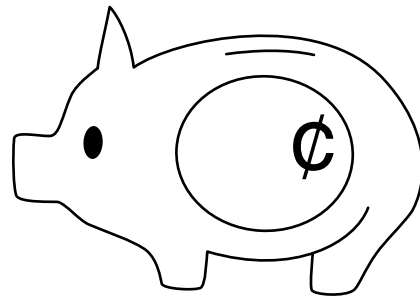
Dear Family Member:

Put at least 5 nickels and 20–30 pennies into a jar or glass. Ask your child to remove a few coins from the jar. Write the number of nickels and pennies underneath the piggy bank. Then write the total amount of money in the circle on the bank. Repeat for each of the other piggy banks.

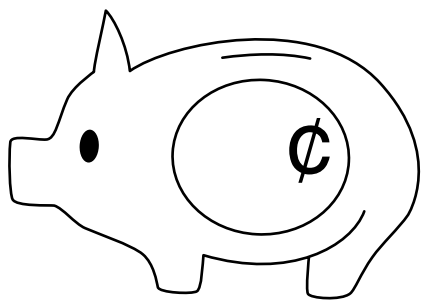
Thank you.



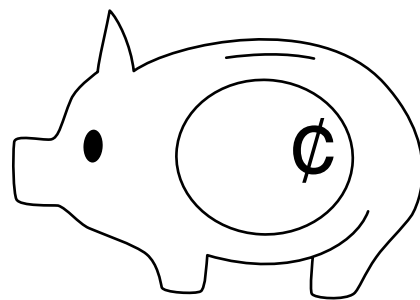
1. \_\_\_\_ nickels and  
\_\_\_\_ pennies



2. \_\_\_\_ nickels and  
\_\_\_\_ pennies



3. \_\_\_\_ nickels and  
\_\_\_\_ pennies



4. \_\_\_\_ nickels and  
\_\_\_\_ pennies

**Part 3** Adding with a Ten Frame

Write a number sentence that shows adding the filled boxes and the empty boxes in each ten frame. The first one is an example.

Ex.

×	×	×	×	×
×				

6 + 4 = 10

A.

×	×			

\_\_\_\_\_

B.

×	×	×	×	×

\_\_\_\_\_

C.

×	×	×	×	×
×	×			

\_\_\_\_\_

D.

×				

\_\_\_\_\_

E.

×	×	×	×	

\_\_\_\_\_

**Part 4** Using Tools to Add

Use counters, the number line, or the ten frame to find the missing numbers.

A.  + 6 = 10

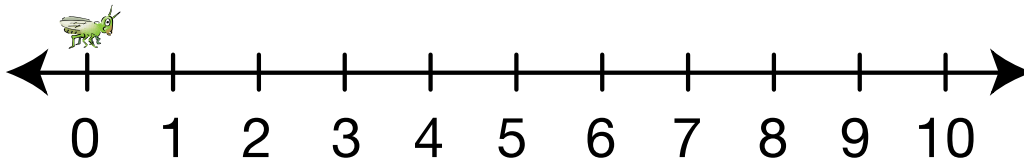
B. 10 = 8 +

C. 8 +  = 10

D. 10 =  + 6

E.  + 5 = 10

F. 10 = 7 +




# Ten Frames





# 100 Chart

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

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# My First 100 Chart

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

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# Things in Twos



Dear Family Member:

Your child is learning how to skip count by twos. Discuss things that come in groups of two such as wheels on a bicycle and ears. Have your child choose an object that comes in twos. Draw several of them, and then count, by twos, the quantity he or she drew. Help your child complete the bottom of the page.

Thank you.

**Find something that comes in twos. Then draw and count them.**

Show how you counted twos:

2, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

What did you draw? \_\_\_\_\_

How many did you draw? \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Counting Coins Feedback Box

Counting Coins Feedback Box	Expect-ation	Check In	Comments
Group and count objects by five.	E1		
Skip count by fives and count on to find the value of a set of coins.	E2		
Read and write numbers to 50.	E3		
Represent and identify quantities with coins, ten frames, and symbols.	E4		
Connect representations of quantities (e.g., counters, symbols, ten frames).	E5		

MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem.	Yes ...	Yes, but ...	No, but ...	No ...

# Counting by 2s and 5s



Dear Family Member:

Your child continues to practice skip counting. Have your child count the items on this page by skip counting by twos or by fives.

Thank you.



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ \_\_\_\_\_ flowers



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ \_\_\_\_\_ triangles



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ \_\_\_\_\_ stars



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ \_\_\_\_\_ squares



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ \_\_\_\_\_ hearts



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ \_\_\_\_\_ circles

# Sharing Cookies with Three People



Dear Family Member:

Your child is learning how to divide objects into equal groups (fair shares) and count the leftovers. Encourage your child to use counters, such as pennies or beans, to show the number of cookies for each problem.

Thank you.

**Sam, Peter, and Victoria are sharing cookies. They shared a different number of cookies on each day. Draw the number of cookies each person gets on the plates in the middle column. If there are leftovers, draw them in the last column.**

**Example:**

Number of Cookies	Number of Cookies for Each Person (Fair Share)	Leftovers
17 		

**3 People are Sharing Cookies**

	Number of Cookies	Number of Cookies for Each Person (Fair Share)	Leftovers
<b>Day 1</b>	12 		
<b>Day 2</b>	14 		
<b>Day 3</b>	16 		

Name \_\_\_\_\_ Date \_\_\_\_\_

# Packing Cookies Work Mat

Number of Cookies: \_\_\_\_\_





Number of full boxes of ten:

\_\_\_\_\_

Number of leftovers:

\_\_\_\_\_

# Cookie Factory



Dear Family Member:

Your child has been counting and grouping numbers by tens and ones to “help Grandma pack cookies in boxes of ten and then count the leftovers.” Help your child follow the directions below. He or she may choose to use counters, such as pennies or beans, to help group and count the “cookies.”

Thank you.

**Look at the number of cookies. Draw cookies in the boxes to show how many can be packed in full boxes of ten cookies and how many are left over. Fill in the blanks below the ten frames. Here is an example for 23 cookies:**

Number of Cookies: <u>23</u>																																									
<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	●	●	●	●	●	●	●	●	●	●											<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td>●</td><td>●</td><td>●</td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	●	●	●																	
●	●	●	●	●																																					
●	●	●	●	●																																					
●	●	●																																							
Number of full boxes of ten: _____ <u>2</u> _____	Number of leftovers: _____ <u>3</u> _____																																								

1. Number of Cookies: 25

<table border="1" style="width: 100%; height: 50%; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																					<table border="1" style="width: 100%; height: 50%; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																				
Number of full boxes of ten: _____	Number of leftovers: _____																																								

2.

Number of Cookies: 19





Number of full boxes of ten:

\_\_\_\_\_

Number of leftovers:

\_\_\_\_\_

3.

Number of Cookies: 31





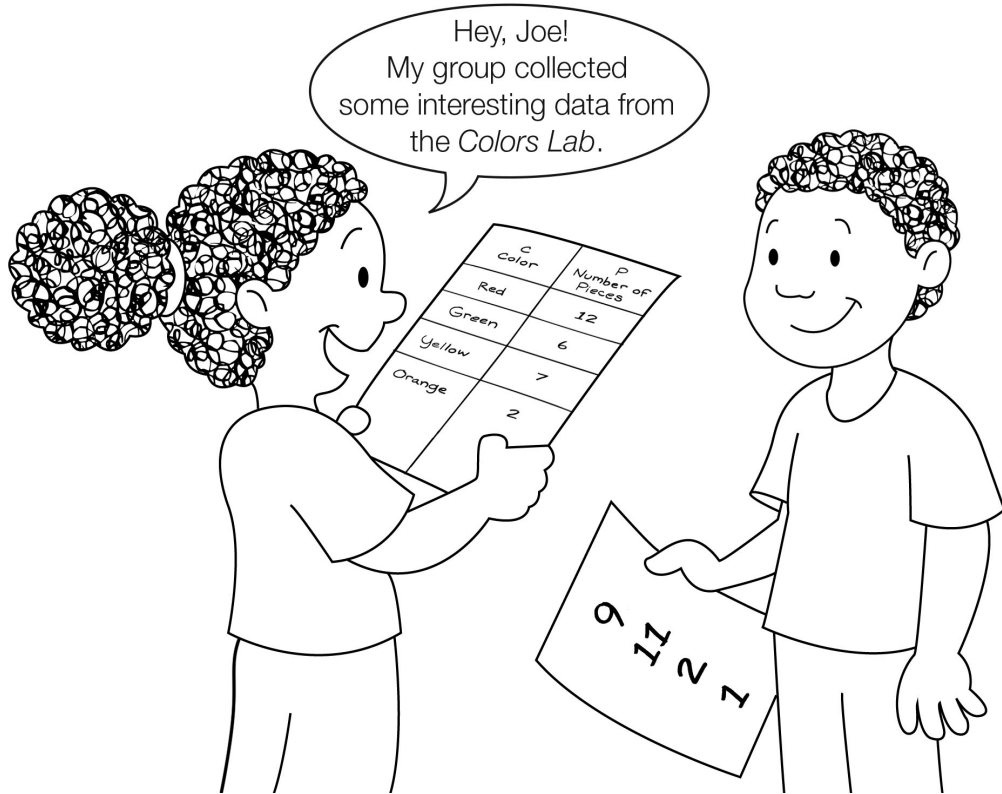
Number of full boxes of ten:

\_\_\_\_\_

Number of leftovers:

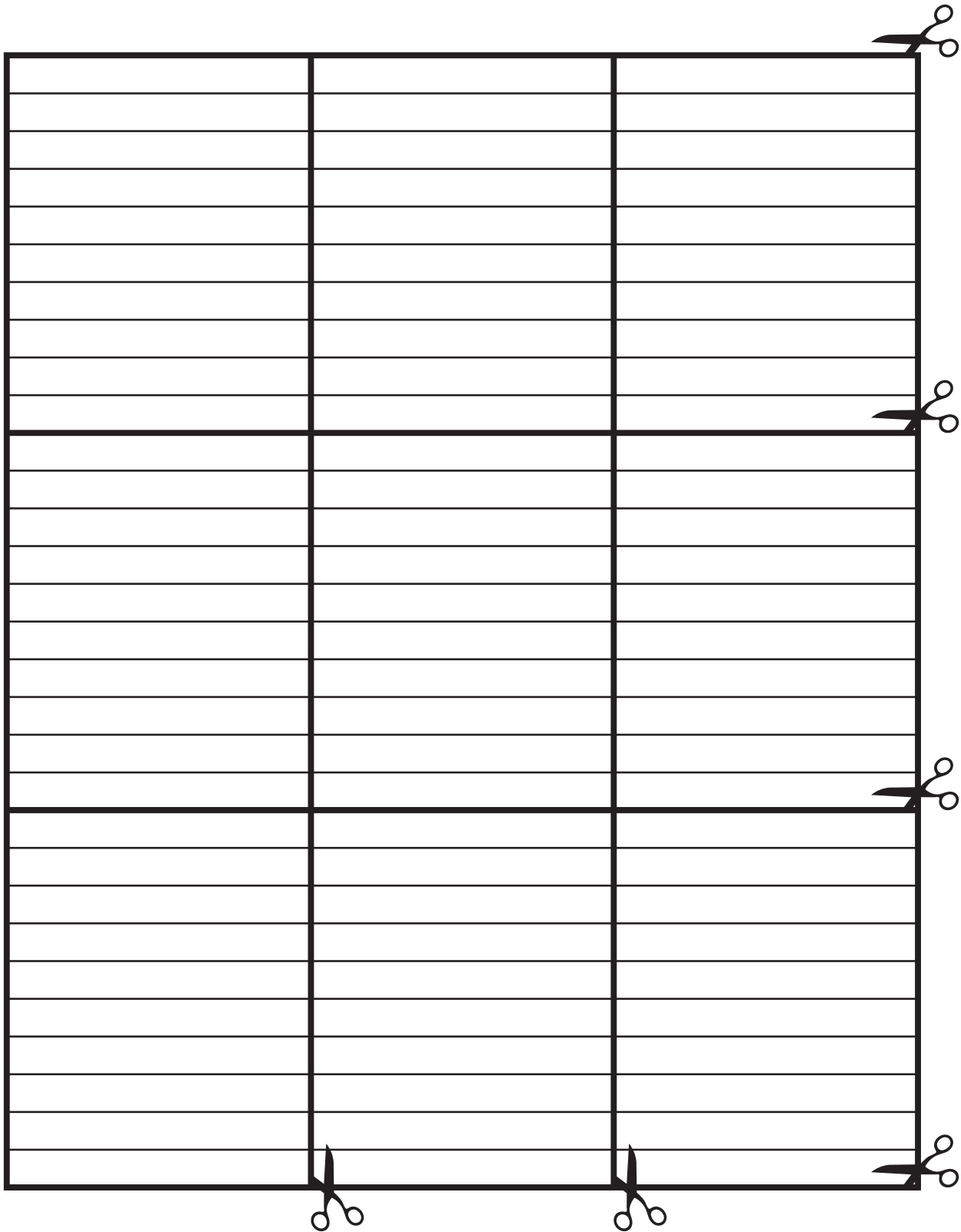
\_\_\_\_\_

# Colors Lab Comic





# Color Strips

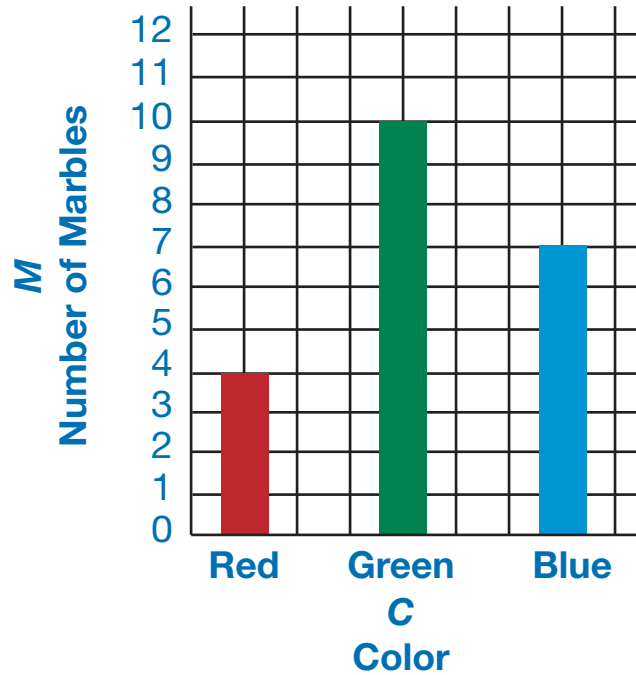


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# Reading a Colors Graph



Mary's Color Graph



1. How many red marbles were in Mary's sample? \_\_\_\_\_
2. What color was most common? \_\_\_\_\_
3. The principal took a handful of marbles. Predict which color was most common in her handful.  
\_\_\_\_\_
4. Add the blue and the red marbles in Mary's sample.  
Write a number sentence. \_\_\_\_\_  
Is this number more than the number of green ones?  
\_\_\_\_\_