

Name \_\_\_\_\_

# Numbers to 12



## Review What You Know

1. Circle the number that tells how many.



7 8 9

2. Circle the group that has more.



3. Circle the group that has 4.



## Home-School Connection

Dear Family,  
Today my class started Topic 1, **Numbers to 12**. I will learn ways to count and model numbers using real objects. Here are some things we can do to help me with my math.

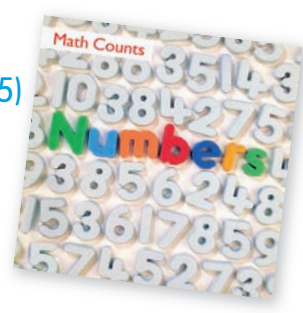
Love, \_\_\_\_\_

I made a collage for the number 5.

### Book to Read

Reading math stories reinforces concepts. Look for this title in your local library:

**Numbers**  
by Henry Pluckrose  
(Children's Press, 1995)



### Home Activity

Have your child make a number collage. Ask him or her to write a number between 1 and 12 on a piece of paper. Then ask him or her to glue or tape that number of items to the paper. Use common items such as buttons, toothpicks, or paper clips.



# Counting Safari

Number of players: 2

## How to Play

1. Take turns. Toss the cube. Count the dots.
2. Move your marker. If you land on a space with directions, follow them.
3. Keep playing until you and your partner get to the photo.

**Start!**

See a zebra.  
Go ahead 4.

Take a photo.

**What You Need**  
1 dot cube   
2 game markers  

See a lion.  
Go ahead 1.

A hippo  
splashes you!  
Go back 4.

Take a photo.

Watch a  
baboon play.  
Go back 2.

See a giraffe  
family.  
Go ahead 3.

Take a photo.

See an elephant.  
Go ahead 2.

**Finish!**

Name \_\_\_\_\_

# 0 to 5



1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

4.

\_\_\_\_\_


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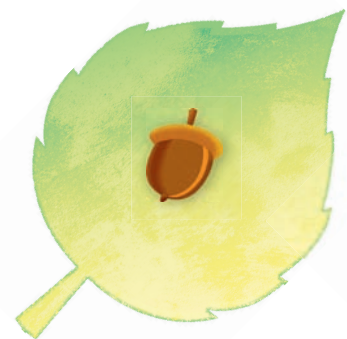
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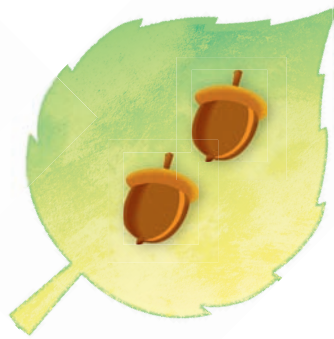
**Home Connection** Your child showed the numbers 0 through 5 with counters.

**Home Activity** Have your child use pennies or other small items to show the numbers 0 through 5.

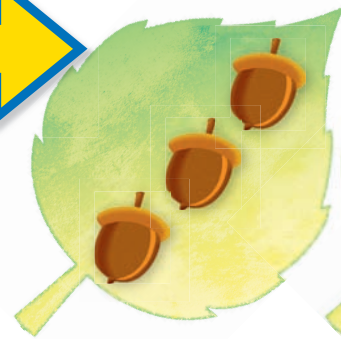
**NS 1.1**  Count, read, and write whole numbers to 100.



1  
one



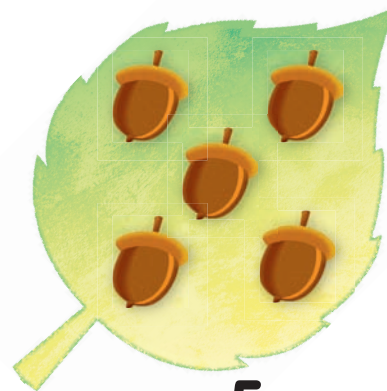
2  
two



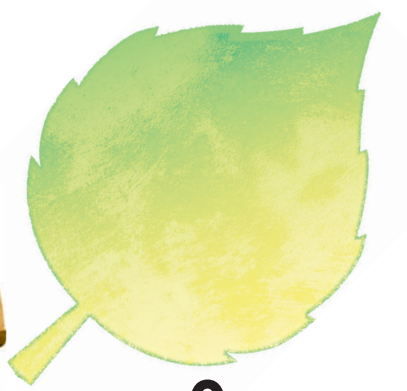
3  
three



4  
four



5  
five



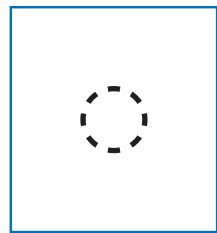
0  
zero

### Guided Practice

Draw the counters to show the number.

1.

1



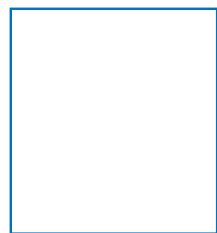
2.

2



3.

3



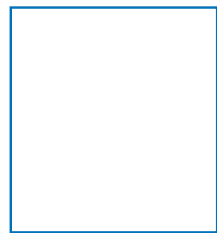
4.

4



5.

5



6.

0

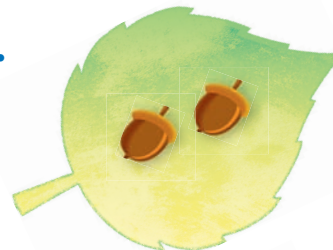


**Do you understand?** How is 3 the same as  ?

### Independent Practice

Write the number that tells how many.

7.

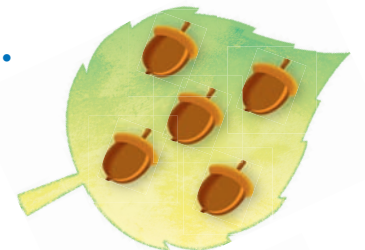


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\_\_\_\_\_

8.

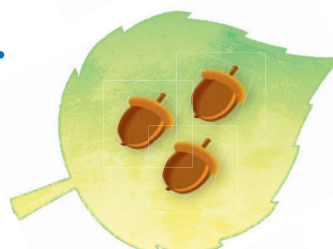


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9.

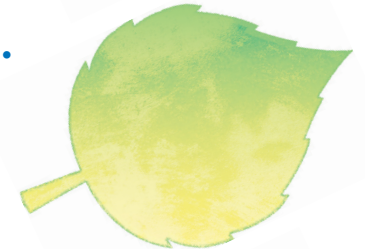


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\_\_\_\_\_

10.

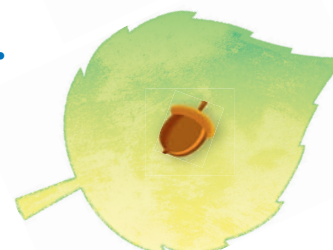


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\_\_\_\_\_

11.

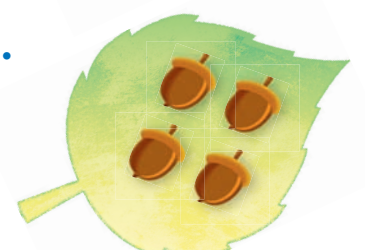


\_\_\_\_\_

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\_\_\_\_\_

12.



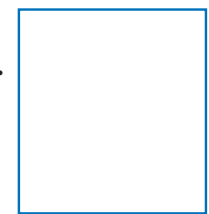
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### Number Sense

13. Use counters. Show a number from 1 to 5.  
Draw the counters. Write the number.



\_\_\_\_\_

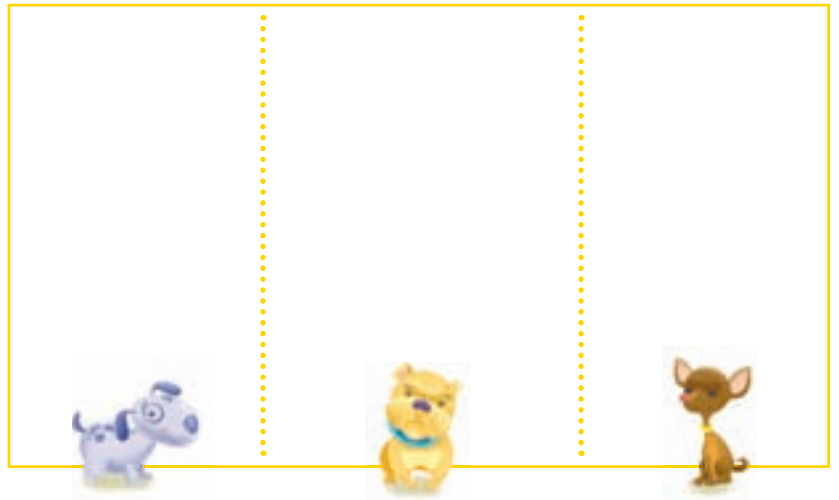
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\_\_\_\_\_

## Problem Solving

Solve the problems below.

14. Ann has 3 dogs.  
Each dog has a toy.  
Draw their toys.



15. Bob likes acorns.  
How many does he have?




2

3

4

5

16.  **Journal** Draw a picture of some friends.  
How many did you draw?  
Write the number and the number word.

Name \_\_\_\_\_

# 6 to 10



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1.

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\_\_\_\_\_

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\_\_\_\_\_

2.

--	--	--	--	--

\_\_\_\_\_

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\_\_\_\_\_

3.

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\_\_\_\_\_

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\_\_\_\_\_

4.

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\_\_\_\_\_

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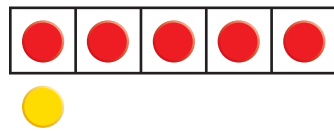
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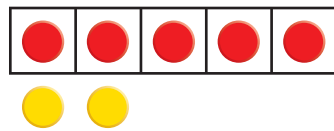
**Home Connection** Your child showed numbers from 6 through 10 using counters and a five-frame.  
**Home Activity** Gather ten small objects. Say a number and have your child show it with objects.

**NS 1.1** Count, read, and write whole numbers to 100.

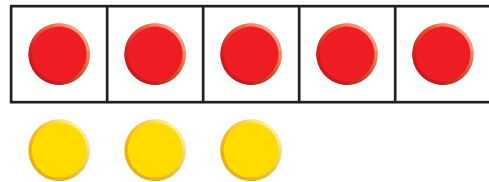
6  
six



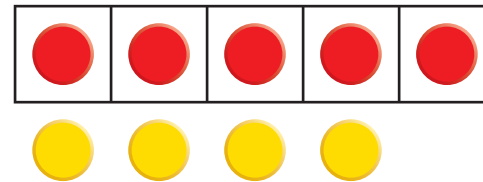
7  
seven



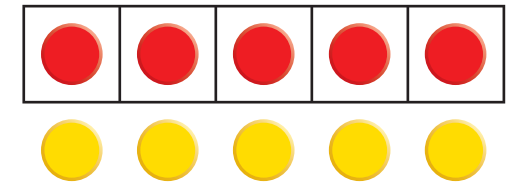
8  
eight



9  
nine

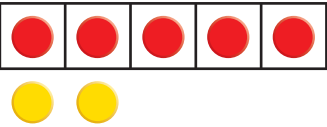
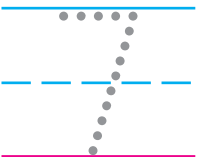


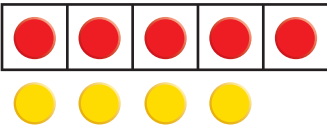
10  
ten

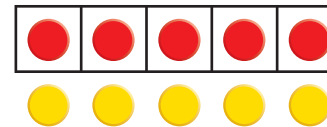


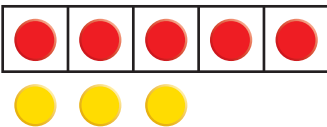
### Guided Practice

Write the number that tells how many.

1.  

2.  \_\_\_\_\_

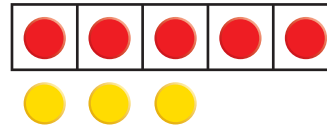
3.  \_\_\_\_\_

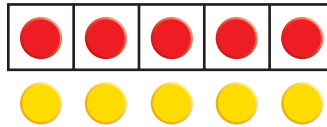
4.  \_\_\_\_\_

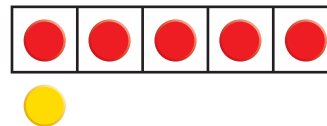
**Do you understand?** 6 is 5 and 1 more. What is 7?

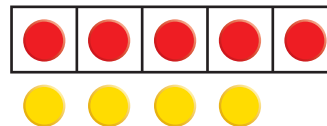
### Independent Practice

Write the number that tells how many.

5.  \_\_\_\_\_

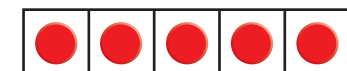
6.  \_\_\_\_\_

7.  \_\_\_\_\_

8.  \_\_\_\_\_

### Number Sense

9. Draw more counters to make 7.



## Problem Solving

Solve the problems below.

10. Kara found 5 shells. Then she found 3 more. How many shells did Kara find? Draw a picture. Write the number.

\_\_\_\_\_

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\_\_\_\_\_



11. Sal saw 5 cars.  
Then he saw 4 more.  
How many cars did Sal see?



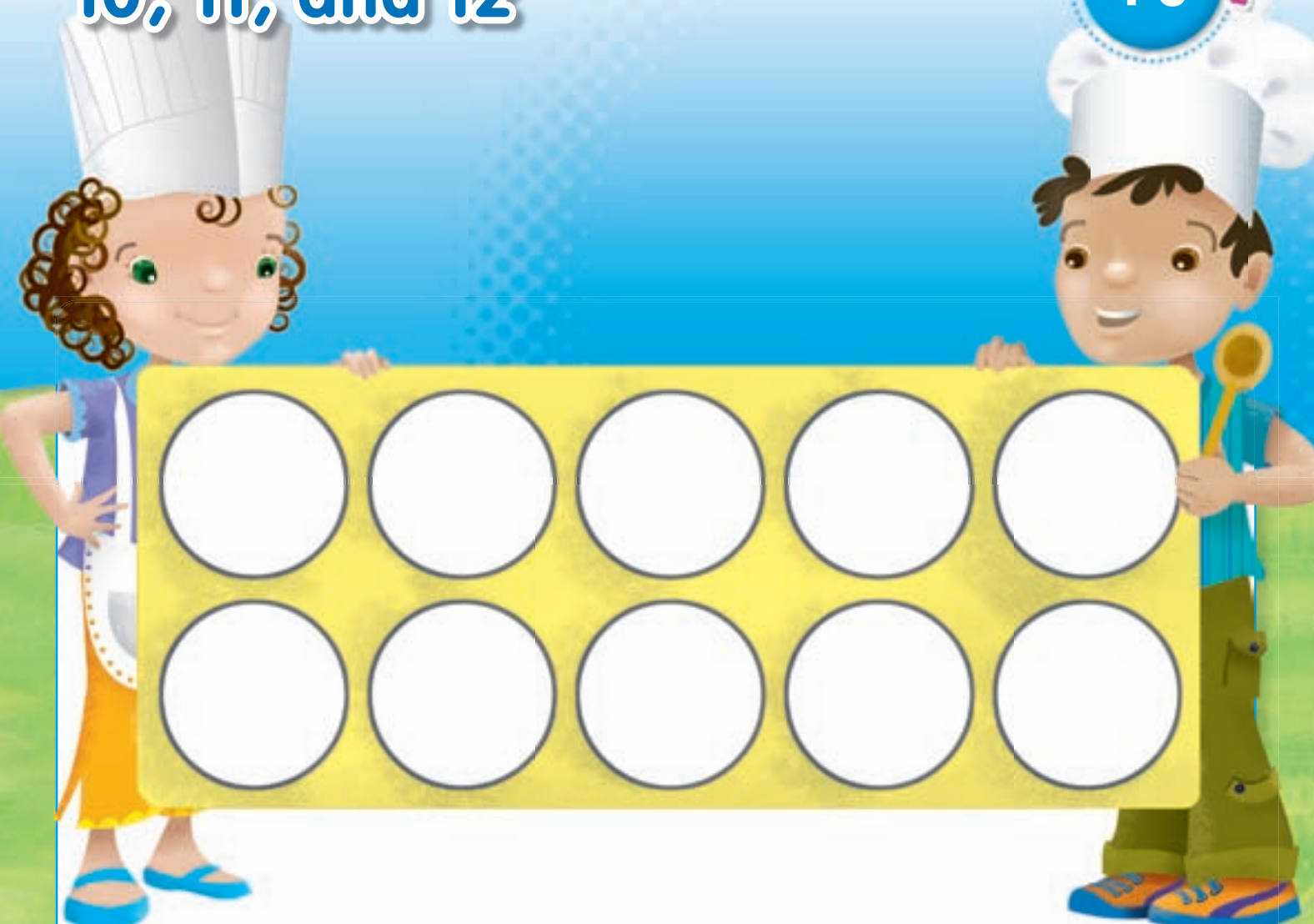
- 7                      8                      9                      10
- 

12.  **Journal** What are 6 foods you like best?  
Draw and label them.



Name \_\_\_\_\_

# 10, 11, and 12



1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

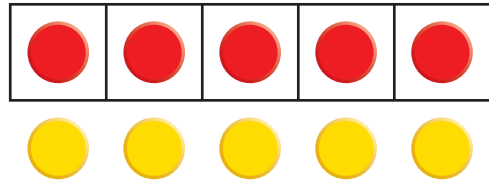


**Home Connection** Your child used a ten-frame and counters to discover that 11 is 1 more than 10 and 12 is 2 more than 10.

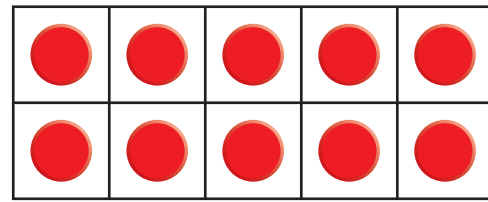
**Home Activity** Use small objects such as pennies or buttons. Have your child arrange the objects so they are in a group of 10 and 1 or 2 more.

**NS I.1** Count, read, and write whole numbers to 100.

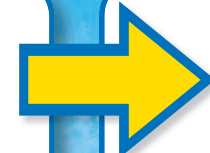
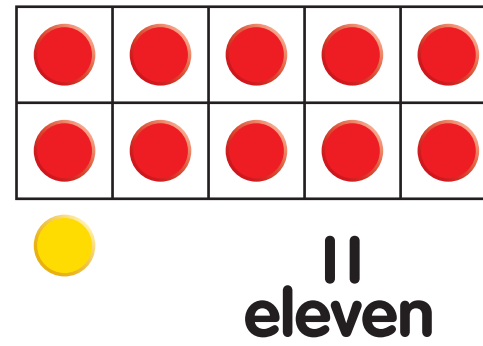
10 is 5 and 5 more.



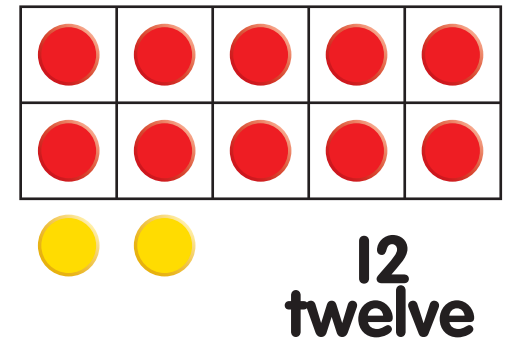
There are 2 groups of 5.



11 is 10 and 1 more.

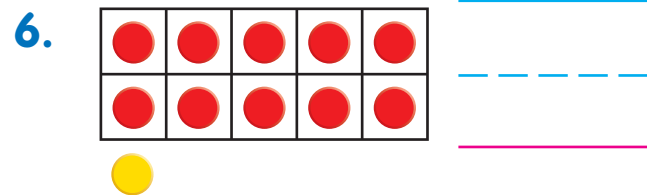
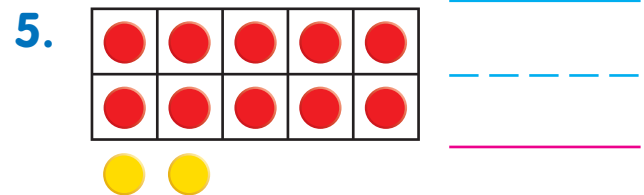
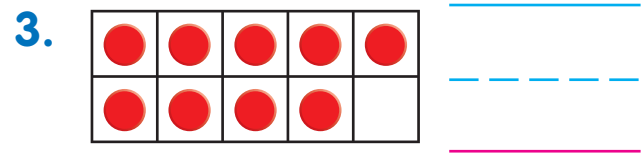
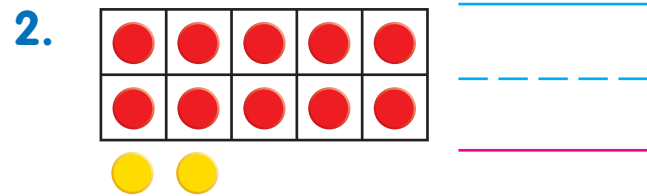
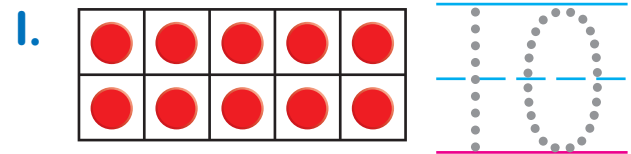


12 is 10 and 2 more.



### Guided Practice

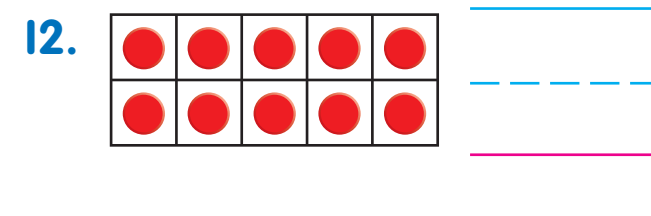
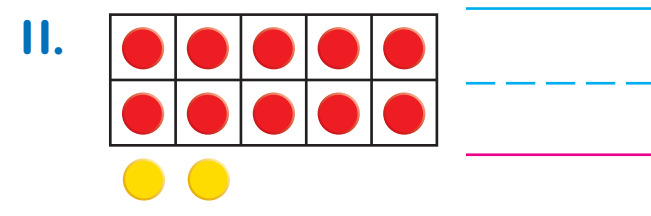
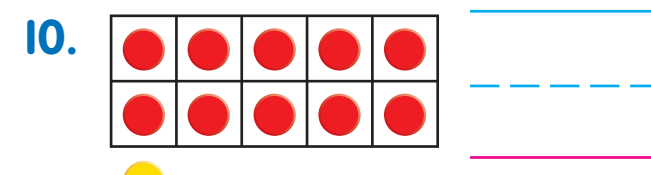
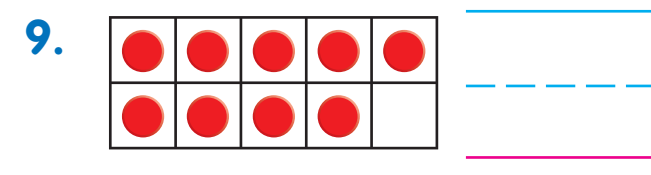
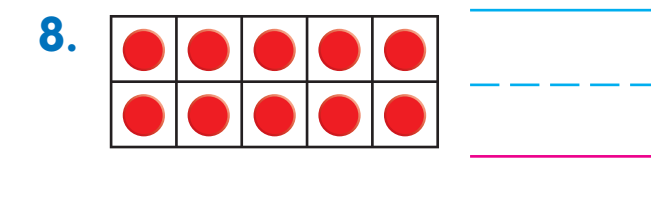
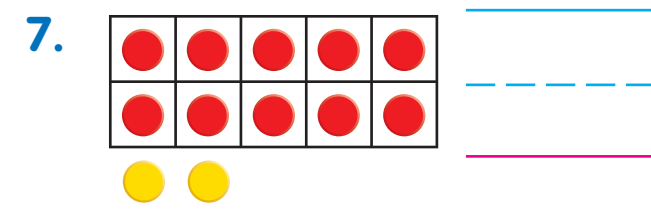
Write the number that tells how many.



**Do you understand?** How can you use a ten-frame and counters to show 12?

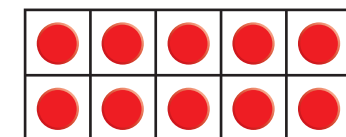
### Independent Practice

Write the number that tells how many.



### Number Sense

13. Draw more counters to make 11.



## Problem Solving

Solve the problems below.

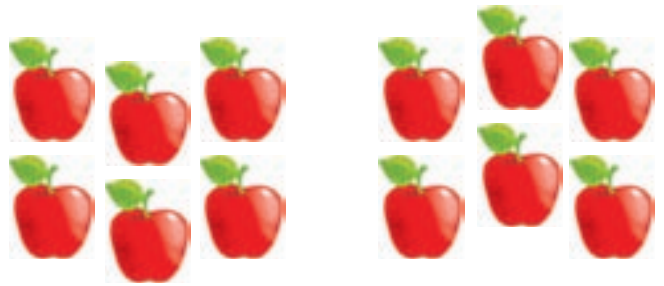
14. Gena cooked 10 eggs. Then she cooked 1 more. How many eggs did Gena cook? Draw the counters. Write the number.


\_\_\_\_\_

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\_\_\_\_\_

15. Eli made a pie. He used 6 apples. Then he used 6 more. How many apples did Eli use?




6

10

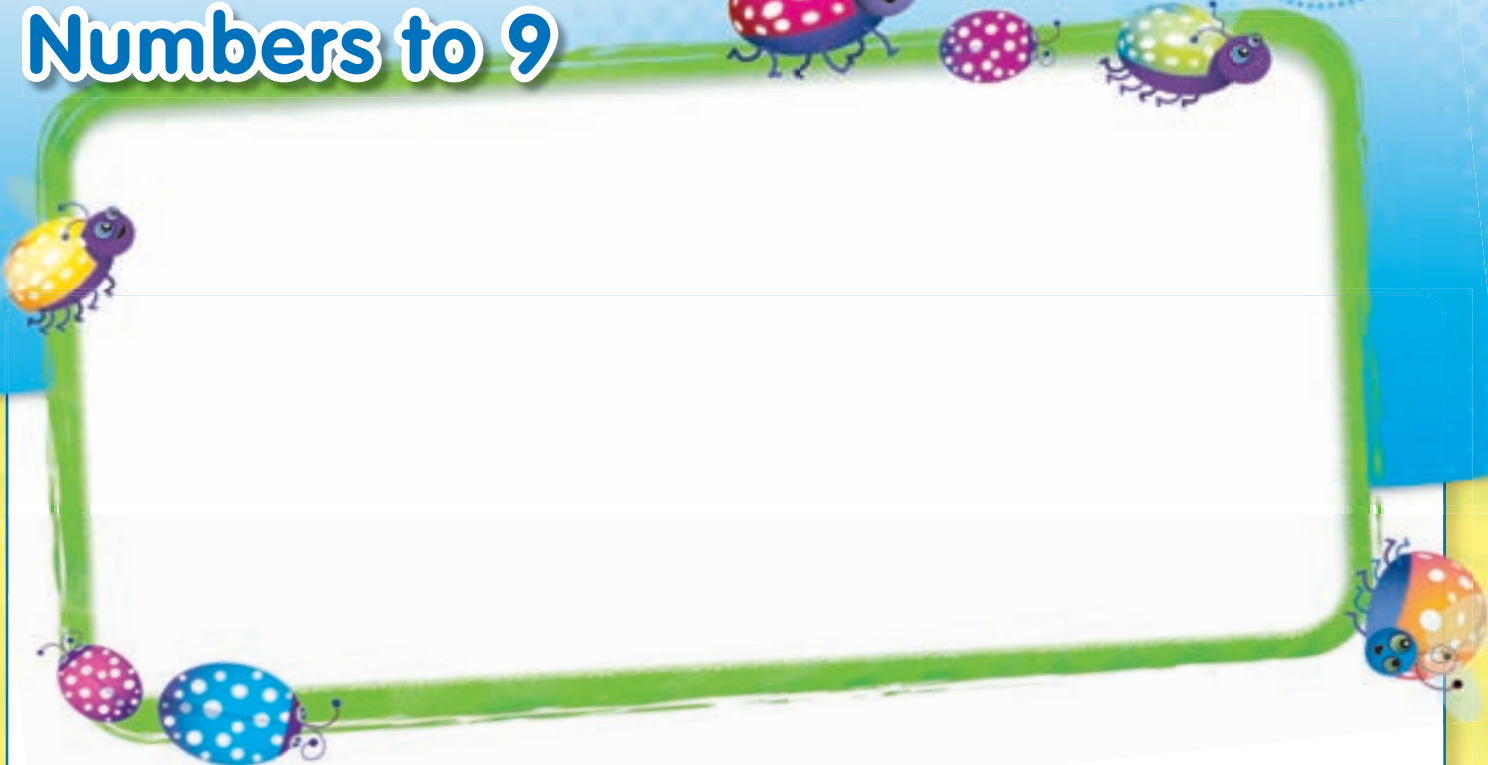
11

12

16.  **Journal** Tell what you know about 12. Use words, numbers, or pictures.

Name \_\_\_\_\_

# Spatial Patterns for Numbers to 9



1.

	_____
	-----
	_____

2.

	_____
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	_____

3.

	_____
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	_____

4.

	_____
	-----
	_____

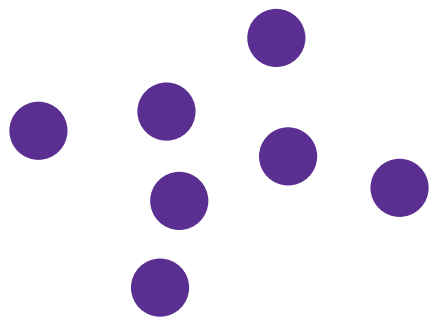


**Home Connection** Your child recognized the number of dots in patterned arrangements without counting.

**Home Activity** Play a game using a dot cube or dominoes to help your child recognize the numbers 3 through 9 without counting.

**NS 1.3** Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as  $4 + 4$ ,  $5 + 3$ ,  $2 + 2 + 2 + 2$ ,  $10 - 2$ ,  $11 - 3$ ).

You can use patterns to see numbers.



What numbers do these patterns show?

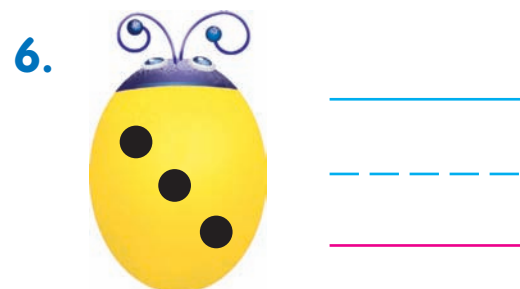
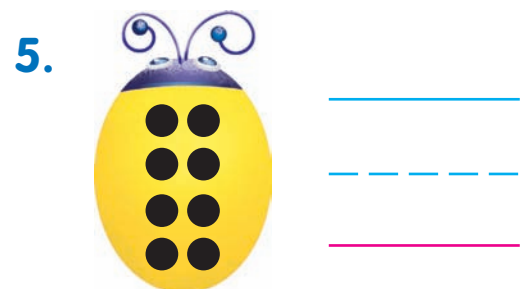
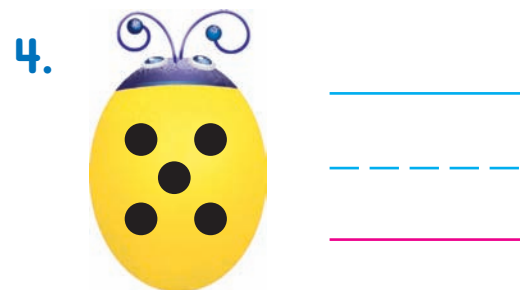
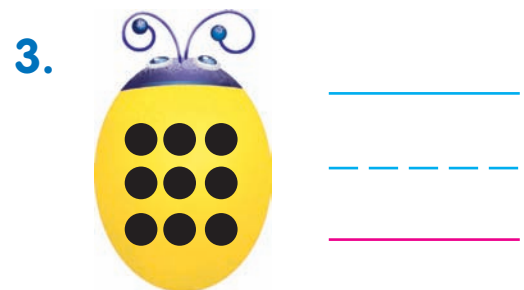
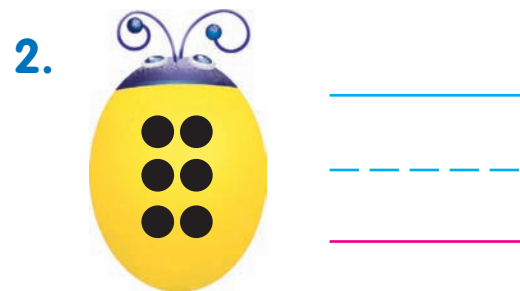
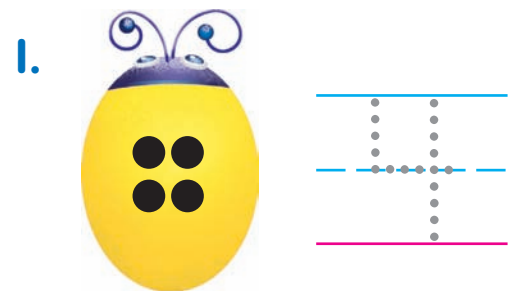


These patterns have 2 groups with the same number of dots.



### Guided Practice

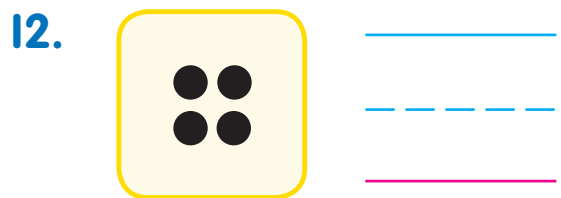
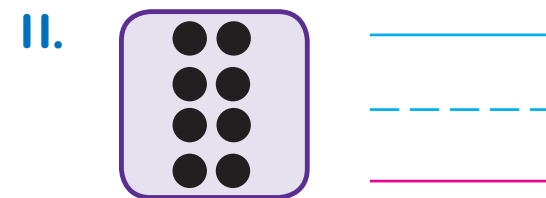
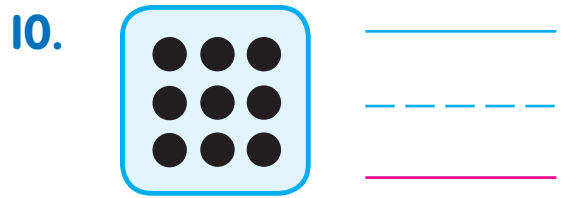
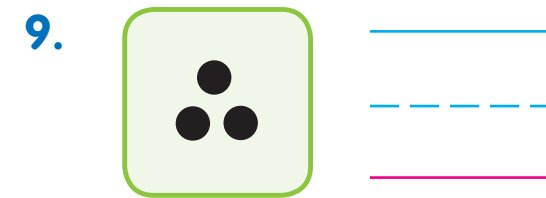
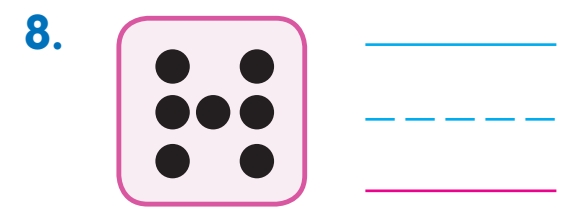
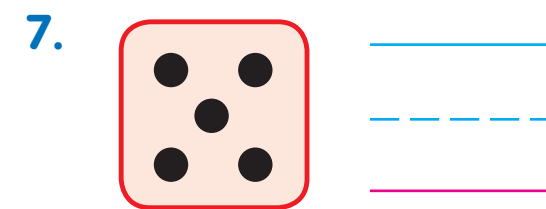
Write the number of dots.



**Do you understand?** How is the 6 pattern like the 8 pattern? How are they different?

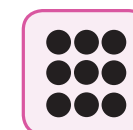
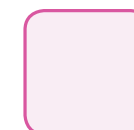
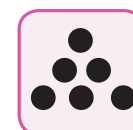
### Independent Practice

Write the number of dots.



### Algebra

13. Draw the missing dot pattern.



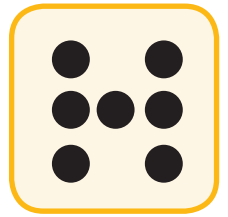
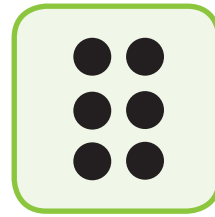
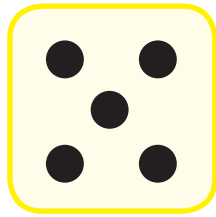
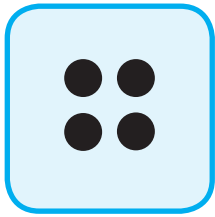
## Problem Solving

Solve the problems below.

14. Jake uses five counters.  
He makes a dot pattern.  
What pattern does Jake make?  
Draw a dot pattern to show  
your answer.

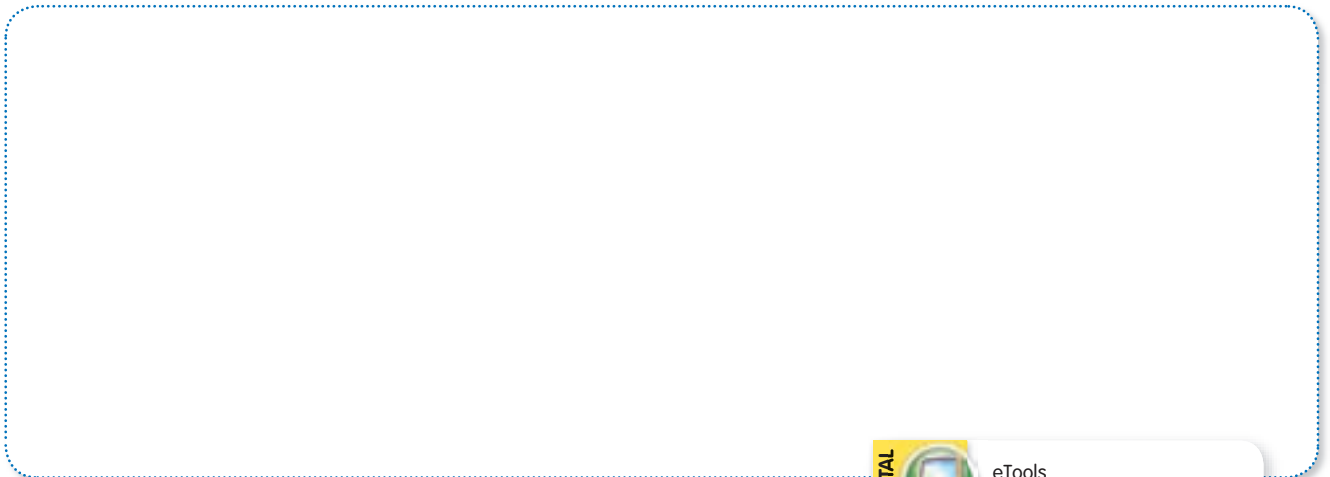


15. Melina draws six dots.  
She makes a pattern.  
What does the pattern look like?



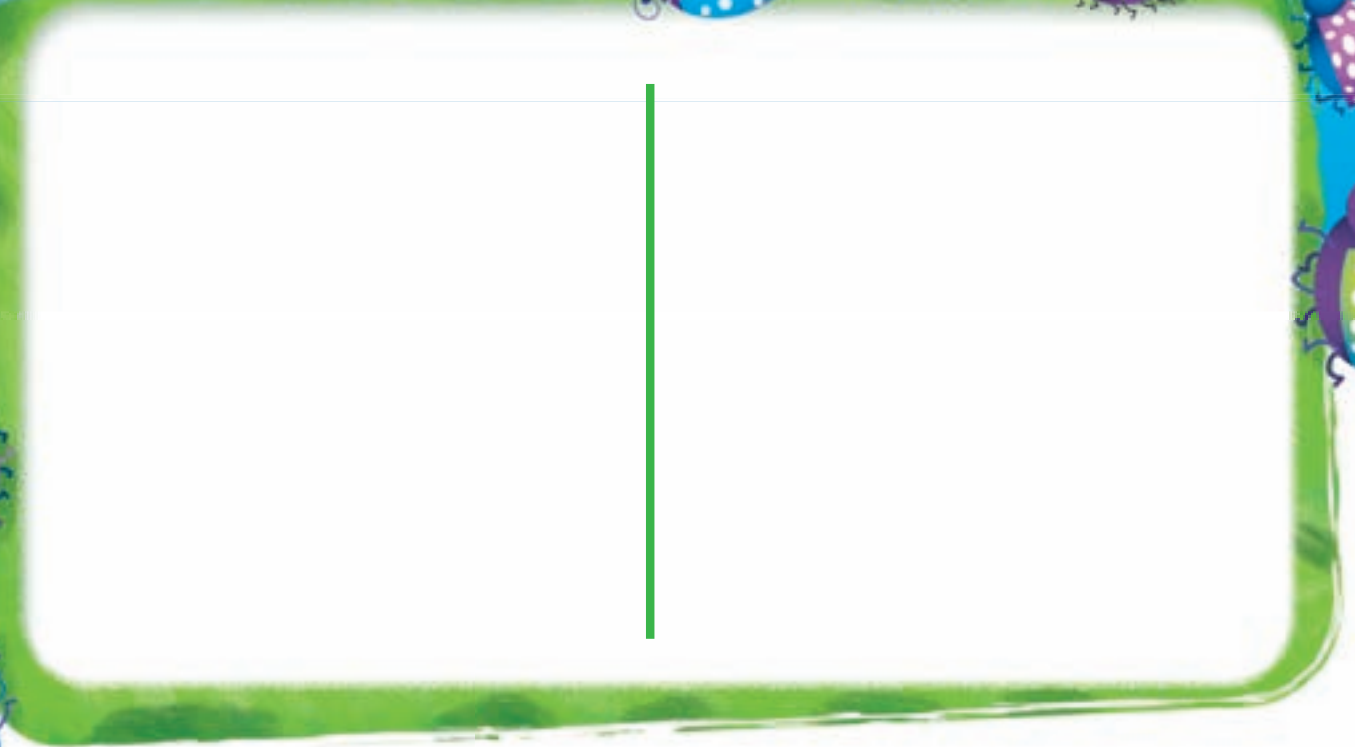
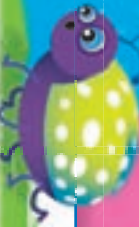
16.  **Journal** What is your age?

Draw a dot pattern to show the number.

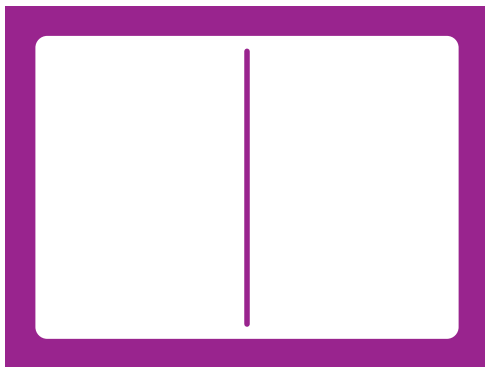


Name \_\_\_\_\_

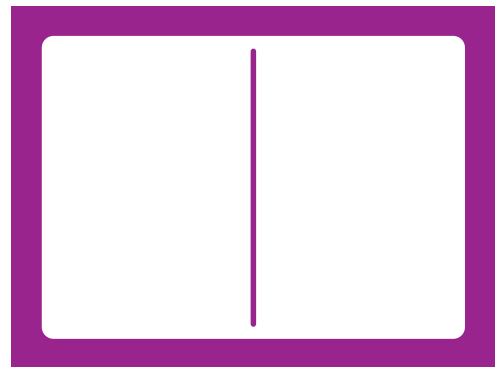
# Spatial Patterns for Numbers to 10



1.



2.

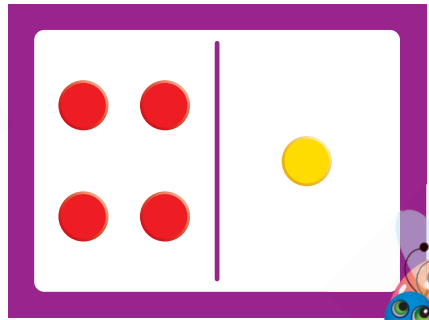


**Home Connection** Your child identified the number of dots in a pattern of two parts without counting.

**Home Activity** Draw a two-part pattern and ask your child to tell you the number of dots you drew.

**NS 1.3** Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as  $4 + 4$ ,  $5 + 3$ ,  $2 + 2 + 2 + 2$ ,  $10 - 2$ ,  $11 - 3$ ).

What patterns do you see?

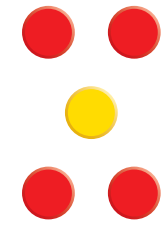


This side has 4.

This side has 1.

There are 5 dots.

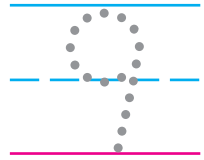
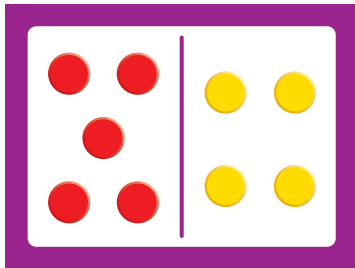
Here is another way to show 5.



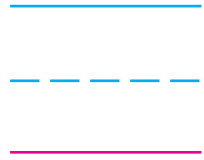
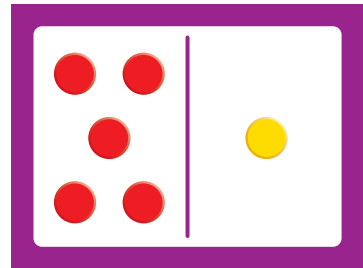
### Guided Practice

Write the number that tells how many.

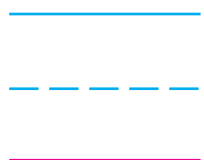
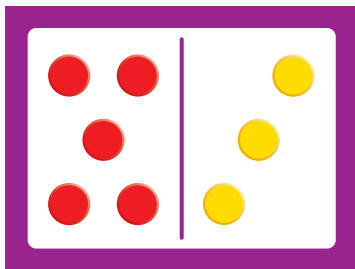
1.



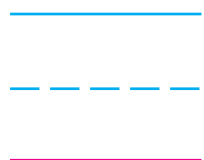
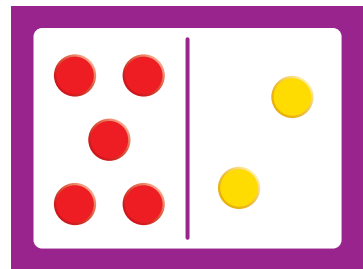
2.



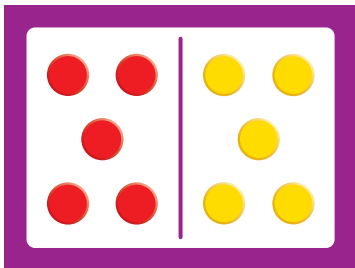
3.



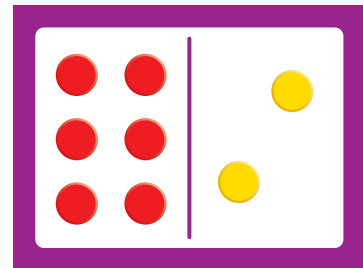
4.



5.



6.

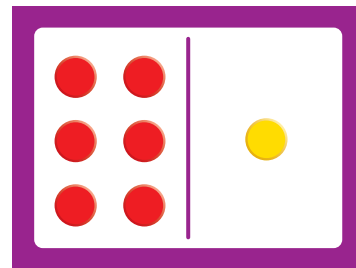


**Do you understand?** How can you show 6 as a pattern?

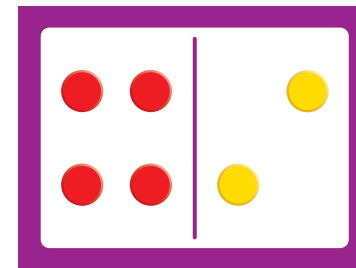
### Independent Practice

Write the number that tells how many.

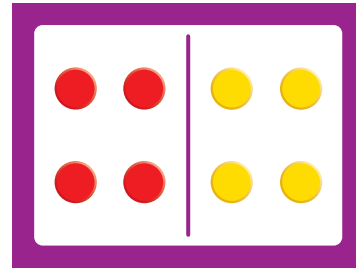
7.



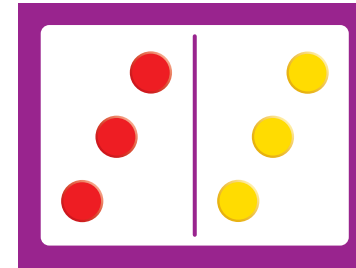
8.



9.

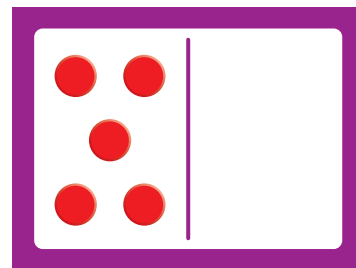


10.



**Algebra** Draw the missing dots for 7.

11.

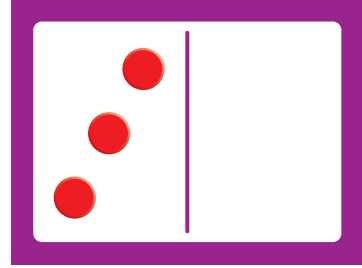




## Problem Solving

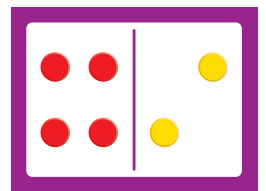
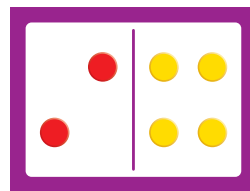
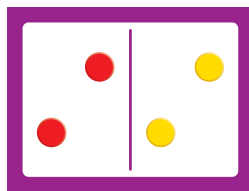
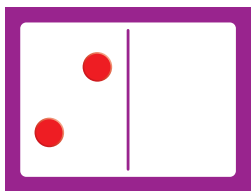
Solve the problems below.

12. First Mike had 3 puzzles.  
Now he has 5 puzzles.  
How many new puzzles did Mike get?  
Draw more dots. Write the number.



\_\_\_\_\_ new puzzles

13. Jana had 2 pens.  
Her dad gave her 2 more pens.  
Which pattern shows how many pens Jana has now?



14.  **Journal** Pick three numbers. Draw their patterns.

Name \_\_\_\_\_

Problem Solving

# Use Objects



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



**Home Connection** Your child used counters to model numbers and to solve problems.

**Home Activity** Tell your child the following story problem: Ken has 5 toys. Show the toys using objects. Then give your child objects such as pennies to solve the problem.

**MR 1.2** Use tools, such as manipulatives or sketches, to model problems. Also **NS 1.3**.

### Read and Understand

Clark has 6 stickers.



How can he show how many stickers he has?

### Plan



Count out as many counters as stickers.

I can use counters to model the problem.

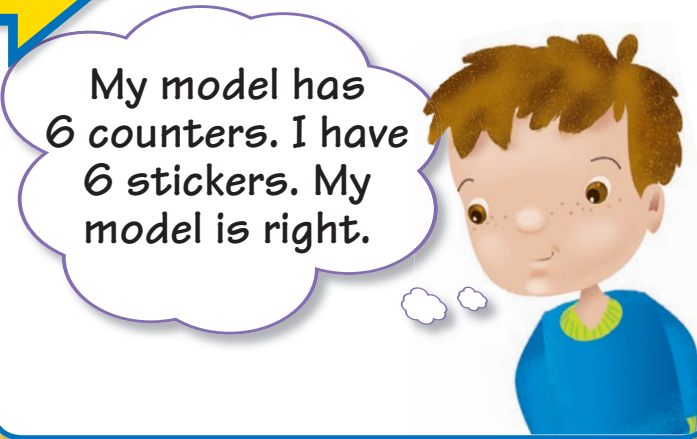
### Solve



There are 6 stickers so I use 6 counters.



### Look Back and Check

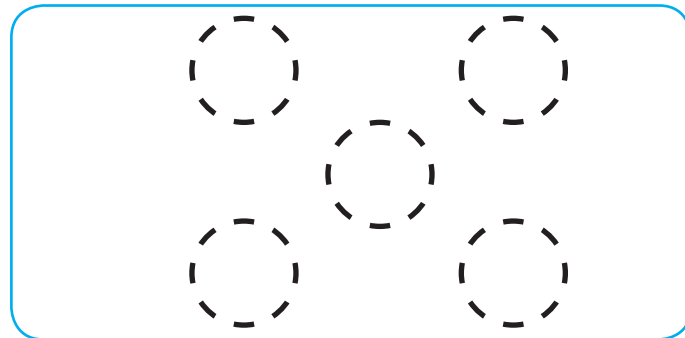


My model has 6 counters. I have 6 stickers. My model is right.

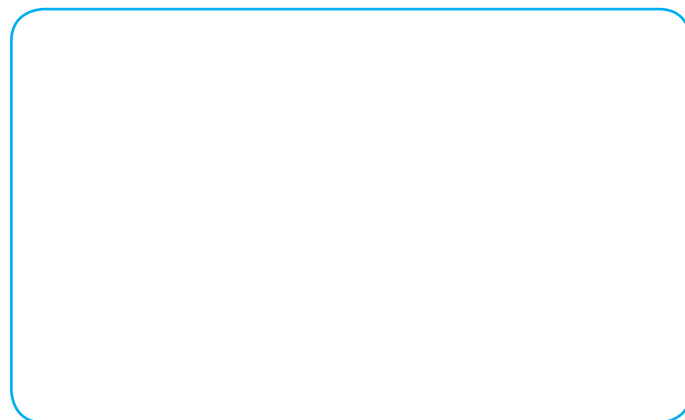
### Guided Practice

Use counters to model the problem. Then draw a picture to show your counters.

1. Bo has 5 marbles. Show the marbles Bo has.



2. Penny buys 8 stamps. Show the stamps Penny buys.

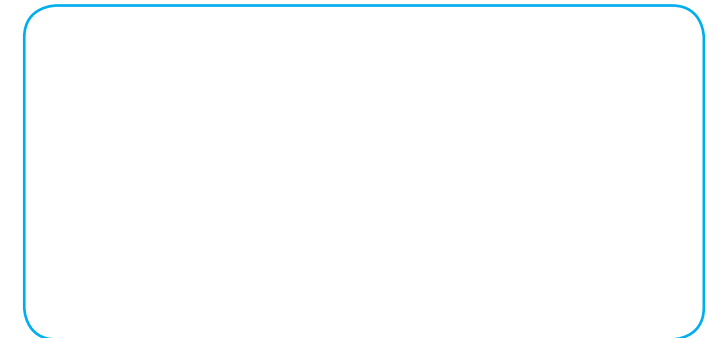


**Do you understand?** How can you show a story problem with counters?

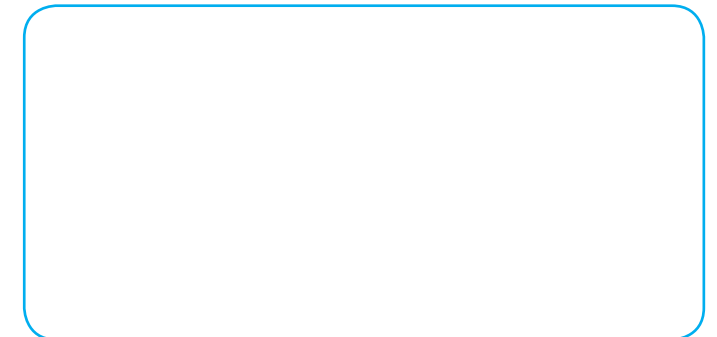
### Independent Practice

Use counters to model the problem. Then draw a picture to show your counters.

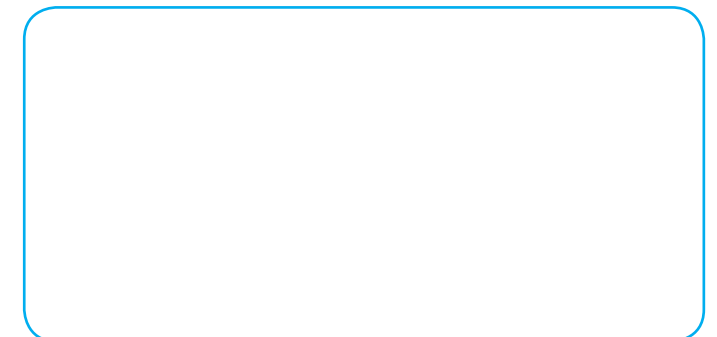
3. Quan makes 9 paper hats. Show the paper hats Quan makes.



4. Ami sees 6 birds. Show the birds Ami sees.



5. Ann has 12 books. Show the books Ann has.



## Problem Solving


Solve the problems below.

6. Jake puts 7 pencils on the table. Show the pencils Jake puts on the table. Use counters to model the problem. Then draw a picture to show your counters.



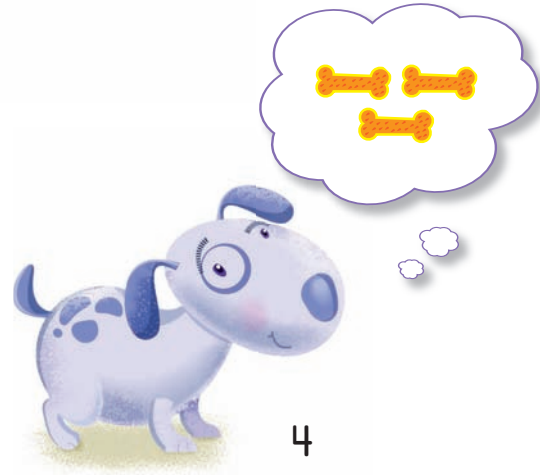
7. There are 4 frogs in the pond. Which shows the number of frogs?



8.  **Journal** Write a story with the number 5. Ask a friend to draw a picture to show the problem.

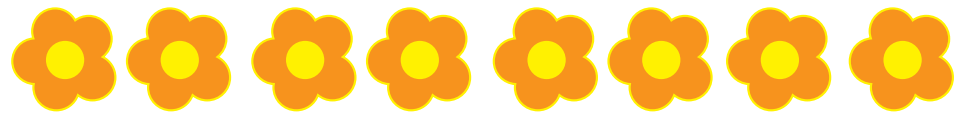
Three horizontal blue lines for writing a story.

1



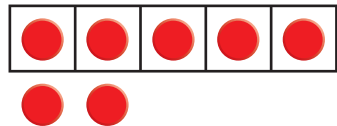
- 6       5       4       3

2



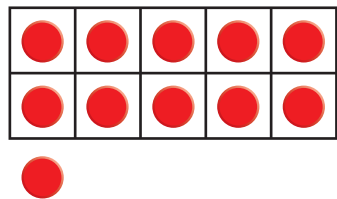
- 6       7       8       9

3



- 5       6       7       8

4

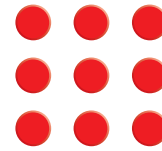


- 9       10       11       12

**Oral Directions** Say: Mark the correct answer. **1.** Rover likes bones. How many bones does he have? **2.** Bonnie drew 5 flowers. Then she drew 3 more. How many flowers did Bonnie draw in all? **3–4.** Which number does the picture show?

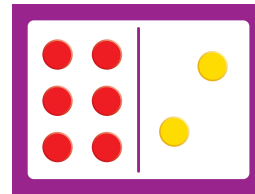
Name \_\_\_\_\_

5



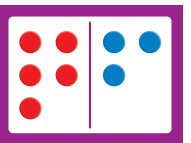
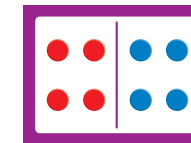
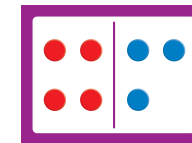
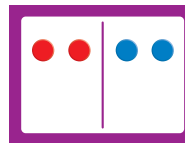
- 8       9       10       11

6



- 6       7       8       9

7



- 

8

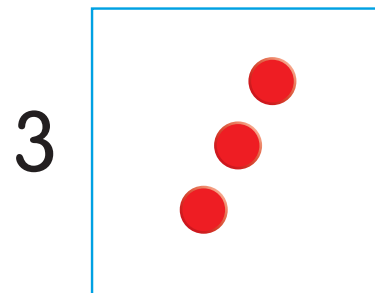


- 

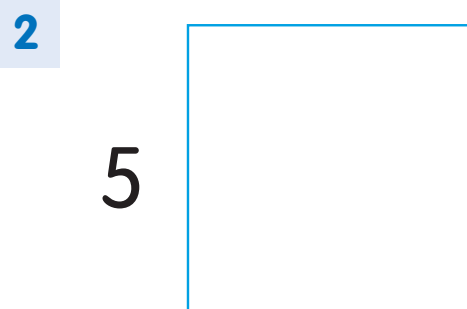
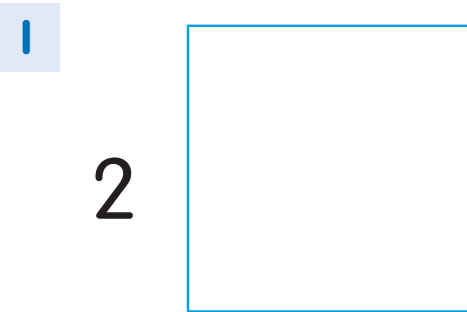
**Oral Directions** Say: Mark the correct answer. **5–6.** Which number does the picture show? **7.** Chuck made 4 paper airplanes. Then he made 4 more. Which model shows how many airplanes Chuck made altogether? **8.** Mel's cat had 5 kittens. Which model shows the number of kittens?

### Set A

You can draw counters to show the number.

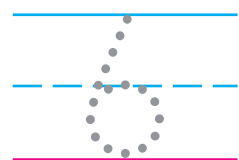
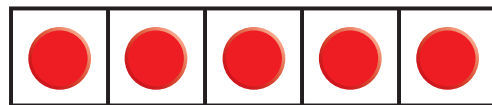


Draw counters to show the number.

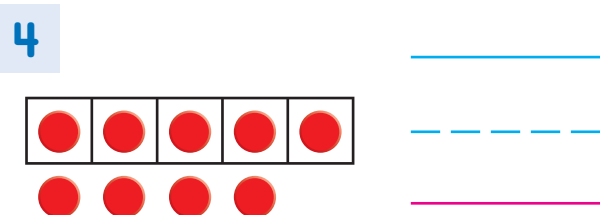
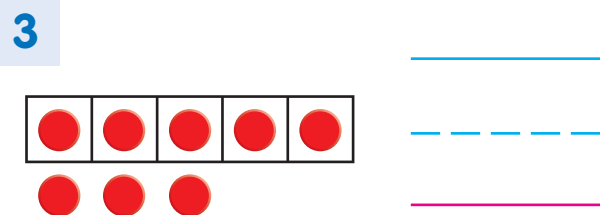


### Set B

You can write the number to tell how many.

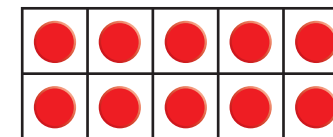


Write the number that tells how many.



### Set C

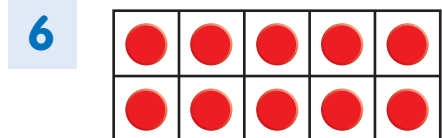
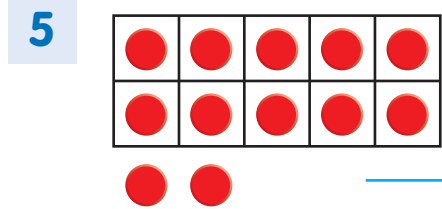
You can use a ten-frame and counters to show and identify numbers.



There are 10 counters in the ten-frame. There is 1 counter outside. 10 and 1 more is 11.



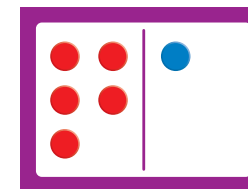
Write the number that tells how many.



### Set D

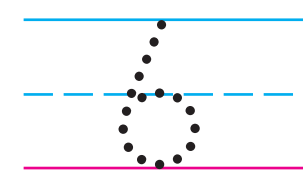
You can look for patterns to help you count.

This side has 5 dots.



This side has 1 dot.

There are 6 dots.



Write the number that tells how many.

