

SCHOOL to HOME

Connections

Chapter 8 Numbers to 100

Dear Family,

In this chapter, your child will learn that counting by 2s or 5s is a faster way of counting a big number of objects.

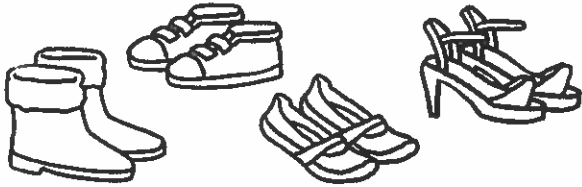
Some of the skills your child will practice are:

- using pairs for counting
- counting by 5s up to 20 objects

Activity Shoes Galore

Learning to count in pairs or by 2s, and later by 5s, is a skill that will enable your child to count many objects in a shorter amount of time. It is also a skill which will later help them to master multiplication facts.

You will need up to 10 pairs of shoes.



- Assemble a collection of shoes with your child's help. Once all the shoes have been laid out, ask your child to count the shoes in pairs.
- Ask your child to then count the shoes by 5s.

Vocabulary to Practice

A **pair** is a set of two objects that are either used together or regarded as a unit, such as a pair of socks, a pair of spectacles, and so on.

2s are a group of 2 people or objects.

5s are a group of 5 people or objects.

Capítulo 8 Los números hasta el 100

Estimada familia:

En este capítulo, su hijo aprenderá que contar de 2 en 2 o de 5 en 5 es una forma más rápida de contar un número grande de objetos.

Algunas de las destrezas que practicará su hijo son:

- usar pares para contar
- contar de 5 en 5 hasta 20 objetos

Actividad Abundancia de zapatos

Aprender a contar en pares o de 2 en 2, y luego de 5 en 5, es una destreza que permitirá a su hijo a contar muchos objetos en una menor cantidad de tiempo. También es una destreza que posteriormente les ayudará a dominar las operaciones de multiplicación.

Necesitará hasta 10 pares de zapatos.



- Reúna un grupo de zapatos con la ayuda de su hijo. Una vez que haya ordenado los zapatos, pida a sus hijos que cuente los zapatos en pares.
- Pida a su hijo que luego cuente los zapatos de 5 en 5.

Vocabulario para practicar

Un par (pair) es un conjunto de dos objetos que se utilizan juntos o se consideran como una unidad, como un par de calcetines, un par de anteojos, etc.

2 en 2 son un grupo de 2 personas u objetos.

5 en 5 son un grupo de 5 personas u objetos.

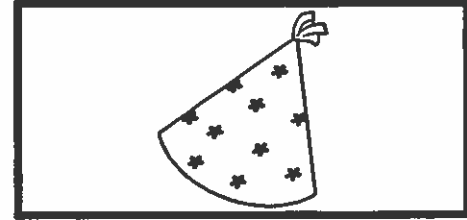
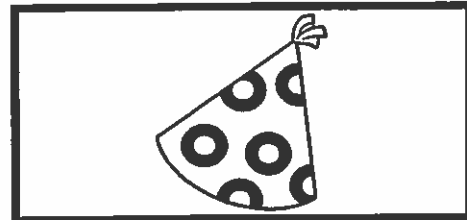
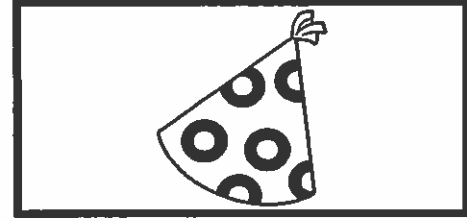
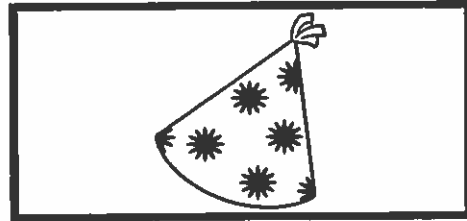
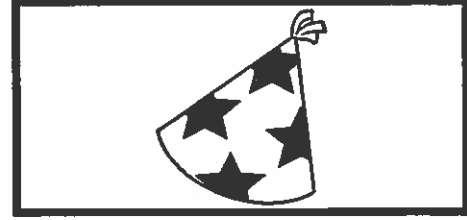
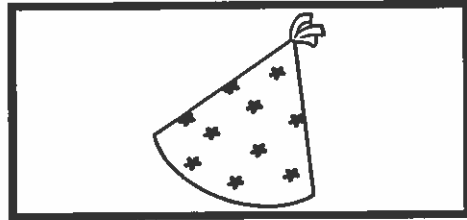
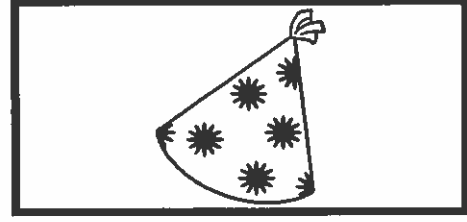
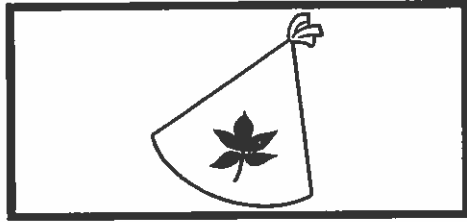
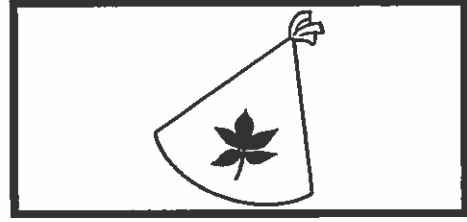
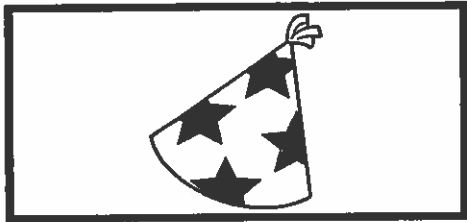
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CHAPTER
8

Numbers to 100

Lesson 1 Counting by 2s

Match. Count by 2s and write.

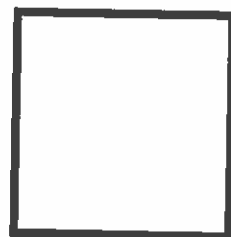
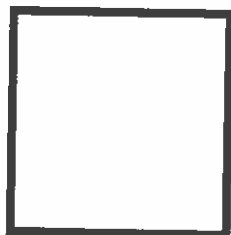
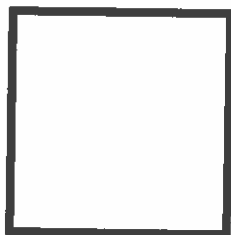
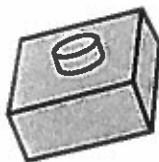
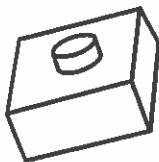
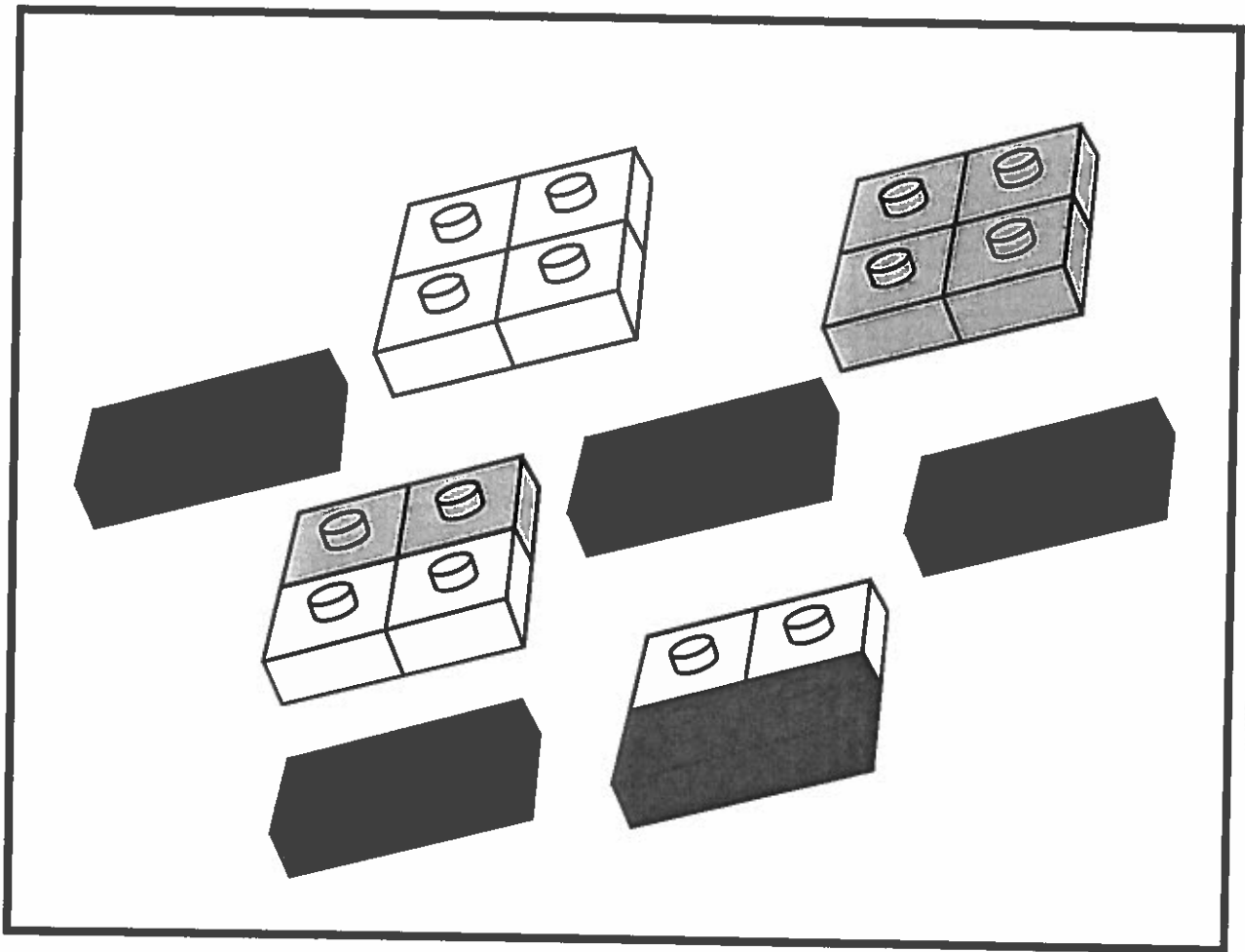


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How many in all? _____

Name: _____

Count and write.



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Name: _____

Lesson 2 Counting by 5s

Count by 2s or count by 5s? Put a ✓.

1

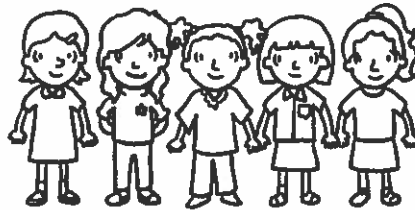
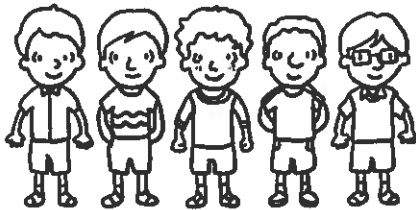


2s	
----	--



5s	
----	--

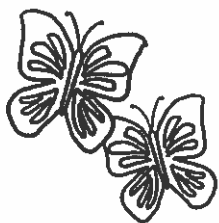
2



2s	
----	--

5s	
----	--

3



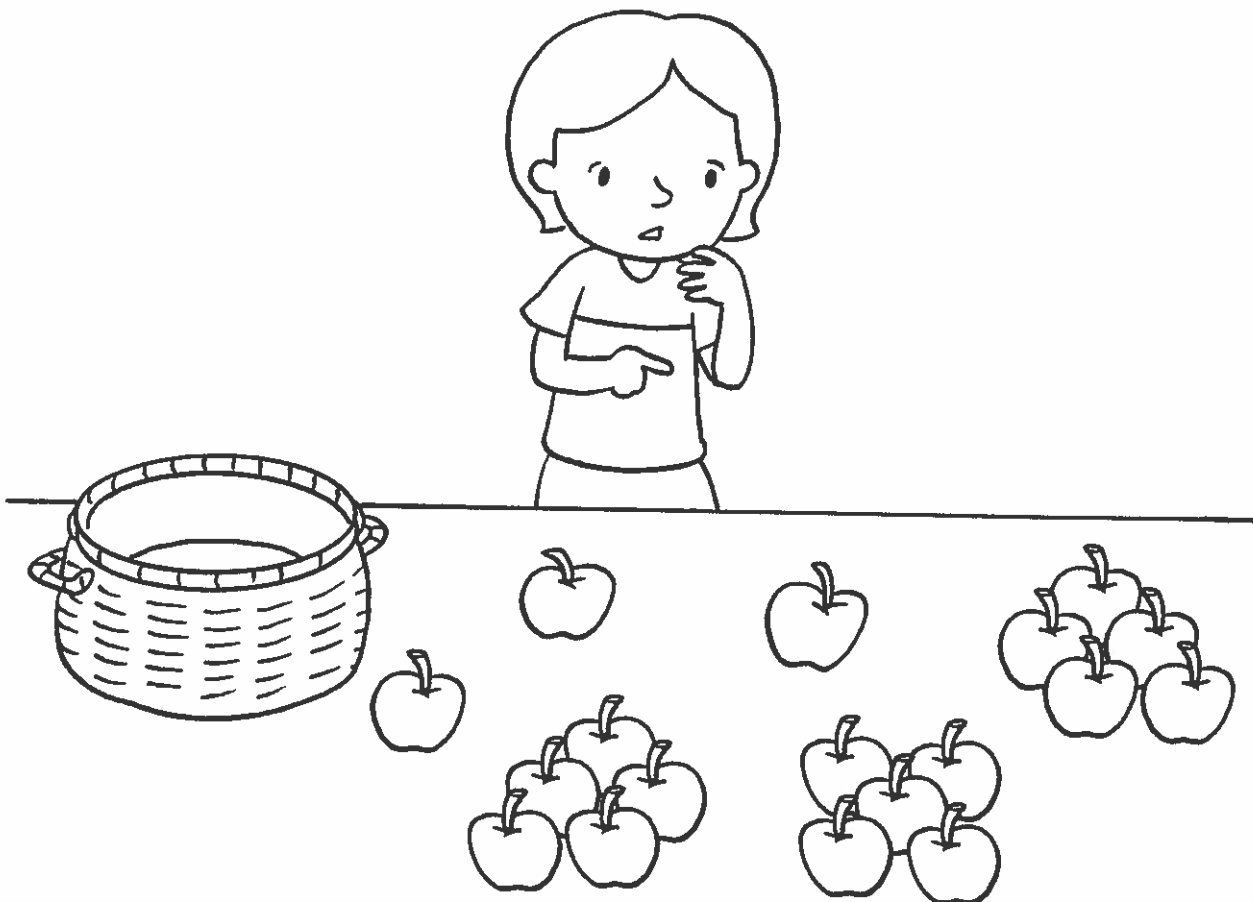
2s	
----	--



5s	
----	--

Name: _____

Circle the groups of 5 apples.

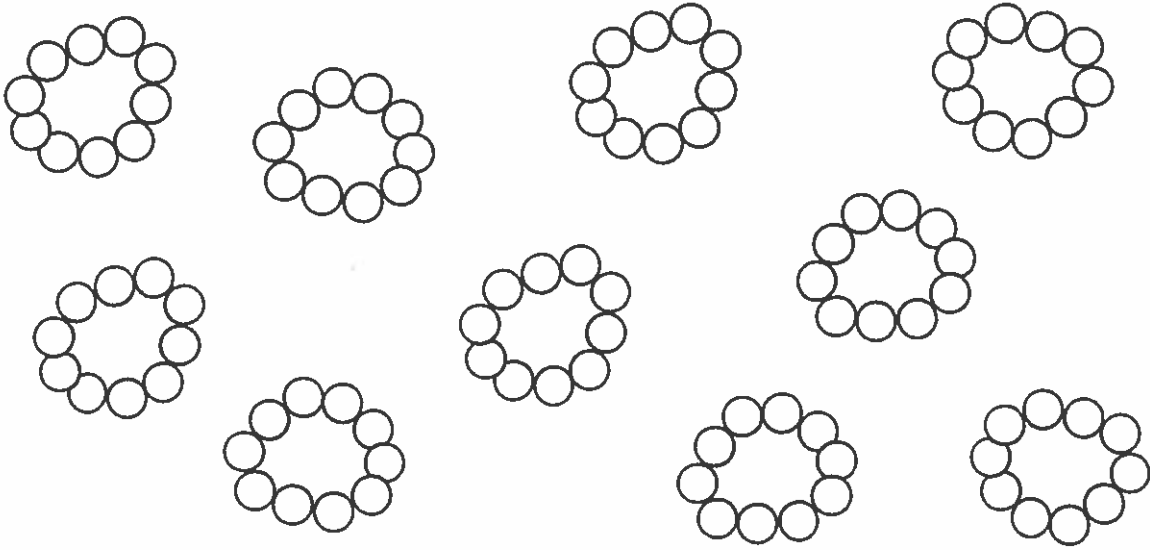


Make the tally.

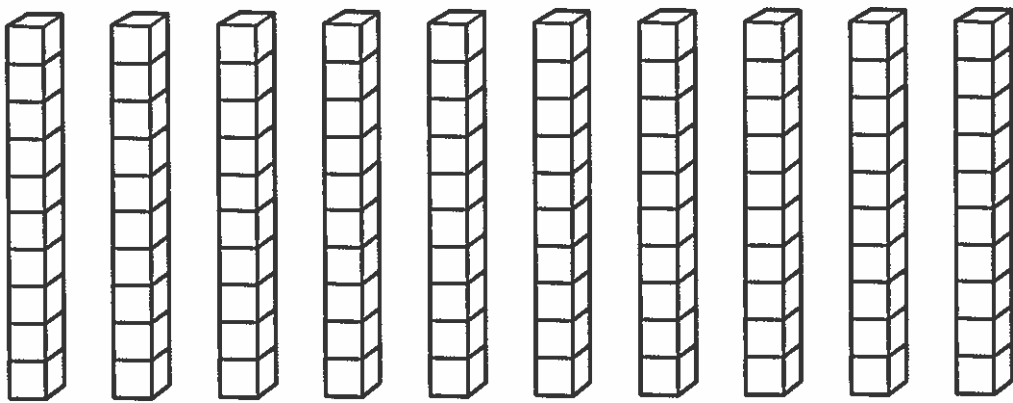
Name: _____

Lesson 3 Counting by 10s to 100

Circle 70.



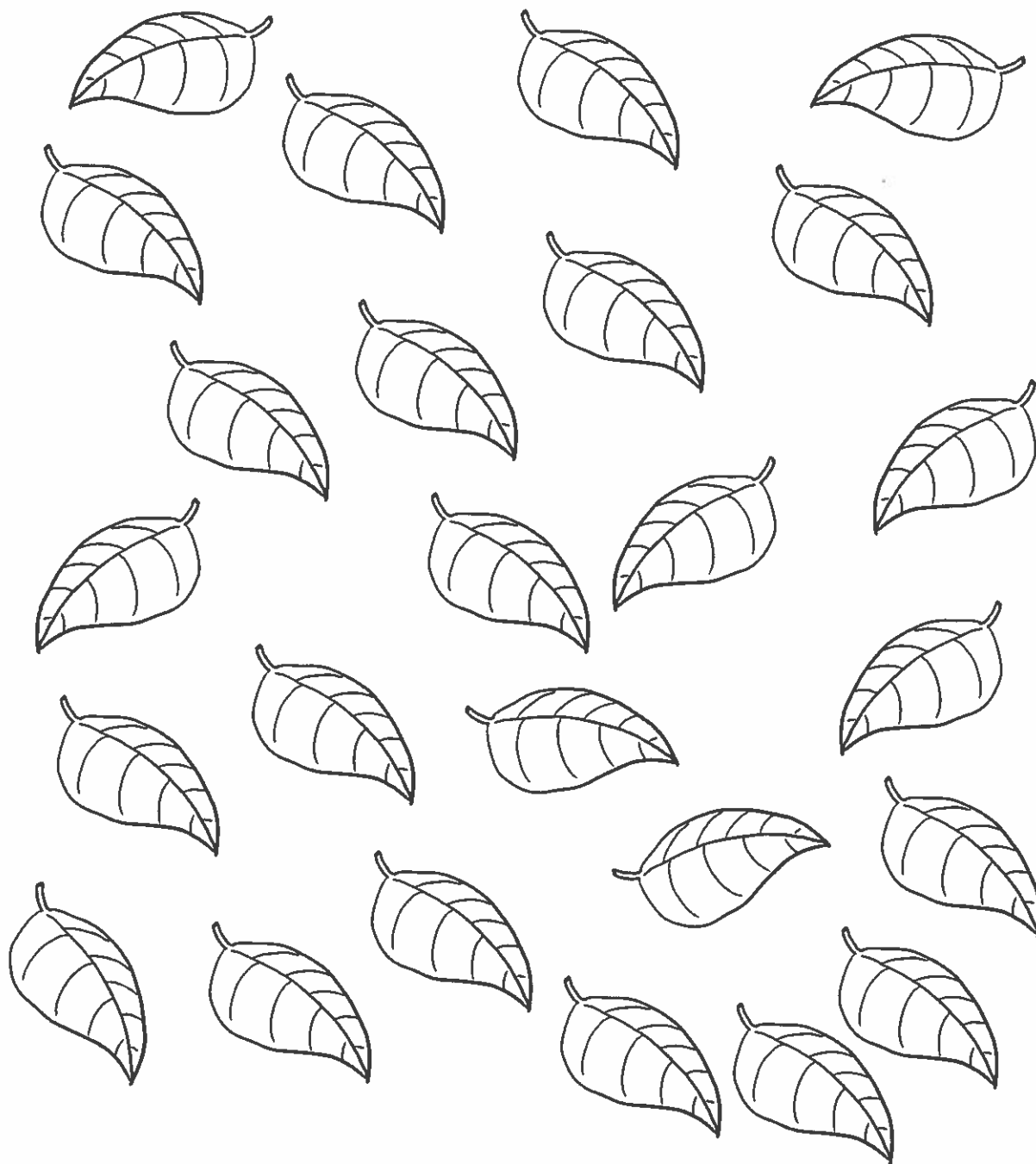
Circle 50.



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Name: _____

Circle groups of 10. Then, count and circle.



How many in all? 15 22 25 28

Name: _____

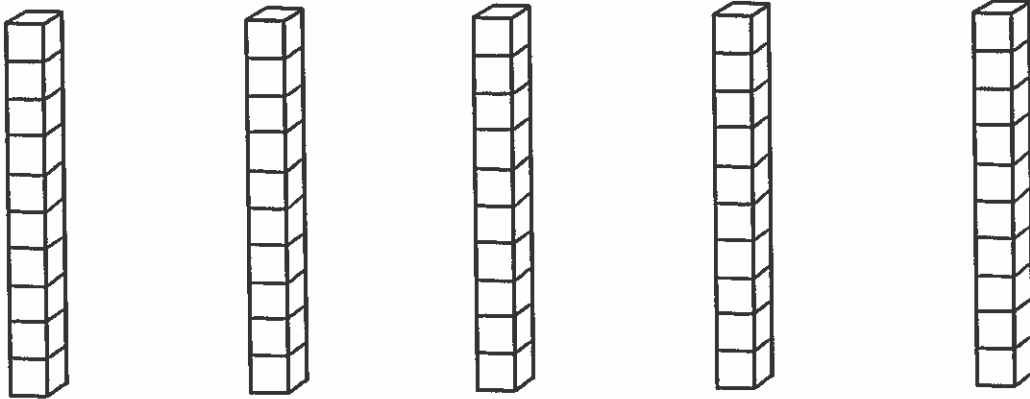
Lesson 4 Numbers 20 to 49

Color.

1



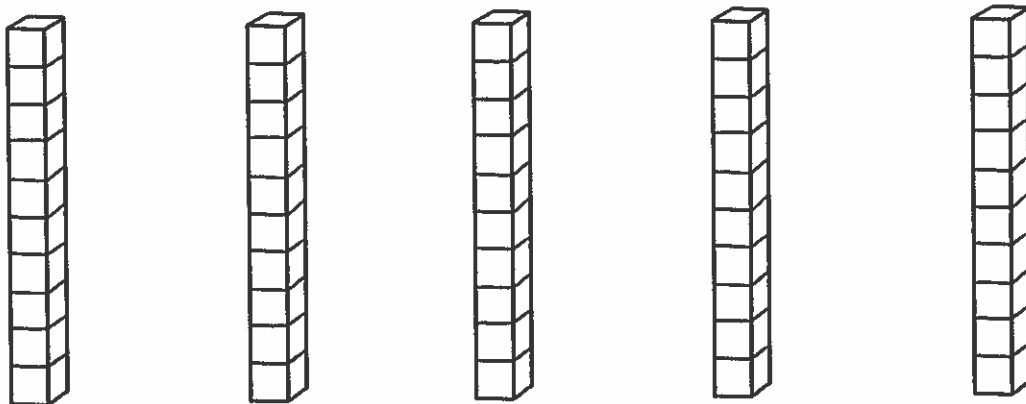
29



2



47

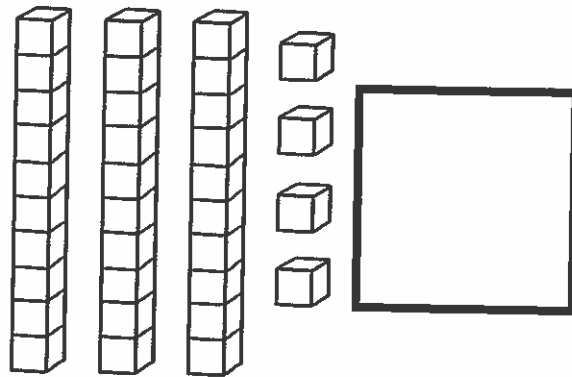
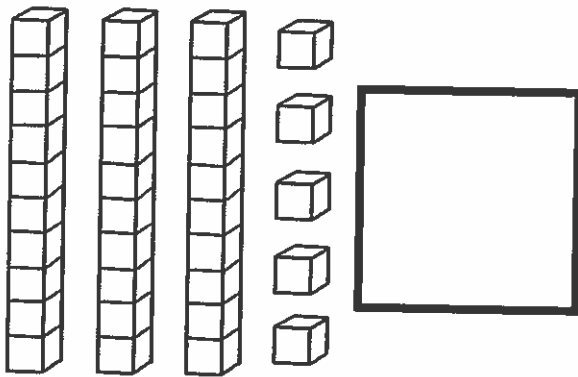


Name: _____

What comes next? Put a ✓.

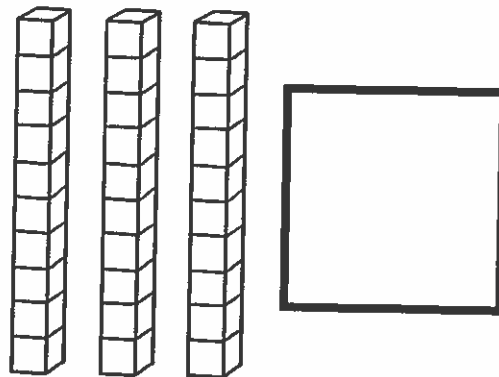
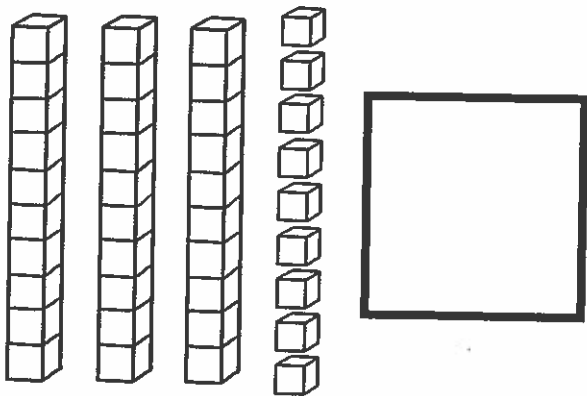
1

34



2

29



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Name: _____

Color the missing number.

1 22, 23,

24
34
42

, 25, 26

2 29,

20
38
30

, 31, 32, 33

3 45, 46, 47, 48,

44
49
50

4 33, 34, 35,

32
36
38

, 37

5

13
29
30

, 31, 32, 33, 34

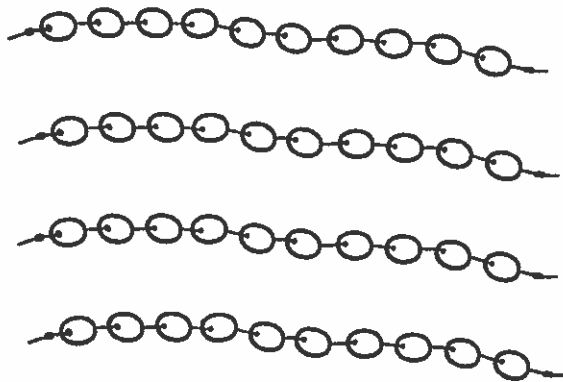
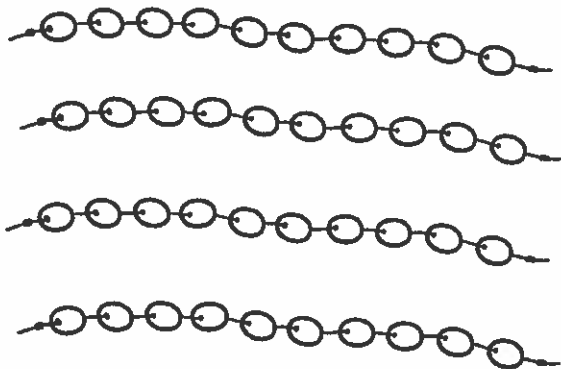
Name: _____

Lesson 5 Numbers 50 to 79

Color.

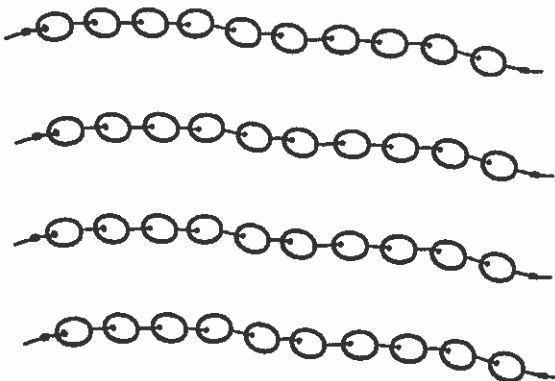
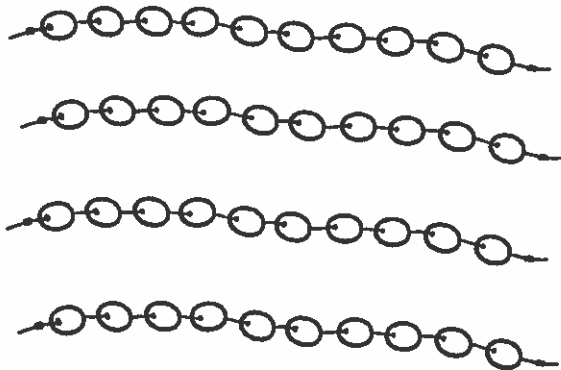
1

51



2

69



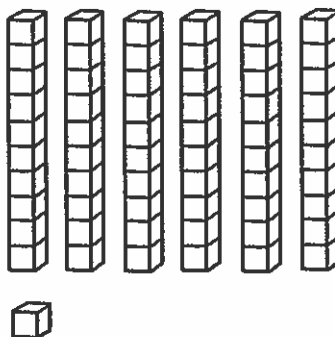
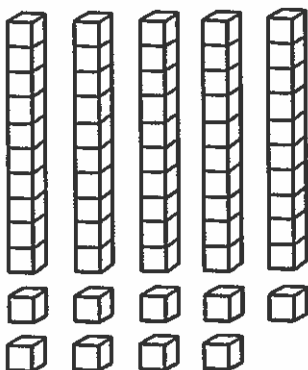
Name: _____

What comes before? Put a ✓.

1

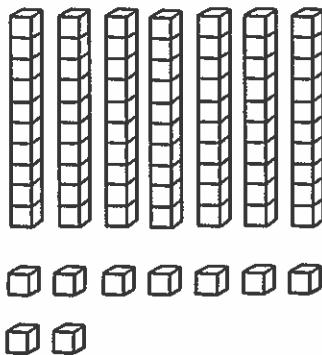
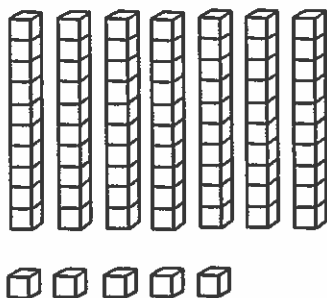


60



2

79




Name: _____

Which is the missing number? Color.

1

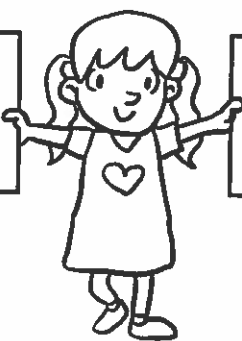
52 53 54 35 55



A sequence of five boxes containing the numbers 52, 53, 54, 35, and 55. A boy is standing between the boxes with the numbers 54 and 35, holding up the box with the number 35.

2

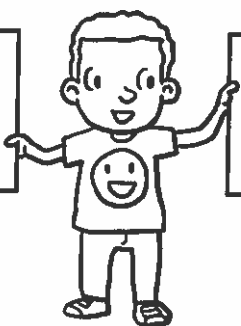
69 68 70 71 72



A sequence of five boxes containing the numbers 69, 68, 70, 71, and 72. A girl is standing between the boxes with the numbers 68 and 70, holding up the box with the number 70.

3

57 58 59 50 60



A sequence of five boxes containing the numbers 57, 58, 59, 50, and 60. A boy is standing between the boxes with the numbers 50 and 60, holding up the box with the number 50.

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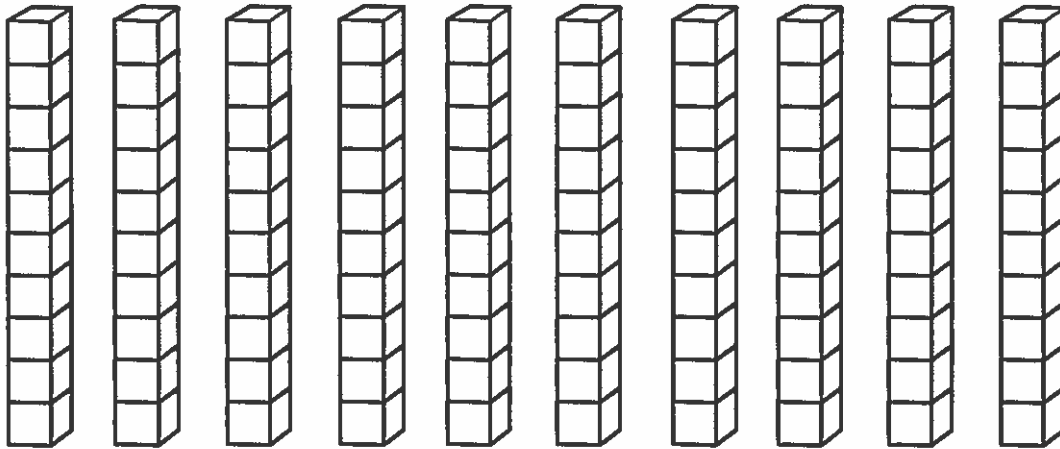
Name: _____

Lesson 6 Numbers 80 to 100

Color.

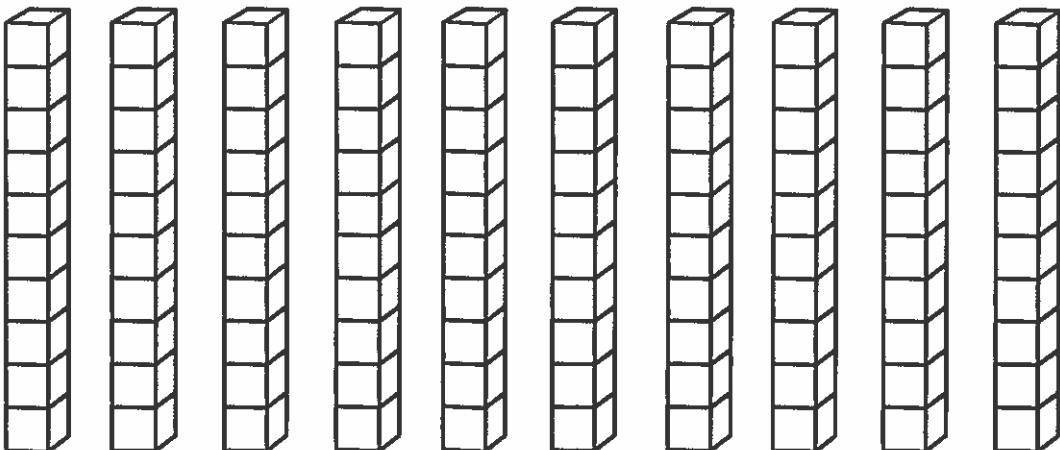
1

97



2

88



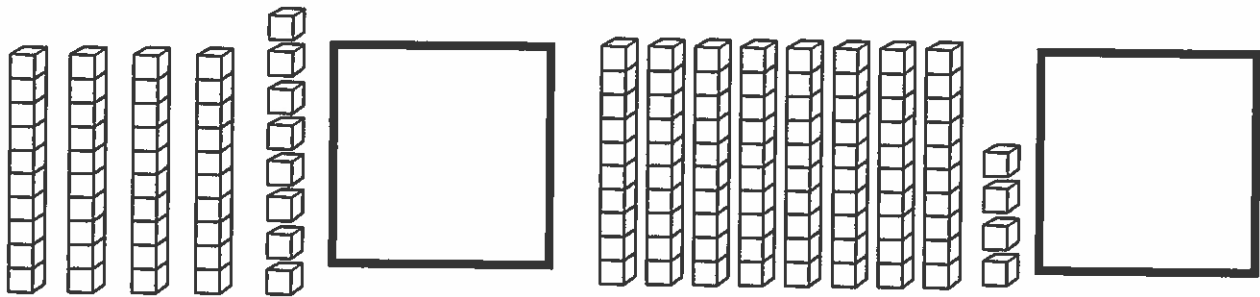
Name: _____

What comes in between? Put a ✓.

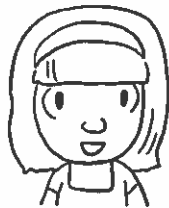
1



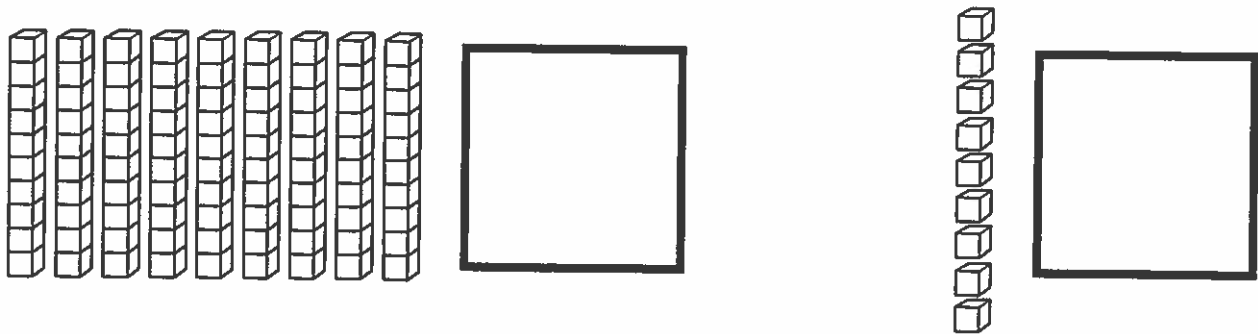
83 and 85



2



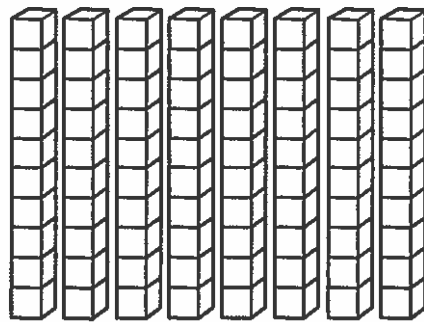
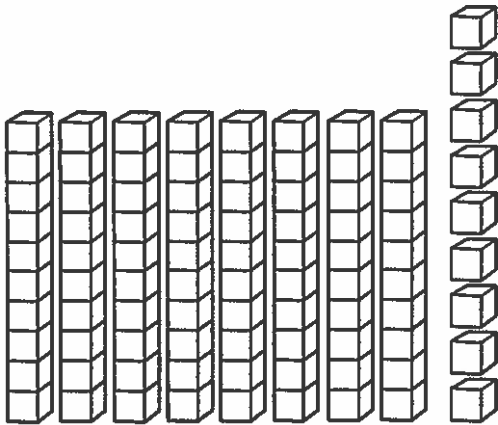
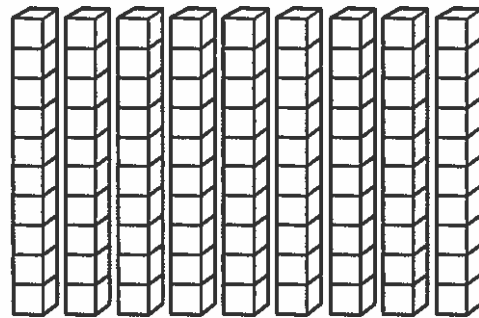
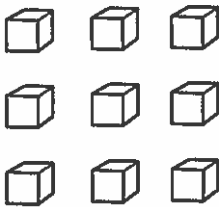
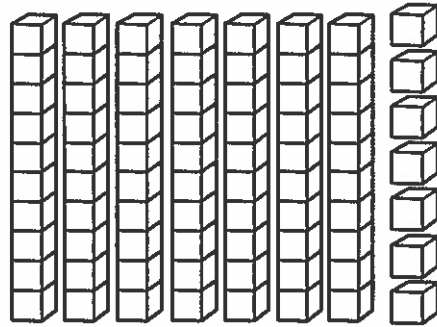
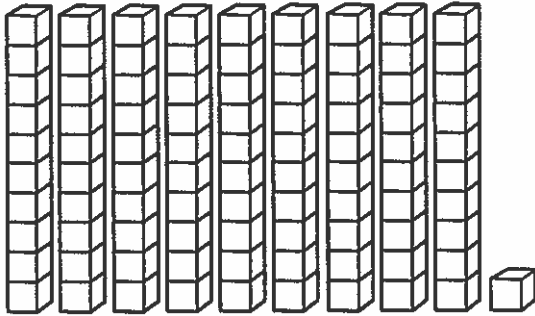
89 and 91



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Name: _____


**What are the missing numbers from 88 to 92?
Color.**



Name: _____

Lesson 7 Numbers 1 to 100

Use a 100 Chart. Color the missing number.

1  21, 31,


32
41

, 51, 61


2  47,

37
57

, 67, 77, 87


3  73, 74, 75, 76,

77
86

4  17, 18, 19,


20
29

, 21

5 

9
20

, 19, 29, 39, 49

6  35,

36
45

, 55, 65, 75

Name: _____

Use a 100 Chart. Put a ✓ if true.

1



51 is after 50.

2



89 is before 88.

3



12 is after 22.

4



70 is in between
69 and 61.