

UNIT
2

Number Relationships



FOCUS

Children talk about the picture and identify the numbers of objects.



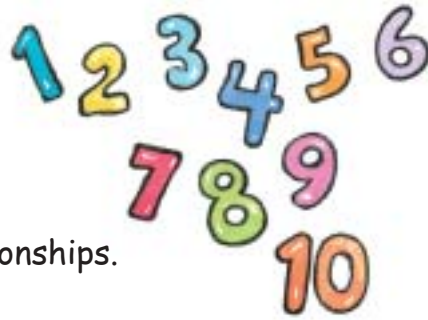
HOME CONNECTION

Together, look at the picture and ask: "Where is there a group of four? a group of eight? How do you know?" Have your child point to each object while counting aloud.

Name: _____ Date: _____

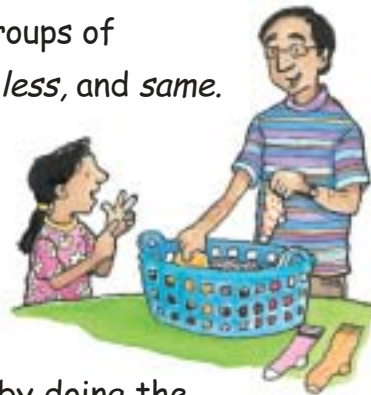
Dear Family,

This unit will focus on deepening your child's understanding of number relationships.



The Learning Goals for this unit are to

- Read and print numerals to 20.
- Read and print number words to ten.
- Count from 0 to 20. Count backwards from 10 to 0.
- Use a calculator to count to 20.
- Count by matching the number word to the objects being counted.
- "Build" numbers by arranging and rearranging objects.
- Compare and order numbers and groups of objects using words such as *more*, *less*, and *same*.
- Estimate the number of objects and check by counting.
- Use real-life materials to help solve simple number problems.



You can help your child reach these goals by doing the activities suggested at the bottom of each page.

Name: _____ Date: _____

Count the Fish

Count the fish in each group.
Print the numerals.











FOCUS

Children count the number of fish in each group and record the numerals.



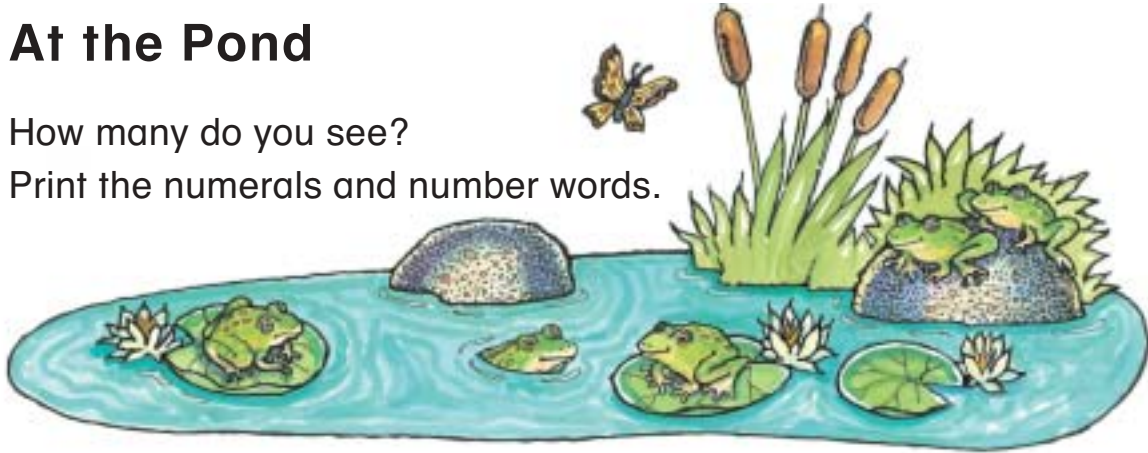
HOME CONNECTION

Using small objects, ask your child to show you groups from 1 to 10.

Name: _____ Date: _____

At the Pond

How many do you see?
Print the numerals and number words.



2

two











FOCUS

Children count the number of creatures and objects in the picture and record the corresponding numerals and number words for 1 to 5.



HOME CONNECTION

Together, collect several sets of four small objects (for example, four buttons, four keys, four pencils). Ask your child to count the number in each set. Ask: "How are these sets alike?" (All have four.)

Name: _____ Date: _____

Count the Birds



Count the number in each group.
Print the numerals and number words.



7

seven











FOCUS

Children count the number in each group and record the corresponding numerals and number words for 6 to 10.



HOME CONNECTION

With your child, collect sets of one to ten objects (for example, six stuffed animals, nine envelopes, two towels). Have your child count the objects. Ask: "Which set has the most? Which has the least?"

Name: _____ Date: _____

My Calculator

Fill in the buttons on the calculator.



I can use my calculator to _____



FOCUS

Children fill in the keys with the appropriate numerals.



HOME CONNECTION

Discuss why people use calculators. If you have a calculator at home, ask your child to press the clear key to begin and then press whatever number you call out from 1 to 9.

Name: _____ Date: _____

Number Search



How many are in the fridge?
Print the numerals and number words.



2

two



FOCUS

Children count items and record numerals and number words for groups of objects.



HOME CONNECTION

Play "I Spy," giving the number as a clue: "I spy, with my little eye, something that has four legs." Your child might guess "table" or "chair." Switch roles.

Name: _____ Date: _____

Number Pictures

Draw a picture to match each numeral.
Print the number words.



9 _____
nine

5 _____

7 _____

My number _____



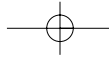
FOCUS

Children draw sets of items to match the numerals; then they record the number words.



HOME CONNECTION

Together, discuss this page. Ask your child to repeat the activity by choosing another number.



Name: _____ Date: _____

I Can Build Numbers

Choose two numbers.
Show the numbers two ways.



My number _____

One way	Another way
---------	-------------

My number _____

One way	Another way
---------	-------------



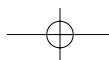
FOCUS

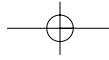
Children represent numbers in different ways.



HOME CONNECTION

Have your child explain how the drawings for each number are alike and how they are different.





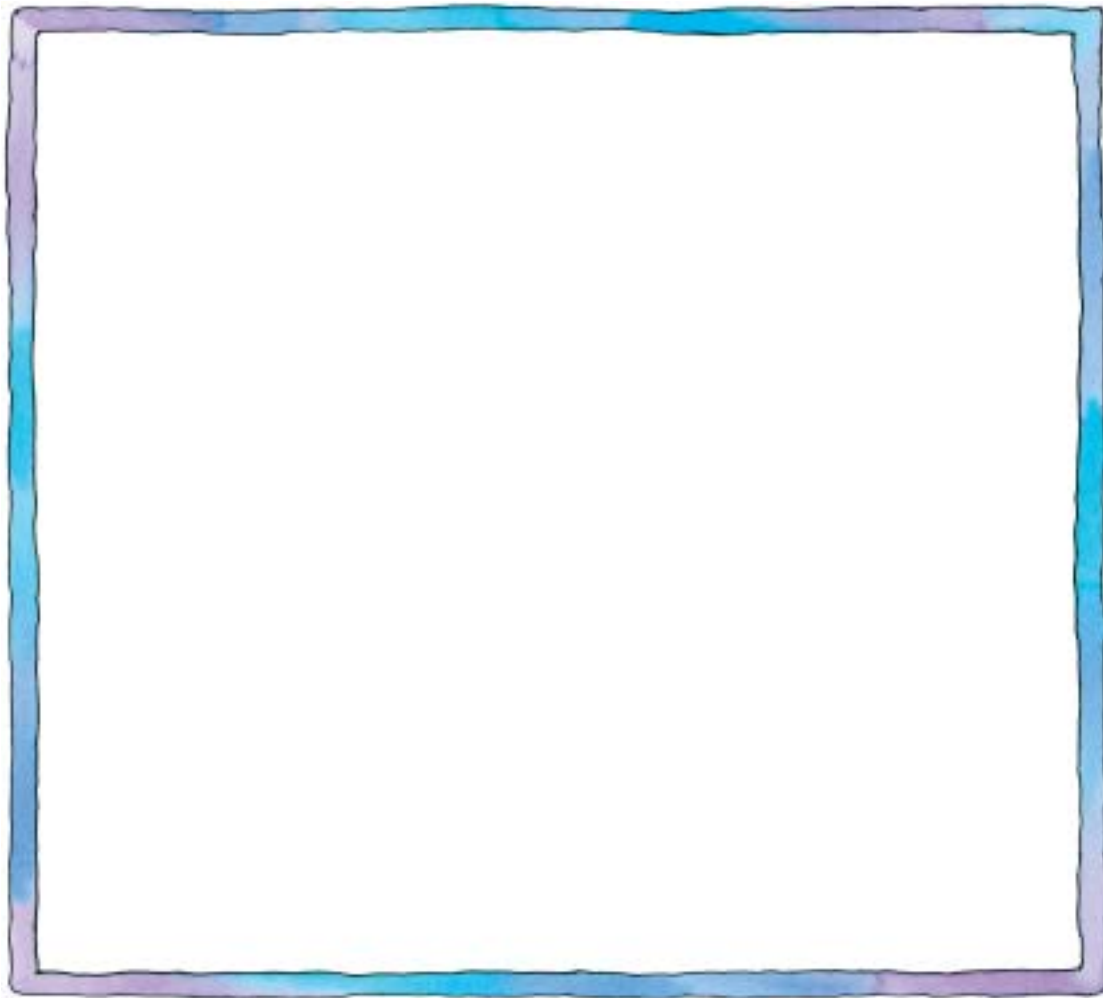
Name: _____ Date: _____

Pictures of 6



Use toothpicks to show 6.

Draw pictures of ways you can show 6.



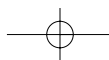
FOCUS

Children show the number 6 in a variety of ways.



HOME CONNECTION

Use toothpicks, keys, or other small objects and ask your child to show the number 4 in different ways.



Name: _____ Date: _____

Ways to Show 7



Colour the cubes to show ways to make 7.
Write how many of each colour.



_____ red _____ blue



_____ red _____ blue



_____ red _____ blue



_____ red _____ blue



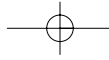
FOCUS

Children use red and blue Snap Cubes to build different arrangements of 7. To show their arrangements, they shade in the number of each colour and write the numerals below.



HOME CONNECTION

Together, collect 7 objects. Ask your child to count them. Rearrange the objects in the set and ask, "How many are there now?" (There are still 7 even though the arrangement is different.)



Name: _____ Date: _____

More or Less

Draw counters to show more or less.



	<p>Show 2 more.</p>	
	<p>Show 1 more.</p>	
	<p>Show 1 less.</p>	
	<p>Show 2 less.</p>	
	<p>Show 1 more.</p>	
	<p>Show 2 more.</p>	



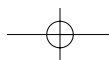
FOCUS

Children represent numbers by drawing counters that show one more, one less, two more, two less.



HOME CONNECTION

Ask your child to describe and explain the number of counters your child drew.



Name: _____ Date: _____

Number Challenge

Print the numerals and number words.
Here are your clues.



1 more than 8



nine

2 more than 5

1 less than 3

2 less than 6

1 more than 4

2 less than 5

2 more than 4



FOCUS

Using the clues on this page, children work with a partner. They record their answers by showing both the numeral and the number word for each clue.



HOME CONNECTION

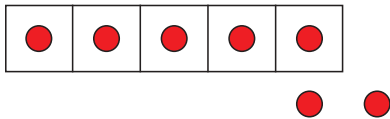
Use small objects and ask your child to show a number such as 5. Then have your child show 1 more and 2 less.

Name: _____ Date: _____

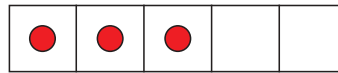
Fantastic Five!



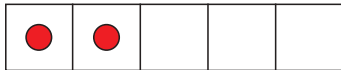
Count the number of counters.
Record the numerals.



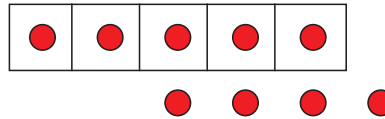
_____ is _____ more than 5.



_____ is _____ less than 5.

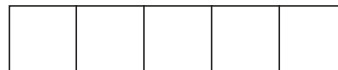


_____ is _____ less than 5.



_____ is _____ more than 5.

My numbers Draw counters. Record the numerals.



_____ is _____ more than 5. _____ is _____ less than 5.



FOCUS

Children use five-frames to compare numbers to 5.



HOME CONNECTION

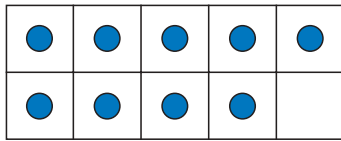
Draw a five-frame (see above) on a piece of paper; use pennies or buttons as counters. Ask your child to show you how to make numbers from 0 to 10 using the five-frame.

Name: _____ Date: _____

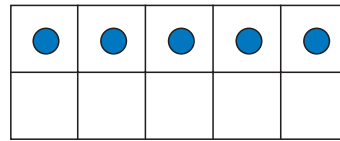
Terrific Ten!



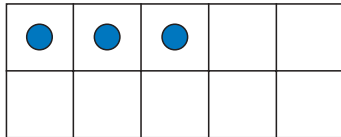
Count the number of counters.
Record the numerals.



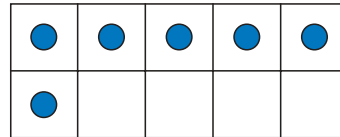
_____ is _____ less than 10.



_____ is _____ less than 10.



_____ is _____ less than 10.



_____ is _____ less than 10.

My numbers

Draw counters. Record the numerals.



_____ is _____ less than 10.



_____ is _____ less than 10.



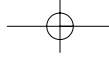
FOCUS

Children use ten-frames to compare numbers to 10.



HOME CONNECTION

Make a ten-frame on paper or by cutting two sections off an egg carton. Ask your child to show a number on this page by placing objects in the ten-frame.



Name: _____ Date: _____

Ten-Frame Numbers



Draw counters to show how many.

5

2

8

6

3

7

10

4



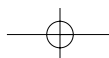
FOCUS

Children draw counters on ten-frames to represent numbers up to 10.



HOME CONNECTION

Make a ten-frame on paper or by cutting two sections off an egg carton. Suggest a number and have your child use objects to show you the number on the ten-frame.



Name: _____ Date: _____

I Can Make 16!

Draw 10 counters on one side.
 Draw counters on the other side to make 16.



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16 is 10 and _____.



FOCUS

Children draw or trace counters to show 16 as “10 and ...” (6).



HOME CONNECTION

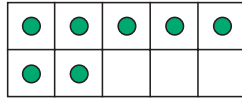
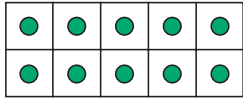
Your child is using “10 and ...” to represent numbers from 11 to 20. Count out 14 small objects. Ask your child to put 10 to one side; then count the remaining counters: “14 is 10 and 4.”

Name: _____ Date: _____

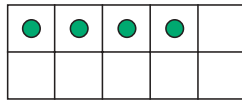
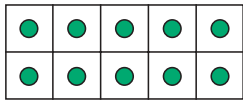
Numbers to 20



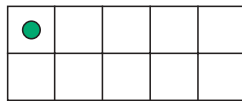
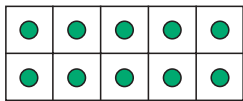
Print the numerals to show 10 and more.



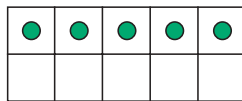
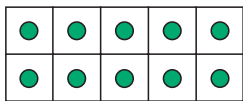
 is 10 and .



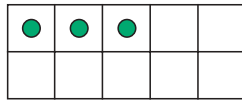
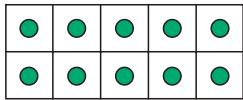
 is 10 and .



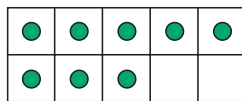
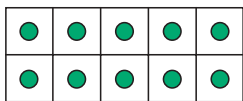
 is 10 and .



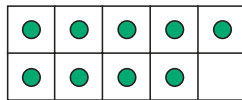
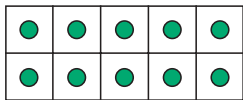
 is 10 and .



 is 10 and .



 is 10 and .



 is 10 and .



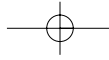
FOCUS

Using ten-frames, children identify and record numbers to 20.



HOME CONNECTION

Using ten-frames (similar to the ten-frames on this page), ask your child to show each number from 11 to 20.



Name: _____ Date: _____

Show Numbers to 20



Choose two numbers between 10 and 20.
 Draw counters to show numbers on the two-part mat.

My number _____

--	--

My number _____

--	--



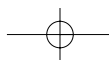
FOCUS

Children identify, record, and represent numbers to 20 on a two-part mat.



HOME CONNECTION

Gather 20 counters (such as bread tags or buttons). Show your child a group of 10 counters and up to 8 more. Ask: "How many? What is two more? What is two less?"



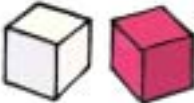


Name: _____ Date: _____

About How Many?

Estimate the number of cubes.
Spill and count the cubes.



Cubes	Estimate	Count
	about	
	about	
	about	

There are _____  and _____  .

There are _____ cubes in all.



FOCUS

Children estimate the number of red and white cubes in a bag; then they count to check their estimates, recording the results.



HOME CONNECTION


Practise estimating with 12 to 13 small, scattered objects. Ask: "Is the number of objects closer to 5 or 10? About how many are there?" Count to check. Repeat with a different number of objects.


Name: _____ Date: _____


I Can Estimate!


Take a handful.
 Estimate the number.
 Spill the objects.
 Count them.





My estimate is _____  .


I counted _____  .


My estimate is _____  .

I counted _____  .

My estimate is _____  .

I counted _____  .

My estimate is _____  .

I counted _____  .



FOCUS

Children take a handful of each object. They estimate, count, and record how many in a handful. Then they repeat the activity.



HOME CONNECTION

Place a group of small objects, such as marbles, into a cup. Have your child estimate the number of objects in the cup; then count them together. Repeat the activity with a variety of objects and containers.



Name: _____ Date: _____

How Many Apples?

There are 8 apples in a bag.
Some are yellow. Some are red.
How many of each could there be?



Show your thinking in pictures, numbers, or words.



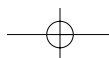
FOCUS

Children figure out possible combinations of eight red and yellow apples. They express their solutions using pictures, numbers, or words.



HOME CONNECTION

When problem solving, your child may discover more than one correct answer. Ask your child to explain how he or she solved this problem.



Name: _____ Date: _____

What Is in the Backpack?

There are 7 things in the backpack.
Some are books. Some are snacks.



How many could be books? _____

How many could be snacks? _____

Show your thinking in pictures, numbers, or words.



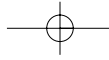
FOCUS

Children figure out possible combinations of 7 books and snacks. They express their solutions using pictures, numbers, or words.



HOME CONNECTION

Give your child sets of nickels and pennies. Ask: "How can you use these objects to find an answer to the backpack problem?" There are many answers.



Name: _____ Date: _____

Show What You Know about 12

Build 12 in two ways.

Use pictures, numbers, or words.



12 twelve	
-----------	--

12 twelve	
-----------	--

What other ways can you show 12?



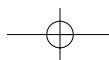
FOCUS

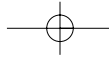
Children use objects to build 12 in different ways. They record their thinking, using pictures, numbers, or words.



HOME CONNECTION

This activity gives your child a chance to show what he or she has learned about numbers. Ask: "How did you know so many different ways to build 12? Tell me about your thinking."

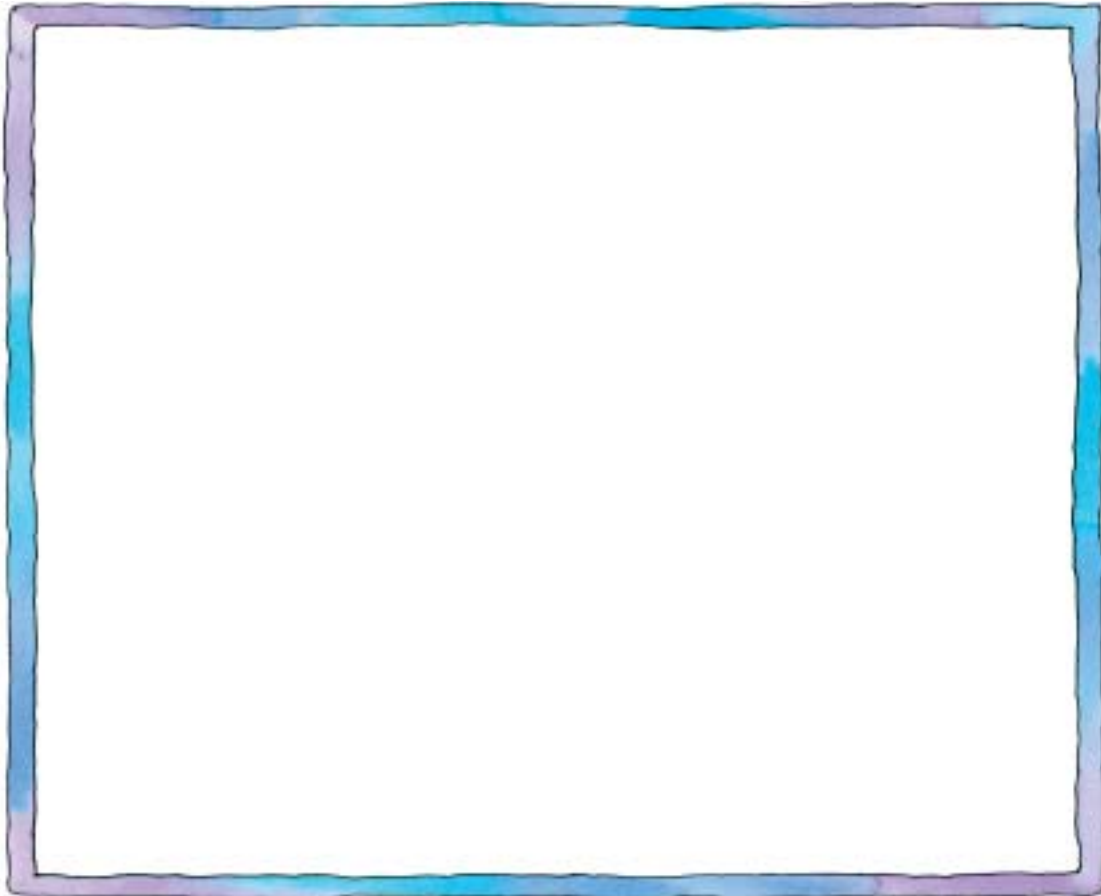




Name: _____ Date: _____

12! 12! 12!

Show 12 objects in two or three groups.
Use pictures, numbers, or words.



Tell a story about what you showed.



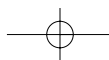
FOCUS

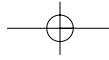
Children build 12 from two or three groups. Then they tell a story about their number groupings.



HOME CONNECTION

Your child has been using objects to learn about numbers 10 to 20. Provide a set of 16 to 20 objects, such as coins or blocks. Invite your child to count aloud (or count aloud together).





Name: _____ Date: _____

My Journal

Tell what you learned about numbers.
Use pictures, numbers, or words.



FOCUS

Children reflect on and record what they learned about number relationships.



HOME CONNECTION

Invite your child to share thoughts about working with numbers in this unit. Also ask: "What have you learned? What do you want to practise?"

