

**Core Focus**

- Number: Generating and writing numbers that are one more or one less (up to 20)
- Number: Working with position (up to 20) and solving number puzzles
- 3D objects: identifying, using, and sorting 3D objects and 2D shapes

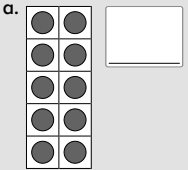
**Numbers one more or one less (up to 20)**

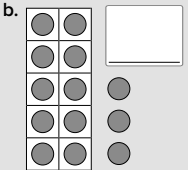
- The familiar ten-frame model helps students quickly see the group of ten and some ones in teen numbers. Building a solid foundation now means future work with teen numbers will be easier for students.

**Number: Making groups that have one more or one fewer (up to 20)**

Write the number of dots in each picture.  
Draw ○ to show the group that has **one more**.  
Then draw ○ to show the group that has **one fewer**.

**one fewer**                      **one more**

a. 

b. 

In this lesson, students make groups that are one more or one less than a given number.

- Students identify numbers that are one more and one less. They build quantities or use a number track to show one more and one less.


**Number: Writing numbers that are one greater or one less (up to 20)**

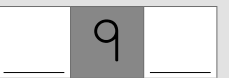
Write the numbers that are **one less** and **one greater**.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

a.                      b.

one less                      one greater                      one less                      one greater





In this lesson, students use a number track to determine numbers that are one more and one less.

**Ideas for Home**

- Write the numbers 10 to 20 on small pieces of paper, mix them up, and ask your child to put the numbers in order.
- Mix the written numbers again, pick one, and ask your child to find the number that is one more or one less.
- To reinforce that teen numbers are a group of ten and some ones, use your fingers to show teen numbers. Hold up all 10 of your fingers and have your child show any number of fingers from 1 to 9. Ask them to name the teen number.
- Cut two egg cartons so they each have ten spaces. Using small objects like coins or marbles, have your child show the teen numbers that you name. Have them describe the quantity using the correct language, e.g. "13 is one ten and 3 ones."

- Counting on or counting back from any number (0–20) are important skills for addition and subtraction.

**Number: Working with position (up to 20)**

Read each clue then write a matching number. Some clues have more than one match.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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**My number is**

a. between 11 and 15	b. less than 4
<input type="text"/>	<input type="text"/>

In this lesson, students use a number track and word clues to figure out the position of a number.

**3D objects**

- Students investigate two-dimensional shapes and three-dimensional objects. They match pictures of 3D objects with their formal geometric names (sphere, cube, cone, and cylinder).

**3D objects: Sorting 2D shapes and 3D objects**

Cut out the pictures. Then sort and paste them where they belong on page 135.


In this lesson, students compare and sort 3D objects and 2D shapes.

**Ideas for Home**

- Discuss the difference between 2D shapes and 3D objects. 2D shapes are as flat as possible. Your child can hold them between two hands pressed flat together. But when they hold a 3D object, their hands will not be completely flat.
- When reading with your child, ask them to look for pictures of things they know are in your home (e.g. a pair of shoes or a backpack). Have your child compare the 3D object to its 2D representation in a book or magazine. Ask questions such as, “How are these the same?” and “How are they different?”

**Glossary**

