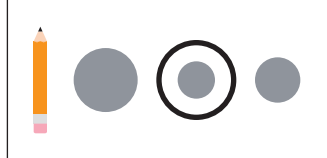
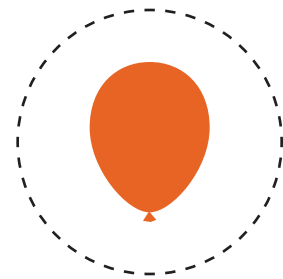
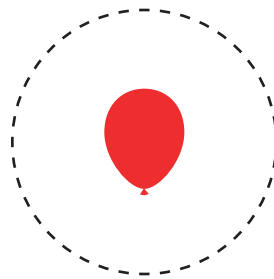
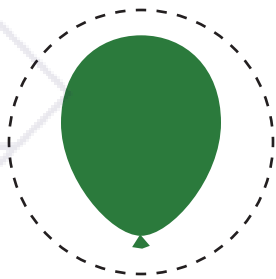
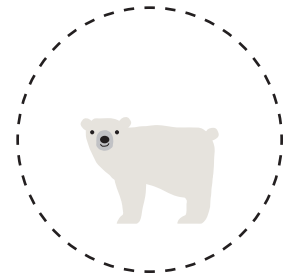
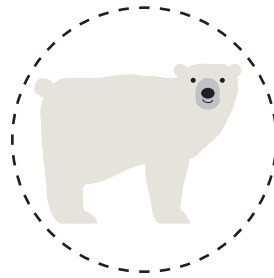
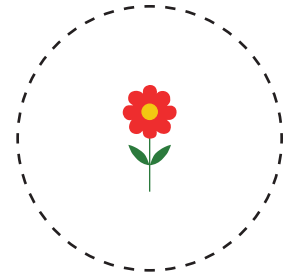
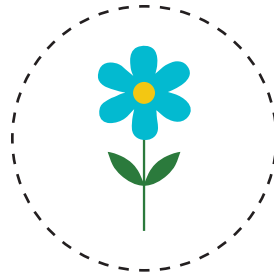
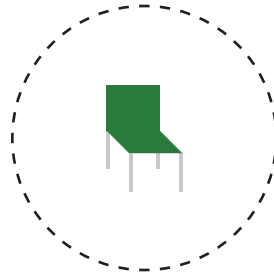


Chapter 2 Compare Objects



Exercise 1

Circle the smallest one.

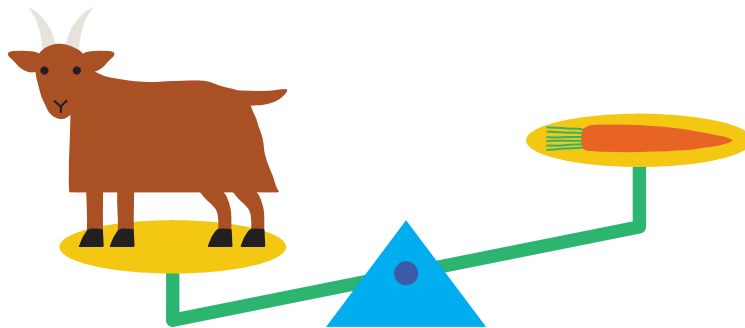
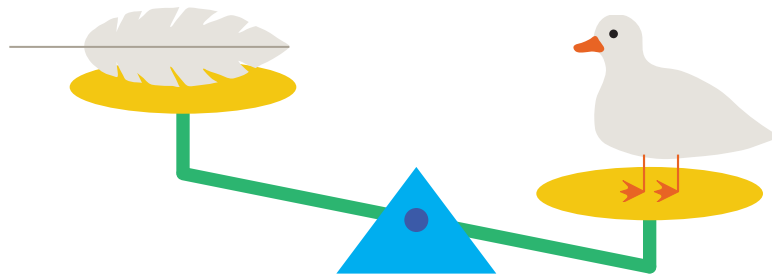


Using this page: Have students identify the smallest object in each row and circle it.
Concept: Comparing size.

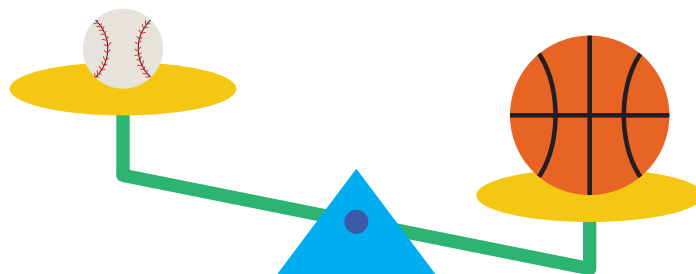
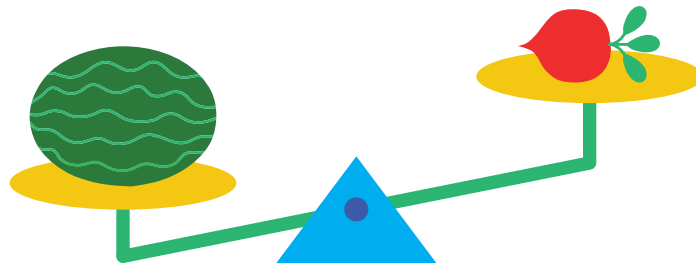
Exercise 4



Circle the lighter one.







Circle the heavier one.

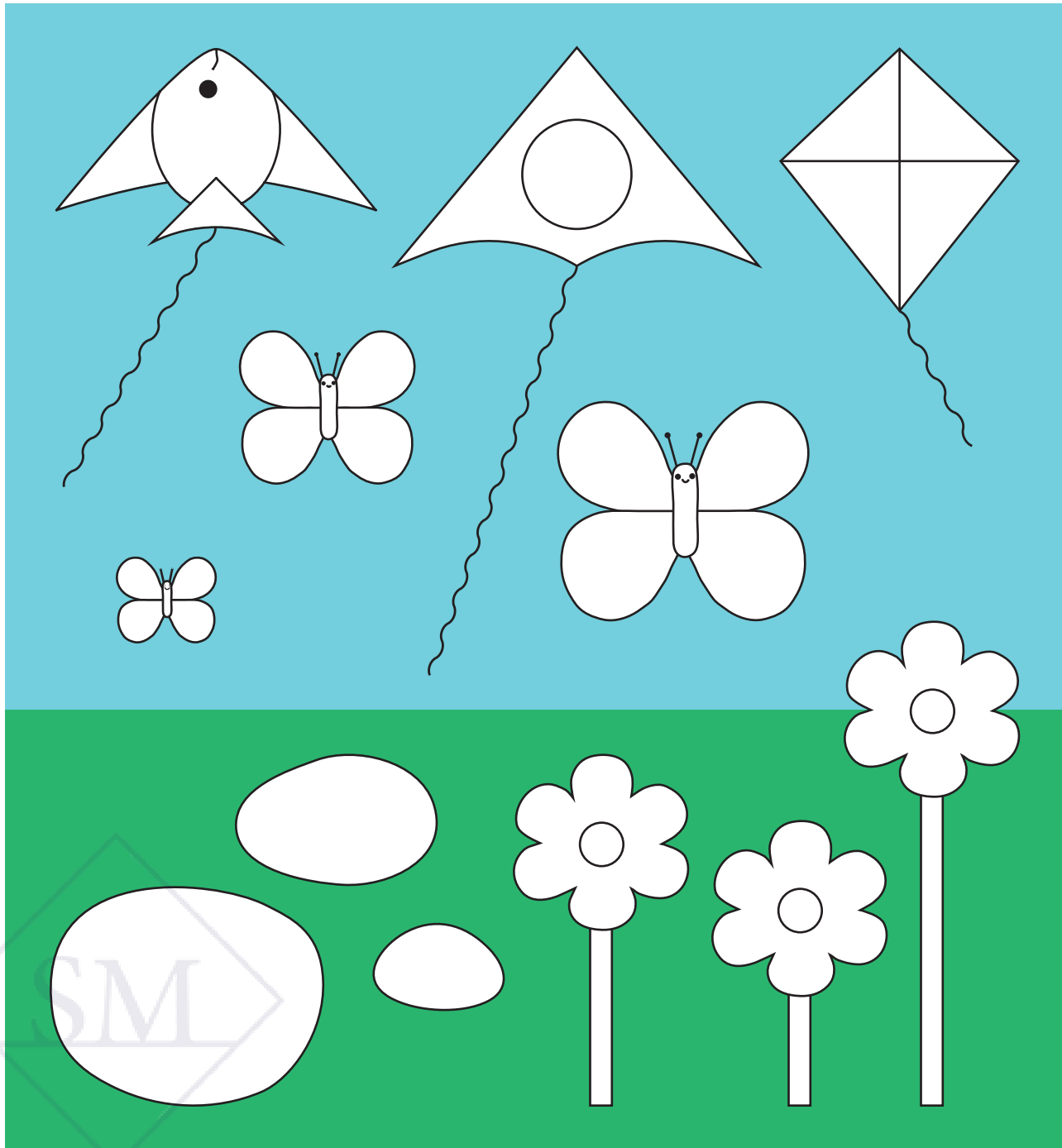


Using this page: Have students look at the 2 objects on each balance scale and circle the lighter/heavier one.
Concept: Comparing weight.



Color the following:

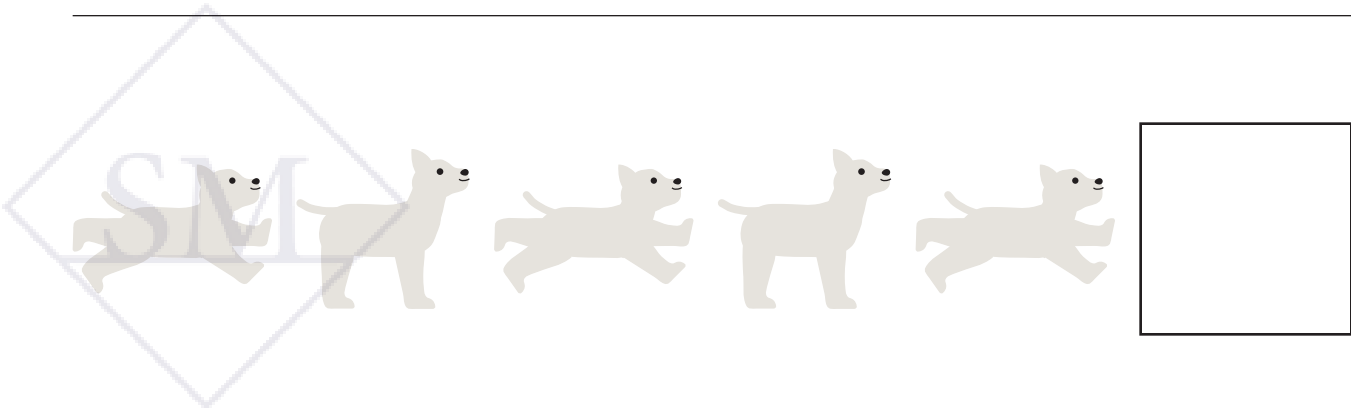
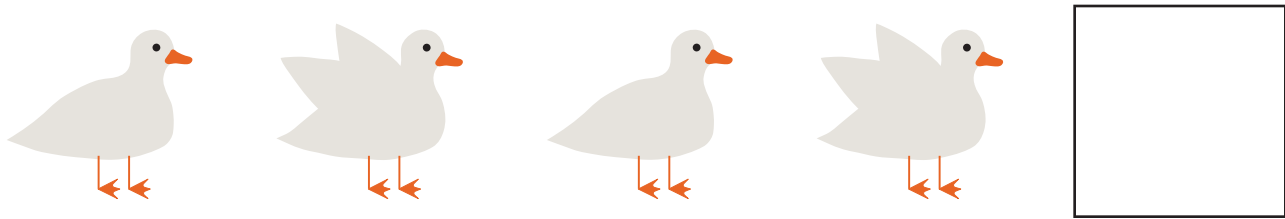
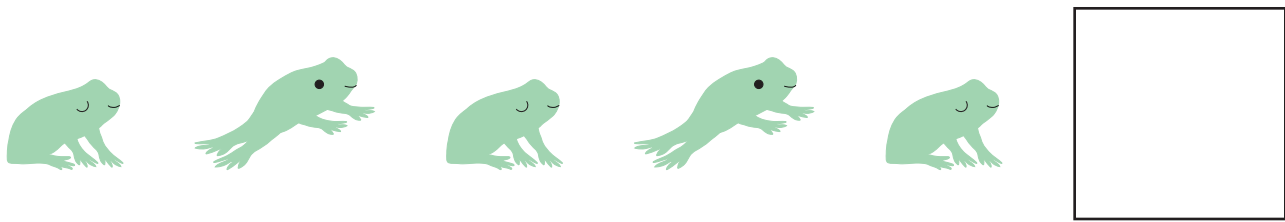
- the biggest 
- the kite with the longest }
} 
- the tallest 
- the heaviest 



Using this page: Read the directions to students and guide them in coloring only the objects stated.

Paste the one that comes next.

GLUE



Before using this page: Pre-cut the pictures of the cat, frog, duck, and dog from page 121 for students to choose and paste.
Using this page: Have students look at the movement in each row and choose the correct picture to paste.

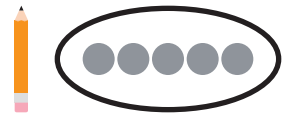
Exercise 4



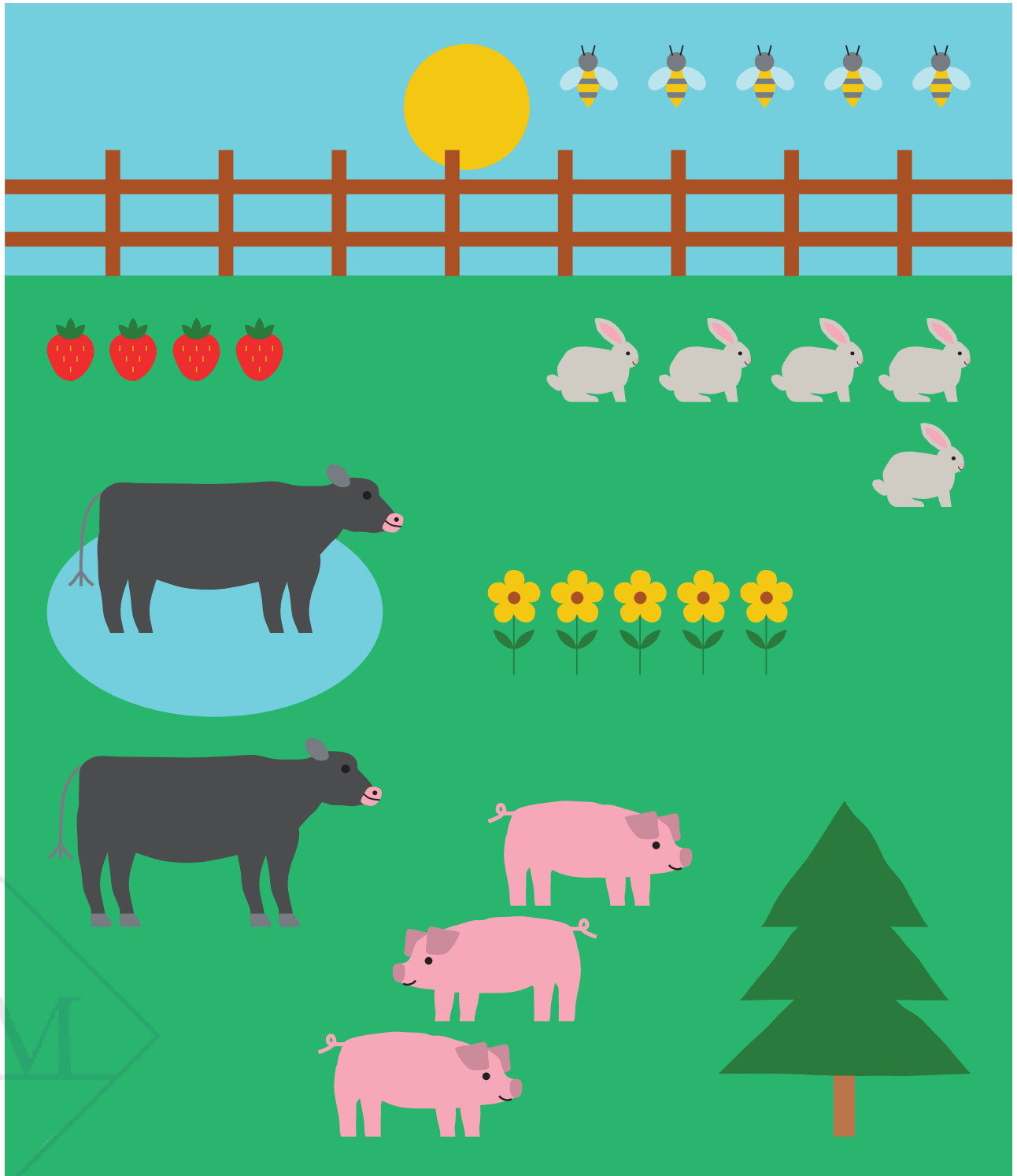
Circle the one that comes next.

Using this page: Have students circle the next object in the pattern.

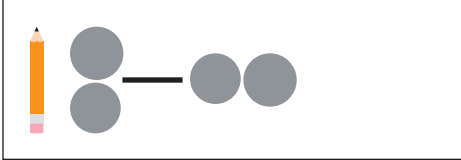
Exercise 5



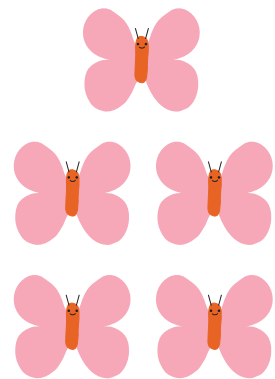
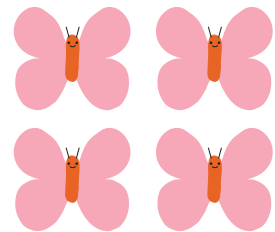
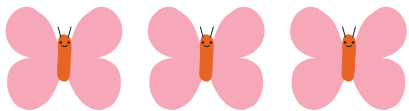
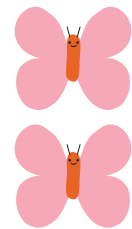
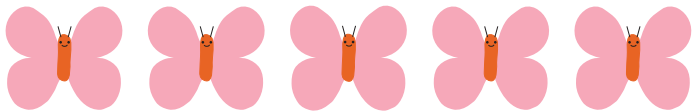
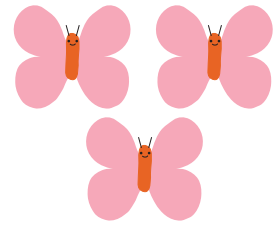
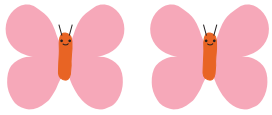
Count and circle the groups of 5.



Using this page: Have students count and circle the 3 sets of 5.
Concept: Counting to 5 with one-to-one correspondence.

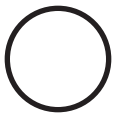


Match.



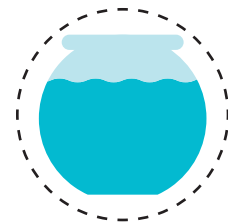
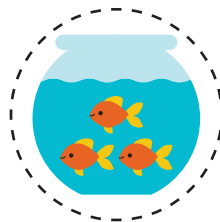
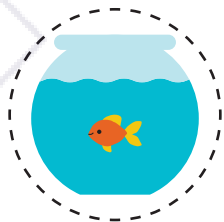
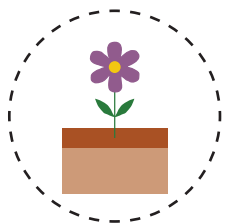
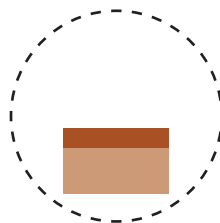
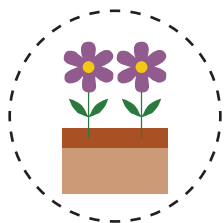
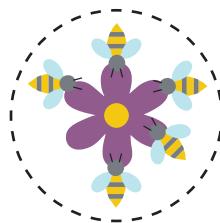
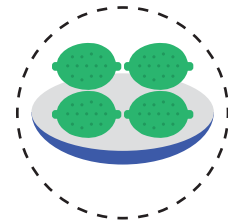
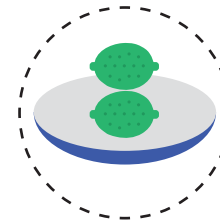
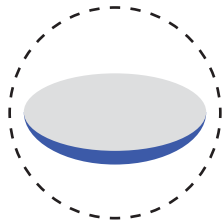
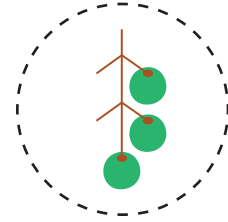
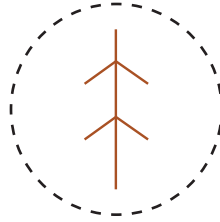
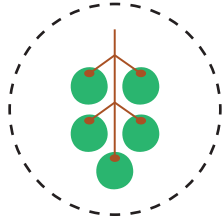
Using this page: Have students count the butterflies on the left and find the set with the same quantity on the right to match.
Concept: Changing the arrangement of objects does not change the number of objects in the set.

Chapter 6 Numbers to 10 — Part 1



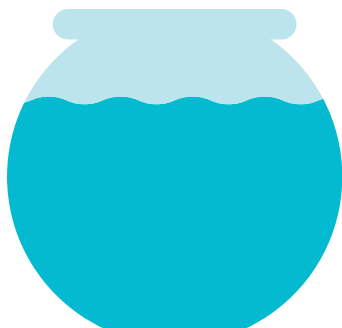
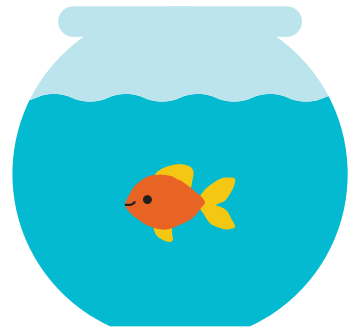
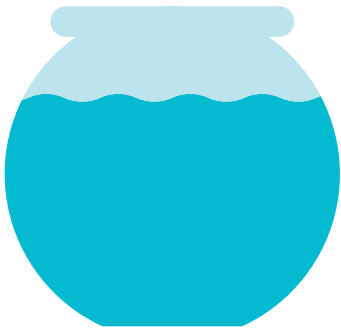
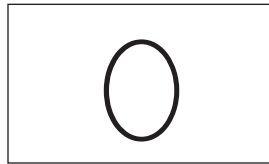
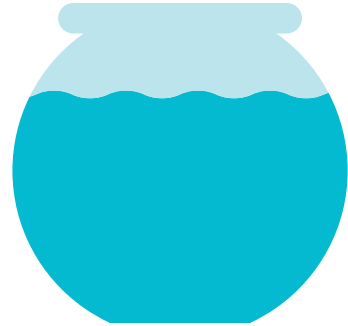
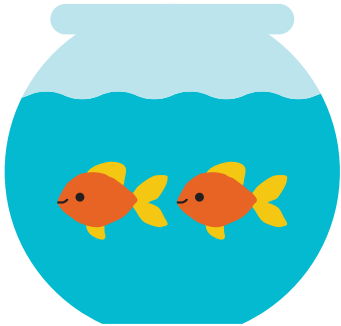
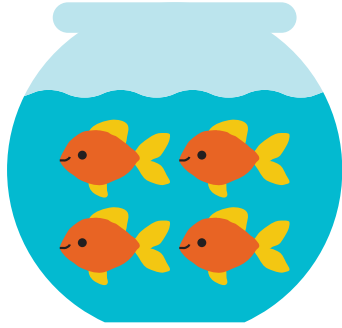
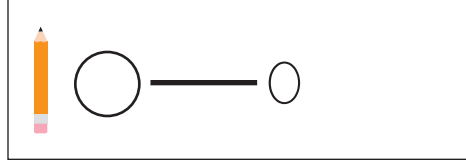
Exercise 1

Circle the group in each row that has none.



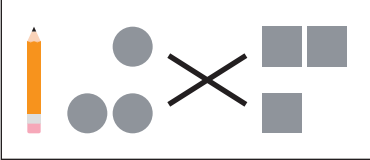
Using this page: Have students look at the objects in each row and circle the set of zero.
Concept: Zero is the set that is empty.

Match.

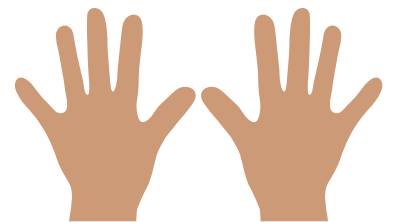
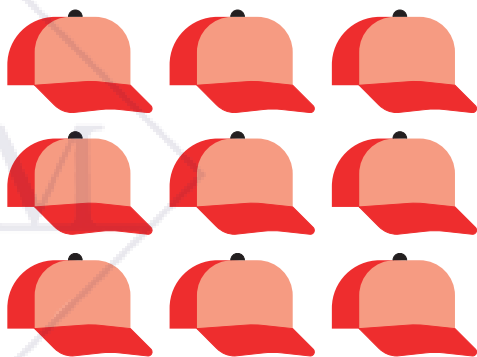
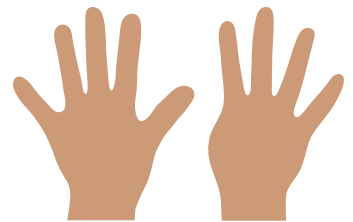
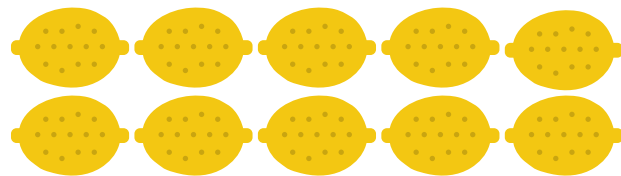
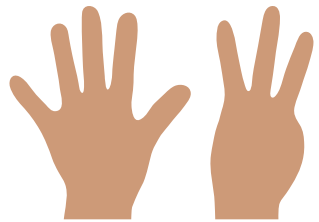
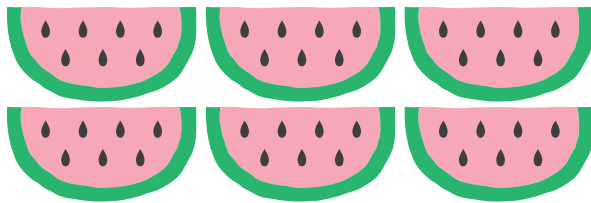
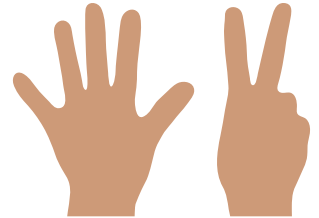
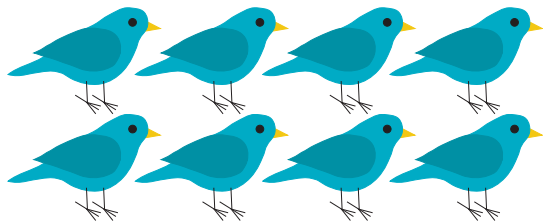
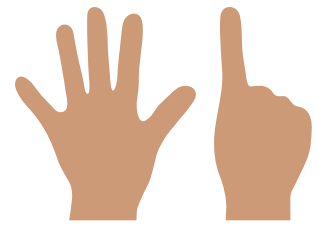


Using this page: Have students draw a line to match each fish bowl that has zero fish to the numeral 0.
Concept: Zero is the set that is empty.

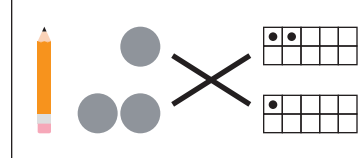
Exercise 8



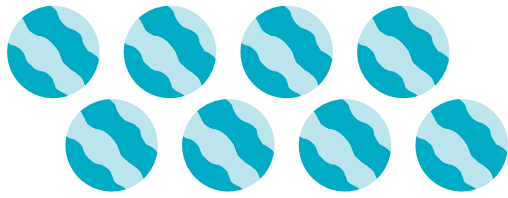
Match.



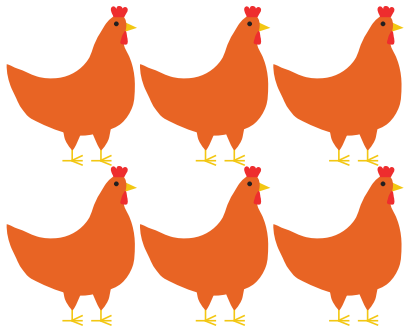
Using this page: Have students count each set of objects and match it to the same number of fingers.
Concept: The last number name said tells the number of objects counted.



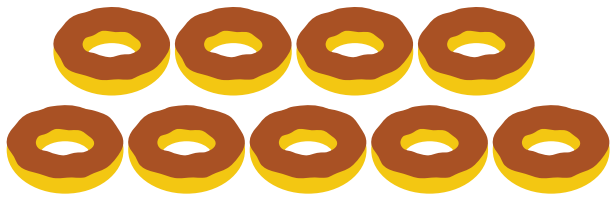
Match.



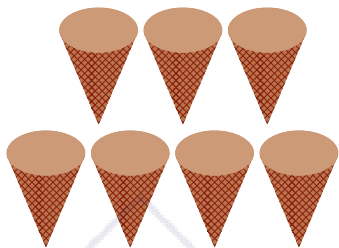
●	●	●	●	●
●				



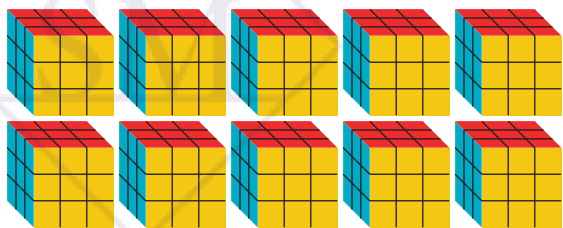
●	●	●	●	●
●	●			



●	●	●	●	●
●	●	●		



●	●	●	●	●
●	●	●	●	



●	●	●	●	●
●	●	●	●	●

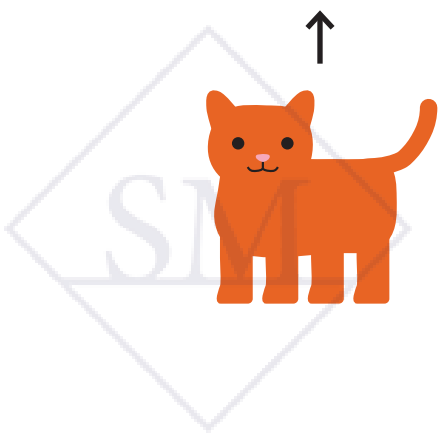
Using this page: Have students count each set of objects and match it to the ten-frame card with the same number.
Concept: The last number name said tells the number of objects counted.



Exercise 5

Color the boxes with 10 in them.

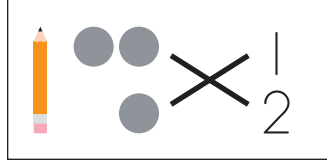
10	10	10	4	3	
10	9	10	8	10	10
10	2	10	10	10	↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓
10	6	9	5	7	
10					



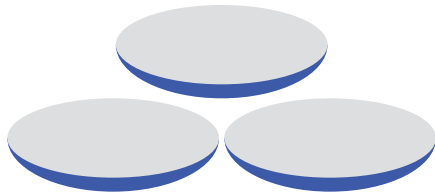
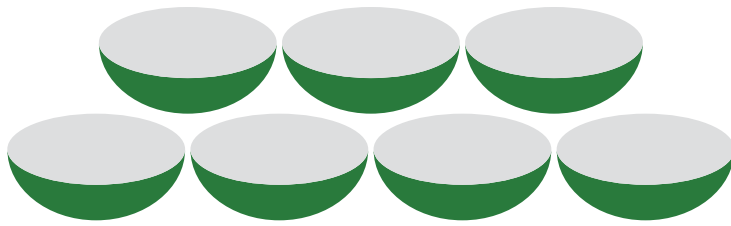
Using this page: Have students count the fish, then color all the boxes with 10 in them, beginning from the cat and ending at the fish.

Concept: Recognize the numeral 10.

Exercise 7



Match.



Using this page: Have students count each set of objects and draw a line to the box showing the matching numeral.
Concept: Numbers relate to quantity.