

Each homework packet comes with both English and Spanish directions.

Your Spanish speaking parents will be able to jump right in and help their child with their homework!

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October Homework- Week 1

Math Common Core Standards:

- **K.CC.A.1** - Count to 100 by ones and by tens.
- **K.CC.A.3** - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **K.CC.B.4.A** - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.B.4.B** - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.CC.B.5** - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Literacy Common Core Standards:

- **RF.K.1.A** - Follow words from left to right, top to bottom, and page by page.
- **RF.K.1.D** - Recognize and name all upper- and lowercase letters of the alphabet.
- **RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **RF.K.3.C** - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- **RF.K.1.C** - Understand that words are separated by spaces in print.

October Homework- Week 2

Math Common Core Standards:

- **K.CC.A.1** - Count to 100 by ones and by tens.
- **K.CC.A.3** - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **K.CC.B.4.A** - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.B.4.B** - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.CC.B.5** - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Literacy Common Core Standards:

- **RF.K.1.A** - Follow words from left to right, top to bottom, and page by page.
- **RF.K.1.D** - Recognize and name all upper- and lowercase letters of the alphabet.
- **RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **RF.K.3.C** - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- **RF.K.1.C** - Understand that words are separated by spaces in print.

October Homework- Week 3

Math Common Core Standards:

- [K.CC.A.1](#) - Count to 100 by ones and by tens.
- [K.CC.A.3](#) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- [K.CC.B.4.A](#) - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- [K.CC.B.4.B](#) - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- [K.CC.B.5](#) - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- [K.CC.C.7](#) - Compare two numbers between 1 and 10 presented as written numerals.

Literacy Common Core Standards:

- [RF.K.1.A](#) - Follow words from left to right, top to bottom, and page by page.
- [RF.K.1.D](#) - Recognize and name all upper- and lowercase letters of the alphabet.
- [RF.K.3.A](#) - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- [RF.K.3.C](#) - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- [RF.K.1.C](#) - Understand that words are separated by spaces in print.
- [L.K.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

October Homework- Week 4

Math Common Core Standards:

- [K.CC.A.1](#) - Count to 100 by ones and by tens.
- [K.CC.A.2](#) - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- [K.CC.A.3](#) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- [K.CC.B.4.A](#) - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- [K.CC.B.4.B](#) - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- [K.CC.B.5](#) - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Literacy Common Core Standards:

- [RF.K.1.A](#) - Follow words from left to right, top to bottom, and page by page.
- [RF.K.1.D](#) - Recognize and name all upper- and lowercase letters of the alphabet.
- [RF.K.3.A](#) - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- [RF.K.3.C](#) - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- [RF.K.1.C](#) - Understand that words are separated by spaces in print.
- [L.K.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- [RF.K.3.D](#) - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

October Homework- Week 5

Math Common Core Standards:

- **K.CC.A.1** - Count to 100 by ones and by tens.
- **K.CC.A.3** - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **K.CC.B.4.A** - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.B.4.B** - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.CC.B.5** - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Literacy Common Core Standards:

- **RF.K.1.A** - Follow words from left to right, top to bottom, and page by page.
- **RF.K.1.D** - Recognize and name all upper- and lowercase letters of the alphabet.
- **RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **RF.K.3.C** - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- **RF.K.1.C** - Understand that words are separated by spaces in print.
- **LK.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing