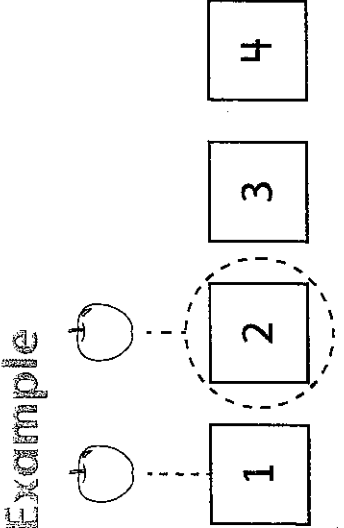


Understanding Counting

Name _____

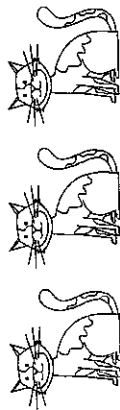
Example



1 2 3 4



1 2 3 4



1 2 3 4



1 2 3 4



1 2 3 4



1 2 3 4

Have children match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1 and continuing in order. Ask children to circle the number that tells how many objects are in each group.

Numbers 0 to 5

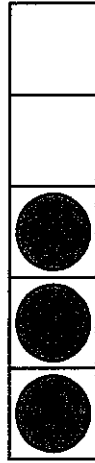
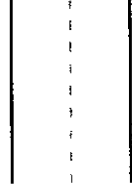
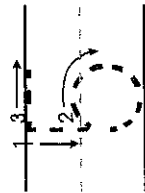
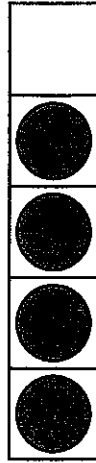
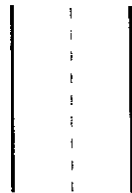
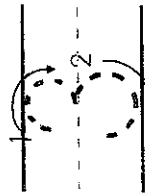
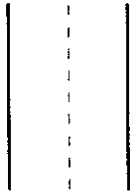
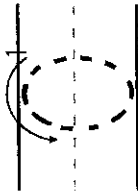
Name _____

Example

Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Numbers 0 to 5 continued

Name _____



Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Comparing Within 5

Name _____

Example

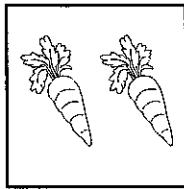
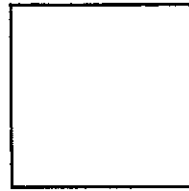
4

1



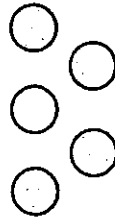
2

3



0

2



5

4

Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

Comparing Within 5 continued

Name _____

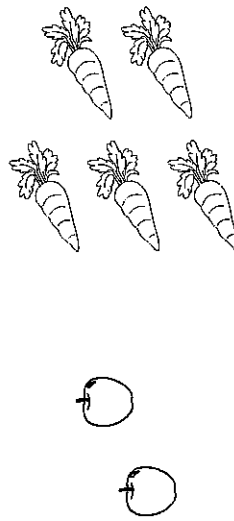
Example



4 2



3 3



2 5

Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that is less.

Making 3, 4, and 5

Name _____

Example

1 and

0 and

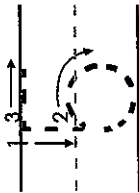
2 and

3 and

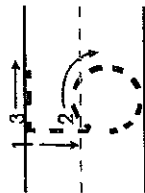
Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.

Making 3, 4, and 5 *continued*

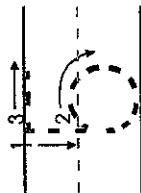
Name _____



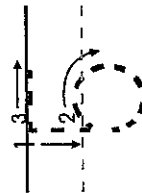
4 and



2 and



5 and



3 and

Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.

