

Who Can Count

These Creatures?

I Can!



1 2 3 4 5 6 7 8 9 10

I see one dragon.

III one

tally

Hand-drawn box containing a single vertical tally mark.

1 2 3 4 5 6 7 8 9 10

I see two birds.

ZZZ two

Blank handwriting lines.

Large empty rectangular box for drawing.

1 2 3 4 5 6 7 8 9 10

I see three turtles.

OOO three

Blank handwriting lines.

Large empty rectangular box with the number 3 written in the bottom left corner.

1 2 3 4 5 6 7 8 9 10

I see four snails.

||||| four

tally

Handwriting practice lines (top solid, middle dashed, bottom solid).

Large empty box for drawing or counting, with the number 4 written in the bottom left corner.

1 2 3 4 5 6 7 8 9 10

I see 5 butterflies.

||||| five

Handwriting practice lines (top solid, middle dashed, bottom solid).

Large empty box for drawing or counting, with the number 5 written in the bottom right corner.

1 2 3 4 5 6 7 8 9 10

I see six frogs.

||||| six

Handwriting practice lines (top solid, middle dashed, bottom solid).

Large empty box for drawing or counting, with the number 6 written in the bottom right corner.

1 2 3 4 5 6 7 8 9 10

I see seven rabbits.

/// seven

tally

	7
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1 2 3 4 5 6 7 8 9 10

I see eight legs on an octopus.

ooo eight

	8
--	---

1 2 3 4 5 6 7 8 9 10

I see nine fish.

ooo nine

	9
--	---

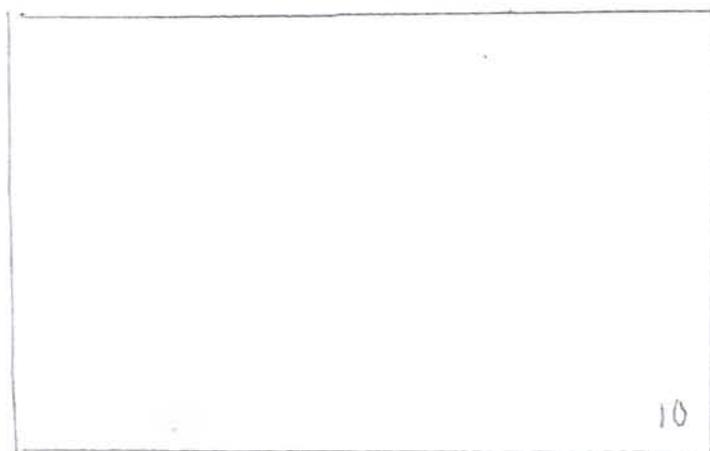
1 2 3 4 5 6 7 8 9 10

I see ten snakes.

1 2 3 4 5 6 7 8 9 10

10

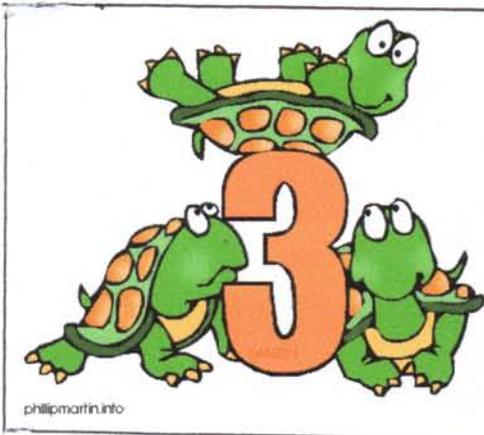
ten



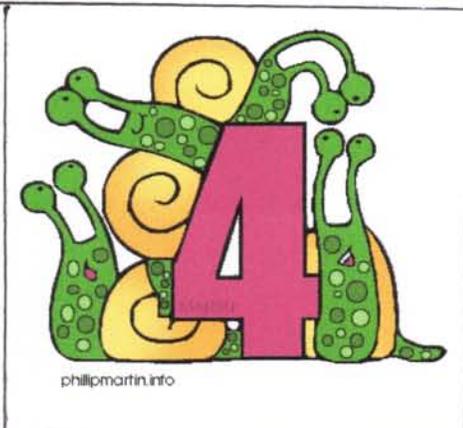
tally

Which creature was your favorite?

3



4



1



2



5



6



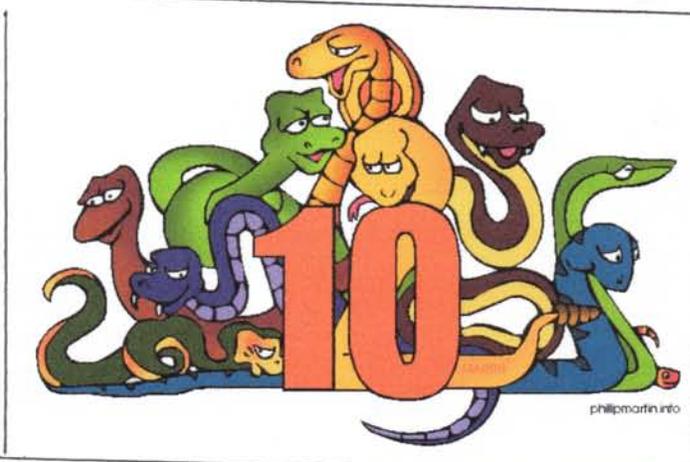
Cut and glue to the matching #'d boxes
in your booklet.

7



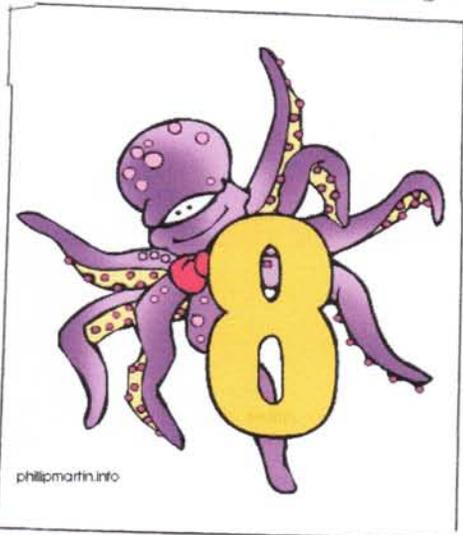
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10



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8

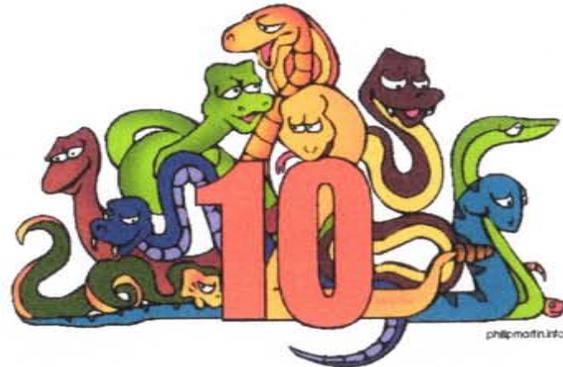
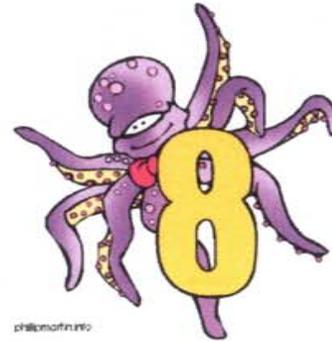


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9



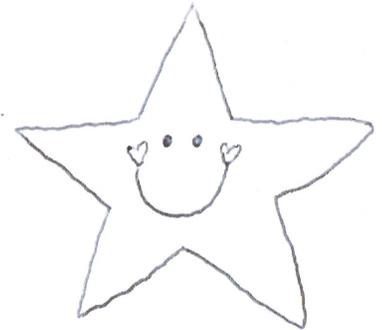
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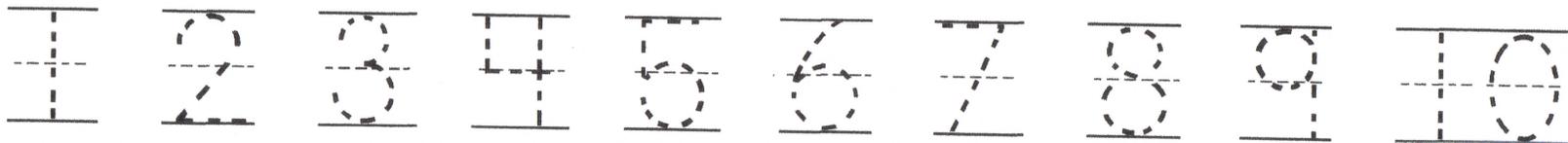
CONGRATULATIONS

Teacher:

Date:



can count from 1-10 Yay YOU!





Number Cards

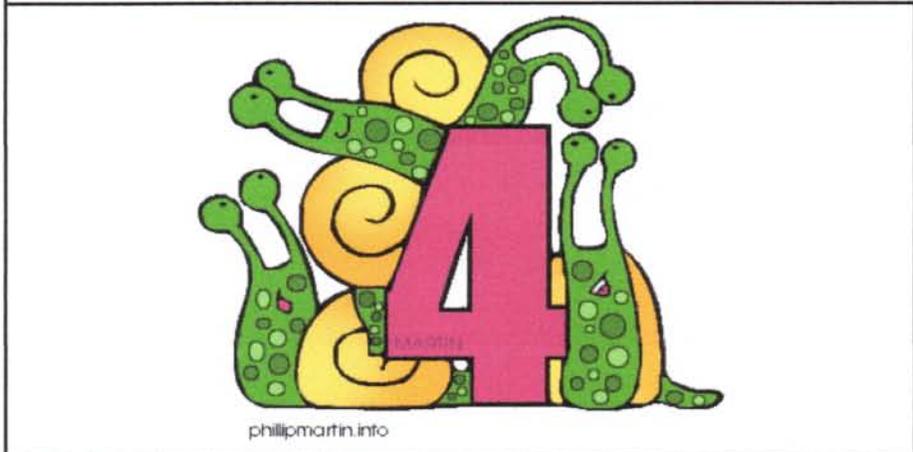
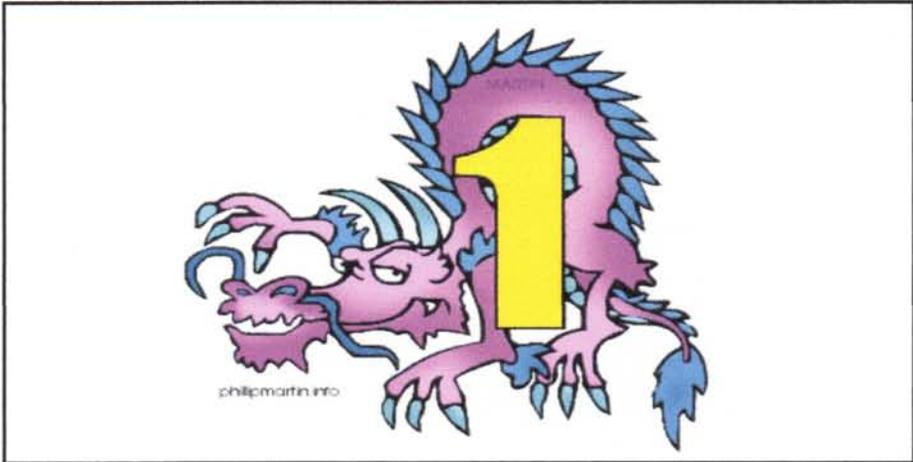
What else can you do with these number cards?

- Print and laminate and put on a split ring and use as flashcards for your students.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings.
- Run off sets on two different colors of paper so that you can make Memory Match games. This will make the game easier to play and expedite time.
- Students can either match number to number or number word to number.
- Put a set in a bag, basket or box and have students pull out a card and read the number. If they can't, they are out of the game.
- You can also have the start counting from that number to 10 or 20. They could also count backwards from that number to 1.
- Put some Kaboom bomb cards in the container along with a set of number cards + number word cards.
- Children take 2 cards out of the basket. Teacher calls on a student to start the game, that child reads their number/word card and asks for the matching number word or number card.
- That child with that card reads it and gives their card to that child. They then read their other card and ask for their match.
- Play continues 'til all of the cards are gone.
- When the bomb cards are added a child must use the bomb Kaboom card when they are called on for a match.
- They show the bomb card, everyone yells "Kaboom" and both children are out of the game.
- Run off copies of the cards. Students trace the words, cut out the cards, and add a cover to make Itty Bitty booklets so they can

share them with their families and reinforce lessons learned at school.

- Collating their books is a great way to sequence the numbers.
- If you decide to include the number words, to reinforce another skill, before students collate their booklets, have them alphabetize the number words.
- Play ***“I Have, Who Has?”***
- Make sure you have only enough pairs of cards so that things come out equal to the number of students present that day.
- One student starts and says: ***“I have **“one” who has 1?***** The child with the number 1 card gives that child their card.
- Play continues ‘til all of the cards are gone.
- You can spice this game up by adding the “Kaboom” cards to this game as well.
- Have students choose a partner and play “Speed” against them.
- Students mix up their cards. Together they say, “Ready-Set-Go!”
- Students put their cards in numerical order. The 1st one to do so is the winner.
- Another version of “Speed” is the following: Each child has a set of cards that is in the same order as their partner’s. They place them face down. They say 1-2 flip and then flip a card over. The first one to read the card takes the cards. The student with the most cards wins.
- Students mix up their pack of cards, and reinforce greater and less than. Decide which person will take the card, the one that has the greater number or the one that has the lesser number when they flip over their number or number word card.
- Display the number cards on the wall in a jumbled mess. Each day take a “mystery” number away. Choose a different child each day to guess which number is missing.
- Use them as flashcards.
- Cut them up and use them as puzzles.
- Use them as pocket cards.



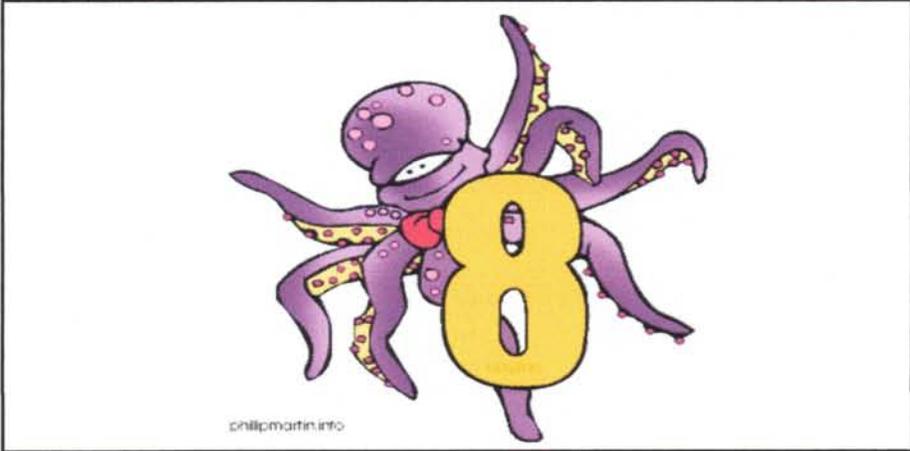
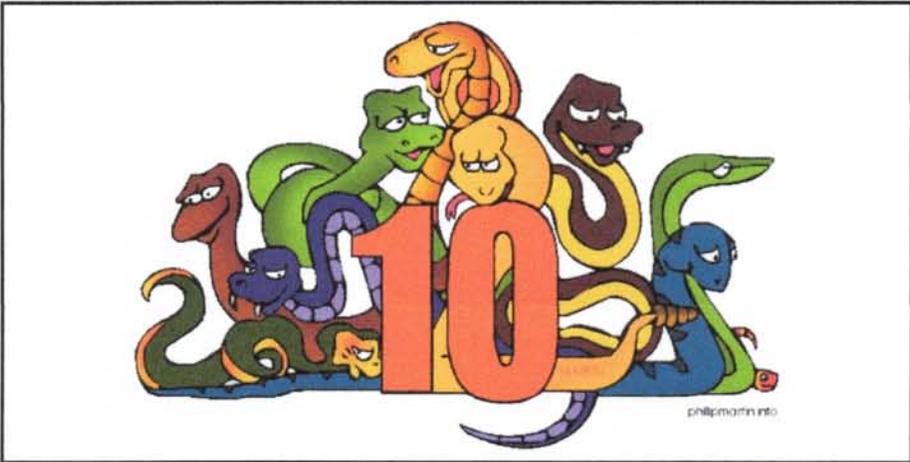


My NUMBER Booklet

I can recognize these
numbers and count to 10!

1 2 3 4 5 6 7 8 9 10





Challenge word flashcards for numbers

one

two

three

four

five

six

seven

eight

nine

ten

Kaboom Template

<p>Kaboom!</p> 	<p>Kaboom!</p> 
<p>Kaboom!</p> 	<p>Kaboom!</p> 
<p>Kaboom!</p> 	<p>Kaboom!</p> 
<p>Kaboom!</p> 	<p>Kaboom!</p> 
<p>Kaboom!</p> 	<p>Kaboom!</p> 