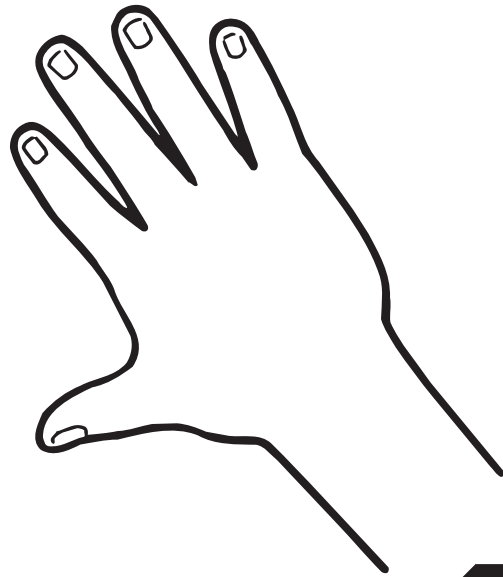


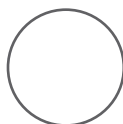
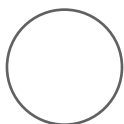
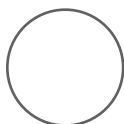
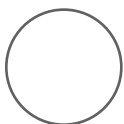
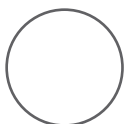
Name \_\_\_\_\_

1

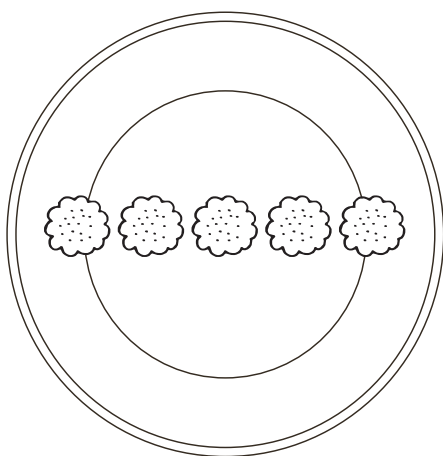
Color the fingers  
to match.



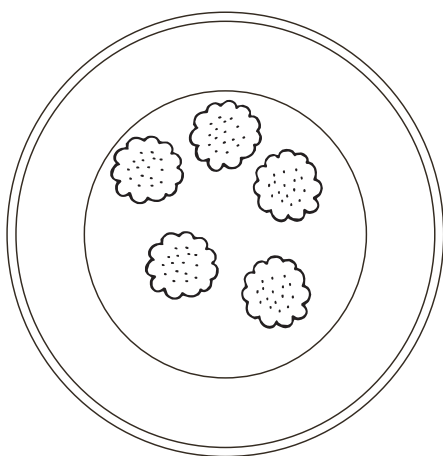
1.



2.



3.



Yes



No

### Directions

**Read each problem to children. Have children give their answers and explanations aloud for others to hear.**

**1.** Look at the picture. Zalina has this many friends at her house. Use counters to show how many friends Zalina has at her house. Color the counters to show how many. **2.** Omar's mom places 5 crackers on a plate. Color a set that matches. How many crackers are on the plate? **3.** Omar arranges the crackers in a different way as shown. He says there are now 4 crackers on the plate. Is he correct? Draw a ring around your answer. Explain.



**Directions**

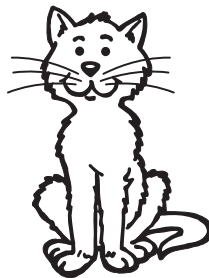
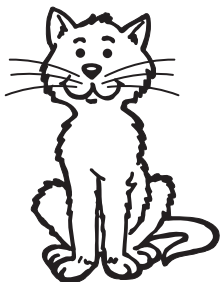
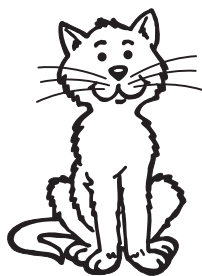
**Read each problem to children.**

**1.** Harold has 3 erasers. Use counters to show Harold has 3 erasers. Color 3 counters. **2.** Fred ate 2 orange slices for lunch. Color the orange slices to show how many Fred ate for lunch. Count each orange slice aloud as you color. **3.** Albert has 5 toy cars. Count aloud as you color in each of the cars.

Name \_\_\_\_\_

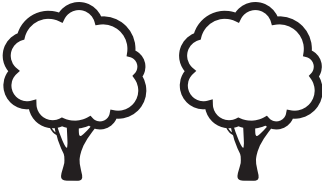
**2**


How many cats are there?




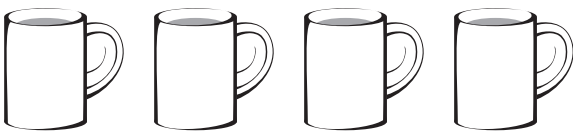
Draw a circle around each cat.


Name \_\_\_\_\_

1.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Directions

**Read each problem to children. Give them Number Cards to help remind children of what the numbers look like.**

- 1.** At the park, Palo sees some trees, ducks, and children. Use counters to show how many of each Palo saw at the park. Then, write the number. **2.** Use counters to find the number of cups in each group. Write the number.

Name \_\_\_\_\_

3.

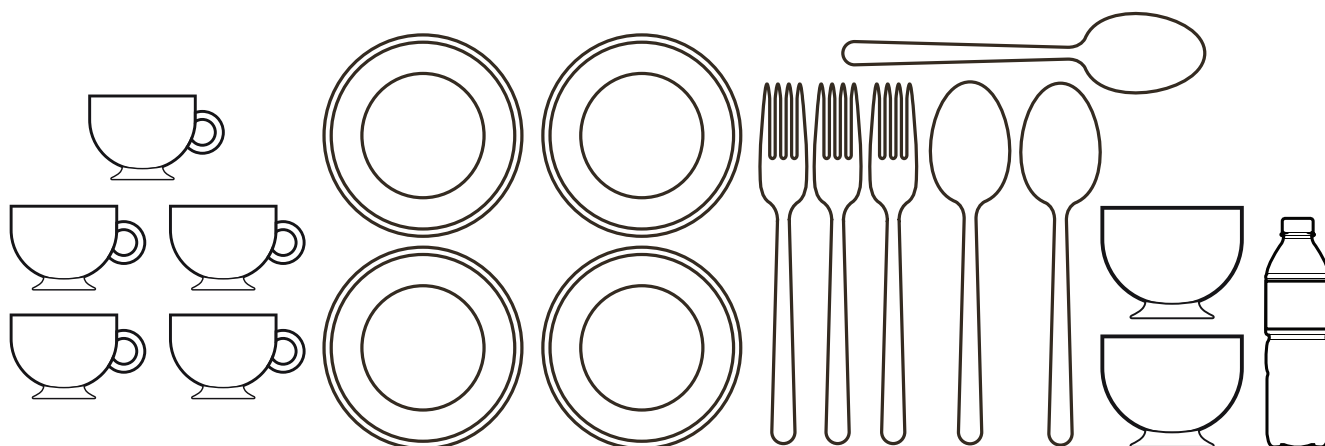
4.





### Directions


**Read each problem to children.**

**3.** Carl counts 5 shirts in his closet. Make a drawing to show how many shirts he has. Write the number. Continue to practice by writing the number across the line. **4.** Write the number to show how many fish are in the bowl. Continue to practice by writing the number across the line.



1.  **2** \_\_\_\_\_

2.  **5** \_\_\_\_\_

3.  **3** \_\_\_\_\_

### Directions

**Set the stage: Shaylyn places some items on a table. The items are shown at the top of this page. We are going to count each item on the table. Give children Number Cards to remind them what each number looks like. Read each problem to children.**

- 1.** This is a bowl. Put a counter on every bowl on the table. Count the bowls aloud. Write how many bowls.
- 2.** This is a cup. Put a counter on every cup on the table. Count the cups aloud. Write how many cups.
- 3.** This is a fork. Put a counter on every fork on the table. Count the forks aloud. Write how many forks.

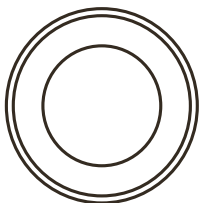
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4.

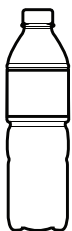


3

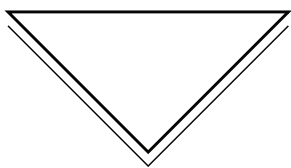
5.



6.



7.



### Directions

**Read each problem to children.**

**4.** This is a spoon. Put a counter on every spoon on the table. Count the spoons aloud. Write how many spoons. **5.** This is a plate. Count the plates aloud. Write how many plates. **6.** This is a bottle. Count the bottles aloud. Write how many bottles. **7.** This is a napkin. Write how many napkins.



Name \_\_\_\_\_

**3**

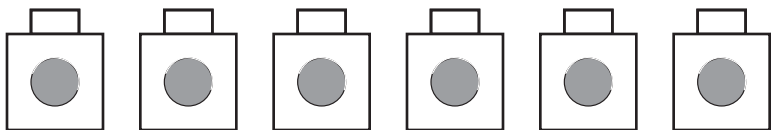
How many pennies were dropped?

Count out loud.

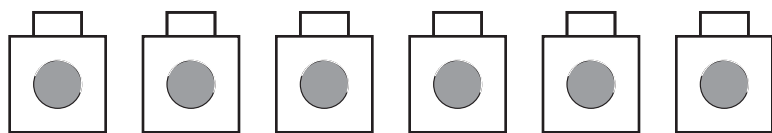
Draw a group to show how many.



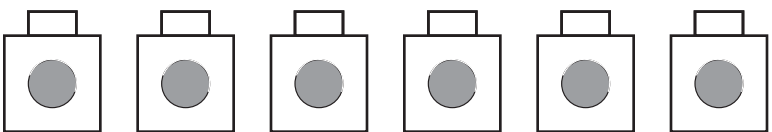
1. 4 cubes



2. 3 cubes



3. 5 cubes



4.

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5.

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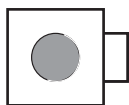
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**Directions**

**Read each problem to children.**

**1–3.** Use Snap Cubes to make a set that matches the number. Color the cubes to match the number. **4.** Trace or draw a cube train that shows 4. Write the number that matches the drawing you made. **5.** Jessie has 2 oranges. Draw a picture of Jessie's oranges and write the number.

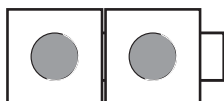
1.




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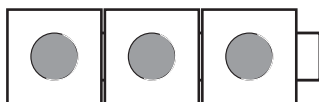
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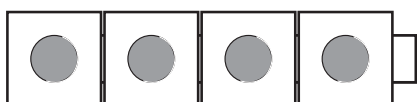
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2.

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### Directions

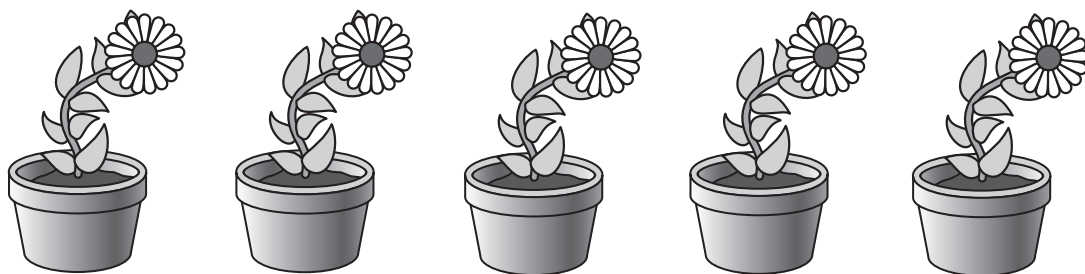
**Read each problem to children.**

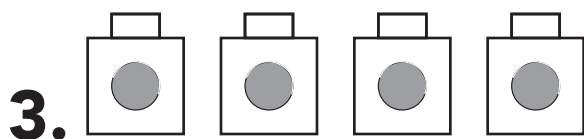
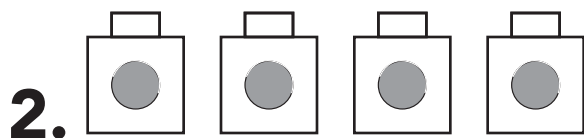
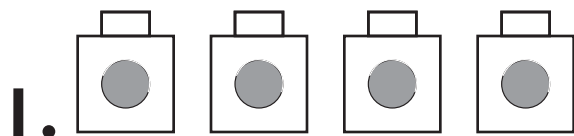
1. Sally built some cube trains. Each cube train she built is one larger than the one before. How many cubes are in each of Sally's trains? Use cubes to build models of each train. Write the number that matches each cube train.
2. Draw a cube train that is one larger than the last cube train you built. What number matches the cube train you drew?

Name \_\_\_\_\_

**4**

Color 4 flowers.



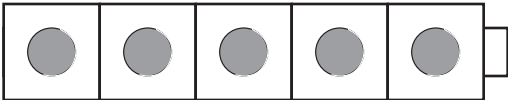
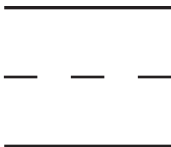

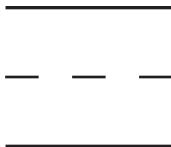



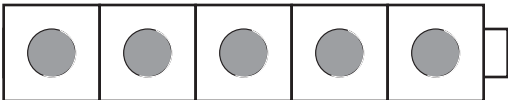
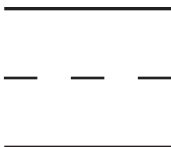

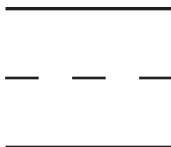

4. 1 and      make 4

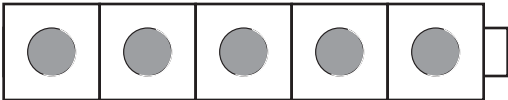
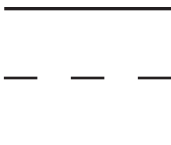

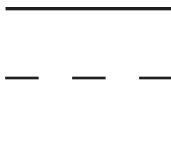

#### Directions

**Read this word problem to children: Jenna has 4 drinks in her refrigerator. Some are orange juice and some are apple juice. Then read each problem to children.**

**1.** Color the Snap Cubes to show one way the drinks could be in the refrigerator. **2.** Color the cubes to show another way. **3.-4.** If one drink is orange juice, how many are apple juice? Color in the cubes to show how many drinks are orange juice and how many drinks are apple juice. Fill in the blank with the correct number.

1.     

2.     

3.     

4.

### Directions

**Set the stage: Karen has 5 snacks. Some are apples and some are bananas. Read each problem to children.**

**1.** Let's say that 3 are apples and 2 are bananas. Use Snap Cubes to make a model to match. Color the cubes and write numbers to show how many she has of each snack. **2–3.** Use cubes to show different ways to make the 5 snacks. Color the cubes and write the numbers to show the different ways. **4.** David has 4 books. Some are red and some are blue. Draw two different ways to make 4.