

This pack is perfect for CENTERS, SMALL GROUP, EARLY FINISHERS, & MORE!

## WHAT IS INCLUDED IN THIS PACK?

The following 0-10 MATH activities are included:

- ★ Number Posters
- ★ Mixed-Up Number Line Cards
- ★ Roll & Cover Games
- ★ Roll, Count, & Color Games
- ★ Number Jump Game
- ★ Number & Quantity Sorting Cards
- ★ I can count to 10! Write the Room Game
- ★ Clay/Play-Doh Number Mats
- ★ Number Comparison Cards & Mats

**PRINTABLES:** To make a booklet for independent practice, centers, or small group!

- ★ Math Notebook Covers
- ★ Drawing Numbers 1-10 Flip Book
- ★ Identify, Color, and Trace Pages
- ★ All About Numbers 0-10 (11 DIFFERENT Sorts)
- ★ School Supply Mania: Color and Count Pages

# NUMBER POSTERS

## Number Poster

KCGA.3: Write numbers from 0-20.  
Represent a number of objects with a numeral.

-Have students practice writing each number and present the poster.  
-Practice counting the items on each number poster and discuss how they are related to the number.

KCCB.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

-Have students help you put each poster in order.  
-Practice counting the items on each number poster and discuss how they are related to the number.  
-Discuss how the number is related to the quantity.

Post these on index cards and stand up.

The image displays ten individual number posters arranged in two rows. Each poster is designed to be a stand-up card. The top row contains posters for numbers 0, 1, 2, 3, 4, and 5. The bottom row contains posters for numbers 6, 7, 8, 9, and 10. Each poster includes the following elements: the numeral (e.g., '0'), the word (e.g., 'zero'), a ten-frame with the corresponding number of dots, a set of tally marks, a colorful cartoon character shaped like the number, a hand showing the number of fingers, and a die showing the number of pips. The posters are connected by a central vertical line that runs through the middle of the page.

# MIXED-UP NUMBER LINE CARDS

## Mixed-up Number Line

KCC.1: Count to 100 by ones and tens.

-Begin mastery of this standard by cutting out the numbers and shuffling them. Give students a copy of the number line A word form number line is included too! to guide them. \*You will find these on the page with "seven," "eight."

-Students will practice putting the numbers in order. How many number lines can they make? (The fonts can be mixed in each number line.)

KCCB.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

-Practice counting out loud.

-Discuss how the numbers get larger as you count up.

### Ideas!

-Print these on different colored paper.

-Give students a blank strip of paper and challenge them to make their own number line. How far can they go?

-Have students match the number words to the numeral form or put the number words in order.

|   |   |
|---|---|
| 0 | 1 |
| 2 | 3 |
| 4 | 5 |
| 6 | 7 |

|    |   |
|----|---|
| 8  | 9 |
| 10 | 0 |
| 1  | 2 |
| 3  | 4 |

|   |    |
|---|----|
| 5 | 6  |
| 7 | 8  |
| 9 | 10 |
| 0 | 1  |

|   |   |
|---|---|
| 2 | 3 |
| 4 | 5 |
| 6 | 7 |
| 8 | 9 |

|       |      |
|-------|------|
| 10    | zero |
| one   | two  |
| three | four |
| five  | six  |

|                               |       |
|-------------------------------|-------|
| seven                         | eight |
| nine                          | ten   |
| 0 1 2 3 4 5 6 7 8 9 10        |       |
| 0 1 2 3 4 5 6 7 8 9 10        |       |
| zero one two three four       |       |
| five six seven eight nine ten |       |
| zero one two three four       |       |
| five six seven eight nine ten |       |

# ROLL & COVER GAMES

## Roll & Cover

K.CC.B.4: Understand the relationship between numbers and quantities; compare two objects and two rows of objects by counting them. **cardinality**

- Choose a board to practice this. I laminate mine for repeated use.
- Assemble the dice needed. Each one is needed in the corner. There are many versions of some dice.
- Students will roll the dice and cover a square. Students will take turns until all squares are covered in a row.
- If a player rolls a number that is not on the board, have them roll again until they roll a number on the board.

### Ideas!

Discuss strategy with students. I model how I think ahead before I choose which number (if there are multiple squares with the same number) to put my marker on. Will I be able to stop the other player from getting four in a row?

Challenge students to use all versions of boards and dice.

**Roll & Cover**  
This is a two player game. Each player will need a set of colored markers to mark their spots. Using dice A, students will take turns rolling and covering.

|   |   |
|---|---|
| 0 | 4 |
| 3 | 1 |
| 3 | 5 |
| 2 | 3 |
| 1 | 1 |
| 5 | 0 |

**Roll & Cover**  
This is a two player game. Each player will need a set of colored markers to mark their spots. Using dice A, students will take turns rolling and covering.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Roll & Cover 6-10**  
This is a two player game. Each player will need a set of colored markers to mark their spots. Using dice B, students will take turns rolling and covering the matching number. The first person to get 4 in a row wins!

|    |    |    |    |
|----|----|----|----|
| 6  | 8  | 6  | 10 |
| 9  | 7  | 7  | 0  |
| 8  | 10 | 8  | 8  |
| 10 | 9  | 10 | 0  |
| 7  | 6  | 8  | 0  |

**Roll & Cover 6-10**  
This is a two player game. Each player will need a set of colored markers to mark their spots. Using dice C, students will take turns rolling and covering the matching number. The first person to get 4 in a row wins!

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Dice A**

|   |   |   |   |
|---|---|---|---|
| 1 | 5 | 0 | 3 |
| 4 | 2 |   |   |

**Dice B**

|            |   |   |   |    |
|------------|---|---|---|----|
| 6          | 8 | 7 | 9 | 10 |
| Roll Again |   |   |   |    |

# ROLL, COUNT, AND COLOR GAMES

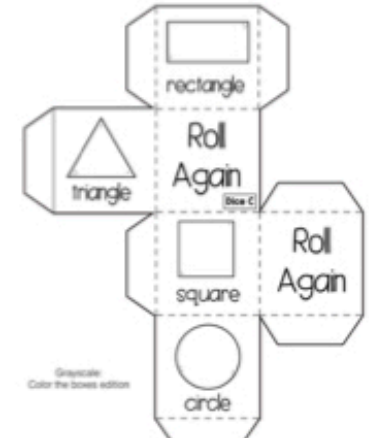
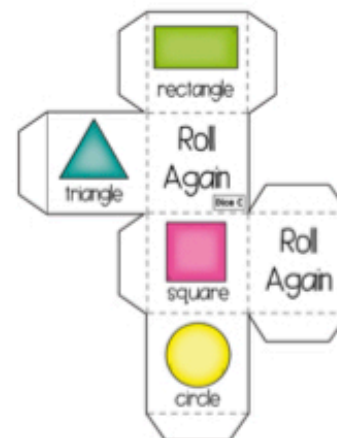
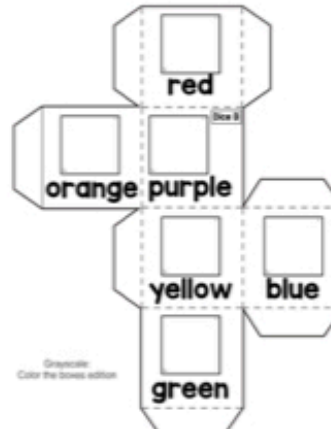
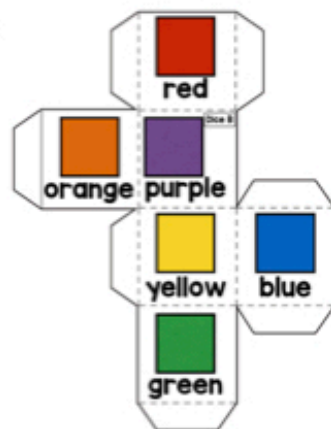
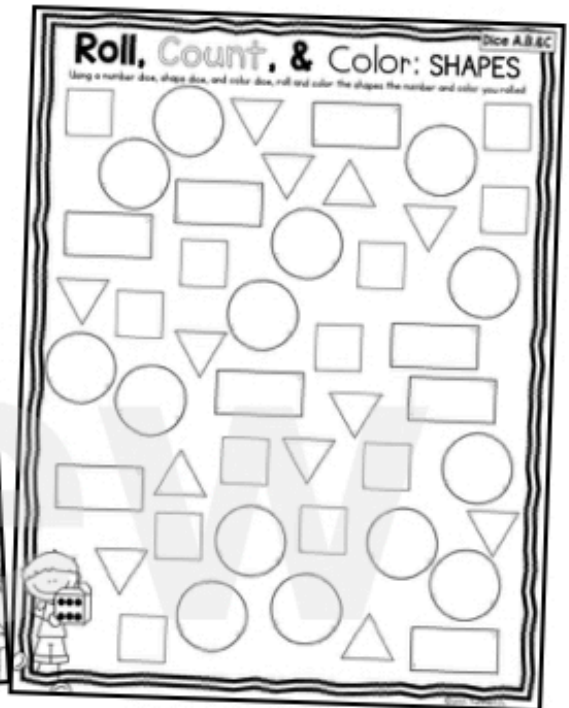
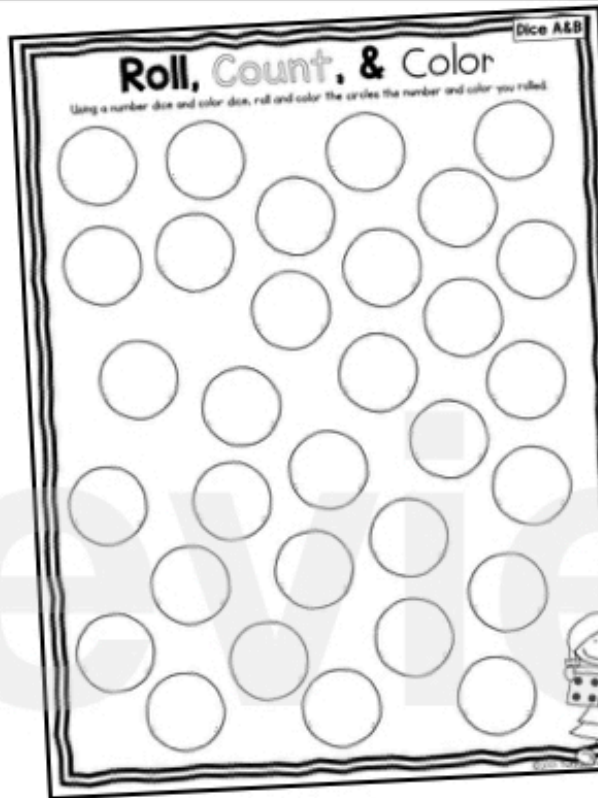
## Roll, Count, & Color

KCCB.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

- Choose a board to practice this game with students. I laminate mine for repeated use.
- Assemble the dice needed. Each page has the dice needed in the corner. There are multiple versions for some dice. Students will count and color the amount they rolled. \*For these two games, students will roll 2 or 3 dice at the same time.

KGA.2: Correctly name shapes regardless of their orientations or overall size.

- Using the all 3 dice listed on the shape version, students will roll and color correctly. If students do not have enough of that shape to color left over, have them roll again. Play ends after rolling 6 times or when the majority of the shapes are colored.



# NUMBER JUMP GAME

## How to Play: Number Jump

KCCBN Understand the relationship between numbers and quantities; connect counting to cardinality

Give each player (2-4 players) an item to mark their spot on the game board.

Each player will need a copy of the "Show Me Mat" and a set of 10 items. \*These items should be small enough to fit in the boxes on the "Show Me Mat".

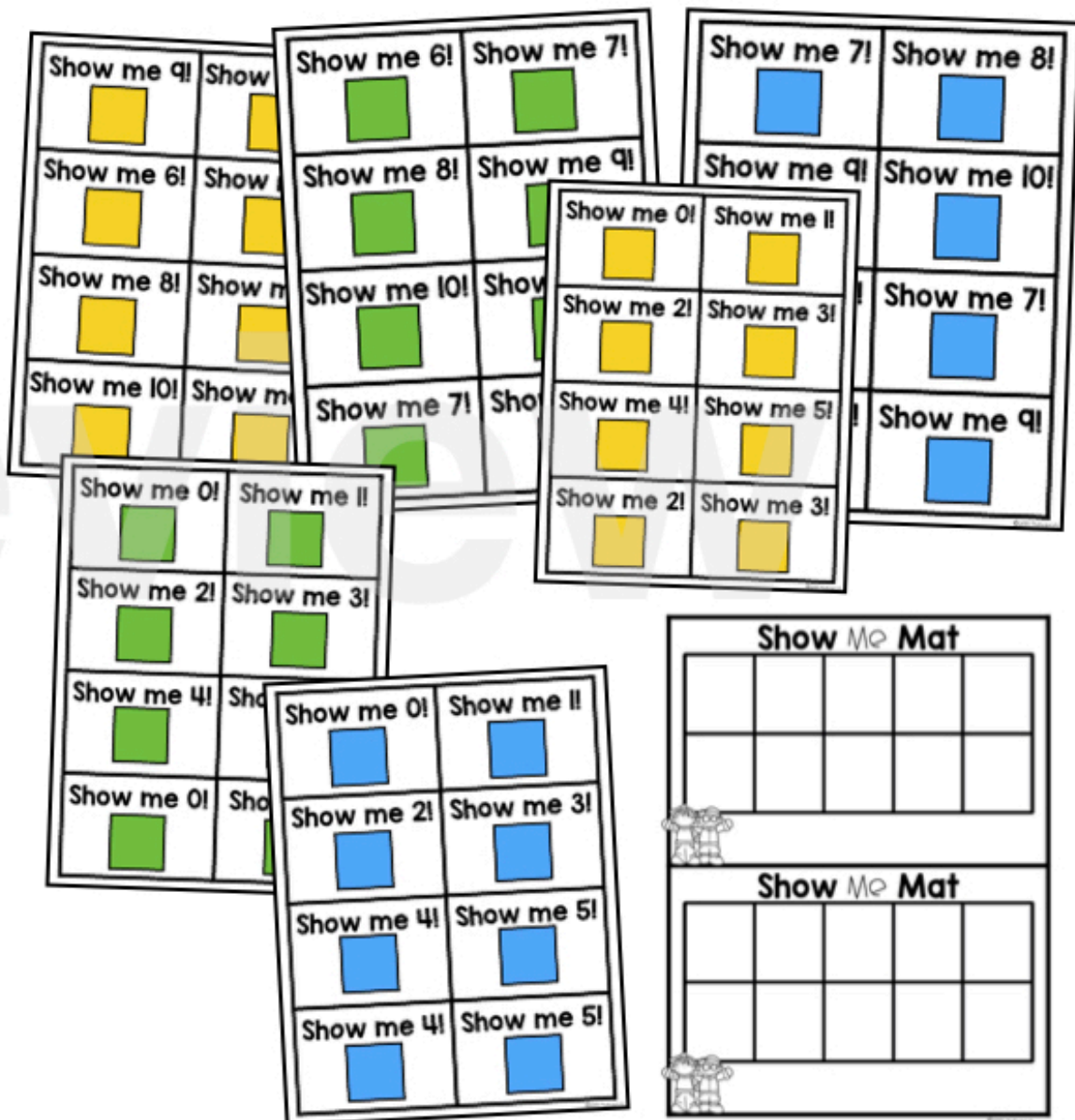
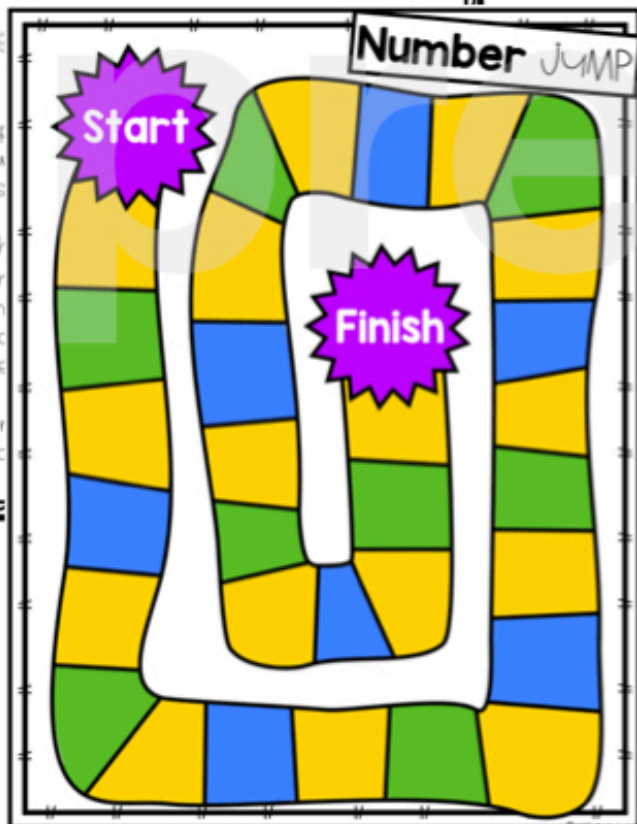
Students can decide who goes first by rolling a dice or picking a number, etc.

Shuffle all the "S" in a pile.

Starting on the "Start" space, draw a card and show using their items.

If the student slides to the next color game CandyLan. If the student draws another card, they will draw another card.

Students will continue until someone gets to the "Finish" space.



# NUMBER & QUANTITY SORTING CARDS

## Number & Quantity Sort

K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

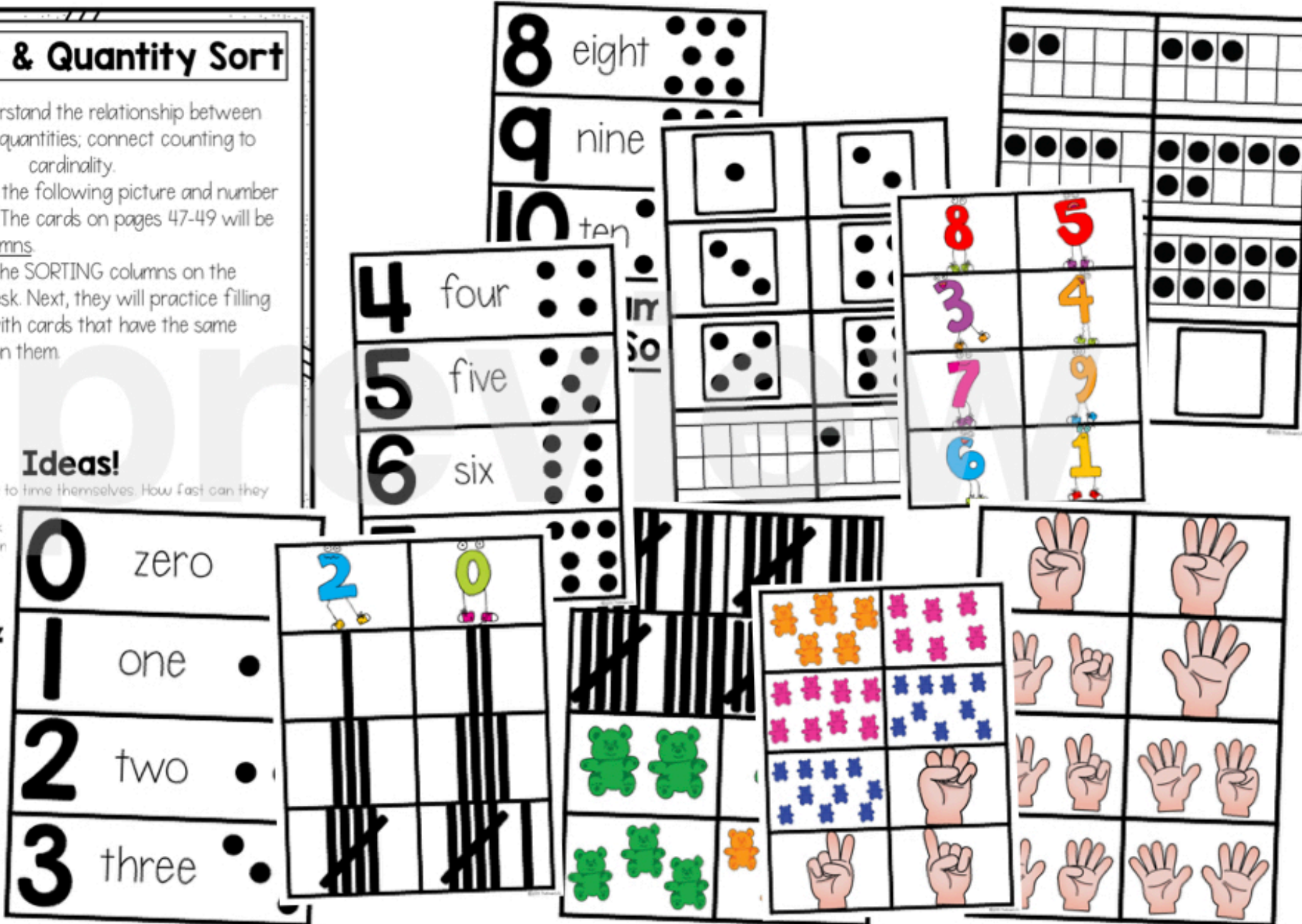
-Print and cut out the following picture and number cards (pgs 47-56). The cards on pages 47-49 will be the SORTING columns.

-Students will lay the SORTING columns on the ground or large desk. Next, they will practice filling up each column with cards that have the same quantity/number on them.

### Ideas!

Challenge students to time themselves. How fast can they

Give students blank their own



# I CAN COUNT TO 10! WRITE THE ROOM

## I can count to 10! Write the Room

K.CC.A.1: Count to 100 by ones and tens.  
K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

### HOW TO PLAY:

Print the cards on pages 58-60. Cut and laminate--to last longer!

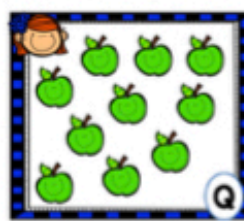
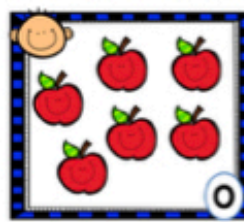
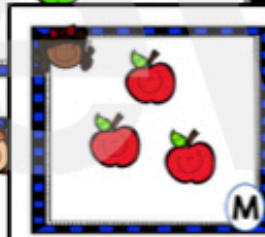
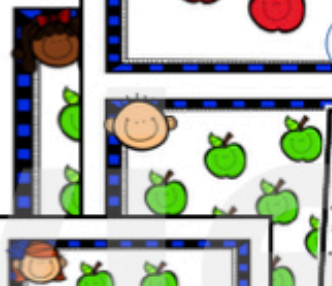
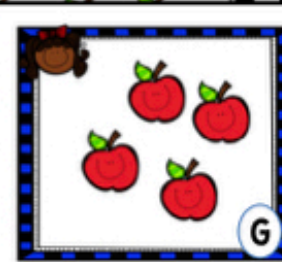
Copy page 61 for each student. I put these recording sheets in a sheet protector and have students complete this game with a dry-erase marker. \*This makes this activity easily reusable!

But, you can also have students use a pencil or other writing tool if desired.

Spread cards around room (on desks, tables, etc.) in no particular order.

Ask student to "walk" around the room and complete each task card as they find them.


They will count the apples on the card and write the number in the corresponding letter box on the recording sheet. Each card has a letter in the corner.



I can count! 0-10 Write the Room

Name: \_\_\_\_\_

|   |   |   |   |
|---|---|---|---|
| A | B | C | D |
| E | F | G | H |
| I | J | K | L |
| M | N | O | P |
|   | Q | R |   |





# CLAY/PLAY-DOH MATS

## Clay Number Mats

KCCB-4 Understand the relationship between numbers and quantities, connect counting to cardinality.

Print and laminate pages 63-73. \*You can also put these in sheet protectors instead of laminating if desired.

Students will create the number with clay three ways

\*Forming the numeral

\*Forming the number word

\*Forming the quantity. They will set it on the ten-frame.

0  
ZERO

1  
ONE

2  
TWO

3  
THREE

4  
FOUR

5  
FIVE

6  
SIX

7  
SEVEN

8  
EIGHT

9  
NINE

10  
TEN

# NUMBER COMPARISON CARDS & MATS

## Comparison Mats

K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

K.CC.7: Compare two numbers between 1 and 10 as written numerals.

-Print and cut out the card on pages 75-78.

-Shuffle the cards and put the facedown in a pile.

-Students will flip over two cards and compare them but setting them in the top two boxes accordingly.

Or, if the cards are equal they will set them in the boxes at the bottom of the page.

-Students will continue flipping over two cards at a time and sorting them appropriately until the stack is gone.

## Comparison Mat

Flip over 2 cards at a time and then place them in the correct boxes.



Greater Than



Less Than



Equal

## Comparison Mat

Flip over 2 cards at a time and then place them in the correct boxes.



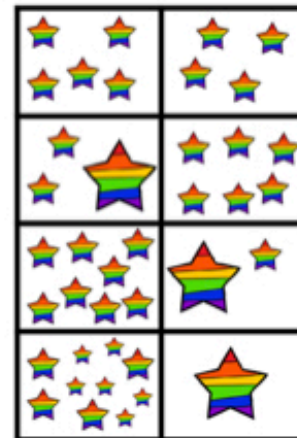
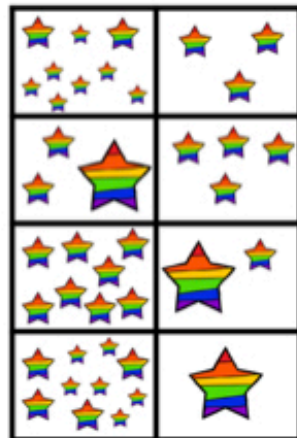
Less Than



Greater Than



Equal



|    |   |
|----|---|
| 8  | 9 |
| 10 | 1 |
| 3  | 5 |
| 7  | 9 |

:

|   |   |
|---|---|
| 0 | 1 |
| 2 | 3 |
| 4 | 5 |
| 6 | 7 |

# MATH NOTEBOOK COVERS

## Worksheets: Independent, Whole Group, or Small Group

KCGA.1: Count to 100 by ones and tens.

KCCB.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

The following pages are included:

-Math Notebook Covers (2 versions)

-Interactive Notebook Flipbook (pgs 84-85): You can use these how you would like. Students can cut out the flaps and glue into a notebook. They would paste and draw the correct number under each flap.

-Identify, Color, & Trace Pages: Students will color the numbers according to the color key and then trace the numbers at the bottom.

-"All About the Number \_\_\_\_" Pages: After tracing the number and coloring the correct amount of circles. Students will only paste the pictures and numbers that correspond with the number for that page. They will discard the ones that don't.

Tip: Have students color the ones that fit the number before they cut and paste.

-School Supply Mania: How Many? - Students will count each item and color in the correct number next to the item at the bottom of the page.

Tip: Have students color code as they count. Eg All backpacks orange. All pencils blue, etc.

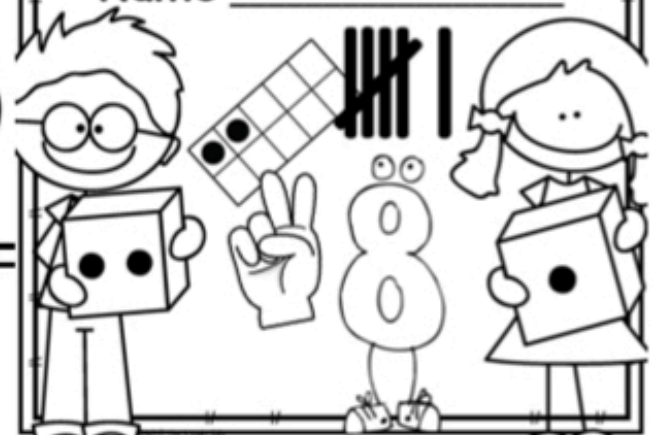
## My All About Math Notebook

Mathematician: \_\_\_\_\_



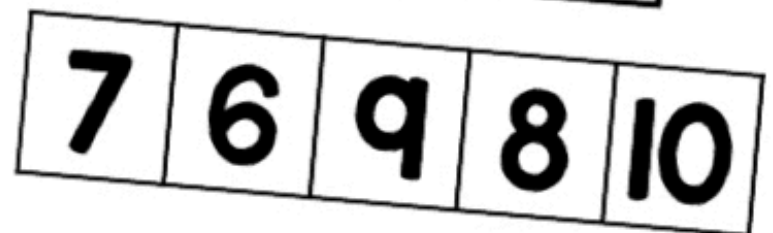
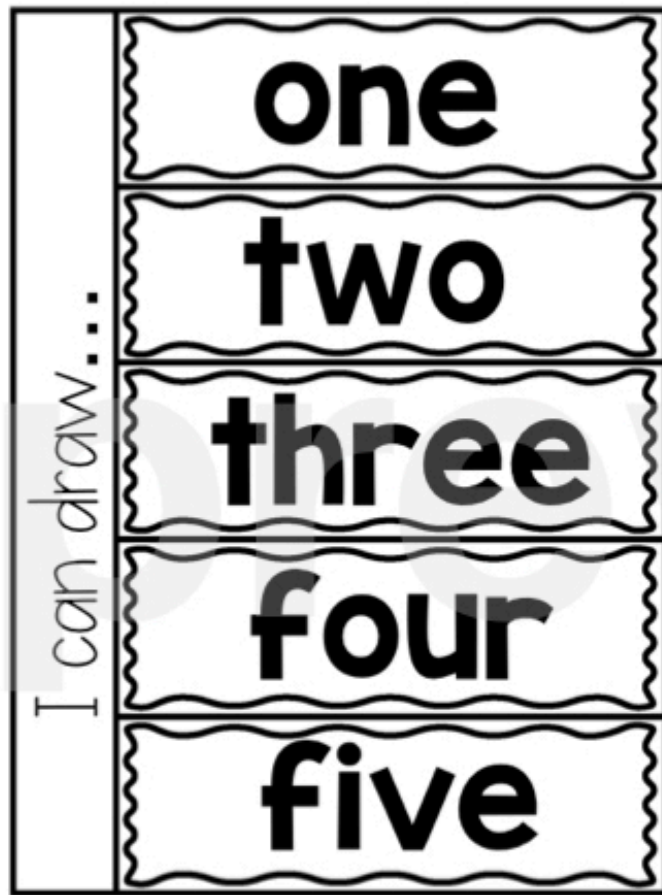
## My All About Math Notebook

Name: \_\_\_\_\_



To make a booklet with the PRINTABLES!

# DRAWING NUMBERS 1-10 FLIP BOOK



# IDENTIFY, COLOR, AND TRACE PAGES

Identify, Color, & Trace  
0- red 1- yellow 2- green

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 0 | 1 |
| 2 | 2 | 2 | 2 | 0 |
| 1 | 0 | 0 | 1 | 2 |
| 0 | 2 | 2 | 0 | 2 |
| 1 | 0 | 1 | 2 | 1 |
| 2 | 1 | 0 | 1 | 0 |

0 0 0 0 0

1 1 1 1 1

2 2 2 2 2

Identify, Color, & Trace  
1- blue 2- yellow 3- orange

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 1 | 3 | 1 | 2 |
| 3 | 2 | 2 | 2 | 1 |
| 1 | 3 | 1 | 3 | 3 |
| 3 | 1 | 3 | 1 | 3 |
| 2 | 2 | 2 | 1 | 2 |
| 1 | 3 | 2 | 2 | 1 |

1 1 1 1 1

2 2 2 2 2

3 3 3 3 3

Identify, Color, & Trace  
2- purple 3- red 4- blue

|   |   |   |   |   |
|---|---|---|---|---|
| 2 | 4 | 3 | 2 | 3 |
| 3 | 2 | 4 | 3 | 2 |
| 2 | 3 | 2 | 4 | 4 |
| 4 | 4 | 4 | 4 | 2 |
| 2 | 3 | 2 | 3 | 2 |
| 2 | 3 | 3 | 4 | 2 |

2 2 2 2 2

3 3 3 3 3

4 4 4 4 4

Identify, Color, & Trace  
3- blue 4- pink 5- yellow

|   |   |   |   |   |
|---|---|---|---|---|
| 3 | 3 | 4 | 3 | 3 |
| 3 | 4 | 5 | 5 | 4 |
| 5 | 3 | 3 | 5 | 3 |
| 3 | 5 | 3 | 4 | 4 |
| 5 | 4 | 4 | 3 | 5 |
| 5 | 3 | 5 | 5 | 3 |

3 3 3 3 3

4 4 4 4 4

5 5 5 5 5

Identify, Color, & Trace  
4- yellow 5- blue 6- red

|   |   |   |   |   |
|---|---|---|---|---|
| 4 | 5 | 6 | 4 | 6 |
| 4 | 6 | 4 | 5 | 4 |
| 5 | 5 | 4 | 5 | 6 |
| 5 | 4 | 6 | 4 | 5 |
| 4 | 4 | 4 | 6 | 6 |
| 6 | 5 | 5 | 4 | 6 |

4 4 4 4 4

5 5 5 5 5

6 6 6 6 6

Identify, Color, & Trace  
6- blue 7- pink 8- green

|   |   |   |   |   |
|---|---|---|---|---|
| 6 | 8 | 6 | 8 | 6 |
| 7 | 7 | 6 | 7 | 8 |
| 6 | 7 | 7 | 8 | 6 |
| 6 | 6 | 6 | 8 | 6 |
| 8 | 7 | 8 | 8 | 8 |
| 7 | 8 | 7 | 6 | 7 |

6 6 6 6 6

7 7 7 7 7

8 8 8 8 8

Identify, Color, & Trace  
7- yellow 8- red 9- purple

|   |   |   |   |   |
|---|---|---|---|---|
| 9 | 7 | 9 | 8 | 9 |
| 7 | 9 | 9 | 7 | 8 |
| 9 | 8 | 9 | 9 | 8 |
| 8 | 9 | 8 | 7 | 9 |
| 8 | 7 | 7 | 8 | 9 |
| 9 | 8 | 9 | 8 | 7 |

7 7 7 7 7

8 8 8 8 8

9 9 9 9 9

Identify, Color, & Trace  
8- blue 9- pink 10- purple

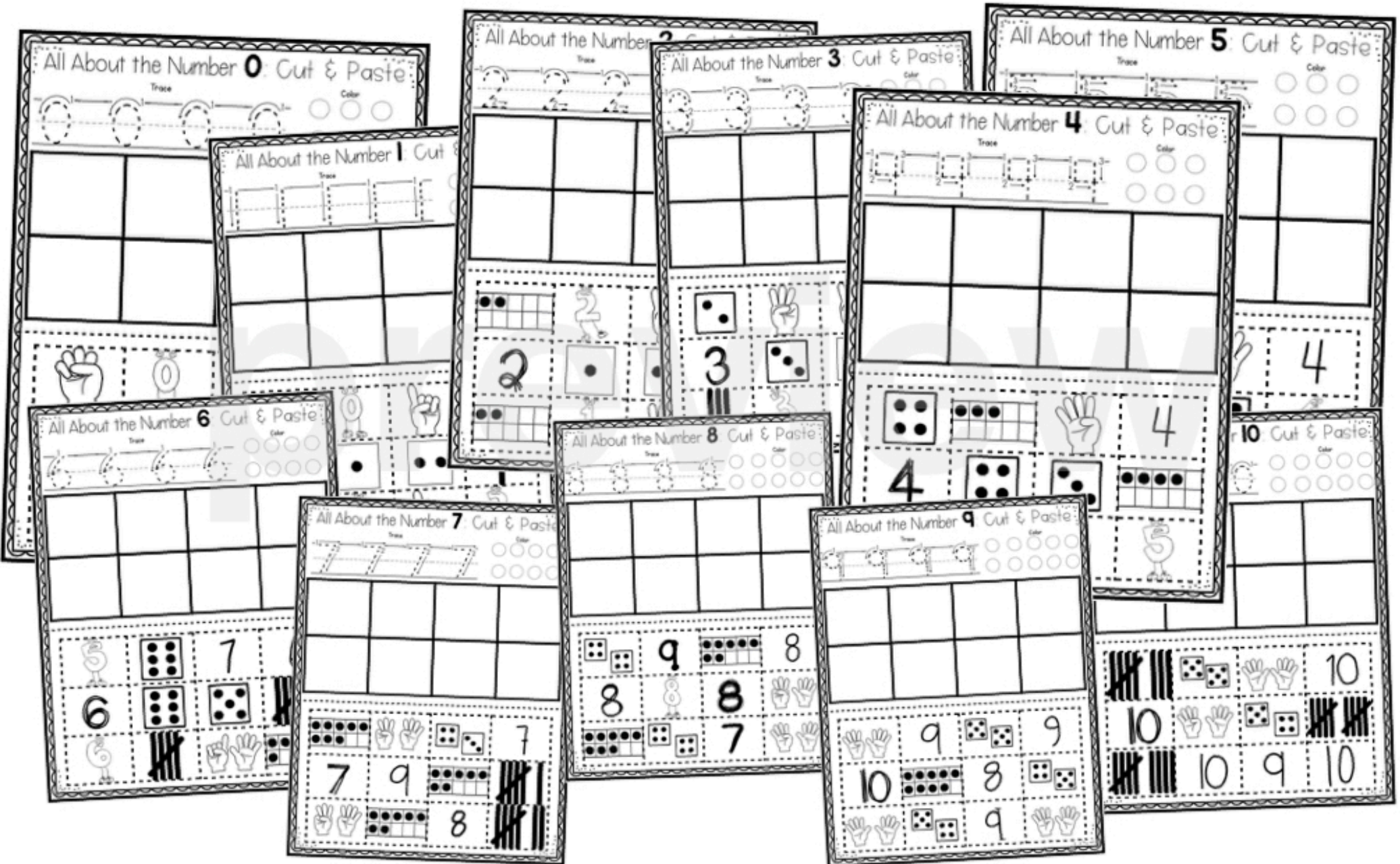
|    |    |    |    |    |
|----|----|----|----|----|
| 8  | 9  | 10 | 8  | 8  |
| 10 | 9  | 10 | 9  | 8  |
| 8  | 8  | 9  | 9  | 9  |
| 8  | 9  | 10 | 9  | 10 |
| 10 | 10 | 8  | 10 | 8  |
| 8  | 8  | 9  | 8  | 9  |

8 8 8 8 8

9 9 9 9 9

10 10 10 10 10

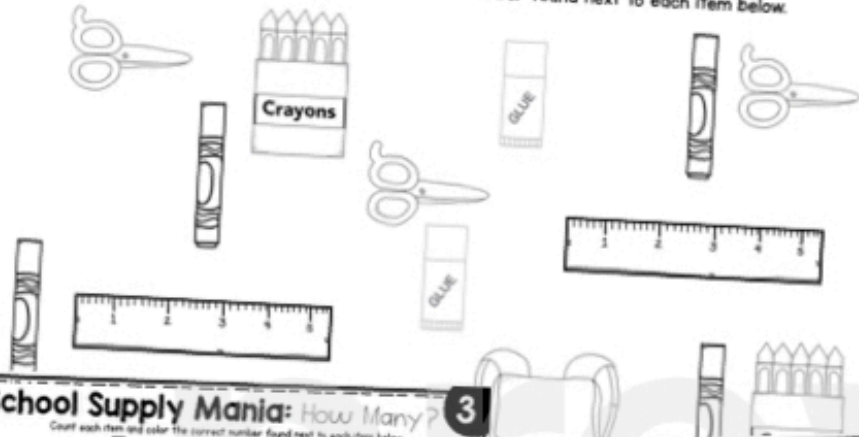
# ALL ABOUT NUMBERS 0-10 SORTS



# SCHOOL SUPPLY MANIA: COLOR AND COUNT

## School Supply Mania: How Many? 1

Count each item and color the correct number found next to each item below.



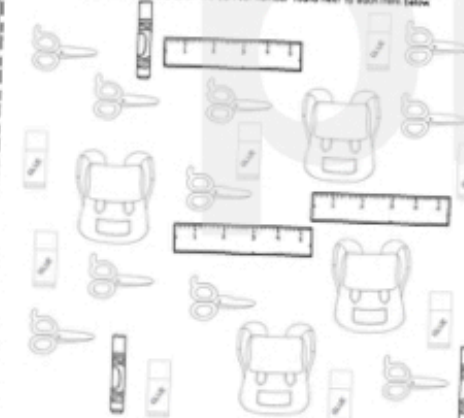
## School Supply Mania: How Many? 2

Count each item and color the correct number found next to each item below.



## School Supply Mania: How Many? 3

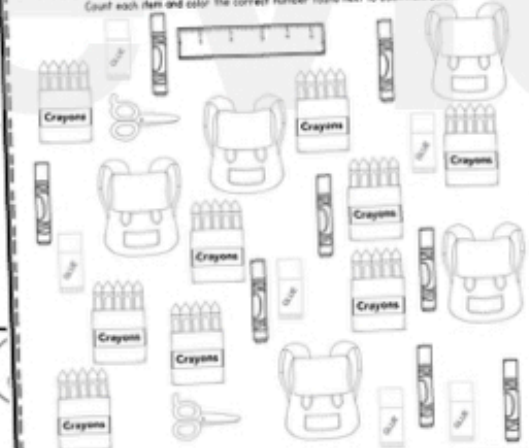
Count each item and color the correct number found next to each item below.



|   |   |    |   |   |   |
|---|---|----|---|---|---|
| 4 | 3 | 3  | 2 | 3 | 4 |
| 7 | 8 | 10 | 9 | 1 | 0 |

## School Supply Mania: How Many? 4

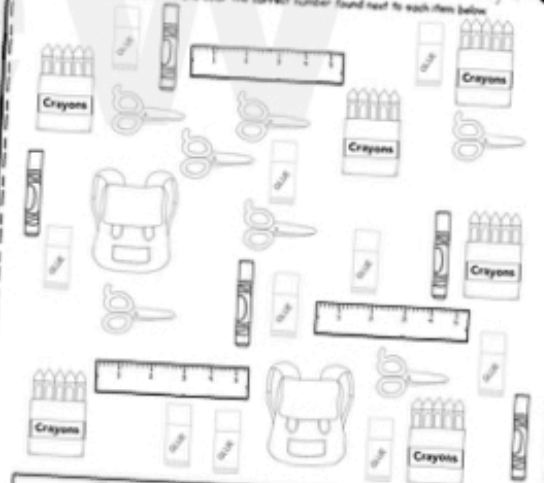
Count each item and color the correct number found next to each item below.



|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 5 | 6 | 7 | 8 | 1 | 0  |
| 7 | 6 | 2 | 3 | 9 | 10 |

## School Supply Mania: How Many? 5

Count each item and color the correct number found next to each item below.



|   |    |   |   |   |   |
|---|----|---|---|---|---|
| 2 | 1  | 4 | 5 | 2 | 3 |
| 9 | 10 | 7 | 6 | 5 | 6 |