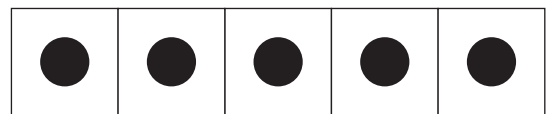
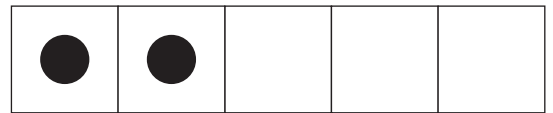
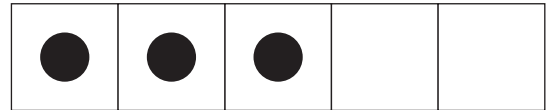
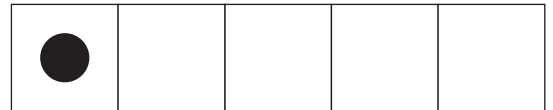
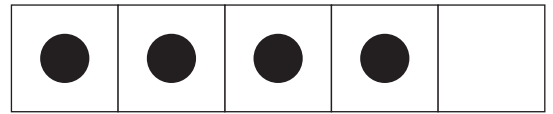
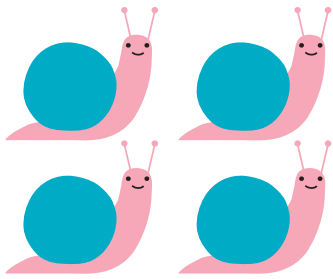
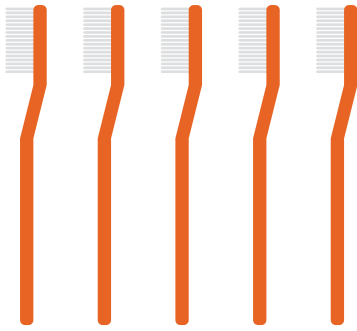


Exercise 2

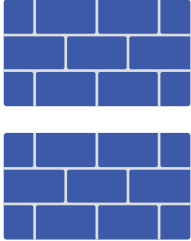
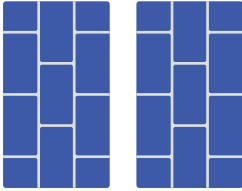
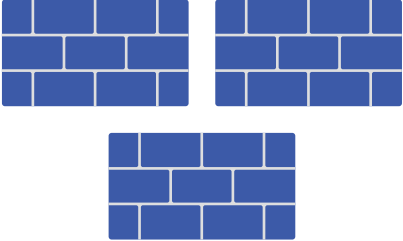
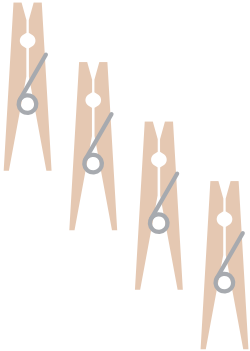
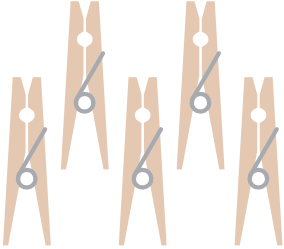
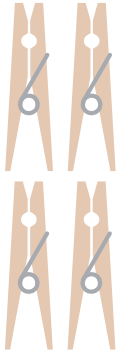
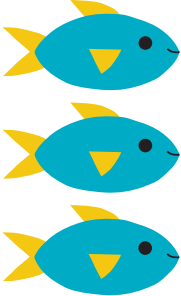
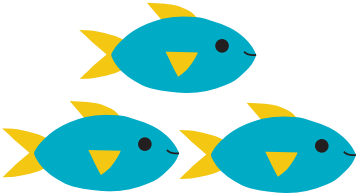
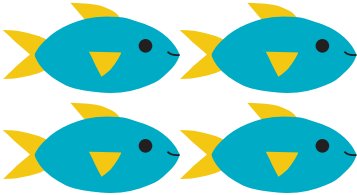
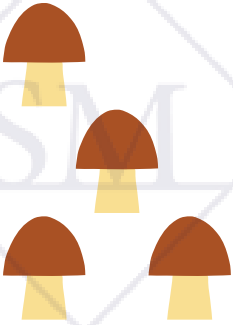
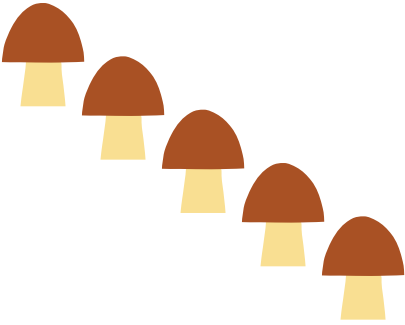
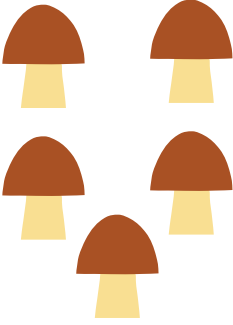
Match.



Using this page: Have students count and cross out the objects to help them keep track if needed, then match with the five-frame card.

Concept: One-to-one correspondence and cardinality.

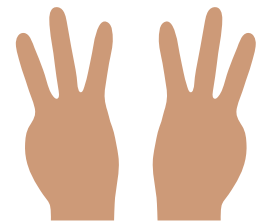
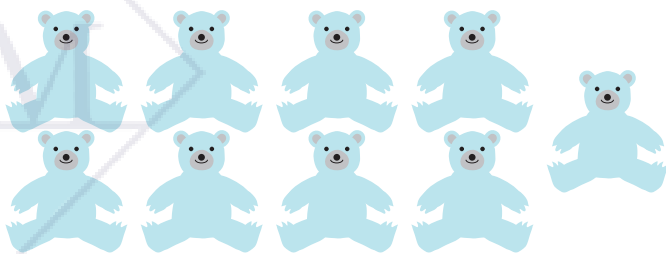
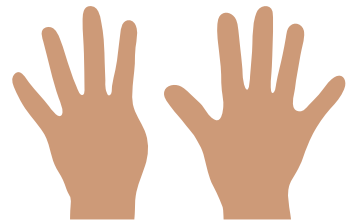
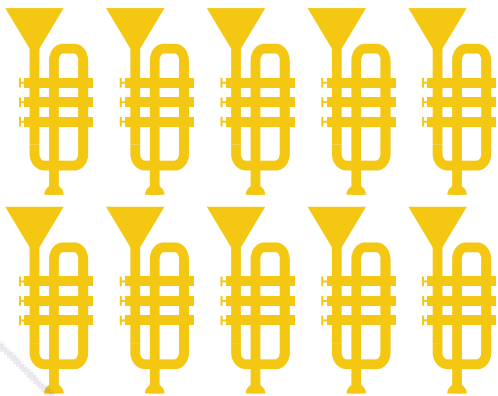
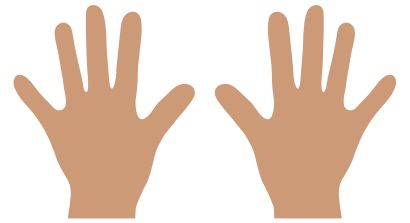
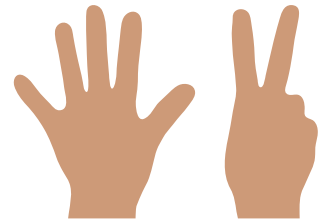
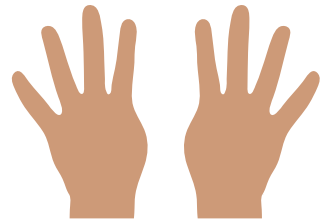
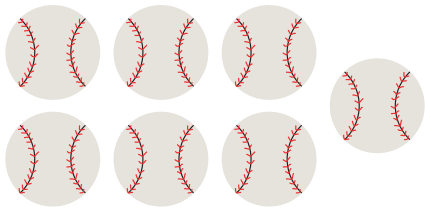
Circle the group that has a different number of objects.

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Using this page: Have students count and circle the group of objects that has a different number in each row.
Concept: One-to-one correspondence and cardinality.

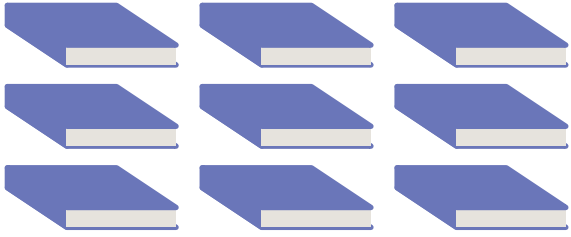
Exercise 3

Match.

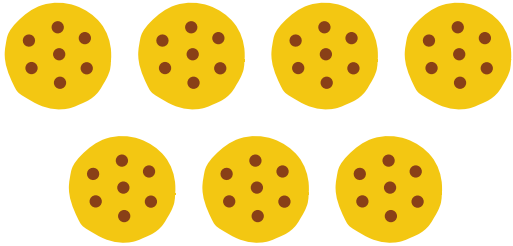


Using this page: Have students cross out the objects as they count, then match with the fingers showing that number.
Concept: Identifying sets of up to 10.

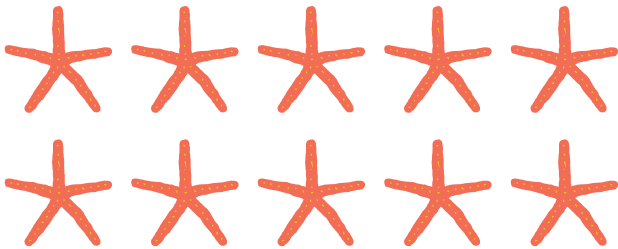
Count and color the boxes.



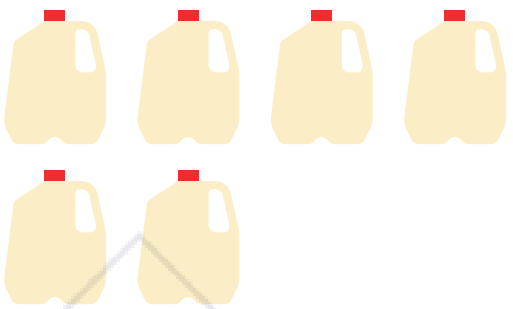
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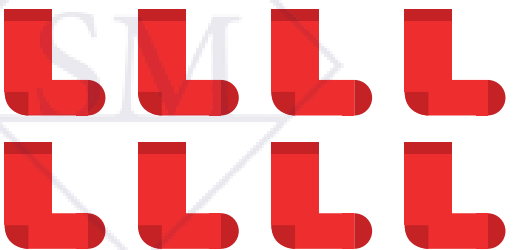
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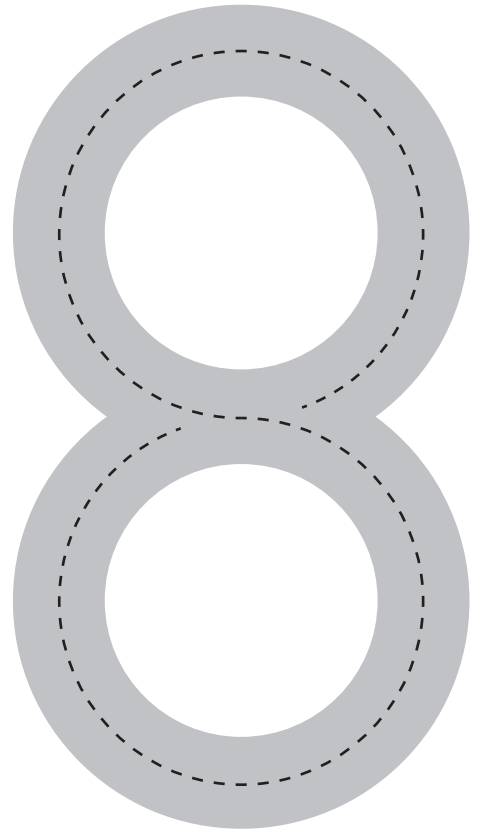
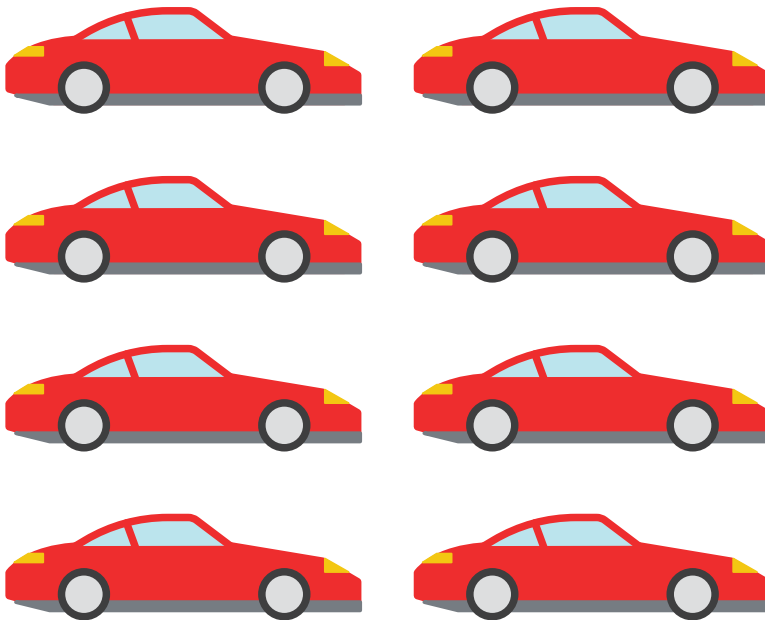






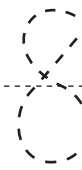
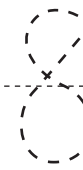
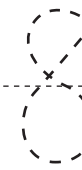


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Using this page: Have students cross out the objects as they count, then color the boxes to show that number.
Concept: Identifying sets of up to 10.

Exercise 7

Trace and write 8.



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Using this page: Have students count the racing cars and trace the dotted line around the racing track. Then have them trace and practice writing numeral 8.

Concept: Writing of numeral 8.

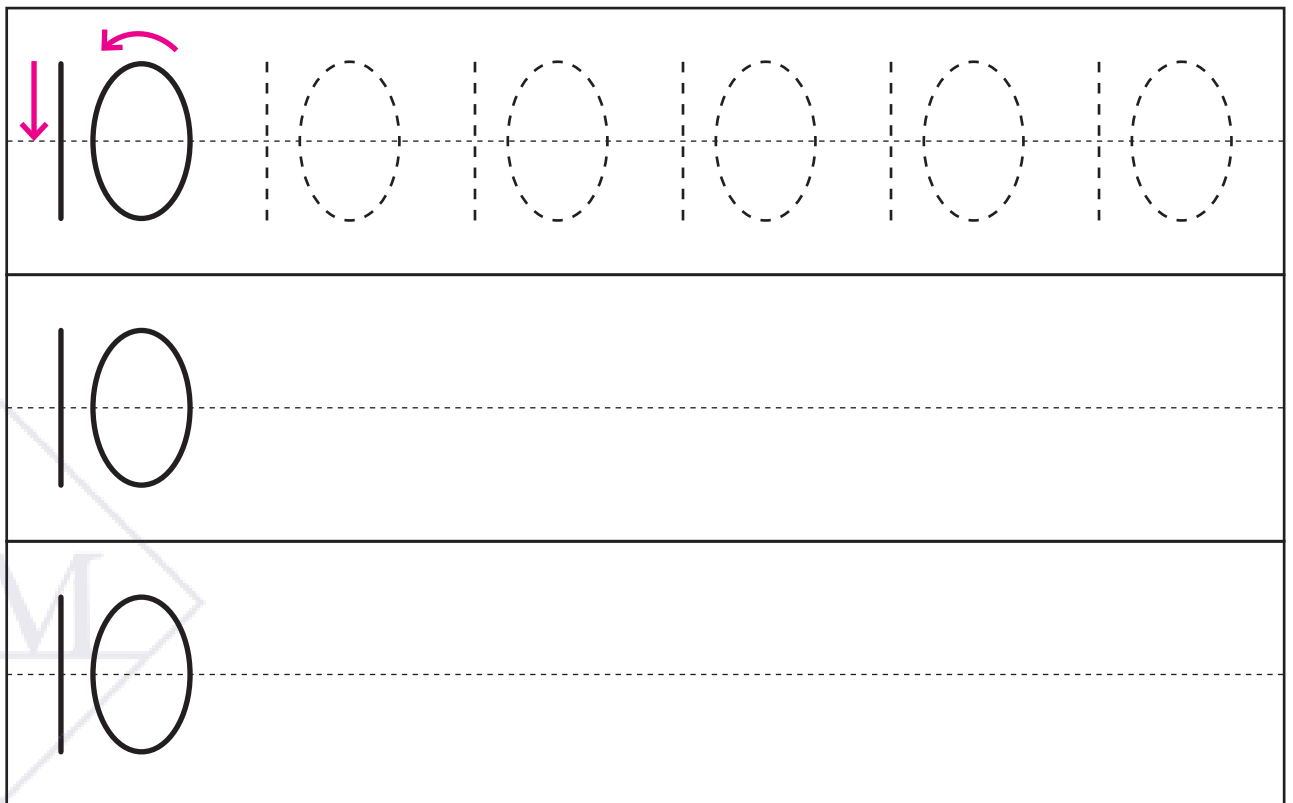
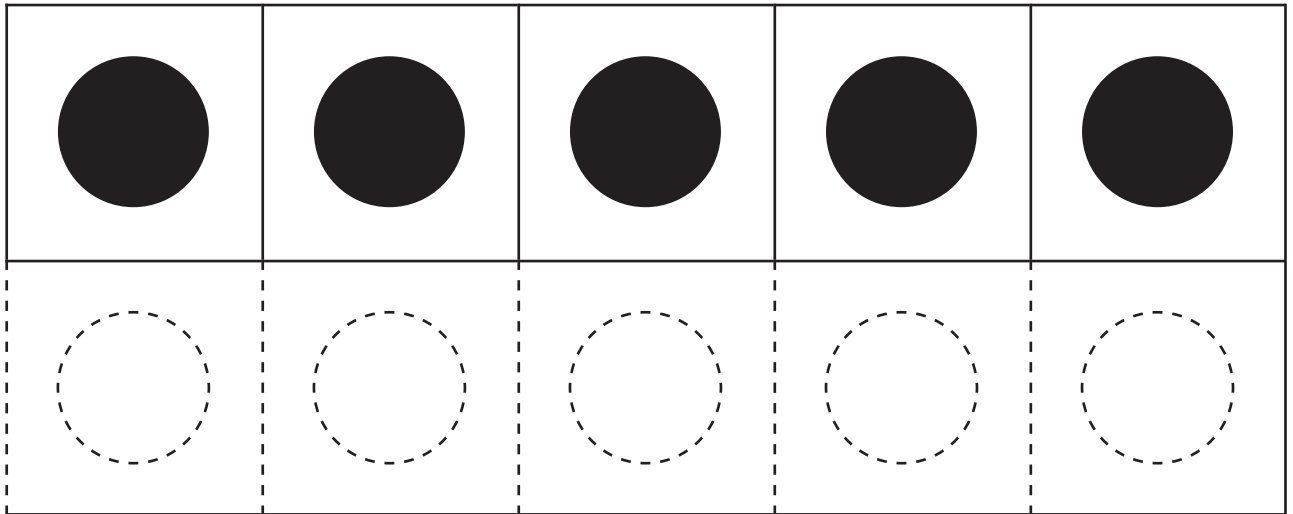
Trace and write 9.



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Using this page: Have students count the dinosaurs and trace the dotted lines around the biggest dinosaur's head. Then have them trace and practice writing numeral 9.
Concept: Writing of numeral 9.

Trace and write 10.



Using this page: Have students trace the dotted lines and count the number of dots in the ten-frame. Then have them trace and practice writing numeral 10.

Concept: Writing of numeral 10.

Write the missing numbers in the boxes.

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Using this page: Have students look at the number path and write the numerals in the boxes. Have them count the avocados if they do not know what the missing number is.

Concept: Numeral sequence and writing of 1 to 10.

Exercise 10

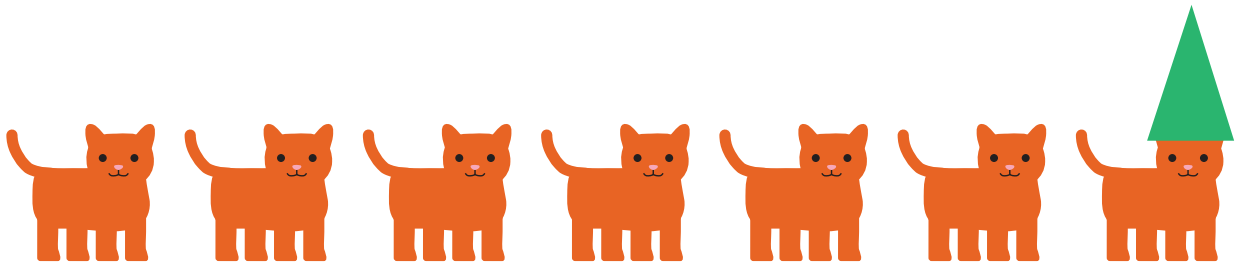
The first has a ▲.

Count from the front and circle the correct animal.

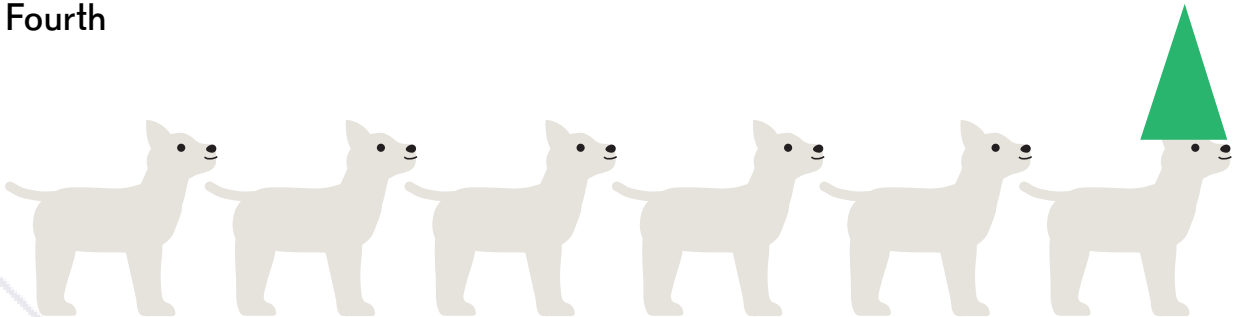
Third



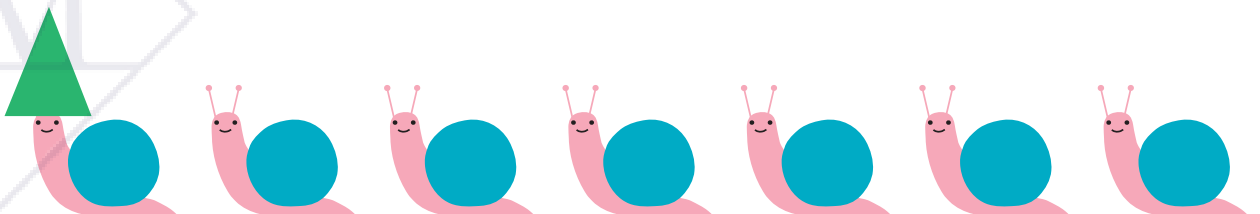
Seventh



Fourth



Sixth

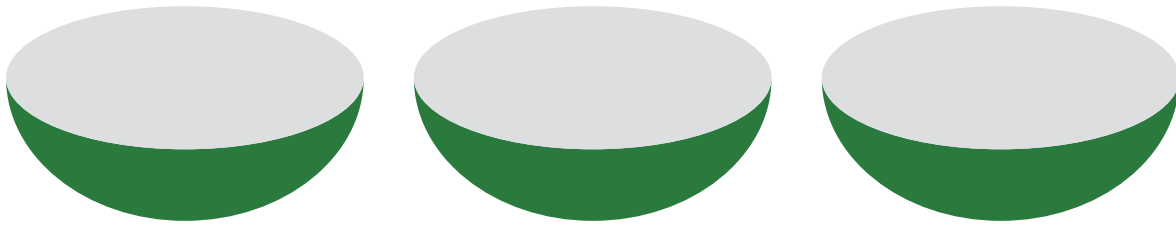


Using this page: Have students circle the specified animal in each row.

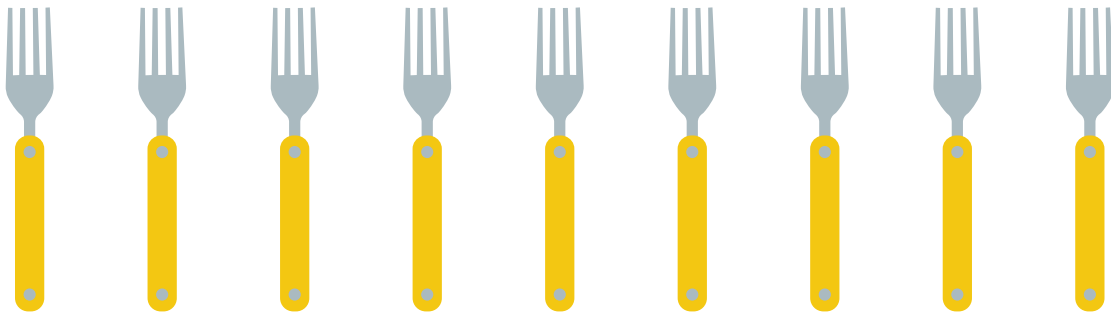
Concept: Ordinal positions first through tenth from the front.

Follow the directions and circle.

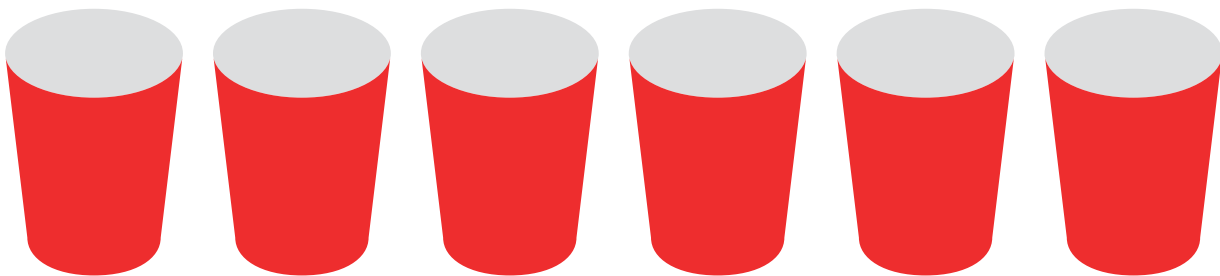
First from the right.



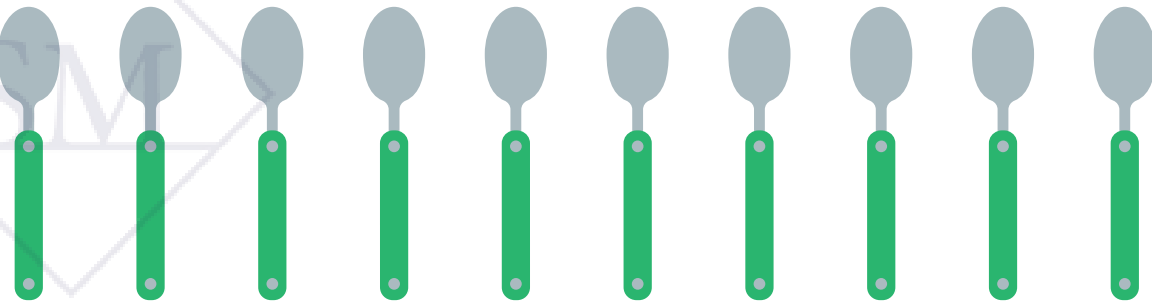
Eighth from the left.



Fifth from the right.

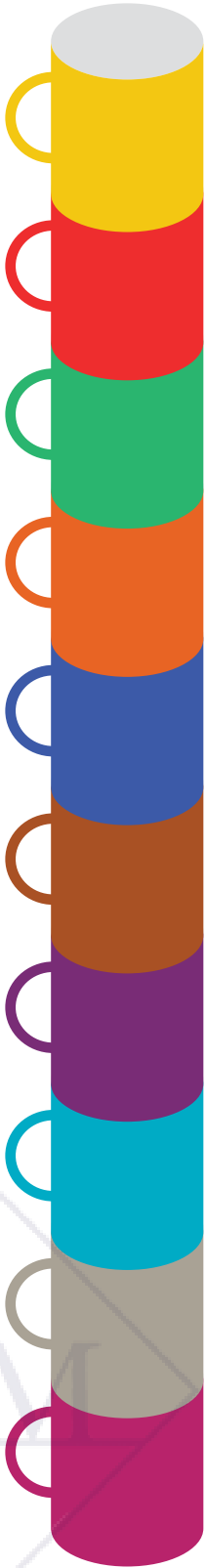


Tenth from the left.



Using this page: Have students circle the specified object in each row.
Concept: Ordinal positions first through tenth from the left or right.

Count from the top and match.



Second

Fifth

Eighth

Tenth

Fourth

Sixth

Ninth

First

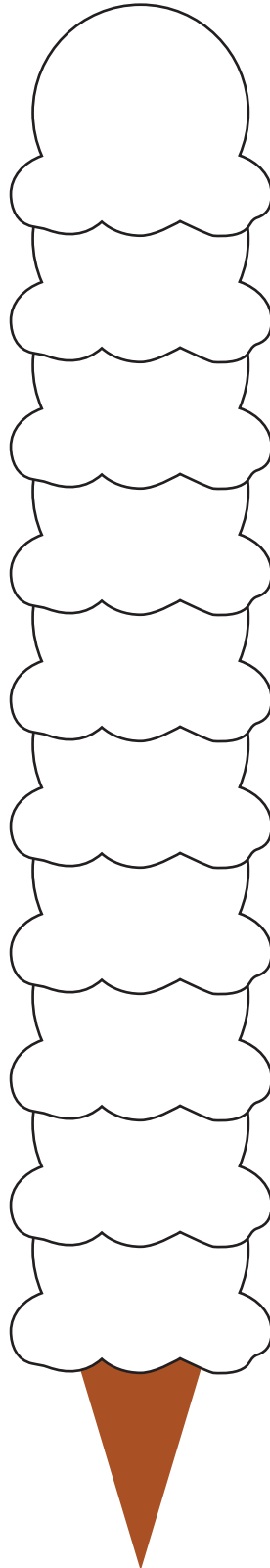
Third

Seventh

Using this page: Have students follow the directions and match the ordinal numbers to the specified cup.
Concept: Ordinal positions first through tenth from the top.

Count from the bottom and color according to Color Key.

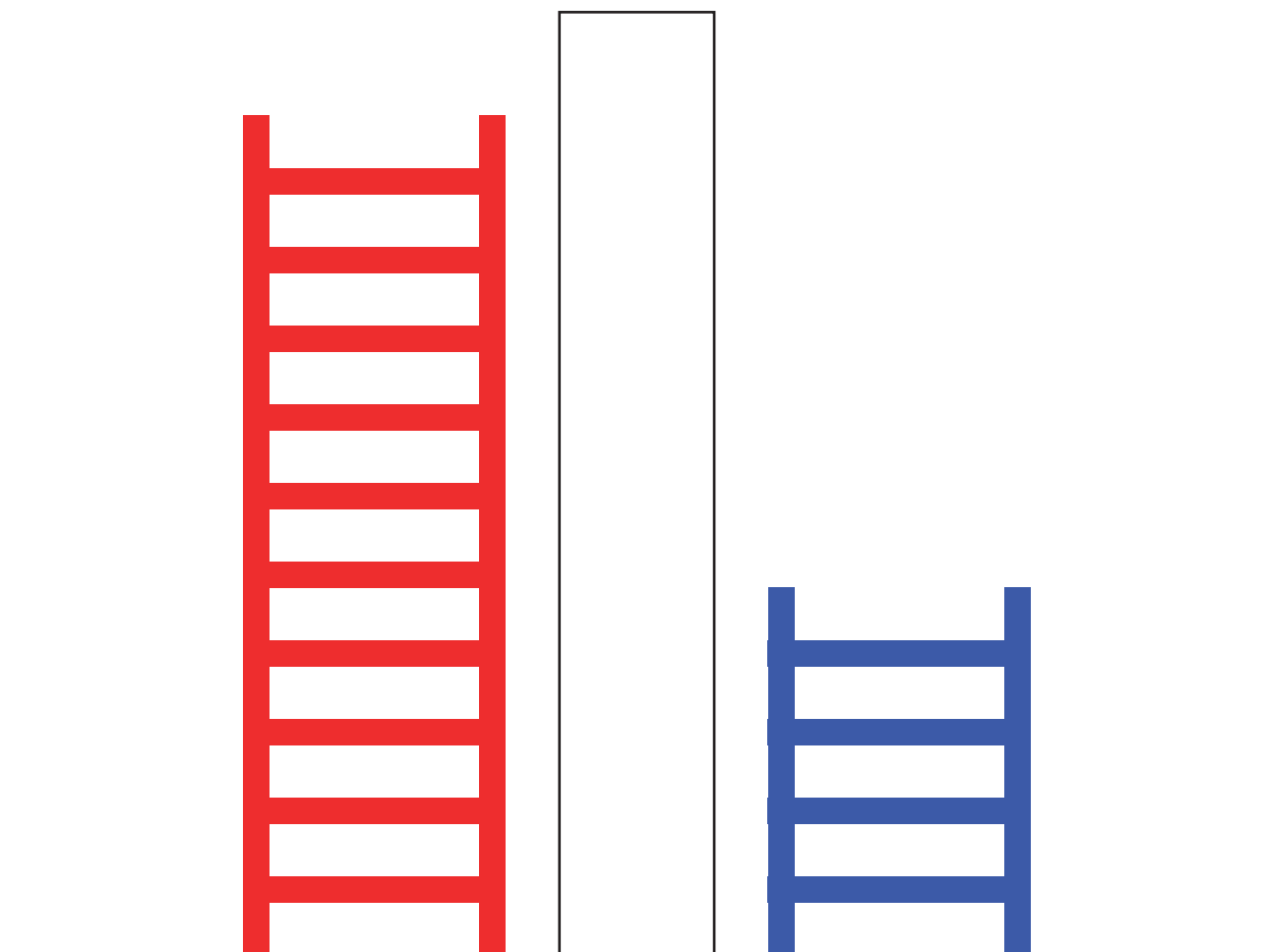
| Color Key | |
|---|---------|
|  | First |
|  | Fourth |
|  | Sixth |
|  | Ninth |
|  | Seventh |
|  | Third |



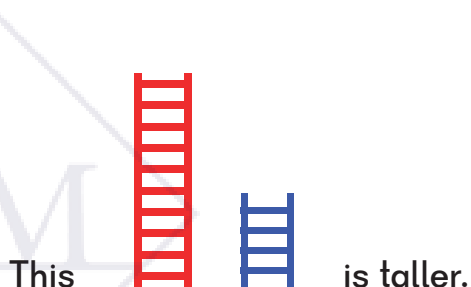
Using this page: Have students follow the directions and color the ice cream.
Concept: Ordinal positions first through tenth from the bottom.

Exercise 3

Mark the height of the ladders.



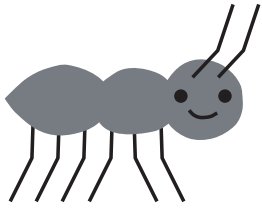
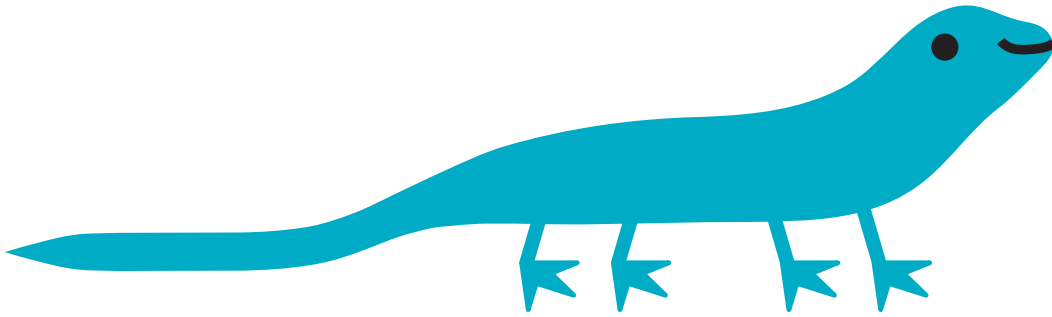
Circle the taller ladder below.



Using this page: Have students mark the height of each ladder on the paper tape between them with a ruler and pencil, then circle the picture of the taller ladder at the bottom of the page.

Concept: Comparing height using a rod.

Mark the length of the animals.



Circle the longest and the shortest animal below.

The    is the longest.

The    is the shortest.

Using this page: Have students mark the length of each animal on the paper tape using the same color as each animal.
Concept: Comparing length using a paper tape.

Exercise 4

Color and write the number.

Four measurement tasks are shown, each with a colored rod and a vertical stack of 10 white cubes. Below each rod and cubes is a square box with a dashed horizontal line for writing the number of cubes.

- Task 1: A blue rod is 7 cubes high. The box is empty.
- Task 2: A yellow rod is 3 cubes high. The box is empty.
- Task 3: A green rod is 9 cubes high. The box is empty.
- Task 4: A red rod is 5 cubes high. The box is empty.

Circle the tallest and shortest rod below.

Two comparison tasks are shown. Each task shows four rods of different heights and colors (blue, yellow, green, red).

The tallest rod is the green one. The shortest rod is the yellow one.

Using this page: Have students color the cubes that measure the height of the rods, then write the last number counted in the box. Then have them circle the tallest and shortest rod at the bottom of the page.

Concept: Comparing height using cubes.

Count the cubes and write the number.



This  is as tall as

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This  is as tall as

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This  is as tall as

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This  is as tall as

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Using this page: Have students count the cubes to measure the height of the flowers, then write the numeral in the box.
Concept: Measuring height using cubes.

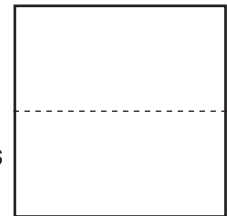
Count the cubes and write the number.

Color the longest pencil blue.

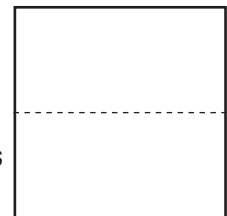
Color the shortest pencil orange.



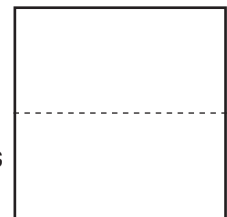
This  is as long as



This  is as long as



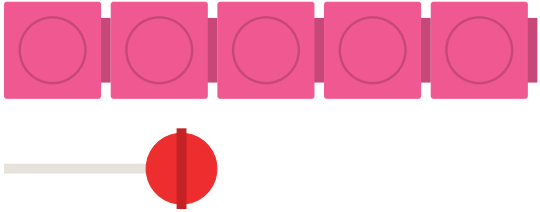
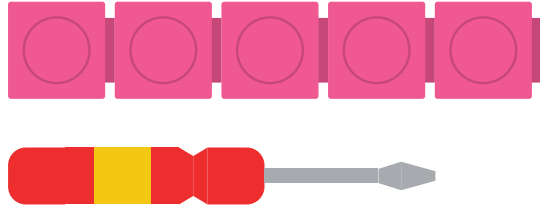
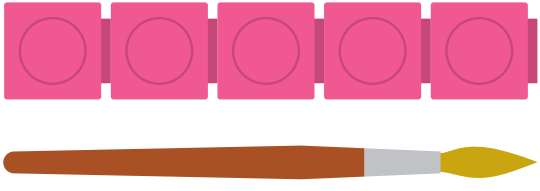
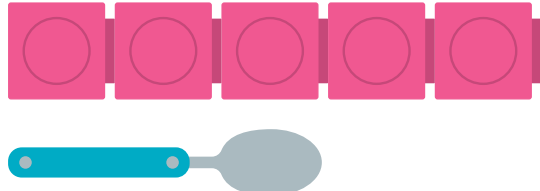
This  is as long as



Using this page: Have students count the cubes that measure the length of each pencil and write the numeral in the box. Then have them color the longest and shortest pencils as specified.

Concept: Measuring length using cubes.

Count and write.

| | |
|--|---|
|  <div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="border-top: 1px dashed black; position: absolute; top: 50%; left: 0; right: 0;"></div> </div> |  <div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="border-top: 1px dashed black; position: absolute; top: 50%; left: 0; right: 0;"></div> </div> |
|  <div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="border-top: 1px dashed black; position: absolute; top: 50%; left: 0; right: 0;"></div> </div> |  <div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="border-top: 1px dashed black; position: absolute; top: 50%; left: 0; right: 0;"></div> </div> |

Circle the longest and the shortest object.

The longest is the



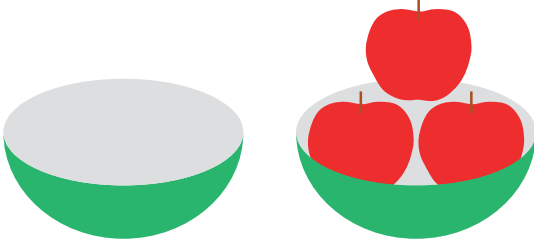
The shortest is the



Using this page: Have students count the cubes that measure the length of the objects and write the numeral in the box. Then have them compare their length and circle the correct picture at the bottom.
Concept: Comparing length using cubes.

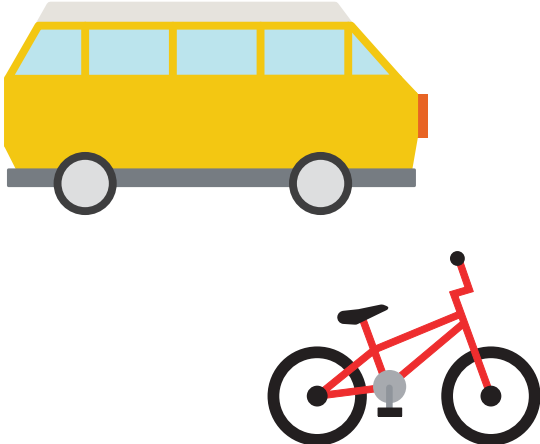
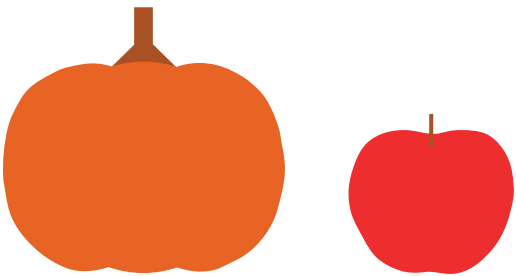
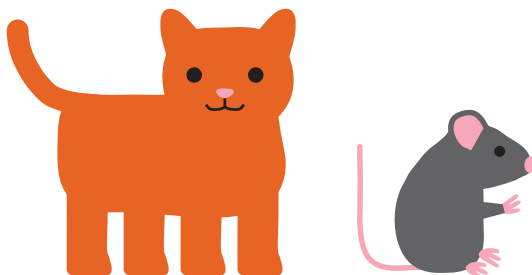
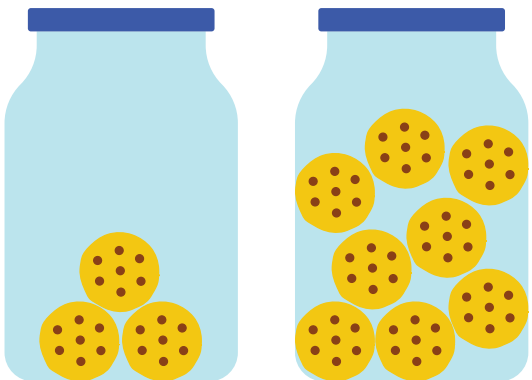
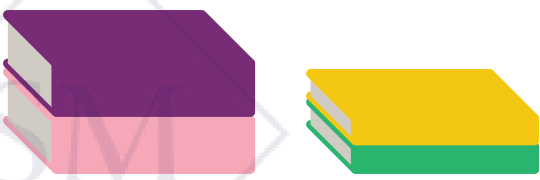
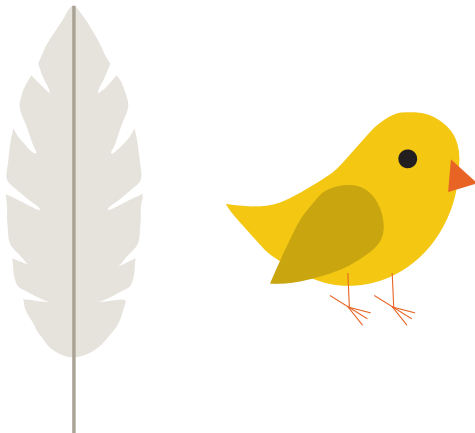
Exercise 5

Circle the heavier one.

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Using this page: Have students compare and circle the heavier object in each box.
Concept: Comparing weight of things around us.

Circle the lighter one.

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Using this page: Have students compare and circle the lighter object in each box.
Concept: Comparing weight of things around us.