

Number Recognition and Counting Practice

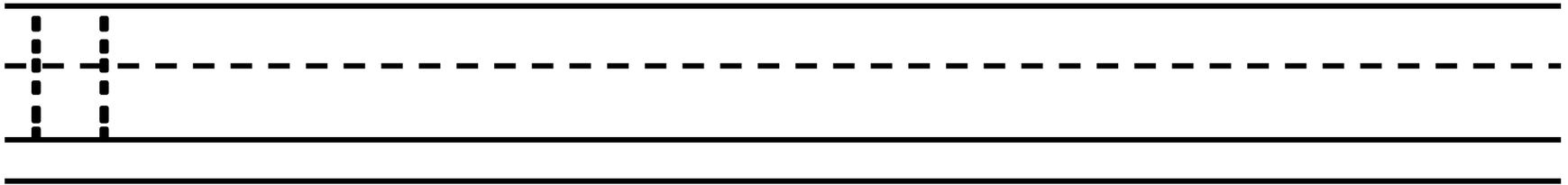
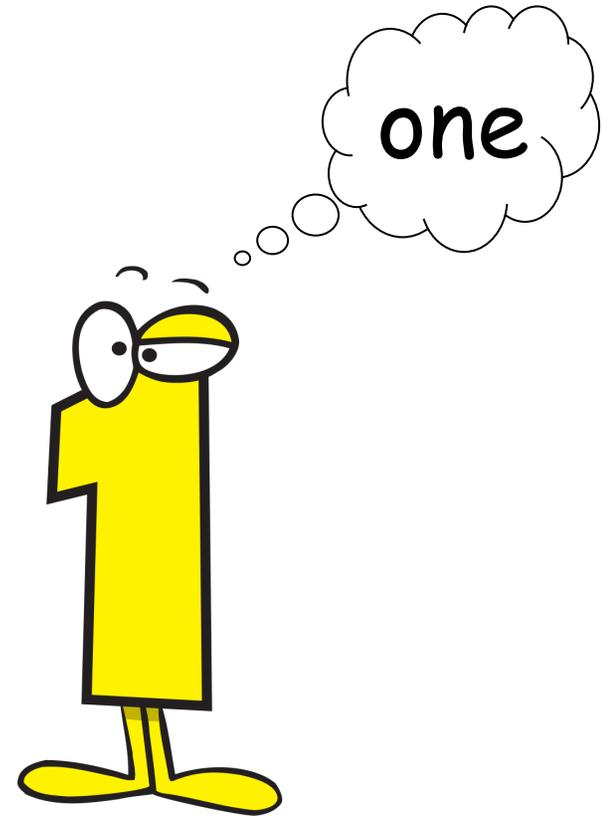
Numbers 1-9



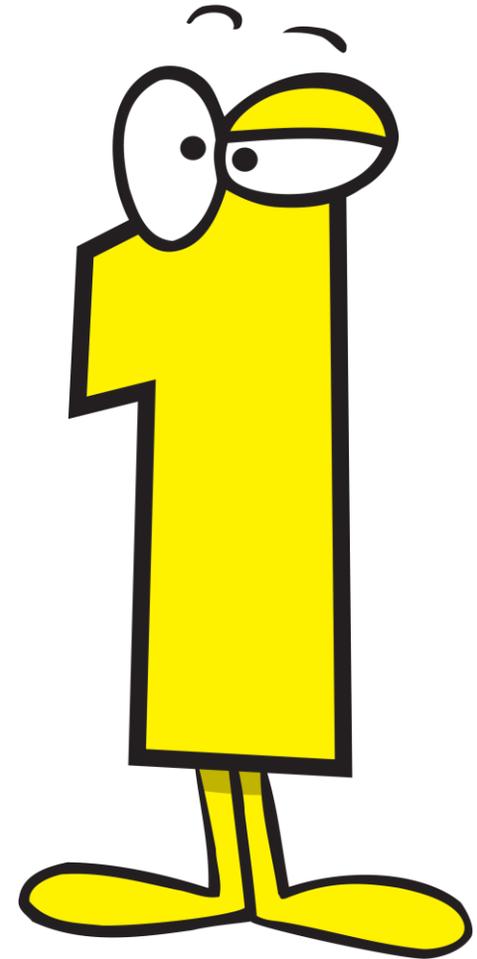
Created by Cherry Carl and Adapted by Paula Peterson

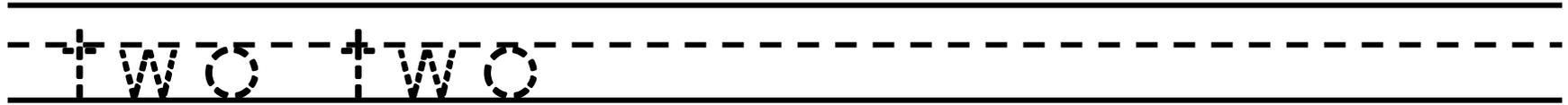
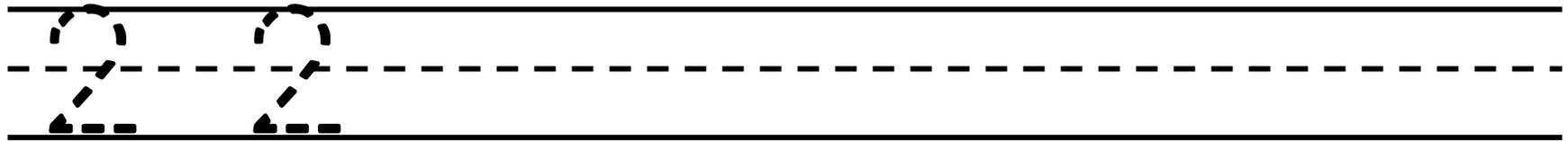
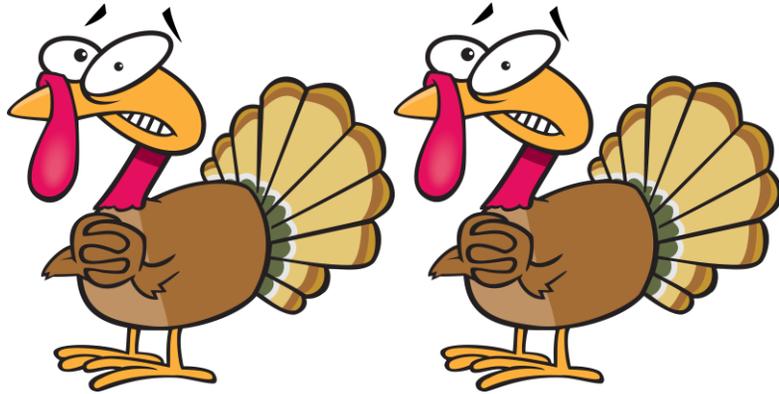
Illustrated by Ron Leishman

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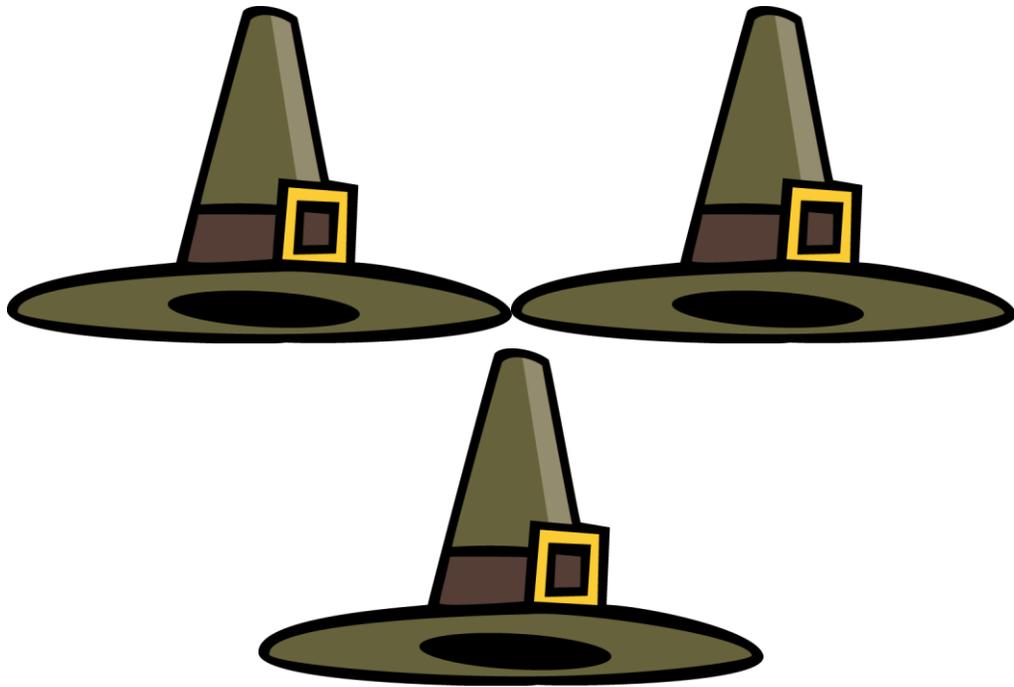
Show me one (1).





Show me two (2).





three

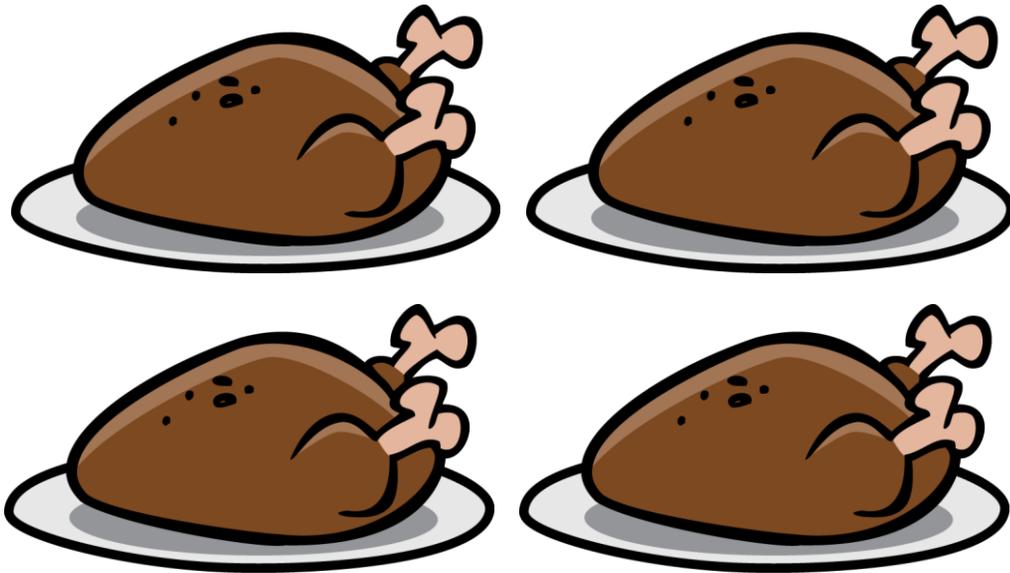


3 3

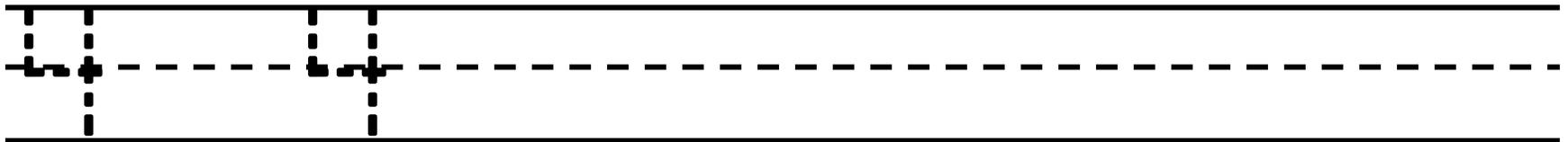
three three

Show me three (3).





four



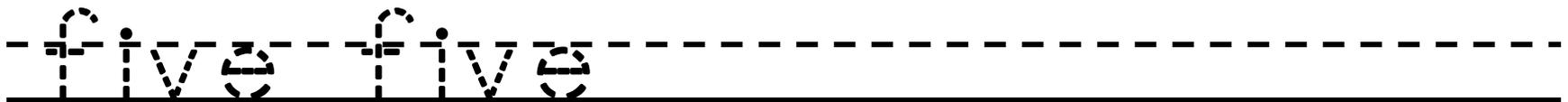
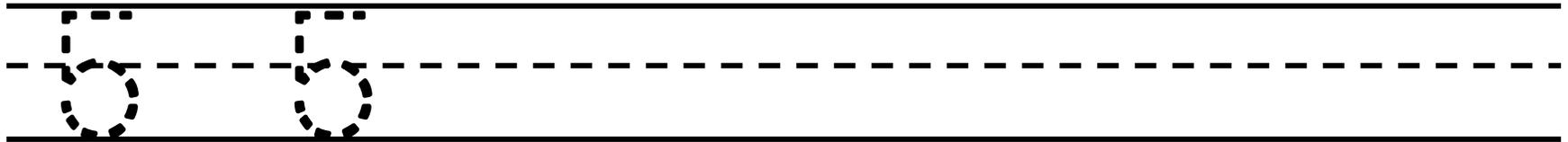
four four

Show me four (4).



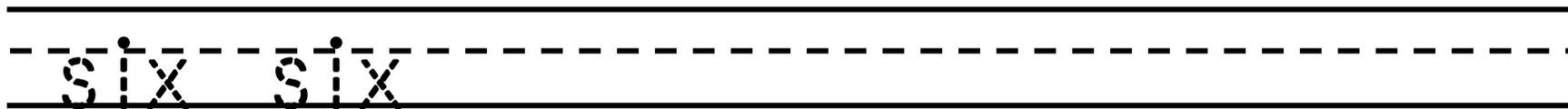
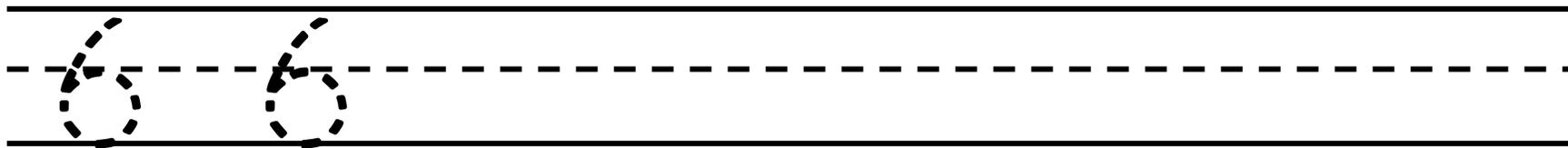
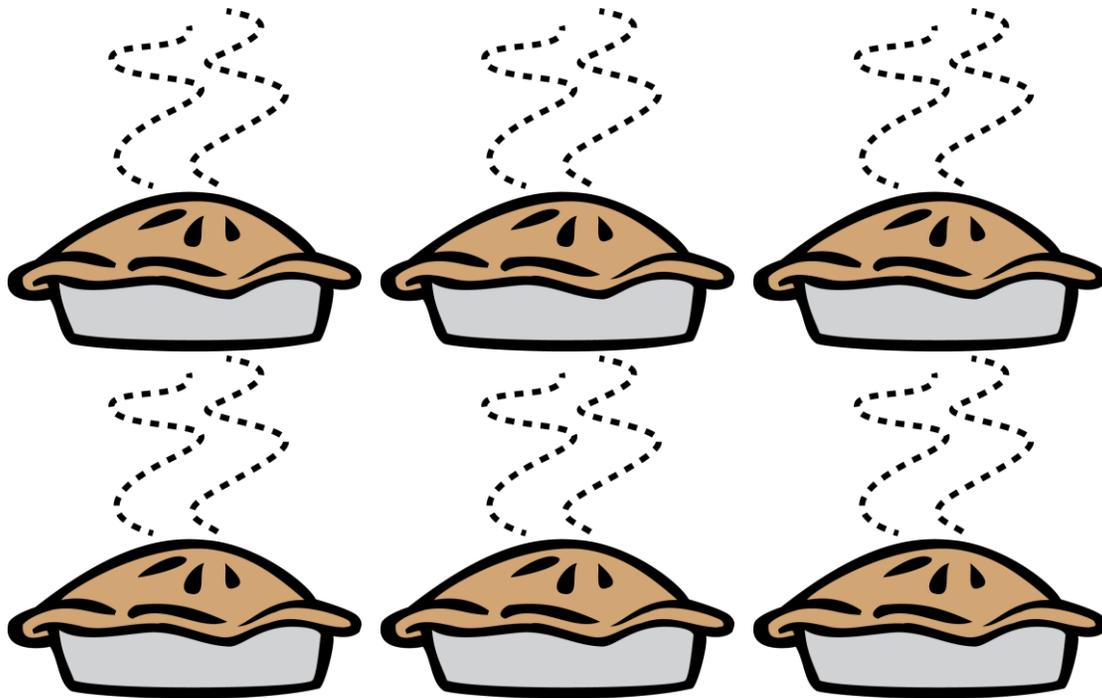


five



Show me five (5).



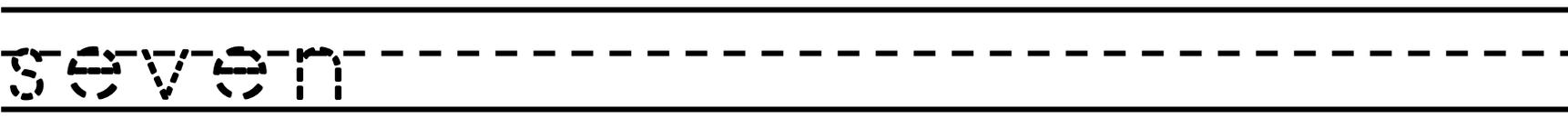
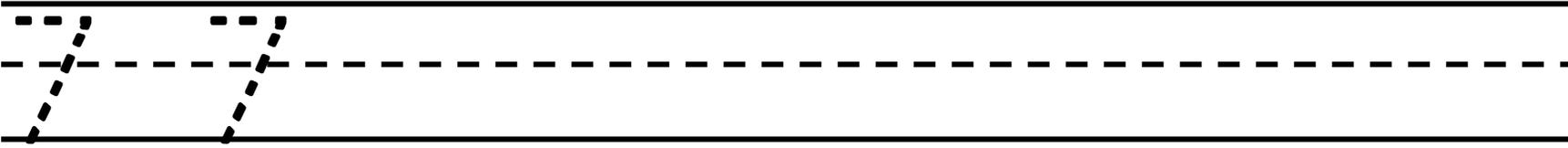


Show me six (6).





seven

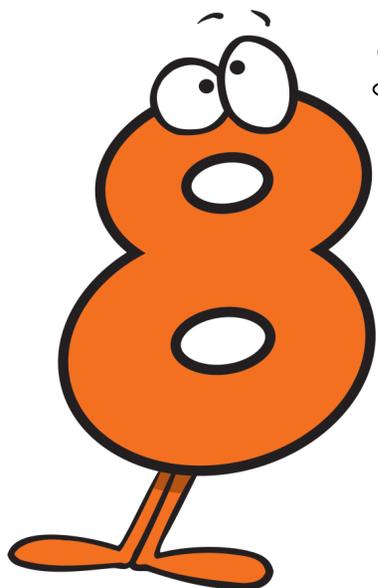


Show me seven (7).





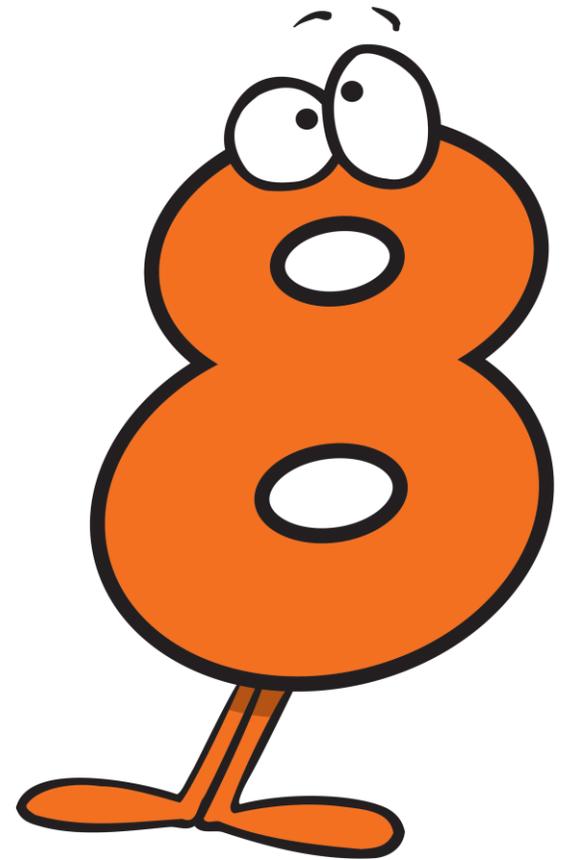
eight

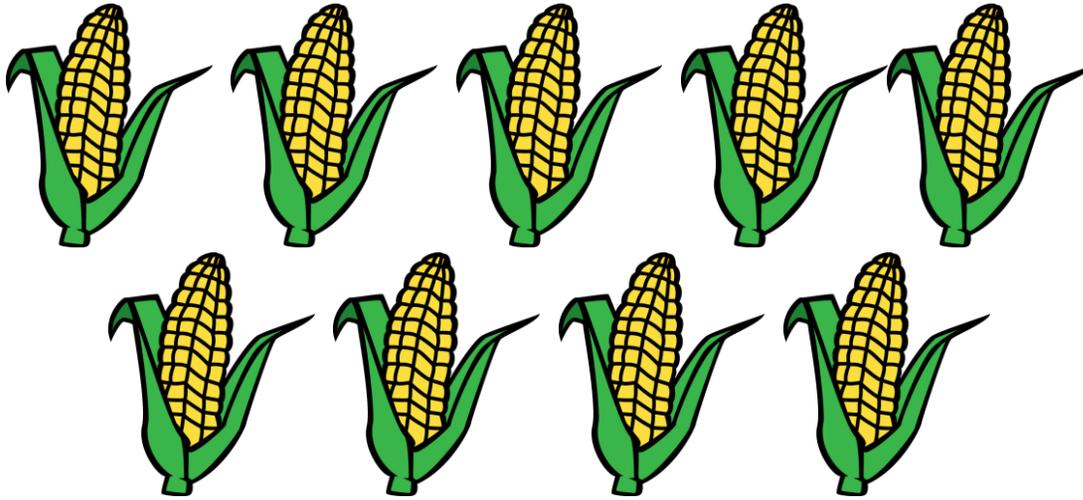


8 8

eight

Show me eight (8).





nine



9 9

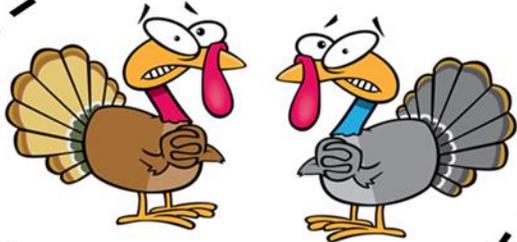
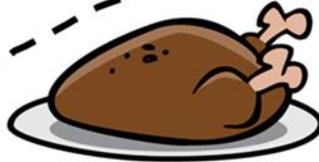
nine nine

Show me nine (9).



Counting picture cards to use with "Show me" mats.

Reproduce the counting picture cards on cardstock and laminate for durability. Duplicate multiple copies so that your children have choices about which pictures they want to use on the "Show Me" mats. Cut out the pictures on the dashed lines and store in an envelope along with the "Show Me" mats. This activity will also promote oral language skills when children work in pairs to find and count out enough matching pictures to go with the numerals on the mats.



Number Recognition and Counting Practice

Numbers 1-9

The following pages are meant to be used for independent practice for handwriting, counting, and number recognition. For differentiated instruction teachers may choose to have children write addition and subtraction facts on the "Show me" pages. Children may also choose which thematic pictures they would like to draw on those pages or follow oral directions from the teacher.

Number Recognition and Counting Practice

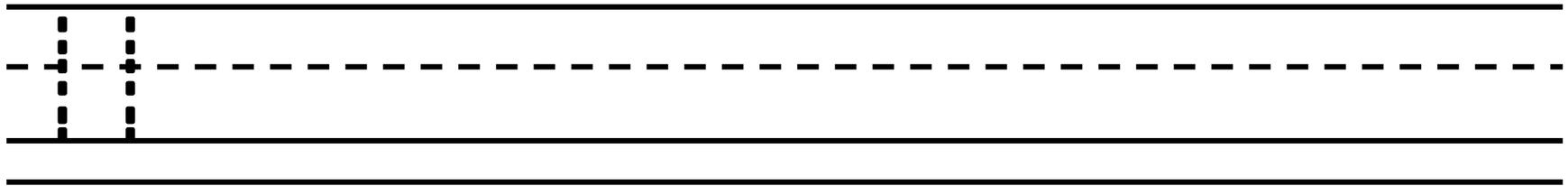
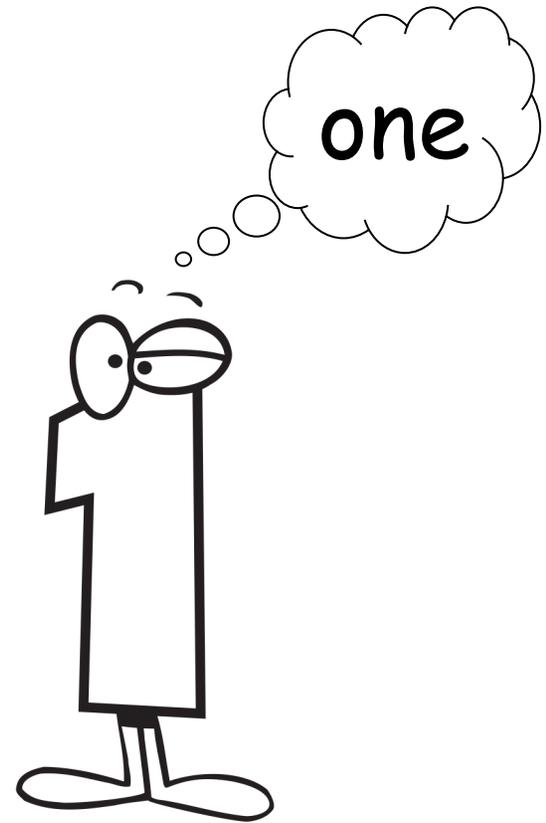
Numbers 1-9



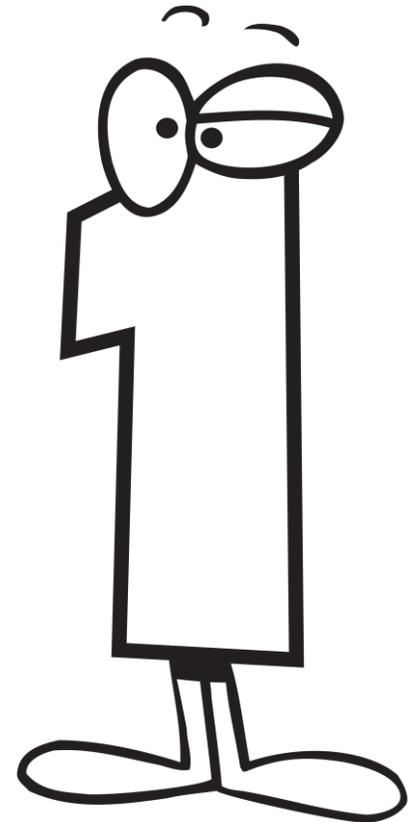
Created by Cherry Carl and Adapted by Paula Peterson

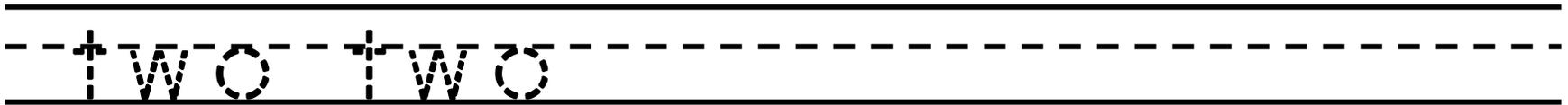
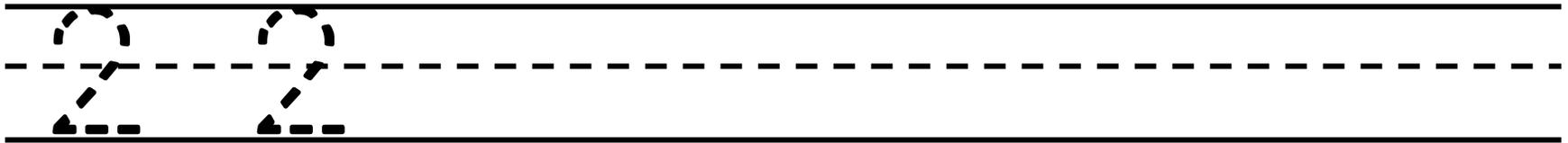
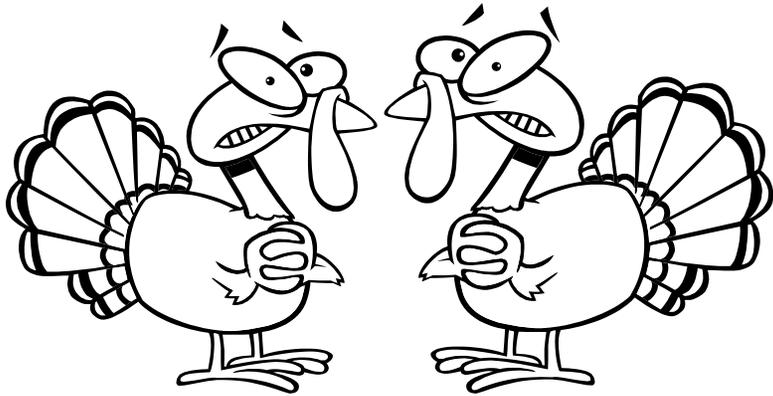
Illustrated by Ron Leishman

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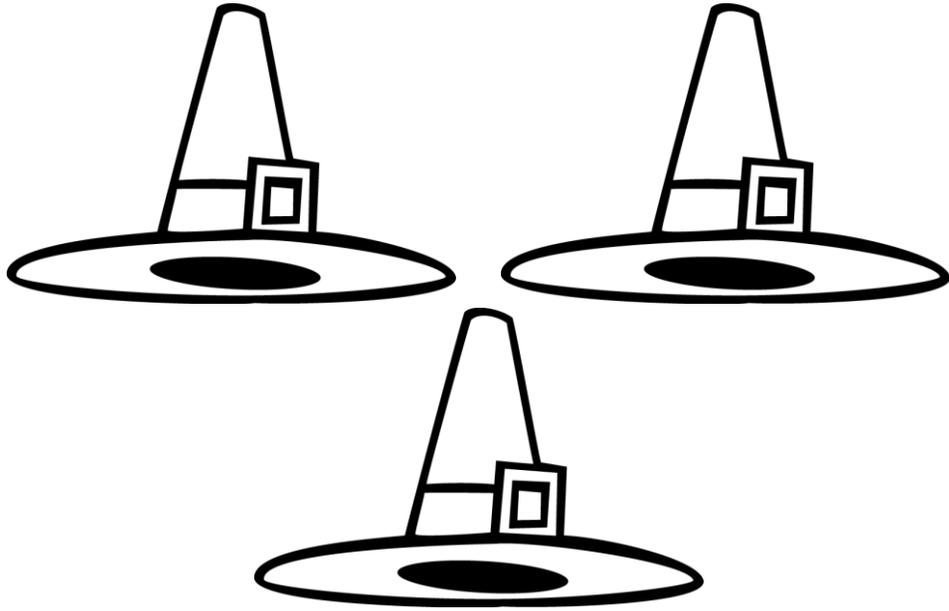
Show me one (1).





Show me two (2).





three

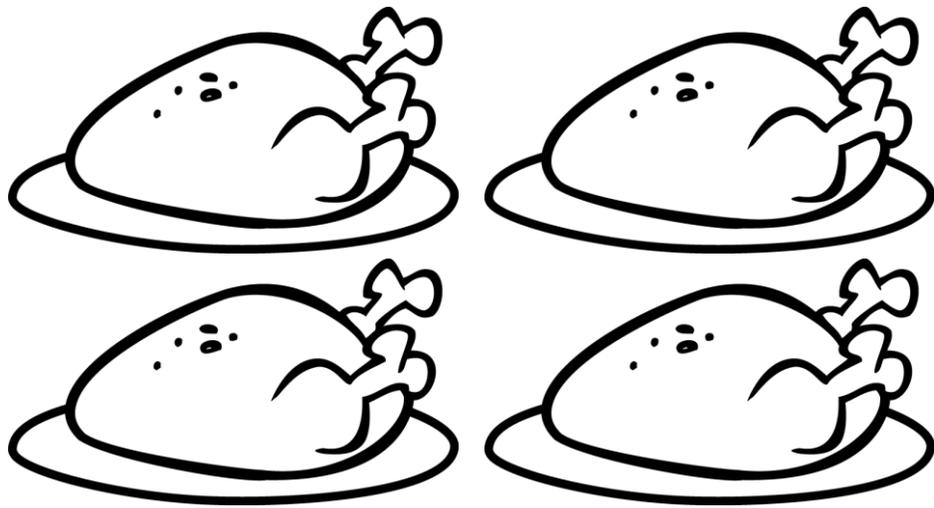


3 3

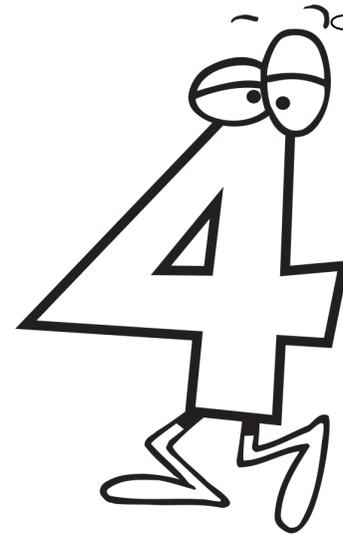
three

Show me three (3).





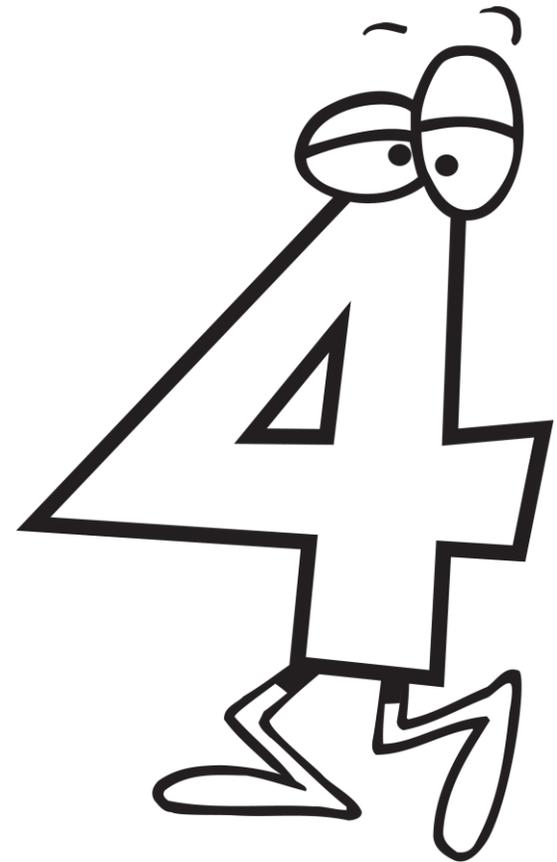
four

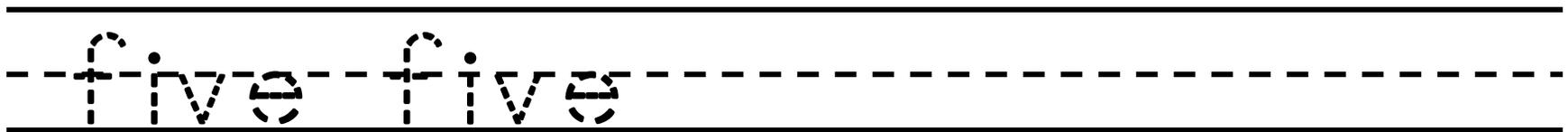
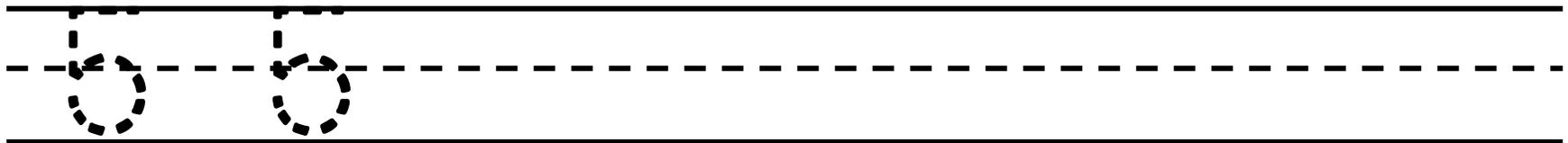


4 4

four

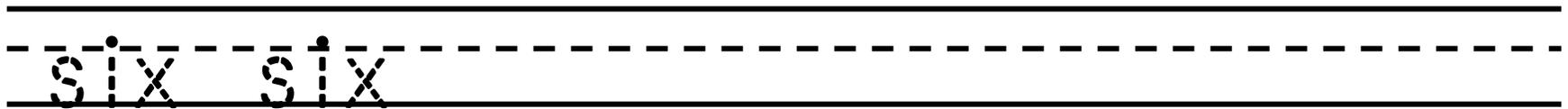
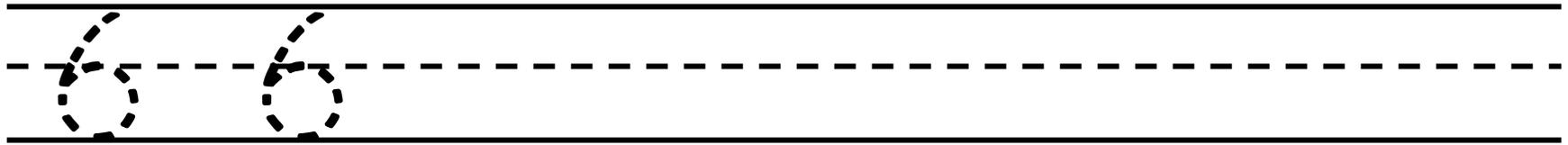
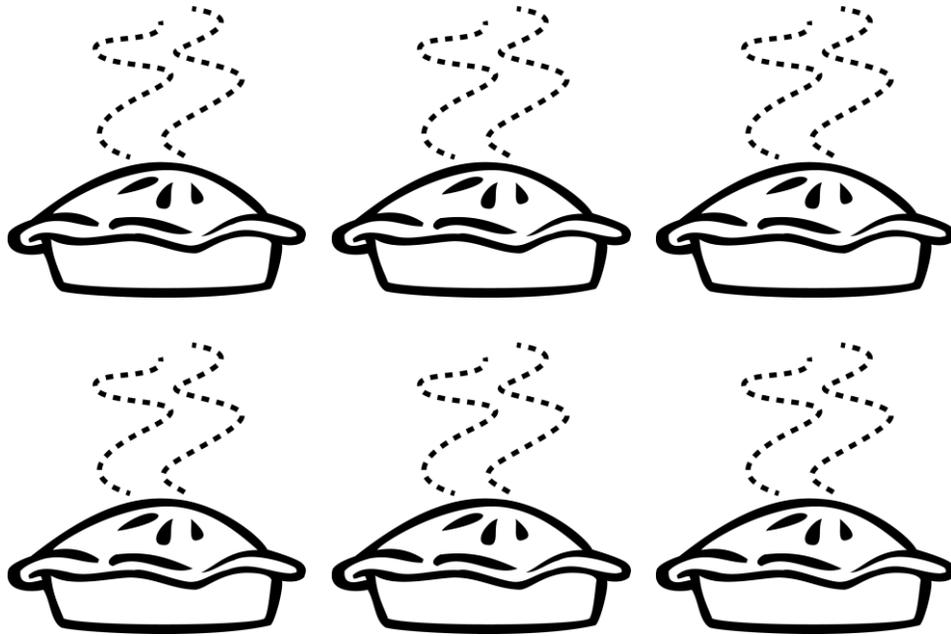
Show me four (4).





Show me five (5).



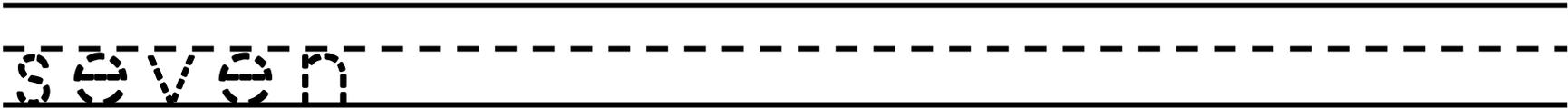
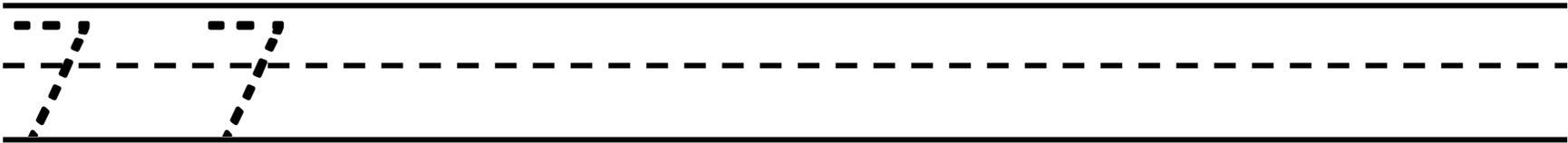
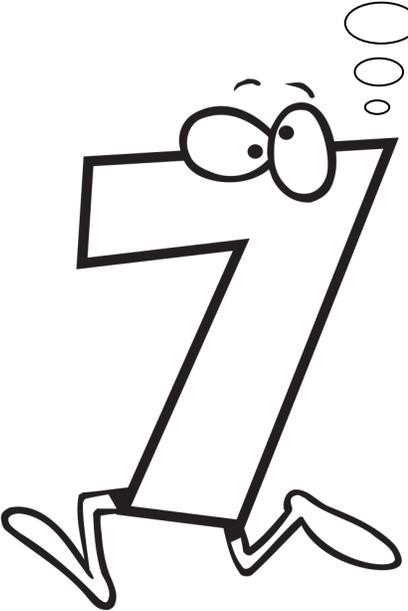


Show me six (6).



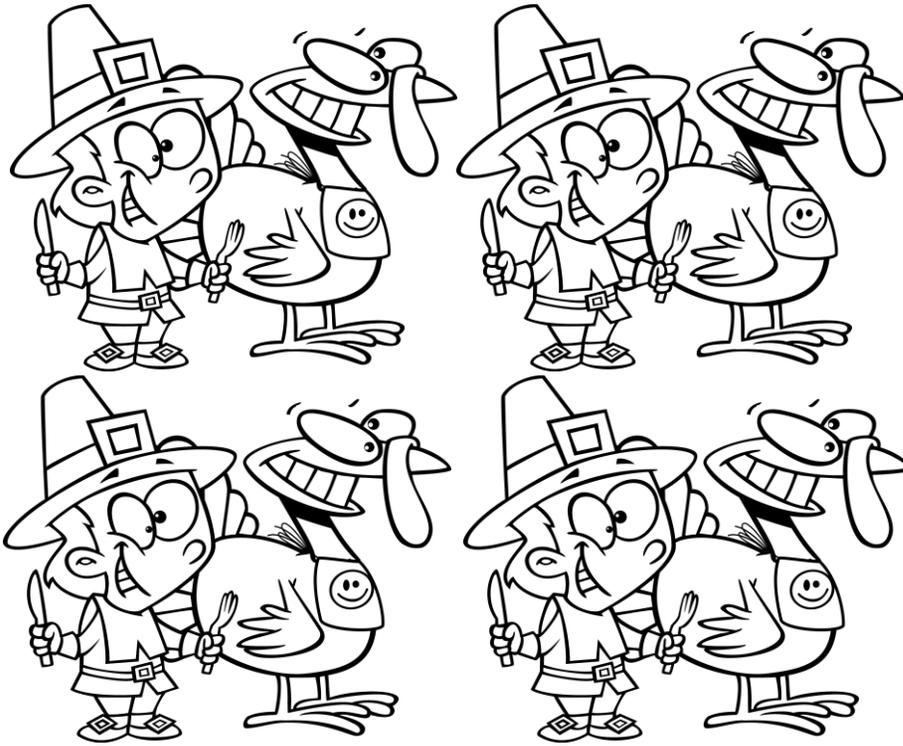


seven

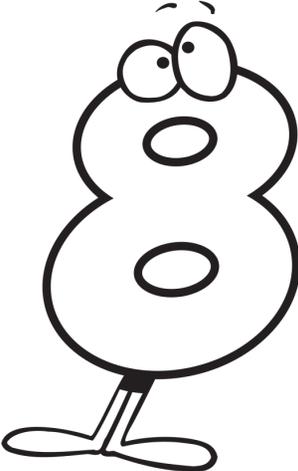


Show me seven (7).





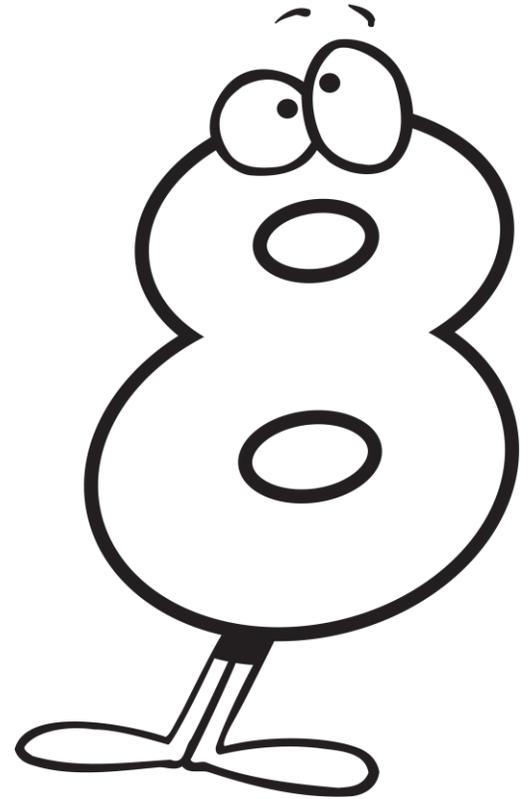
eight

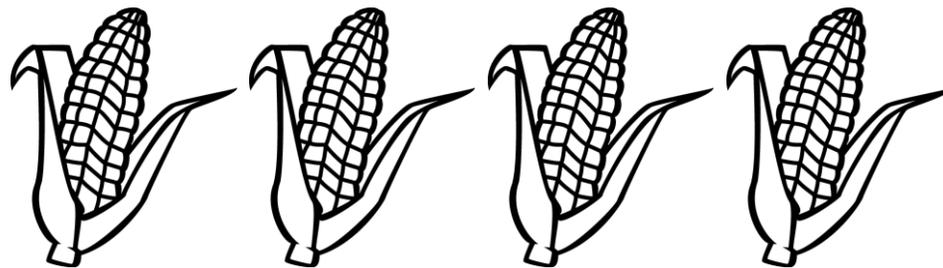
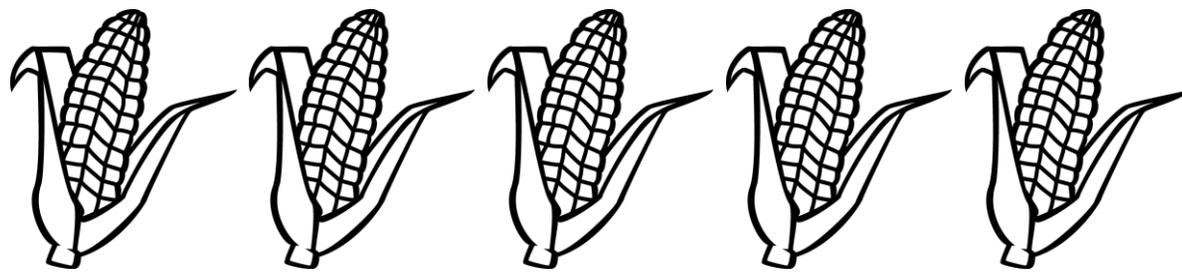


8 8

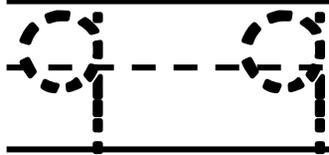
eight

Show me eight (8).





nine



nine nine

Show me nine (9).

