

**Alice
Gabbard**



**Cindy
Aossey**



The Kentucky Numeracy Project

Session 2 – Number Words and Numerals

January 2011

**Frank
McGoron**



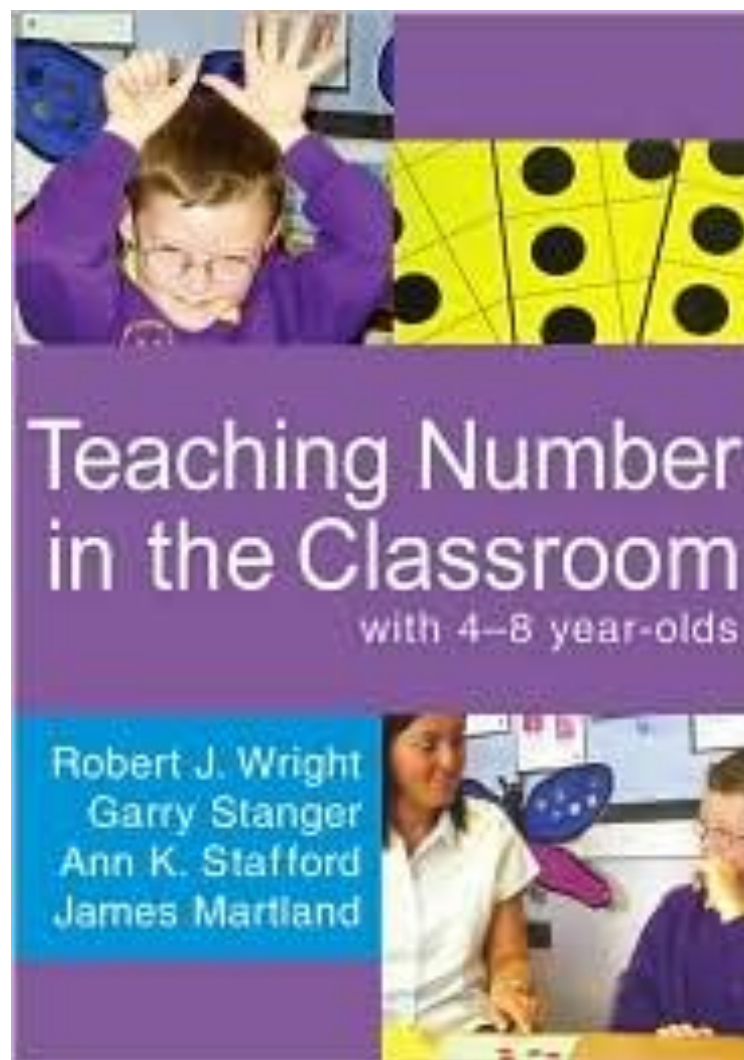
**Kris
Jarboe**





The Kentucky Numeracy Project

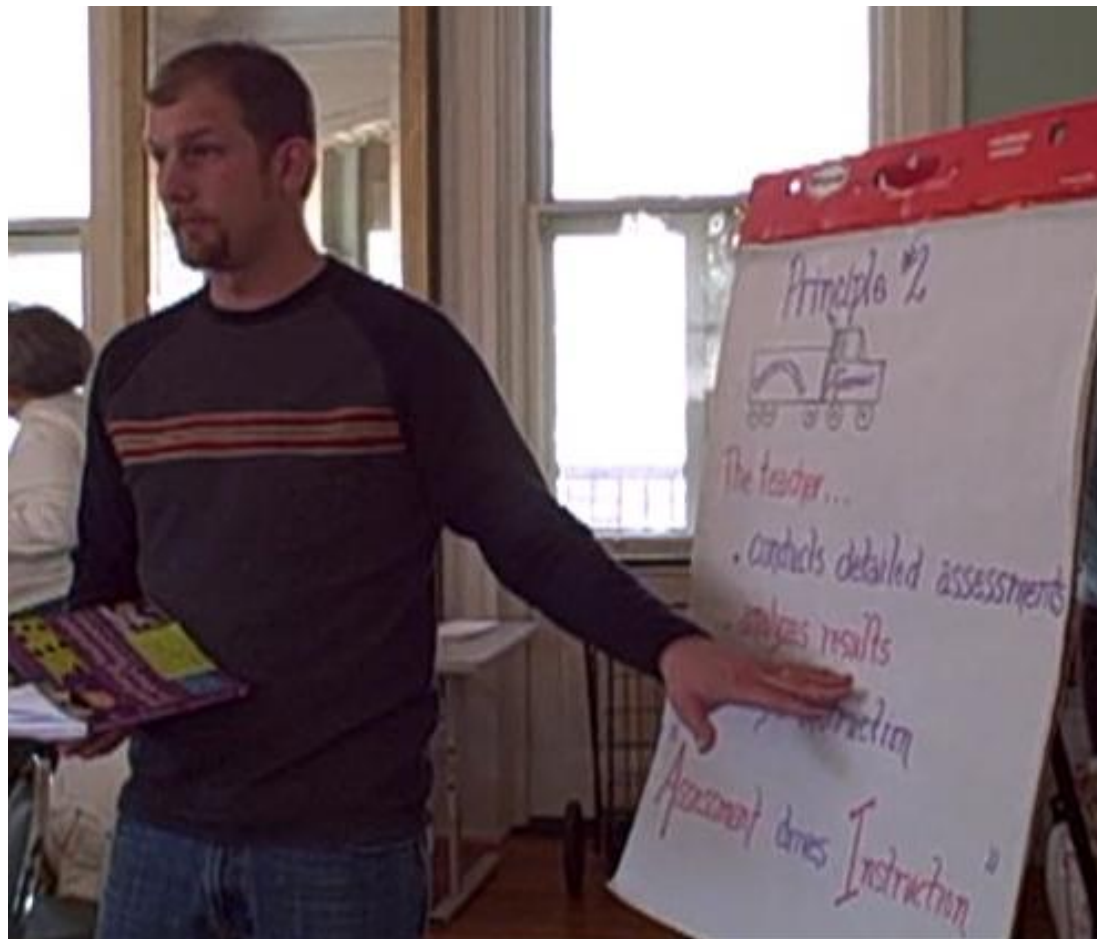
CLOSING
COMPARING
NUMERAL IDENTIFICATION
NUMBER WORDS
INTRODUCTION



SAGE Publications 2006 (reprinted 2009),
ISBN 978-1-4129-0758-3



Assessment Drives Instruction



COUNTING

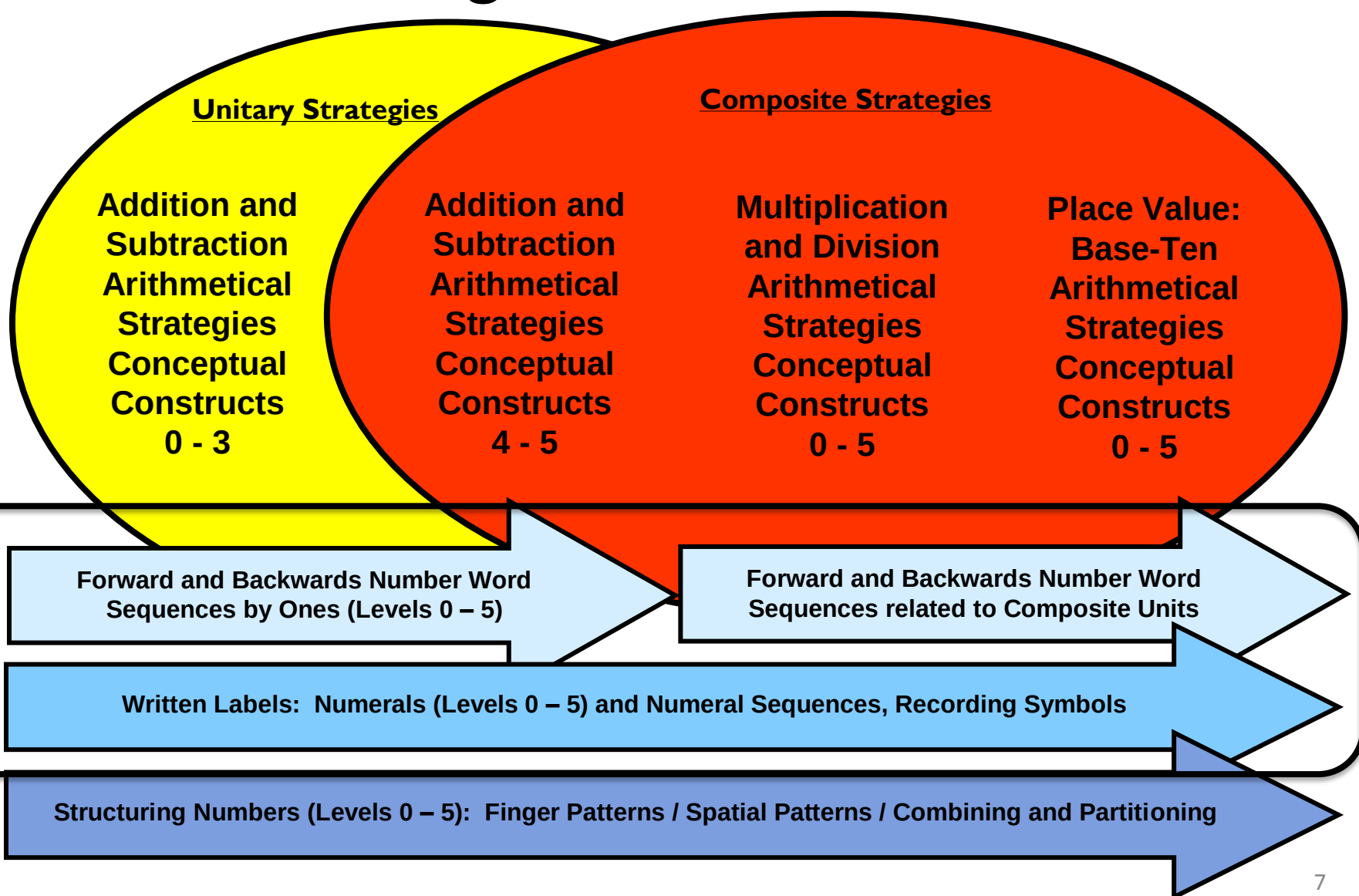
Quantity

“Cardinality”

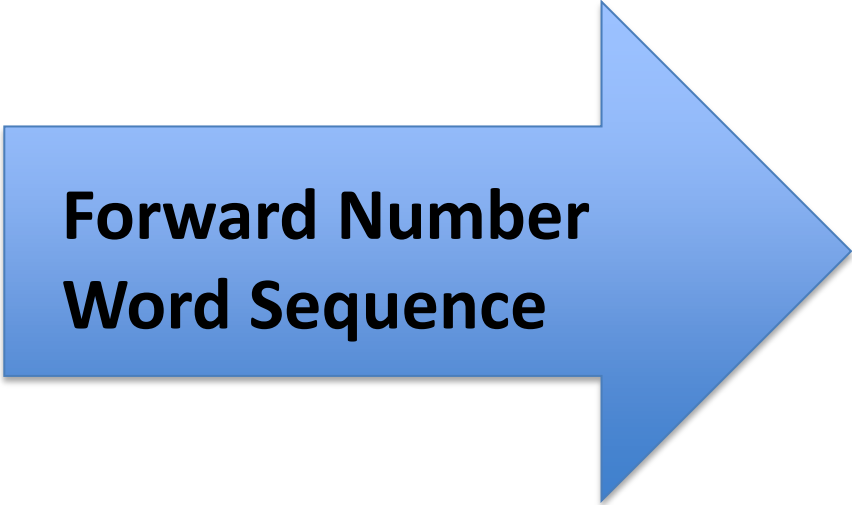
one, two, three,
four, five, six



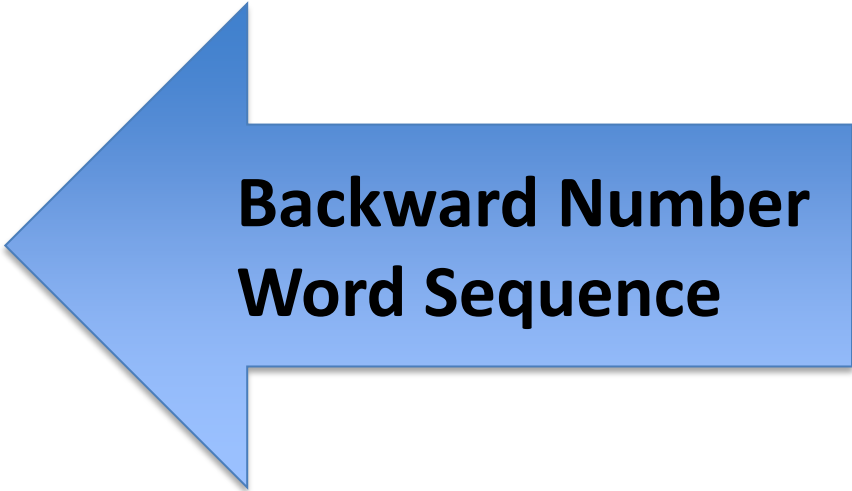
The Learning Framework in Number



First Steps in Doing Inverse Operations



**Forward Number
Word Sequence**



**Backward Number
Word Sequence**

Numeral Identification

6

That's a six

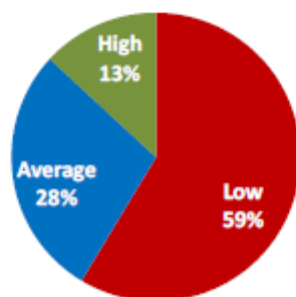
Quantity

"Cardinality"

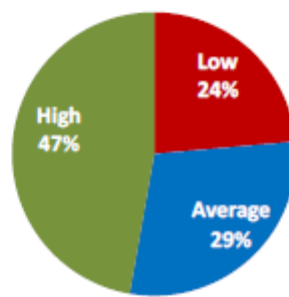


Strengthening Students' Mathematical Foundations

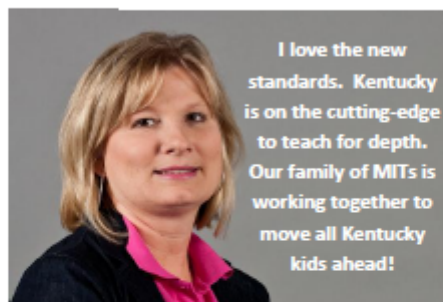
Albany Elementary, Clinton County Schools
Submitted by Mathematics Intervention Teacher Tonda Thompson
144 First Graders' MAP Test Number Sense



Fall 2009



Spring 2010



I love the new standards. Kentucky is on the cutting-edge to teach for depth. Our family of MITs is working together to move all Kentucky kids ahead!

Albany Elementary Mathematics Intervention Teacher (MIT) Tonda Thompson (pictured left) is excited about the positive effects of leading other primary grades teachers at her school to conduct diagnostic interviews and to design numeracy development instruction according to student need. Albany teachers' dedication to implement Add+Vantage MR school-wide created a huge boost in the number of high-achieving students while substantially reducing the number of low-achieving students (see pie charts above).

While finding time to administer the assessments was a challenge, the information collected by the classroom teachers allowed for greater understanding of exactly why students were not being successful; they could then more efficiently and effectively provide differentiated instruction. Teachers who, in the past, may have started using written number sentences before students gained sufficient foundational concepts of quantity are now tailoring instruction with an eye on student thinking—they are intentionally helping all students make sense of number in order to become adept at advanced mental computation in preparation for success with higher mathematics, including algebra and proportional reasoning.



The Kentucky Numeracy Project

CLOSING
COMPARING
NUMERAL IDENTIFICATION
NUMBER WORDS
INTRODUCTION



Intervention

Kentucky Center for Mathematics



[N] Number Words & Numerals

[S] Structuring

[A] Addition and Subtraction

[M] Multiplication and Division

[T] Tens and Ones



Intervention

Kentucky Center for Mathematics



[N] Number Words & Numerals

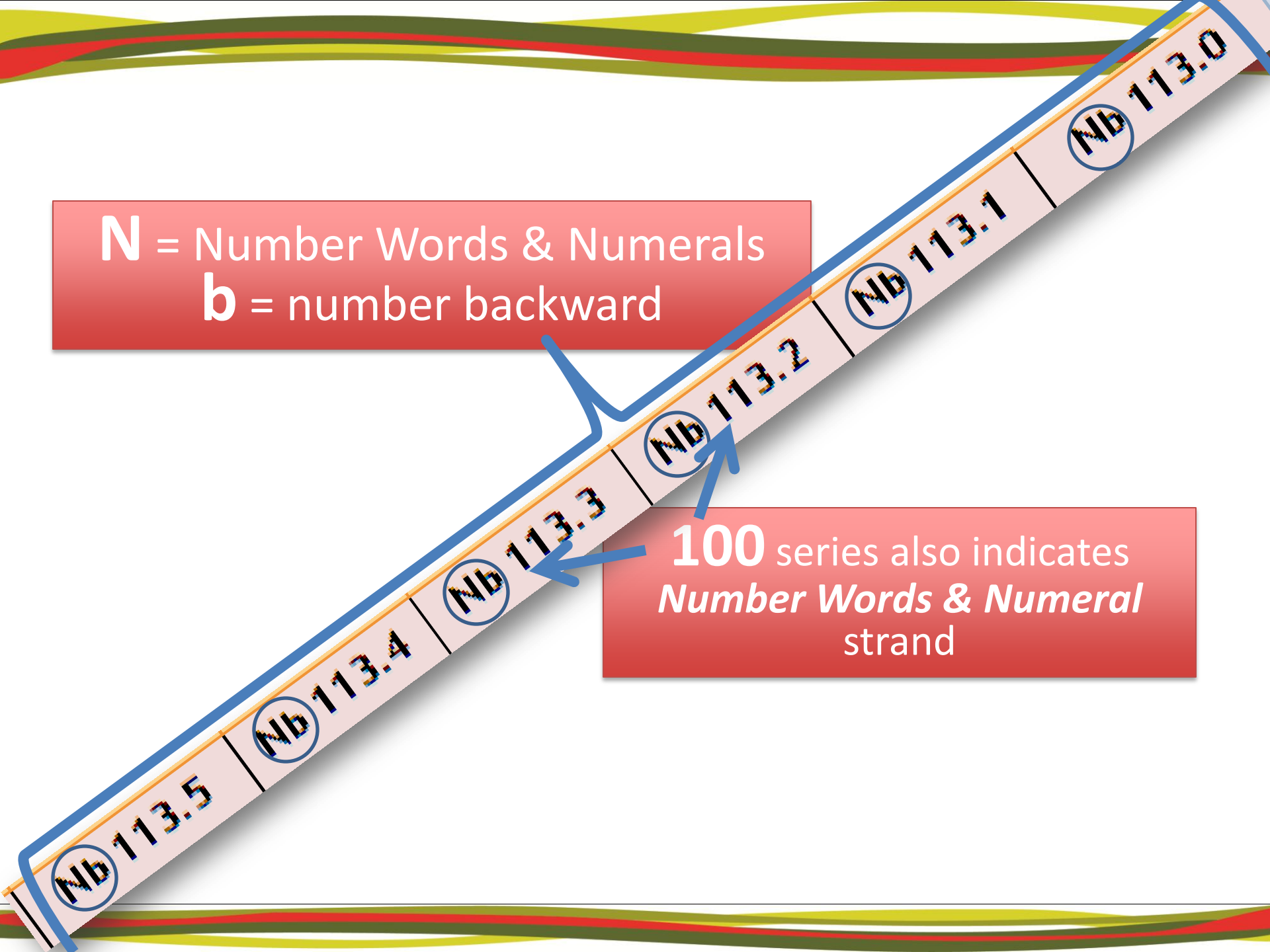
[Nf] Number Word Forward **[Sequence]**

[Nb] Number Word Backward **[Sequence]**

[Ni] Numeral Identification

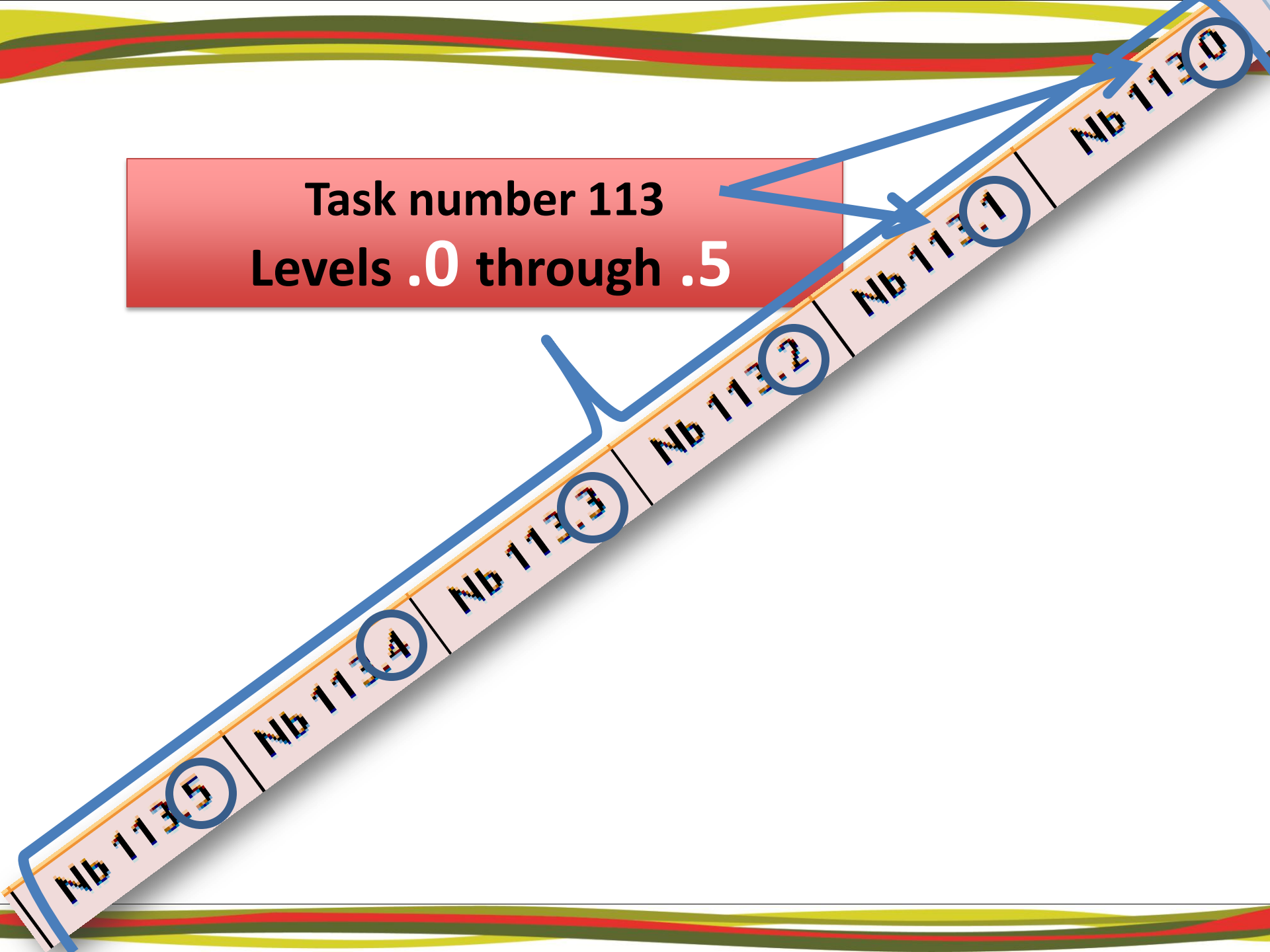
Nb 113.0	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the count sequence	numeral track 1-5 (see link for directions)	Lift the flap on the right backward to 1, raising
Nb 113.1	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the count	numeral track 1-10 (see link for directions)	Open the flap on the right. Count backward to 1. A raise the
Nb 113.2	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the count	numeral track 1-10 (see link for directions)	Raise any flap to reveal from t
Nb 113.3	K.CC.1 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Counting & Cardinality	Know number names and the count	numeral cards 1-10 (see link)	Place the cards in a stack over the top card and cou
Nb 113.4	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Counting & Cardinality	Know number names and the count	Numeral cards 5-29; two-color numeral roll (with each decade in alternating colors and only one pre-	Turn over a card and cou Use the numeral roll
Nb 113.5	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the count	Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors	Turn over a card and cou Use the numeral roll
					Count Around Activity:

N = Number Words & Numerals
b = number backward



100 series also indicates
Number Words & Numeral
strand

Task number 113
Levels .0 through .5



KCAS Standard, Domain & Cluster

	KMP Entry	Kentucky Common Core Academic Standard (KCAS) (Free glossary)	KCAS Domain	KCAS Cluster	Set (rite-mate)
1	HF 113.0	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the number sequence	numeral to link for
2	HF 113.1	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the number sequence	numeral (free direct)
3	HF 113.2	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the number sequence	numeral (free direct)
4	HF 113.3	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Counting & Cardinality	Know number names and the number sequence	numeral (free)
5	HF 113.4	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Counting & Cardinality	Know number names and the number sequence	Numerical Cardinal (with one alternative only one numeral) (free line numeral) HF 113.5 crack in
6					Numerical

K.CC.1 Count to 100 by ones and by tens.

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Counting & Cardinality

Know number names and the count sequence

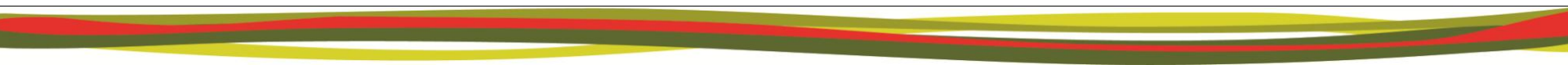


K.**CC**.1 Count to 100 by ones and by tens.

K.**CC**.2 Count **forward** beginning from a given number within the known sequence (**instead of having to begin at 1**).

Counting
&
Cardinality

Know
number
names
and the
count
sequence

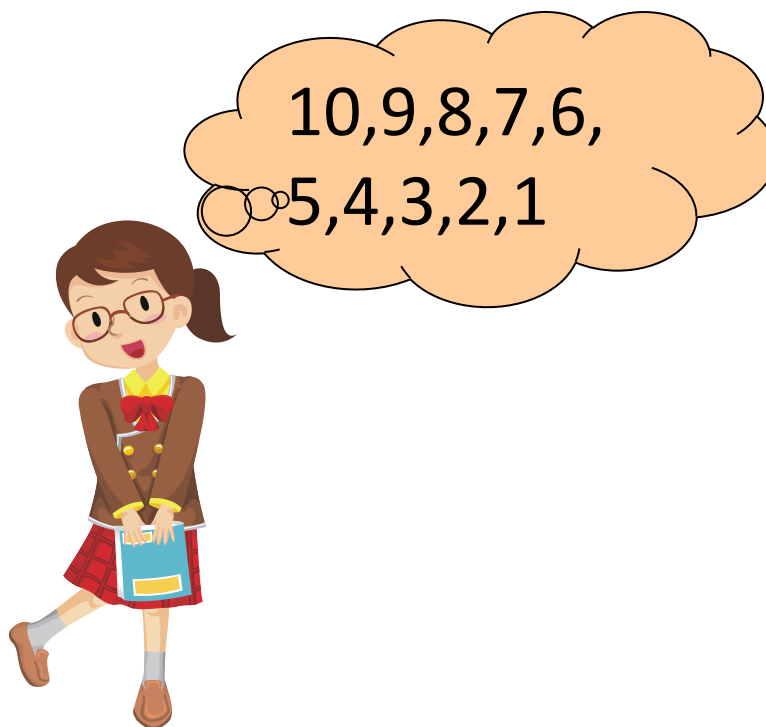


Numeracy Strand, Level & Target

Strand (from AVMR)	Level (from AVMR)	Target (from AVMR)
<u>Number Words (backward)</u>	0 YELLOW	Facile BNWS from 'ten'
	0 to 1 YELLOW	
	1 to 2 YELLOW	
	2 to 3 YELLOW	Facile BNWS from 'thirty'
	3 to 4 RED	
	4 to 5 BLUE	Facile BNWS from 'one hundred'

Backward Number Word Sequence

Count backward, starting at ten.



Backward Number Word Sequence Starting at a number other than ten

Count backward, starting at 7.



Number Word before / after

What number comes
before seven?

Six!



What number comes
after eleven?

Twelve!



Dropping Back in NWb

What number comes **before** seven?

6!



(1, 2, 3, 4, 5,
6, 7..) **6!**



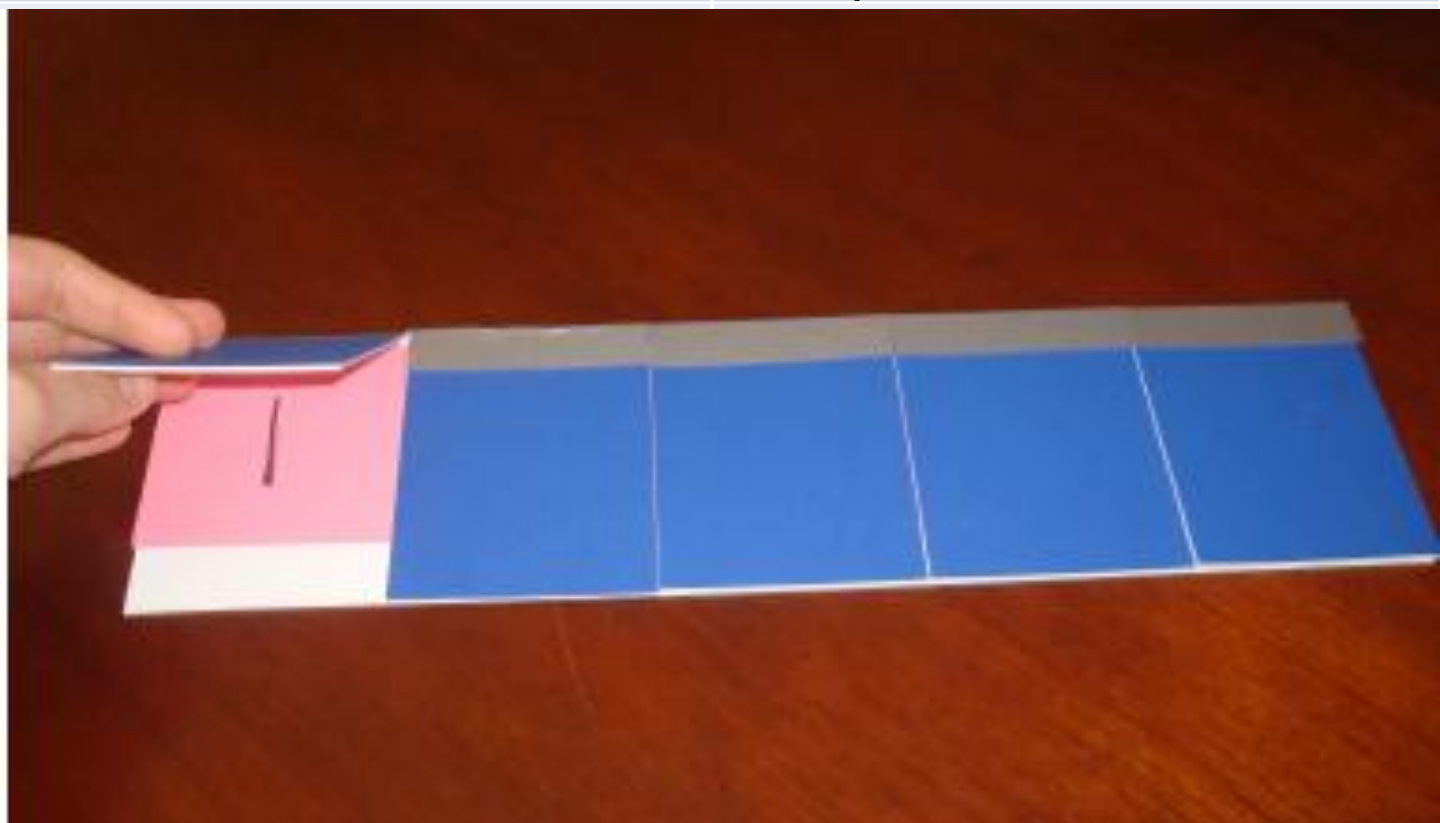
Book1 Microsoft Excel		Home		Insert	Page Layout	Formulas	Data	Review	View																			
Clipboard		Font		Alignment		Number		Styles		Cells																		
E1		Setting																										
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
2		NF 113-0	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the numeral sequence.	numeral track 1-5 (see link for directions)	Lift the flap on the left to reveal the number "4". Count forward to 5, raising each flap to check the count.	Hooker-Words (forward)	5 YELLOW	Emergent PHOSIA link	... count forward in the range 1 to 5.	Ask the student to count forward from various numbers in the range of 1-5	Individual / group / whole class	http://www.khanacademy.org/math/early-math/early-math/a/numeral-track-1-5-10-20-30-40-50-60-70-80-90-100-110-120-130-140-150-160-170-180-190-200-210-220-230-240-250-260-270-280-290-300-310-320-330-340-350-360-370-380-390-400-410-420-430-440-450-460-470-480-490-500-510-520-530-540-550-560-570-580-590-600-610-620-630-640-650-660-670-680-690-700-710-720-730-740-750-760-770-780-790-800-810-820-830-840-850-860-870-880-890-900-910-920-930-940-950-960-970-980-990-1000-1001-1002-1003-1004-1005-1006-1007-1008-1009-1010-1011-1012-1013-1014-1015-1016-1017-1018-1019-1020-1021-1022-1023-1024-1025-1026-1027-1028-1029-1030-1031-1032-1033-1034-1035-1036-1037-1038-1039-1040-1041-1042-1043-1044-1045-1046-1047-1048-1049-1050-1051-1052-1053-1054-1055-1056-1057-1058-1059-1060-1061-1062-1063-1064-1065-1066-1067-1068-1069-1070-1071-1072-1073-1074-1075-1076-1077-1078-1079-1080-1081-1082-1083-1084-1085-1086-1087-1088-1089-1090-1091-1092-1093-1094-1095-1096-1097-1098-1099-1100-1101-1102-1103-1104-1105-1106-1107-1108-1109-1110-1111-1112-1113-1114-1115-1116-1117-1118-1119-1120-1121-1122-1123-1124-1125-1126-1127-1128-1129-1130-1131-1132-1133-1134-1135-1136-1137-1138-1139-1140-1141-1142-1143-1144-1145-1146-1147-1148-1149-1150-1151-1152-1153-1154-1155-1156-1157-1158-1159-1160-1161-1162-1163-1164-1165-1166-1167-1168-1169-1170-1171-1172-1173-1174-1175-1176-1177-1178-1179-1180-1181-1182-1183-1184-1185-1186-1187-1188-1189-1190-1191-1192-1193-1194-1195-1196-1197-1198-1199-1200-1201-1202-1203-1204-1205-1206-1207-1208-1209-1210-1211-1212-1213-1214-1215-1216-1217-1218-1219-1220-1221-1222-1223-1224-1225-1226-1227-1228-1229-1230-1231-1232-1233-1234-1235-1236-1237-1238-1239-1240-1241-1242-1243-1244-1245-1246-1247-1248-1249-1250-1251-1252-1253-1254-1255-1256-1257-1258-1259-1260-1261-1262-1263-1264-1265-1266-1267-1268-1269-1270-1271-1272-1273-1274-1275-1276-1277-1278-1279-1280-1281-1282-1283-1284-1285-1286-1287-1288-1289-1290-1291-1292-1293-1294-1295-1296-1297-1298-1299-1300-1301-1302-1303-1304-1305-1306-1307-1308-1309-1310-1311-1312-1313-1314-1315-1316-1317-1318-1319-1320-1321-1322-1323-1324-1325-1326-1327-1328-1329-1330-1331-1332-1333-1334-1335-1336-1337-1338-1339-1340-1341-1342-1343-1344-1345-1346-1347-1348-1349-1350-1351-1352-1353-1354-1355-1356-1357-1358-1359-1360-1361-1362-1363-1364-1365-1366-1367-1368-1369-1370-1371-1372-1373-1374-1375-1376-1377-1378-1379-1380-1381-1382-1383-1384-1385-1386-1387-1388-1389-1390-1391-1392-1393-1394-1395-1396-1397-1398-1399-1400-1401-1402-1403-1404-1405-1406-1407-1408-1409-1410-1411-1412-1413-1414-1415-1416-1417-1418-1419-1420-1421-1422-1423-1424-1425-1426-1427-1428-1429-1430-1431-1432-1433-1434-1435-1436-1437-1438-1439-1440-1441-1442-1443-1444-1445-1446-1447-1448-1449-1450-1451-1452-1453-1454-1455-1456-1457-1458-1459-1460-1461-1462-1463-1464-1465-1466-1467-1468-1469-1470-1471-1472-1473-1474-1475-1476-1477-1478-1479-1480-1481-1482-1483-1484-1485-1486-1487-1488-1489-1490-1491-1492-1493-1494-1495-1496-1497-1498-1499-1500-1501-1502-1503-1504-1505-1506-1507-1508-1509-1510-1511-1512-1513-1514-1515-1516-1517-1518-1519-1520-1521-1522-1523-1524-1525-1526-1527-1528-1529-1530-1531-1532-1533-1534-1535-1536-1537-1538-1539-1540-1541-1542-1543-1544-1545-1546-1547-1548-1549-1550-1551-1552-1553-1554-1555-1556-1557-1558-1559-1560-1561-1562-1563-1564-1565-1566-1567-1568-1569-1570-1571-1572-1573-1574-1575-1576-1577-1578-1579-1580-1581-1582-1583-1584-1585-1586-1587-1588-1589-1590-1591-1592-1593-1594-1595-1596-1597-1598-1599-1600-1601-1602-1603-1604-1605-1606-1607-1608-1609-1610-1611-1612-1613-1614-1615-1616-1617-1618-1619-1620-1621-1622-1623-1624-1625-1626-1627-1628-1629-1630-1631-1632-1633-1634-1635-1636-1637-1638-1639-1640-1641-1642-1643-1644-1645-1646-1647-1648-1649-1650-1651-1652-1653-1654-1655-1656-1657-1658-1659-1660-1661-1662-1663-1664-1665-1666-1667-1668-1669-1670-1671-1672-1673-1674-1675-1676-1677-1678-1679-1680-1681-1682-1683-1684-1685-1686-1687-1688-1689-1690-1691-1692-1693-1694-1695-1696-1697-1698-1699-1700-1701-1702-1703-1704-1705-1706-1707-1708-1709-1710-1711-1712-1713-1714-1715-1716-1717-1718-1719-1720-1721-1722-1723-1724-1725-1726-1727-1728-1729-1730-1731-1732-1733-1734-1735-1736-1737-1738-1739-1740-1741-1742-1743-1744-1745-1746-1747-1748-1749-1750-1751-1752-1753-1754-1755-1756-1757-1758-1759-1760-1761-1762-1763-1764-1765-1766-1767-1768-1769-1770-1771-1772-1773-1774-1775-1776-1777-1778-1779-1780-1781-1782-1783-1784-1785-1786-1787-1788-1789-1790-1791-1792-1793-1794-1795-1796-1797-1798-1799-1800-1801-1802-1803-1804-1805-1806-1807-1808-1809-1810-1811-1812-1813-1814-1815-1816-1817-1818-1819-1820-1821-1822-1823-1824-1825-1826-1827-1828-1829-1830-1831-1832-1833-1834-1835-1836-1837-1838-1839-1840-1841-1842-1843-1844-1845-1846-1847-1848-1849-1850-1851-1852-1853-1854-1855-1856-1857-1858-1859-1860-1861-1862-1863-1864-1865-1866-1867-1868-1869-1870-1871-1872-1873-1874-1875-1876-1877-1878-1879-1880-1881-1882-1883-1884-1885-1886-1887-1888-1889-1890-1891-1892-1893-1894-1895-1896-1897-1898-1899-1900-1901-1902-1903-1904-1905-1906-1907-1908-1909-1910-1911-1912-1913-1914-1915-1916-1917-1918-1919-1920-1921-1922-1923-1924-1925-1926-1927-1928-1929-1930-1931-1932-1933-1934-1935-1936-1937-1938-1939-1940-1941-1942-1943-1944-1945-1946-1947-1948-1949-1950-1951-1952-1953-1954-1955-1956-1957-1958-1959-1960-1961-1962-1963-1964-1965-1966-1967-1968-1969-1970-1971-1972-1973-1974-1975-1976-1977-1978-1979-1980-1981-1982-1983-1984-1985-1986-1987-1988-1989-1990-1991-1992-1993-1994-1995-1996-1997-1998-1999-2000-2001-2002-2003-2004-2005-2006-2007-2008-2009-2010-2011-2012-2013-2014-2015-2016-2017-2018-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614-2615-2616-2617-2618-2619-2620-2621-2622-2623-2624-2625-2626-2627-2628-2629-2630-2631-2632-2633-2634-2635-2636-2637-2638-2639-2640-2641-2642-2643-2644-2645-2646-2647-2648-2649-2650-2651-2652-2653-2654-2655-2656-2657-2658-2659-2660-2661-2662-2663-2664-2665-2666-2667-2668-2669-2670-2671-2672-2673-2674-2675-2676-2677-2678-2679-2680-2681-2682-2683-2684-2685-2686-2687-2688-2689-2690-2691-2692-2693-2694-2695-2696-2697-2698-2699-2700-2701-2702-2703-2704-2705-2706-2707-2708-2709-2710-2711-2712-2713-2714-2715-2716-2717-2718-2719-2720-2721-2722-2723-2724-2725-2726-2727-2728-2729-2730-2731-2732-2733-2734-2735-2736-2737-2738-2739-2740-2741-2742-2743-2744-2745-2746-2747-2748-2749-2750-2751-2752-2753-2754-2755-2756-2757-2758-2759-2760-2761-2762-2763-2764-2765-2766-2767-2768-2769-2770-2771-2772-2773-2774-2775-2776-2777-2778-2779-2780-2781-2782-2783-2784-2785-2786-2787-2788-2789-2790-2791-2792-2793-2794-2795-2796-2797-2798-2799-2800-2801-2802-2803-2804-2805-2806-2807-2808-2809-2810-2811-2812-2813-2814-2815-2816-2817-2818-2819-2820-2821-2822-2823-2824-2825-2826-2827-2828-2829-2830-2831-2832-2833-2834-2835-2836-2837-2838-2839-2840-2841-2842-2843-2844-2845-2846-2847-2848-2849-2850-2851-2852-2853-2854-2855-2856-2857-2858-2859-2860-2861-2862-2863-2864-2865-2866-2867-2868-2869-2870-2871-2872-2873-2874-2875-2876-2877-2878-2879-2880-2881-2882-2883-2884-2885-2886-2887-2888-2889-2890-2891-2892-2893-2894-2895-2896-2897-2898-2899-2900-2901-2902-2903-2904-2905-2906-2907-2908-2909-2910-2911-2912-2913-2914-2915-2916-2917-2918-2919-2920-2921-2922-2923-2924-2925-2926-2927-2928-2929-2930-2931-2932-2933-2934-2935-2936-2937-2938-2939-2940-2941-2942-2943-2944-2945-2946-2947-2948-2949-2950-2951-2952-2953-2954-2955-2956-2957-2958-2959-2960-2961-2962-2963-2964-2965-2966-2967-2968-2969-2970-2971-2972-2973-2974-2975-2976-2977-2978-2979-2980-2981-2982-2983-2984-2985-2986-2987-2988-2989-2990-2991-2992-2993-2994-2995-2996-2997-2998-2999-3000-3001-3002-3003-3004-3005-3006-3007-3008-3009-3010-3011-3012-3013-3014-3015-3016-3017-3018-3019-3020-3021-3022-3023-3024-3025-3026-3027-3028-3029-3030-3031-3032-3033-3034-3035-3036-3037-3038-3039-3040-3041-3042-3043-3044-3045-3046-3047-3048-3049-3050-3051-3052-3053-3054-3055-3056-3057-3058-3059-3060-3061-3062-3063-3064-3065-3066-3067-3068-3069-3070-3071-3072-3073-3074-3075-3076-3077-3078-3079-3080-3081-3082-3083-3084-3085-3086-3087-3088-3089-3090-3091-3092-3093-3094-3095-3096-3097-3098-3099-3100-3101-3102-3103-3104-3105-3106-3107-3108-3109-3110-3111-3112-3113-3114-3115-3116-3117-3118-3119-3120-3121-3122-3123-3124-3125-3126-3127-3128-3129-3130-3131-3132-3133-3134-3135-3136-3137-3138-3139-3140-3141-3142-3143-3144-3145-3146-3147-3148-3149-3150-3151-3152-3153-3154-3155-3156-3157-3158-3159-3160-3161-3162-3163-3164-3165-3166-3167-3168-3169-3170-3171-3172-3173-3174-3175-3176-3177-3178-3179-3180-3181-3182-3183-3184-3185-3186-3187-3188-3189-3190-3191-3192-3193-3194-3195-3196-3197-3198-3199-3200-3201-3202-3203-3204-3205-3206-3207-3208-3209-3210-3211-3212-3213-3214-3215-3216-3217-3218-3219-3220-3221-3222-3223-3224-3225-3226-3227-3228-3229-3230-3231-3232-3233-3234-3235-														

EC&S Cluster	Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)
	numeral track 1-5 (see link for directions)	Lift the flap on the left to reveal the number "1". Count forward to 5, raising each flap to check the count.
	numeral track 1-10 (see link for directions)	Open the flap on the left to reveal the number "1". Count forward to 10. After saying each number word, raise the flap to check.
	numeral track 1-10 (see link for directions)	Raise any flap to reveal a numeral and count forward from that number.
	numeral cards 1-10 (see link)	Place the cards in a stack face down on the table. Turn over the top card and count backward from that number.
	Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.5 numeral track instructions)	Turn over a card and count backward from that number. Use the numeral roll to keep track of the count.
	Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (use link for Nf 113.4 for cards, see link here for numeral roll)	Turn over a card and count backward until told to stop. Use the numeral roll to keep track of the count.

Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)
numeral track 1-5 (see link for directions)	Lift the flap on the right to see the number "5". Count backward to 1, raising each flap to check the count.
numeral track 1-10 (see link for directions)	Open the flap on the right to reveal the numeral "10". Count backward to 1. After saying each number word, raise the flap to check.
numeral track 1-10 (see link for directions)	Raise any flap to reveal a numeral and count backward from that number.
numeral cards 1-10 (see link)	Place the cards in a stack face down on the table. Turn over the top card and count backward from that number.
Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.5 numeral track instructions)	Turn over a card and count backward from that number. Use the numeral roll to keep track of the count.
Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (use link for Nf 113.4 for cards, see link here for numeral roll)	Turn over a card and count backward until told to stop. Use the numeral roll to keep track of the count.

Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)
numeral track 1-5 (see link for directions)	Lift the flap on the left to see the number "1". Count forward to 5, raising each flap to check the count.
numeral track 1-10 (see link for directions)	Open the flap on the left to reveal the numeral "1". Count forward to 10. After saying each number word, raise the flap to check.
numeral track 1-10 (see link for directions)	Raise any flap to reveal a numeral and count forward from that number.
numeral cards 1-10 (see link)	Place the cards in a stack face down on the table. Turn over the top card and count forward from that number.
Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.5 numeral track instructions)	Turn over a card and count forward from that number. Use the numeral roll to keep track of the count.
Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards, see link here for numeral roll)	Turn over a card and count forward until told to stop. Use the numeral roll to keep track of the count.

numeral track 1-5 (see link for directions)

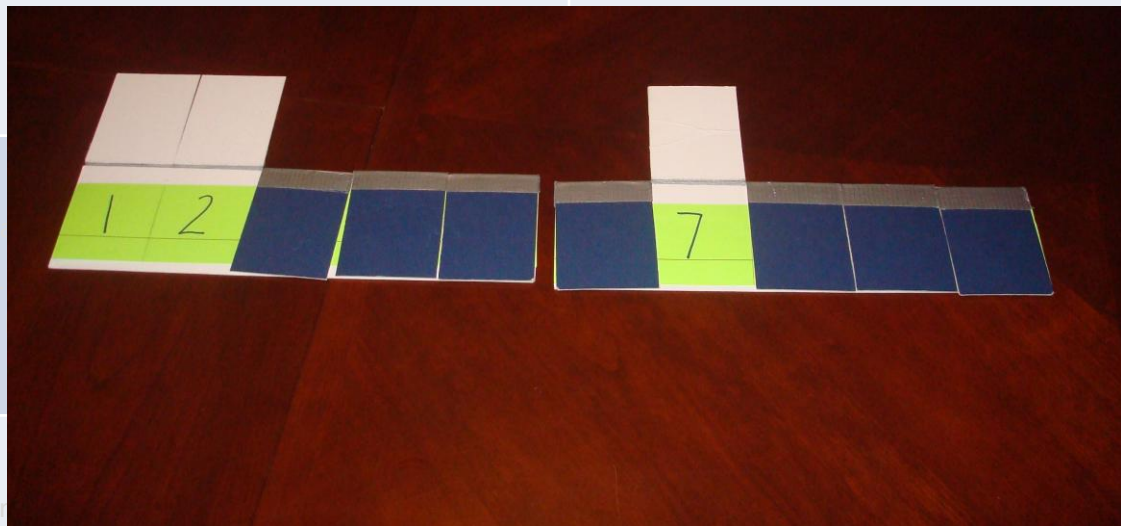


Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (use link for Nf 113.4 for cards, see link here for numeral roll)

Turn over a card and count backward until told to stop. Use the numeral roll to keep track of the count.

ECOS Cluster	Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)
	numeral track 1-5 (see link for directions)	Lift the flap on the left to see the number "5". Count backward from 5, raising each flap to check the count.
	numeral track 1-10 (see link for directions)	Open the flap on the left to reveal the numeral "1". Count forward to 10. After saying each number word, raise the flap to check.
	numeral track 1-10 (see link for directions)	Raise any flap to reveal a numeral and count forward from that number.
	numeral cards 1-10 (see link)	Place the cards in a stack face down on the table. Turn over the top card and count forward from that number.
	Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.5 numeral track instructions)	Turn over a card and count forward from that number. Use the numeral roll to keep track of the count.
	Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.4 numeral track instructions)	Turn over a card and count backward until told to stop. Use the numeral roll to keep track of the count.

Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)
numeral track 1-5 (see link for directions)	Lift the flap on the left to see the number "5". Count backward from 5, raising each flap to check the count.
numeral track 1-10 (see link for directions)	Open the flap on the left to reveal the numeral "10". Count backward from 10 . After saying each number word, <u>raise the flap to check</u> .
numeral track 1-10 (see link for directions)	Raise any flap to reveal a numeral and count backward from that number .

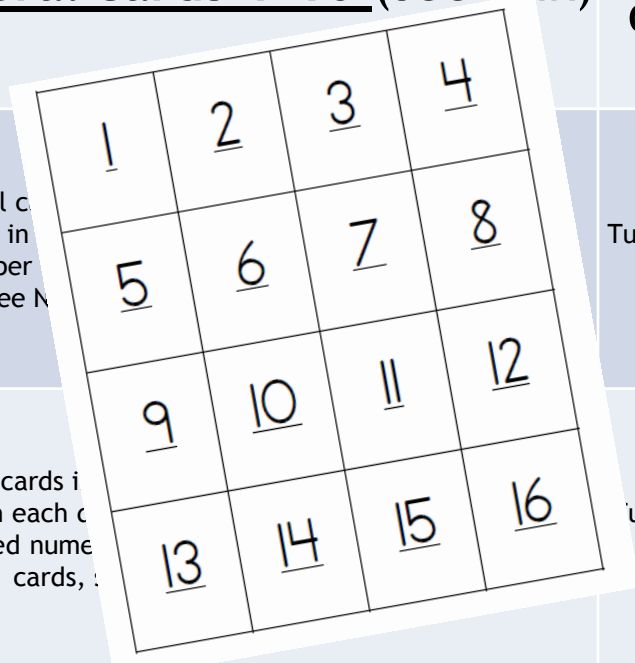


Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (use link for Nf 113.4 for numeral cards, see link here for numeral roll)

Turn over a card and count backward until told to stop. Use the numeral roll to keep track of the count.

ECOS Cluster	Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)
	numeral track 1-5 (see link for directions)	Lift the flap on the left to see the number "1". Count forward to 5, raising each flap to check the count.
	numeral track 1-10 (see link for directions)	Open the flap on the left to reveal the numeral "1". Count forward to 10. After saying each number word, raise the flap to check.
	numeral track 1-10 (see link for directions)	Raise any flap to reveal a numeral and count forward from that number.
	numeral cards 1-10 (see link)	Place the cards in a stack face down on the table. Turn over the top card and count forward from that number.
	Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf113.5 numeral track instructions)	Turn over a card and count forward from that number. Use the numeral roll to keep track of the count.
	Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf113.5 numeral track instructions)	Turn over a card and count forward until told to stop. Use the numeral roll to keep track of the count.

Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)
numeral track 1-5 (see link for directions)	Lift the flap on the left to see the number "1". Count forward to 5, raising each flap to check the count.
numeral track 1-10 (see link for directions)	Open the flap on the left to reveal the numeral "1". Count forward to 10. After saying each number word, raise the flap to check.
numeral track 1-10 (see link for directions)	Raise any flap to reveal a numeral and count forward from that number.
numeral cards 1-10 (see link)	Place the cards in a stack face down on the table. Turn over the top card and count forward from that number.
Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see Nf113.5 numeral track instructions)	Turn over a card and count forward from that number. Use the numeral roll to keep track of the count.
Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf113.5 numeral track instructions)	Turn over a card and count forward until told to stop. Use the numeral roll to keep track of the count.



Setting (situation & materials)	Activities: Exemplary Learning Experiences (see glossary)
numeral track 1-5 (see link for directions)	Lift the flap on the left to reveal the number "1". Count forward to 5, raising each flap to check the count.
numeral track 1-10 (see link for directions)	Open the flap on the left to reveal the number "1". Count forward to 10. After saying each number aloud, raise the flap to check.
numeral track 1-10 (see link for directions)	Raise any flap to reveal a numeral and count forward from that number.
numeral cards 1-10 (see link)	Place the cards in a stack face down on the table. Turn over the top card and count forward from that number.
Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.5 numeral track instructions)	Turn over a card and count forward from that number. Use the numeral roll to keep track of the count.
Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.4 numeral track instructions)	Turn over a card and count forward until told to stop. Use the numeral roll to keep track of the count.

Setting (situation & materials)

Activities: Exemplary Learning Experiences (see glossary)

numeral track 1-5 (see link)

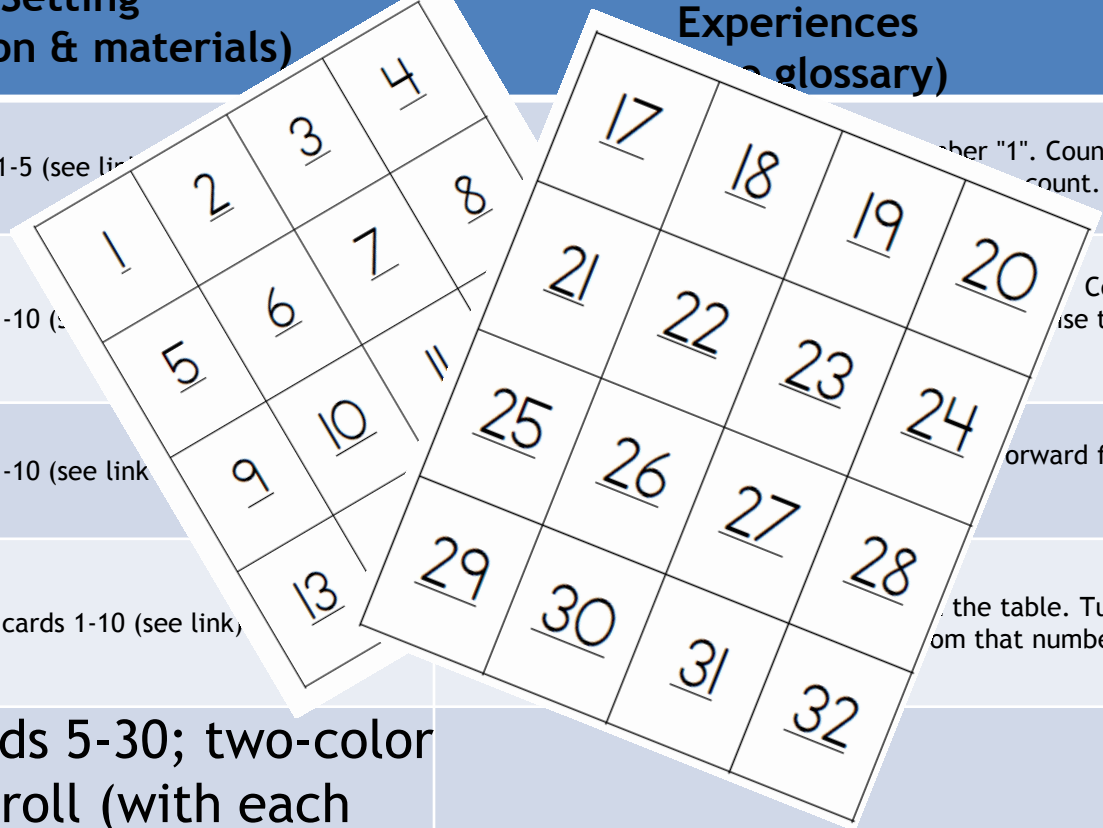
numeral track 1-10 (see link)

numeral track 1-10 (see link)

numeral cards 1-10 (see link)

Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.5 numeral track instructions)

Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link for Nf 113.4 for



number "1". Count forward to 5. Count.

Count forward from that number.

Count forward from that number.

Count forward from that number.

Turn over a card and count forward from that number. Use the numeral roll to keep track of the count.

Turn over a card and count forward until told to stop. Use the numeral roll to keep track of the count.

Setting (situation & materials)	Activities: Exemplary Learning Experiences (see glossary)
numeral track 1-5 (see link for directions)	Lift the flap on the left to reveal the number "1". Count forward to 5, raising each flap to check the count.
numeral track 1-10 (see link for directions)	Open the flap on the left to reveal the numeral "1". Count forward to 10. After saying each number word, raise the flap to check.
numeral track 1-10 (see link for directions)	Raise any flap to reveal a numeral and count forward from that number.
numeral cards 1-10 (see link)	Place the cards in a stack face down on the table. Turn over the top card and count forward from that number.
Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.5 numeral track instructions)	Turn over a card and count forward from that number. Use the numeral roll to keep track of the count.
Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade)	Turn over a card and count forward until told to stop.

Setting (situation & materials)

numeral track 1-10 (see link for directions)

numeral cards 1-10 (see link)

Numeral cards 5-30; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (see link here for numeral cards and see Nf 113.5 numeral track instructions)

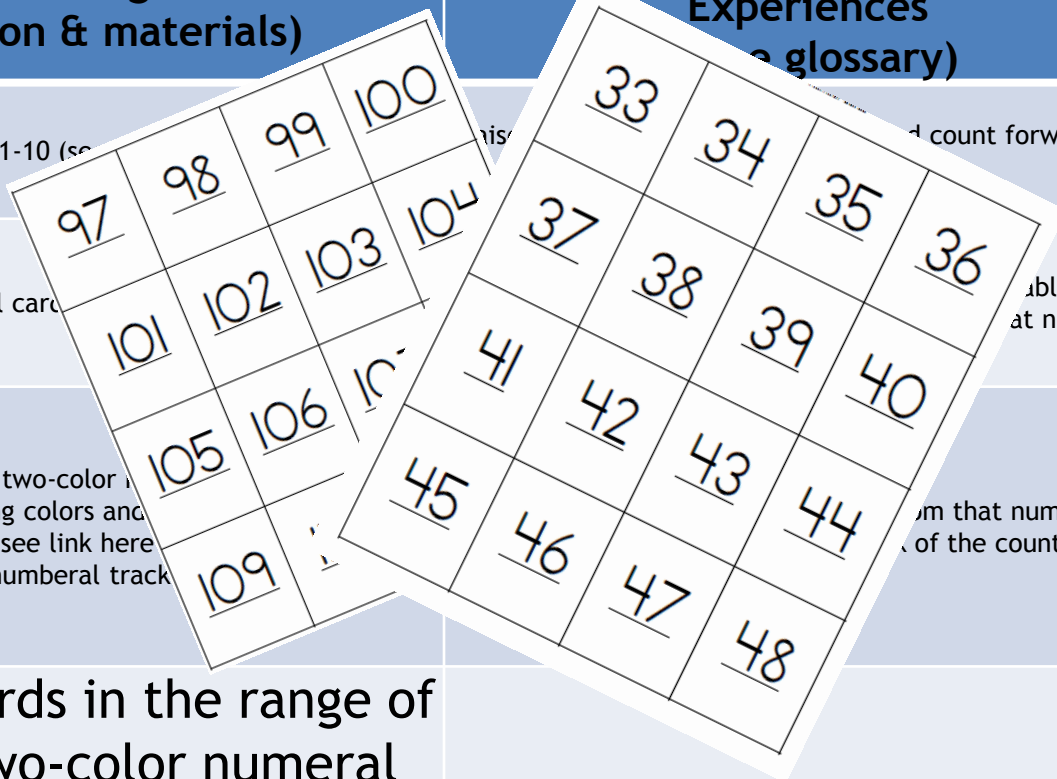
Numeral cards in the range of 30-100; two-color numeral roll (with each decade in alternating colors and only one pre-printed numeral per decade) (use link for Nf 113.4 for cards, see link here for numeral roll)

Activities: Exemplary Learning Experiences (see glossary)

Turn over a card and count forward from that number.

Turn over a card and count forward from that number. Use the numeral roll to keep track of the count.

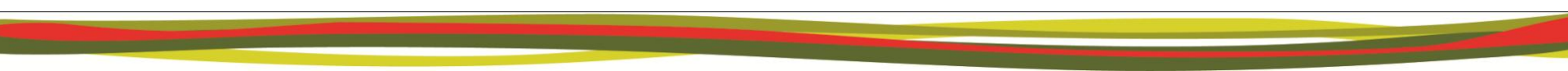
Turn over a card and count forward until told to stop. Use the numeral roll to keep track of the count.





Carrie G.

“I use a numeral track to help students identify before and after **[NWB & NWA]**. I also use it to help students learn number sequence.”



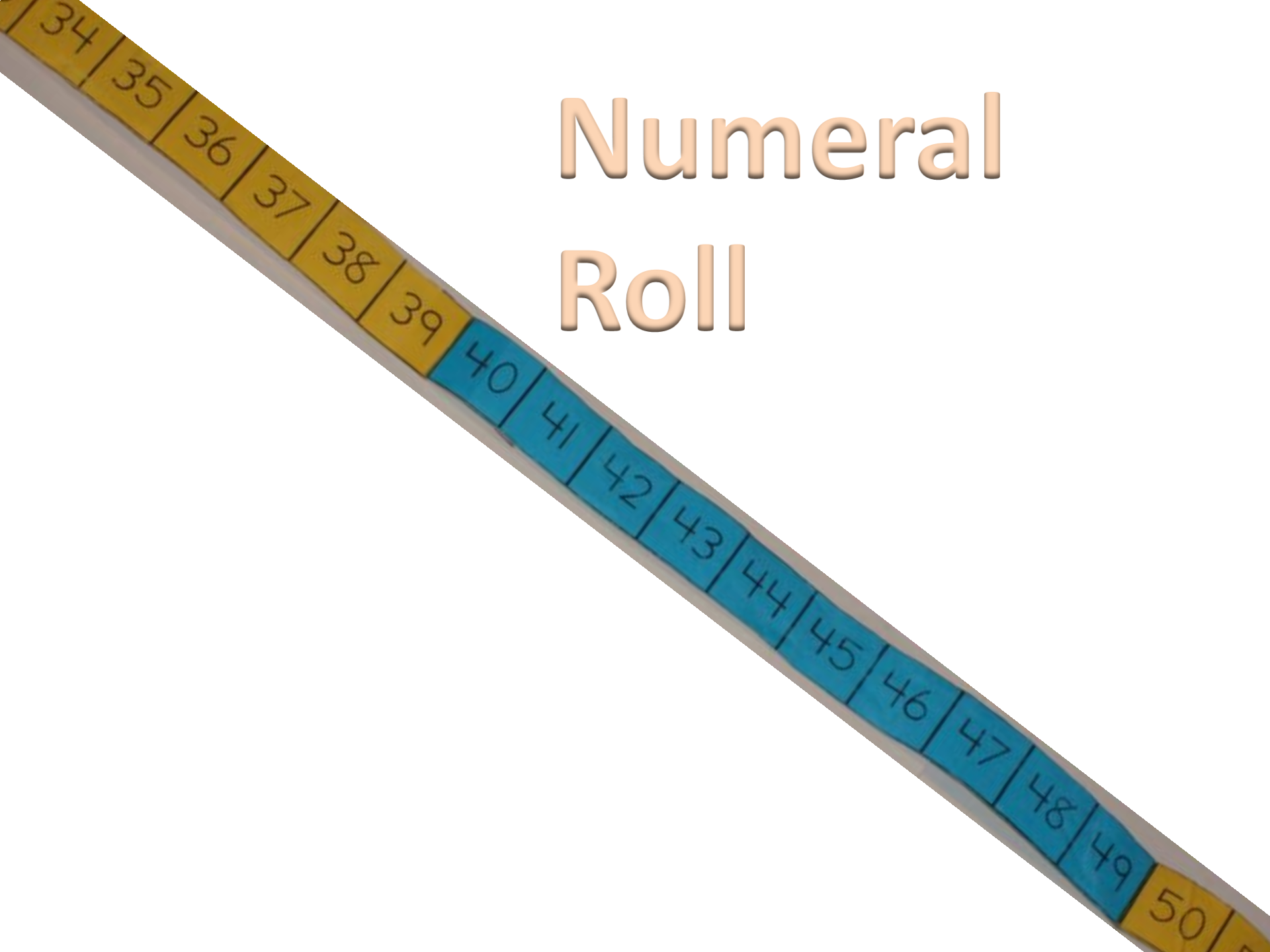


Gwen M.

“I use the numeral track to support students in problem areas. For example, one student had problems with the 60's, so I made sentence strips focusing only on that family. I have also made sequences for counting by 2's, 5's and 10's (on and off the decade).”



Numeral Roll



Microsoft Excel ribbon interface showing Font, Alignment, Number, Styles, Cells, and Editing tabs.

B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC
Count to 100 and by tens.	Counting & Cardinality	Know number names and the numeral system.	numeral track 1-5 (see link for directions)	Lift the flap on the left to reveal the number "4". Count forward to 5, raising each flap to check the count.	Number Words [forward]	1 YELLOW	Counting & Cardinality	"I CAN"	Ask the student to count forward from various numbers in the range of 1 to 5.	Individual Counting	Video Link	Print Link	Informational Website	Reference	Teacher Notes	Submitted By	Reviewer and Comments	Date Posted									
Count to 100 and by tens.	Counting & Cardinality	Know number names and the numeral system.	numeral track 1-10 (see link for directions)	Open the flap on the left to reveal the number "4". Count forward to 10. After saying each number word, raise the flap to check.	Number Words [forward]	11 YELLOW	Counting & Cardinality	"I CAN"	Ask student to count forward from 1 to 10.	Individual Counting	Video Link	Print Link	Informational Website	Reference													
Count to 100 and by tens.	Counting & Cardinality	Know number names and the numeral system.	numeral track 1-10 (see link for directions)	Raise any flap to reveal a number and count forward from that number.	Number Words [forward]	11 YELLOW	Counting & Cardinality	"I CAN"	Ask student to count forward starting from various numbers in the range of 1 to 10.	Individual Counting	Video Link	Print Link	Informational Website	Reference													
Count to 100 and by tens.	Counting & Cardinality	Know number names and the numeral system.	numeral track 1-10 (see link for directions)	Place the card in artwork face down on the table. Turn over the top card and count forward from that number.	Number Words [forward]	21 YELLOW	Counting & Cardinality	"I CAN"	Ask student to count forward starting from various numbers in the range of 1 to 10.	Individual Counting	Video Link	Print Link	Informational Website	Reference													
Count to 100 and by tens.	Counting & Cardinality	Know number names and the numeral system.	numeral track 1-10 (see link for directions)	Turn over a card and count forward from that number. Use the numeral roll to keep track of the count.	Number Words [forward]	31 RED	Counting & Cardinality	"I CAN"	Ask student to count forward from various numbers in the range of 1 to 30.	Individual Counting	Video Link	Print Link	Informational Website	Reference													
Count to 100 and by tens.	Counting & Cardinality	Know number names and the numeral system.	numeral track 1-10 (see link for directions)	Turn over a card and count forward until told to stop.	Number Words [forward]	41 BLUE	Counting & Cardinality	"I CAN"	Ask the student to start at various numbers and count forward.	Individual Counting	Video Link	Print Link	Informational Website	Reference													

"I CAN"
(*see glossary)

Assessment for Learning

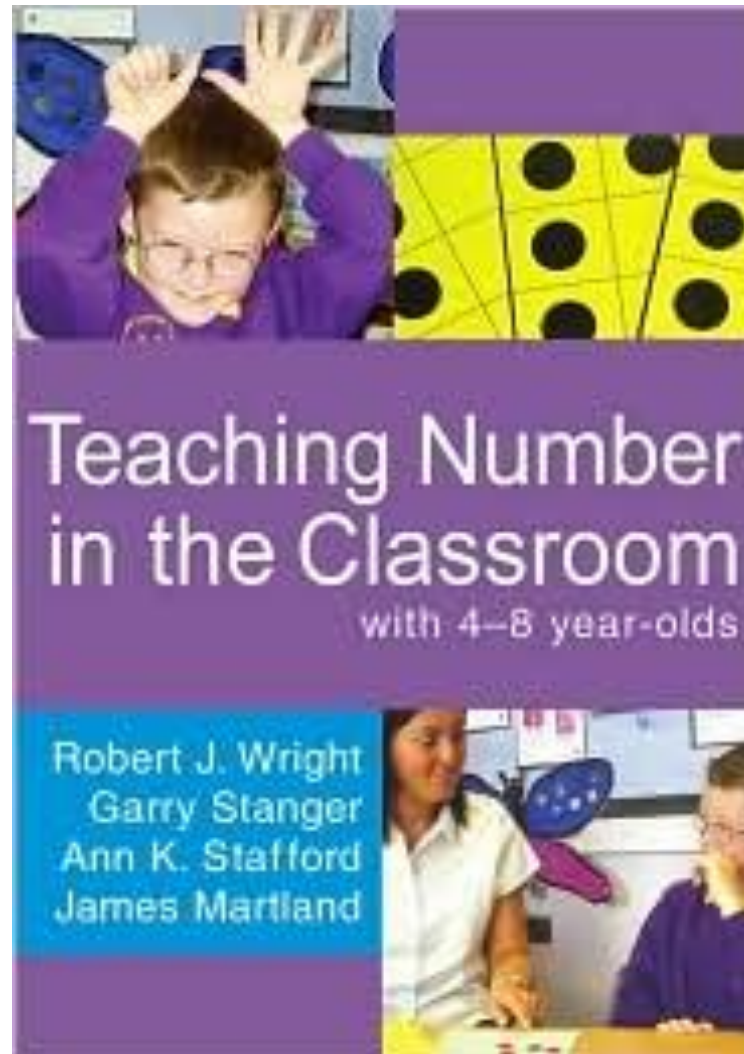
"I CAN" (*see glossary)	Assessment for Learning
... count backward in the range 1 to 5.	Ask the student to count backward from various numbers in the range of 1-5.
... count backward in the range 1 to 10.	Ask student to count backward from 1 to 10
... count backward in the range 1 to 10.	Ask student to count backward starting from various numbers in the range of 1-10.
... count backward in the range 1 to 10.	Ask student to count backward starting from various numbers in the range 1-10.
... count backward in the range 1 to 30.	Ask student to count backward from various numbers in the range 1-30.
... count backward in the range 1 to 100.	Ask the student to start at various numbers in the range 1-100 and count backward until directed to stop.

"I CAN" (*see glossary)	Assessment for Learning
... count backward in the range 1 to 5.	Ask the student to count backward from various numbers in the range of 1-5
... count backward in the range 1 to 10.	Ask student to count backward from 1 to 10.
... count backward in the range 1 to 10.	Ask student to count backward starting from various numbers in the range of 1-10.
... count backward in the range 1 to 10.	Ask student to count backward starting from various numbers in the range 1-10.
... count backward in the range 1 to 30.	Ask student to count backward from various numbers in the range 1-30.
... count backward in the range 1 to 100.	Ask the student to start at various numbers in the range 1-100 and count backward until directed to stop.

"I CAN" (*see glossary)	Assessment for Learning
... count backward in the range 1 to 5.	Ask the student to count backward from various numbers in the range of 1-5
... count backward in the range 1 to 10.	Ask student to count backward from 1 to 10.
... count backward in the range 1 to 10.	Ask student to count backward starting from various numbers in the range of 1-10.
... count backward in the range 1 to 10.	Ask student to count backward starting from various numbers in the range 1-10.
... count backward in the range 1 to 30.	Ask student to count backward from various numbers in the range 1-30.
... count backward in the range 1 to 100.	Ask the student to start at various numbers in the range 1-100 and count backward until directed to stop.

[illegible]

Student Grouping	Video Link	Print Link	Interactive Website	Reference
Individual small group whole class		http://www.kymath.org/intervention/doc/numeracyproject/Nn111andOthers-NumeralTrackDirectionsAndExample.pdf		
		http://www.kymath.org/intervention/doc/numeracyproject/Nn111andOthers-NumeralTrackDirectionsAndExample.pdf		[7]
		http://www.kymath.org/intervention/doc/numeracyproject/Nn111andOthers-NumeralTrackDirectionsAndExample.pdf		[7]
		http://www.kymath.org/intervention/doc/numeracyproject/Nn109-5NumeralCards1to112.pdf		[7]
		http://www.kymath.org/intervention/doc/numeracyproject/Nn109-5NumeralCards1to112.pdf		
		http://www.kymath.org/intervention/doc/numeracyproject/NumeralRoll.pdf		



p. 45 – Numeral Track Activity “What Comes Next?”



The Kentucky Numeracy Project

CLOSING

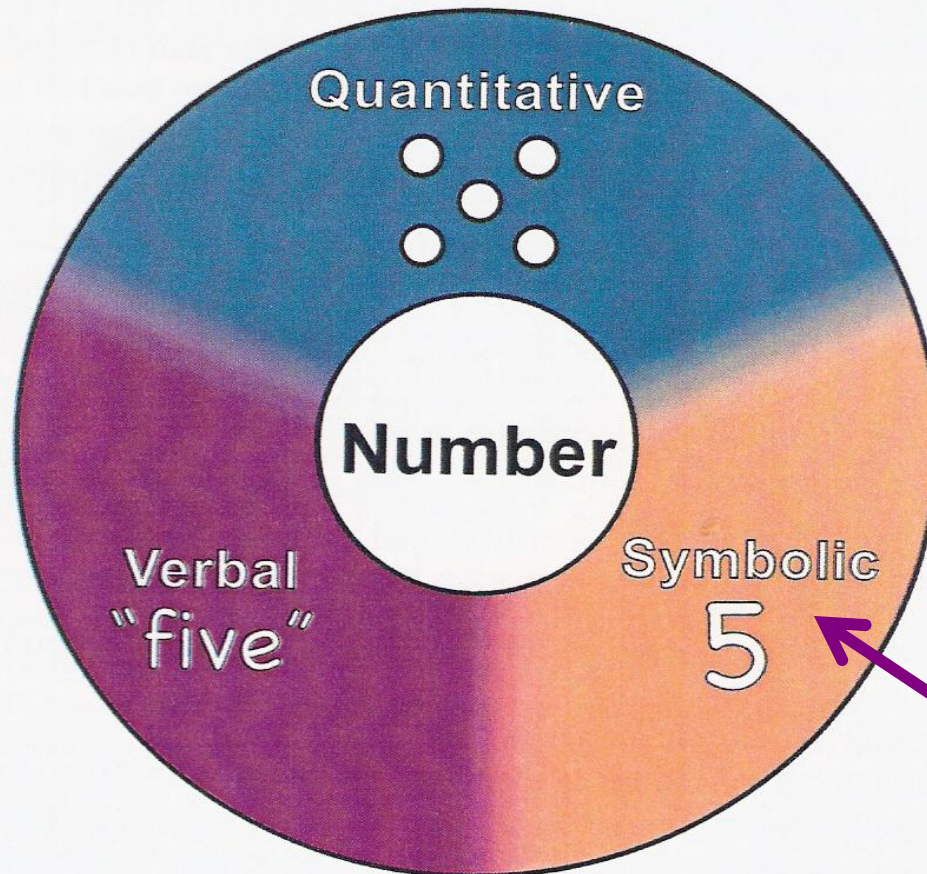
COMPARING

NUMERAL IDENTIFICATION

NUMBER WORDS

INTRODUCTION

The 3 Aspects of Number



Numeral Identification

Can you tell me which
number is
underlined?

1, 2, 3, 4, 5, 6, 7



Can you tell me what
number this is?

5



Numeral Recognition

Can you tell me which number is the
5?

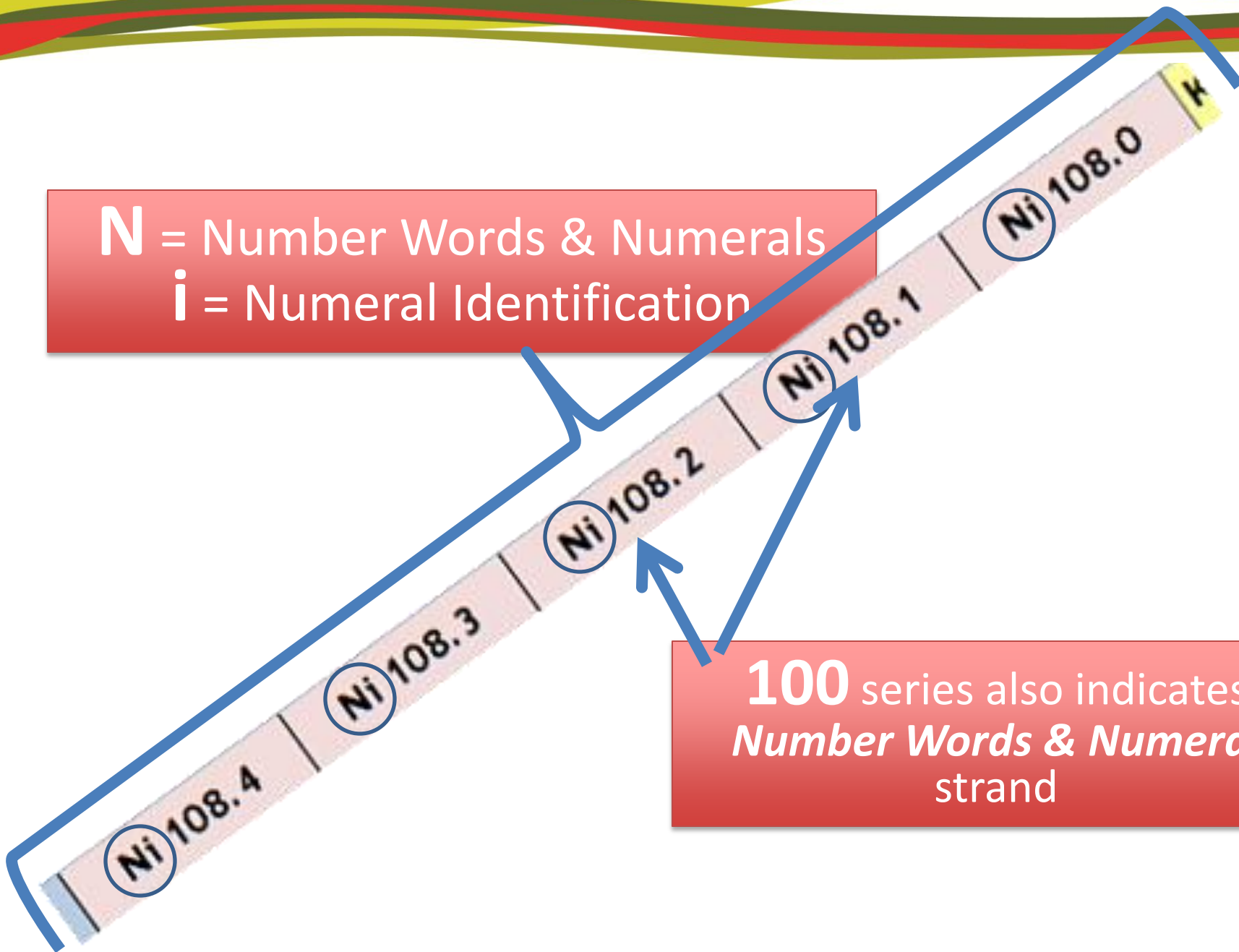
4, 8, 2, 5, 7, 1, 6



Intervention Guide

N = Number Words & Numerals
i = Numeral Identification

100 series also indicates
Number Words & Numeral
strand



KCAS Standard, Domain & Cluster

KNP Entry	Kentucky Common Core Academic Standard (KCAS) (*see glossary)	KCAS Domain	KCAS Cluster
Ni 108.0	K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Counting & Cardinality	Know number names and the count sequence
Ni 108.1	K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Counting & Cardinality	Know number names and the count sequence
Ni 108.2	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Counting & Cardinality	Know number names and the count sequence
Ni 108.3	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the count sequence
Ni 108.4	2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Number & Operations in Base Ten	Understand place value

108.0	K.CC.3	Counting & Cardinality	Know number names and the count sequence
108.1			
108.2	K.CC.2		
108.3	K.CC.1		
108.4	2.NBT.3	Number & Operations in Base Ten	Understand place value

Copy of_Ni_108_ag - Microsoft Excel

Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Styles Cells Editing

Trebuchet MS 8 A A

General

Normal Bad Good Neutral Calculation Check Cell

Conditional Formatting as Table

Insert Delete Format

AutoSum Fill Clear

Sort & Find & Filter Select

G7																		
	KNP Entry	Kentucky Common Core Academic Standard (KCAS) ("see glossary")	KCAS Domain	KCAS Cluster	Setting (situation & materials)	Activities: Exemplary Learning Experiences ("see glossary")	Numeracy Strand (from APPMR)	Numeracy Target (from APPMR)	"I CAN" ("see glossary")	Assessment for Learning ("see glossary")	Student Grouping	Wide Link	Print Link	Interactive Website Reference	Teacher Notes ("see glossary")	Submitted By	Reviewer and Comments	Date Posted
1	Ni 108.0	K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Counting & Cardinality	Know number names and the count sequence	numeral cards 1-6, dot cards 1-6, tally mark cards 1-6, finger pattern cards 1-6, and a dot die (see link)	Scatter all cards face up at random on the table. Teacher will roll the die and call out a number in the 1-6 range. Students will take turns finding matches among the numeral cards, dot cards, finger pattern cards, and tally mark cards.	Numeracy Strand (from APPMR)	0 to 1 YELLOW Numerals 1-6	... match numeral cards 1-6 to appropriate dot cards, finger patterns, and	Flash "cards in the range 1-6 with numerals, dots, tally marks, or finger patterns for students to identify.	Individual group / whole class	http://www.km.math.org/interactive/numdoc/numdocsequence.pdf				Linda Montgomery and Mary Helen Hodges		1.3.11
2	Ni 108.1	K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Counting & Cardinality	Know number names and the count sequence	numeral cards 5-10, dot cards 5-10, tally mark cards 5-10, finger pattern cards 5-10, die labeled 5-10 (see link)	Scatter all cards face up at random on the table. Teacher roll the die and call out a number in the 5-10 range. Students will take turns finding matches among the numeral cards, dot cards, finger pattern cards, and tally mark cards.	Numeracy Strand (from APPMR)	0 to 10 YELLOW Numerals 5-10	... match numeral cards 5-10 to appropriate dot cards, finger patterns, and	Flash "cards in the range 5-10 with numerals, dots, tally marks, or finger patterns for students to identify.	Individual group / whole class	http://www.km.math.org/interactive/numdoc/numdocsequence.pdf			A spinner may be used in place of the die to generate a number in range 5 to 10.	Linda Montgomery and Mary Helen Hodges		1.3.11
3	Ni 108.2	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Counting & Cardinality	Know number names and the count sequence	numeral tiles 1-30 or numeral cards 1-30, containers labeled "ones," "tens," "twenties," "thirties"	Scatter the tiles (or cards) face down on the table. Students will take turns drawing a tile and placing it in the appropriate decade family container. After all tiles have been placed, students will take a family, sort the tiles into sequential order and then read aloud the sequence forward and backward. With tiles still in order, turn 1 to 3 tiles face down. Students should again say the sequence forward and/or backward. Continue turning over 1-3 tiles with students saying the sequence until most or all tiles	Numeracy Strand (from APPMR)	1 to 2 RED Numerals 1-30	... identify numerals 1-30 and count forward and backward 1-30.	Show a card in the 1 to 30 range (such as 12 or 23) and asks the student to identify the number, its decade family, and to name another number in the same family.	Individual group / whole class	http://www.km.math.org/interactive/numdoc/numdocsequence.pdf			Sometimes students who are struggling to read teen numbers are supported by looking beyond the teens. This activity may help students see that there is a pattern within the teen grouping by seeing that pattern repeated in the twenties. Similarly numerals in the range 10 to 40 could be sorted. A numeral roll (see print link for directions) can be used for students to check their placement of numerals into family groups.	Linda Montgomery and Mary Helen Hodges		1.3.11
4	Ni 108.3	K.CC.1 Count to 100 by ones and by tens.	Counting & Cardinality	Know number names and the count sequence	numeral cards or tiles in any three or four decade groups (i.e., 30-59, 40-69, 60-99, etc.), containers labeled with each decade	Scatter the tiles (or cards) face down on the table. Students will take turns drawing a tile and placing it in the appropriate decade family container. After all tiles have been placed, students will take a family, sort the tiles into sequential order and then read aloud the sequence forward and backward. With tiles still in order, turn 1 to 3 tiles face down. Students should again say the sequence forward and/or backward. Continue turning over 1-3 tiles with students saying the sequence until most or all tiles	Numeracy Strand (from APPMR)	2 to 3 BLUE Numerals 1-100	... identify numerals 1-100 and count forward and backward 1-100.	Show a numeral card in the 1 to 100 range (such as 64 or 82) and asks the student to identify the number, its decade family, and to name another number in the same family.	Individual group / whole class	http://www.km.math.org/interactive/numdoc/numdocsequence.pdf			A non-consecutive grouping of cards (such as 22, 25, 33, 36, 39, 41, 44, 46 and so on) may be used to increase the complexity of the sequencing task. When using a non-consecutive set, after the numbers are ordered, students can be asked to count from one number (forward or back) to the next number. A numeral roll (see print link for directions) may be used by students as they determine how to sort or sequence the numerals.	Linda Montgomery and Mary Helen Hodges		1.3.11
5	Ni 108.4	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Number & Operations in Base Ten	Understand place value	numeral cards in the range 1 to 1000 - a consecutive grouping spanning 1 to 3 decade families (i.e., 340-369 or 835-844).	Scatter the cards on table. Each student will pick a card and read the number aloud. Students work together to sequence cards then read the sequence forward and backward. With cards still in order, turn 1 to 3 cards face down. Students should again say the sequence forward and/or backward. Continue turning over 1-3 cards with students saying the sequence until most or all of the cards are face down.	Numeracy Strand (from APPMR)	3 to 4 GREEN Numerals 1-1000	... identify and order numerals in the range 1-1,000	Show three numeral cards in the 1 to 1,000 range (such as 602, 254 and 952) and asks the student to read and sequence the numerals.	Individual group / whole class	http://www.senteacher.org/			Numeral cards can be created by hand or online using the Sen Teacher website at http://www.senteacher.org/ . If using the website, click on "print maths" link, then click on "Number cards." To create a consecutive set of cards, enter a starting number (such as 340) and set the step number to 1. To increase complexity in the activity, use a step number such as 13, 23 or 47 to create a set of non-consecutive cards for students to order. You may wish to use fewer cards at first. If desired, have students sort cards into century families: "first and then sort cards within each century family". If cards are close enough together, ask students to count forward or backward from one card to the card after or before it. Similar activities can be done with regular skip counting sequences. The cards can be created by using a step	Kris Jarboe	Cindy Asossey and Alice Gabbard	1.3.11

Intervention Guide

64%

Ni 108.0

KCAS Cluster	Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)
the count sequence	numeral cards 1-6, dot cards 1-6, tally mark cards 1-6, finger pattern cards 1-6, and a dot die (see link)	Scatter all cards face up at random on the table. Teacher will roll the die and call out a number in the 1-6 range. Students will take turns finding matches among the numeral cards, dot cards, finger pattern cards, and tally mark cards.	Numeral Identification	0 YELLOW	Numeral ID to 'ten'	... match numeral cards 1-6 to appropriate dot cards, finger patterns, and tally marks.
the count sequence	numeral cards 5-10, dot cards 5-10, tally mark cards 5-10, finger pattern cards 5-10	Scatter all cards face up at random on the table. Teacher roll the die and call out a number in the 5-10 range. Students will take turns finding matches among	Identification	YELLOW	'als to 'ten'	... match numeral cards 5-10 to appropriate dot

Ni 108.0

Learning Experiences (Glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment for Learning	Student Grouping	Video Link	Print Link	Interactive Website	Reference
at random on the table. call out a number in the 1-6 ns finding matches among , finger pattern cards, and cards.	Numeral Identification	0 YELLOW	Numeral ID to 'ten'	... match numeral cards 1- 6 to appropriate dot cards, finger patterns, and tally marks.	Flash * cards in the range 1-6 with numerals, dots, tally marks, or finger patterns for students to identify.	individual / group / whole class		http://kymath.org/intervention/doc/NumeracyProject/Str		
at random on the table. out a number in the 5-10 ns finding matches among	Identification	YELLOW	'als to 'ten'	... match numeral cards 5- 10 to appropriate dot	Flash * cards in the range 5- 10 with numerals, dots, tally marks, or finger patterns for	al / group / ple class		http://kymath.org/intervention/doc/NumeracyProject/Str		

Finger patterns 1 to 6

Created: Cindy Auney to make suggestions or request: find@csd.net

Prepared by: Cindy Auney for ECDM
cindy.auney@csd.net

Finger patterns 5 to 10

Created: Cindy Auney to make suggestions or request: find@csd.net

Prepared by: Cindy Auney for ECDM
cindy.auney@csd.net

Tables 1 to 6

Created: Cindy Auney to make suggestions or request: find@csd.net

Prepared by: Cindy Auney for ECDM
cindy.auney@csd.net

Tables 5 to 10

Created: Cindy Auney to make suggestions or request: find@csd.net

Prepared by: Cindy Auney for ECDM
cindy.auney@csd.net

NUMERALS 1 TO 6

1	2	
3	4	
5	6	

Children (Cindy) learn to make suggestions or request (hand) revision

Prepared by Cindy Aunty for ECDL
cindy.aunty@btinternet.com

NUMERALS 5 TO 10

5	6	
7	8	
9	10	

Children (Cindy) learn to make suggestions or request (hand) revision

Prepared by Cindy Aunty for ECDL
cindy.aunty@btinternet.com

DOTS 1 TO 6

The Pattern (Pictorial)
Children (Cindy) learn to make suggestions or request (hand) revision

Prepared by Cindy Aunty for ECDL
cindy.aunty@btinternet.com

PATTERNS 10 PATTERNS 5 TO 10

The Pattern (Pictorial)
Children (Cindy) learn to make suggestions or request (hand) revision

Prepared by Cindy Aunty for ECDL
cindy.aunty@btinternet.com

Ni 108.0

Experiences	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment for Learning	Student Grouping	Video Link	Print Link	Interactive Website
on the table. number in the 1-6 matches among pattern cards, and	Numeral Identification	0 YELLOW	Numeral ID to 'ten'	... match numeral cards 1-6 to appropriate dot cards, finger patterns, and tally marks.	<i>Flash</i> * cards in the range 1-6 with numerals, dots, tally marks, or finger patterns for students to identify.	individual / group / whole class		http://kymath.org/intervention/doc/NumeracyProject/Str	
on the table. number in the 5-10 matches among	Identification	YELLOW	'als to 'ten'	... match numeral cards 5-10 to appropriate dot	<i>Flash</i> * cards in the range 5-10 with numerals, dots, tally marks, or finger patterns for	al / group / ple class		kymath.org/intervention/doc/NumeracyProject/Str	

Ni108.0

I can match numeral cards 1-6 to appropriate dot cards, finger patterns, and tally marks.

KNP Entry Number: Ni 108.0

E.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Materials: numeral cards 1-6, dot cards 1-6, tally mark cards 1-6, finger pattern cards 1-6, and a dot die (see link)

Directions:

Scatter all cards face up at random on the table. Teacher will roll the die and call out a number in the 1-6 range. Students will take turns finding matches among the numeral cards, dot cards, finger pattern cards, and tally mark cards.

Assessment Notes: "Flash" cards in the range 1-6 with numerals, dots, tally marks, or finger patterns for students to identify.

Teacher Notes:

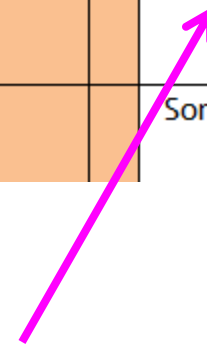


Ni 108.1

	E	F	G	H	I	J	
	Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assess
count sequence	numeral cards 5-10, dot cards 5-10, tally mark cards 5-10, finger pattern cards 5-10, die labeled 5-10 (see link)	Scatter all cards face up at random on the table. Teacher roll the die and call out a number in the 5-10 range. Students will take turns finding matches among the numeral cards, dot cards, finger pattern cards, and tally mark cards.	Numeral Identification	0 to 1 YELLOW	Numerals to 'ten'	... match numeral cards 5-10 to appropriate dot cards, finger patterns, and tally marks.	Flash * 10 with marks, o stud
sequence		Scatter the tiles (or cards) face down on the table. Students will take turns drawing a tile and placing it in					

Ni 108.1

	G	H	I	J	K	L	M	N	O	P	Q
es	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment for Learning	Student Grouping	Video Link	Print Link	Interactive Website	Reference	Teacher Notes
able. e 5-10 among ds, and	Numeral Identification	0 to 1 YELLOW	Numerals to 'ten'	... match numeral cards 5- 10 to appropriate dot cards, finger patterns, and tally marks.	Flash* cards in the range 5- 10 with numerals, dots, tally marks, or finger patterns for students to identify.	individual / group / whole class		http://kymath.org/intervention/doc/NumeracyProject/StructuringCardon/don/don.pdf			A spinner may be used in place of the die to generate a number in range 5 to 10.
able											Sometimes students who are struggling to read teen



I can match numeral cards 5–10 to appropriate dot cards, finger patterns, and tally marks.

KNP Entry Number: Ni 108.1

K.OC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Materials: numeral cards 5–10, dot cards 5–10, tally mark cards 5–10, finger pattern cards 5–10, and a spinner labeled 5–10 (see link)

Directions:

Scatter all cards face up at random on the table. Teacher will spin the spinner and call out a number in the 5–10 range. Students will take turns finding matches among the numeral cards, dot cards, finger pattern cards, and tally mark cards.

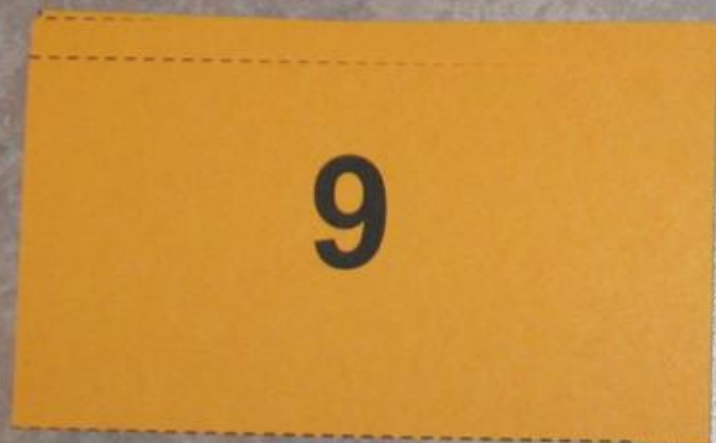
Assessment Notes: *Flash* cards in the range 5–10 with numerals, dots, tally marks, or finger patterns for students to identify.

Teacher Notes:

Ni 108.1



9



Ni 108.2

Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment for
numeral tiles 1-30 or numeral cards 1-30, containers labeled "ones," "teens," "twenties," "thirties"	Scatter the tiles (or cards) face down on the table. Students will take turns drawing a tile and placing it in the appropriate <i>decade family</i> * container. After all tiles have been placed, students will take a family, sort the tiles into sequential order and then read aloud the sequence forward and backward. With tiles still in order, turn 1 to 3 tiles face down. Students should again say the sequence forward and/or backward. Continue turning over 1-3 tiles with students saying the sequence until most or all tiles are face down.	Numerical Identification	1 to 2 RED	Numerals to 'twenty'	... identify numerals 1-30 and count forward and backward 1-30.	Show a card in the range (such as 12) asks the student to identify the number, its <i>family</i> * and to find another number in the family.

Ni 108.2

"I CAN" (*see glossary)	Assessment for Learning	Student Grouping	Video Link	Print Link	Interactive Website	Reference	Teacher Notes	Submitted By
... identify numerals 1-30 and count forward and backward 1-30.	Show a card in the 1 to 30 range (such as 12 or 23) and asks the student to identify the number, its <i>decade family</i> * and to name another number in the same family.	individual / group / whole class		http://www.kymath.org/intervention/doc/numeralroll.pdf			Sometimes students who are struggling to read teen numbers are supported by looking beyond the teens. This activity may help students see that there is a pattern within the teen grouping by seeing that pattern repeated in the twenties. Similarly numerals in the range 10 to 40 could be sorted. A <i>numeral roll</i> * (see print link for directions) can be used for students to check their placement of numerals into family groups.	

Ni 108.2

I can identify numerals 1–30 and count forward and backward in the range of 1–30.

KNP Entry Number: Ni 108.2

KCC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Materials: numeral tiles 1–30 or numeral cards 1–30, containers labeled "ones," "teens," "twenties," "thirties"

Directions:

Scatter the tiles or cards face down on the table. Students will take turns drawing a tile or card and placing it in the appropriate *decade family* container. After all tiles or cards have been placed, students will take each family and sort in sequential order and then read aloud.

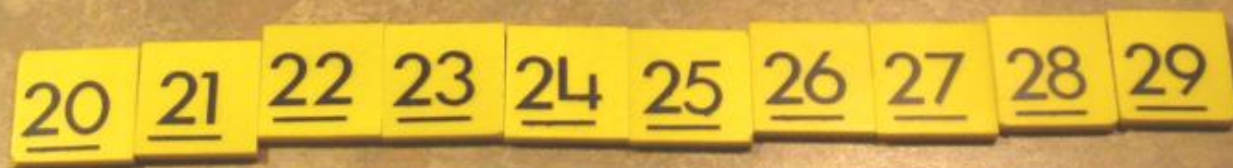
Assessment Notes: Show a card in the 1 to 30 range (such as 12 or 23) and asks the student to identify the number, its *decade family*, and to name another number in the same family.

Teacher Notes: Sometimes students who are struggling to read teen numbers are supported by looking beyond the teens. This activity may help students see that there is a pattern within the teen grouping by seeing that pattern repeated in the twenties. Similarly numerals in the range 10 to 40 could be sorted. A *numeral roll* (see print link for directions) can be used for students to check their placement of numerals into family groups.





Students have sorted the numeral tiles
into decade families



Students are going to sequence the numerals from the 20's family, then read them aloud, both forward and backward.



Support is gradually taken away
as they continue to say the numerals
forward and backward



Student is saying the numerals in the 20's family forward and backward with minimal support

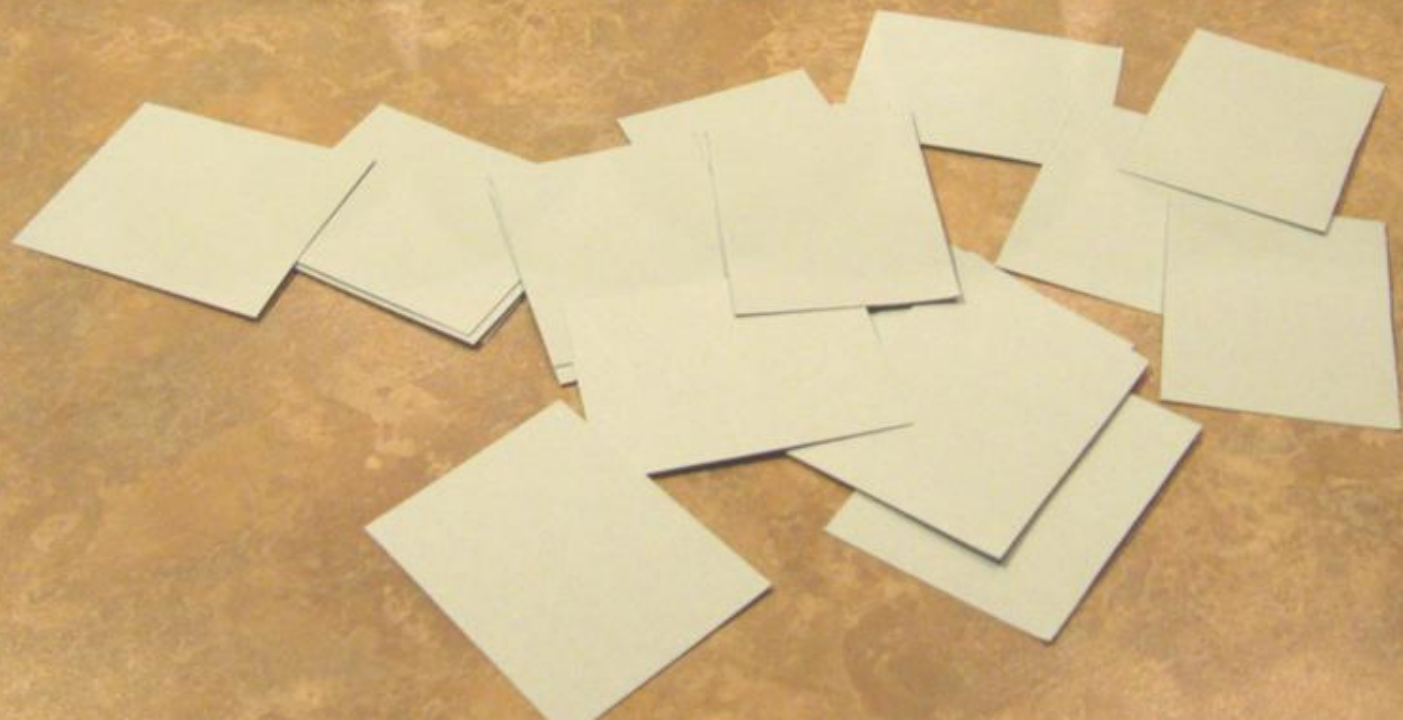
Ni 108.3

Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment
numeral cards or tiles in any three or four decade groups (i.e., 30-59, 40-69, 60-99, etc.), containers labeled with each decade	Scatter the tiles (or cards) face down on the table. Students will take turns drawing a tile and placing it in the appropriate <i>decade family</i> * container. After all tiles have been placed, students will take a family, sort the tiles into sequential order and then read aloud the sequence forward and backward. With tiles still in order, turn 1 to 3 tiles face down. Students should again say the sequence forward and/or backward. Continue turning over 1-3 tiles with students saying the sequence until most or all tiles are face down.	Numeral Identification	2 to 3 BLUE	Numerals to '100'	... identify numerals 1-100 and count forward and backward 1-100.	Show a n 1 to 100 r 82) and a identify <i>decade fa</i> another n

Ni 108.3

Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment for Learning	Student Grouping	Video Link	Print Link	Interactive Website	Reference	Teacher Notes	Submitter
Numerals to '100'	... identify numerals 1-100 and count forward and backward 1-100.	Show a numeral card in the 1 to 100 range (such as 64 or 82) and asks the student to identify the number, its <i>decade family</i> * and to name another number in the same family.	individual / group / whole class		http://www.kymath.org/intervention/docs/numeracyproject/NumeralRoll.pdf			A non-consecutive grouping of cards (such as 22, 25, 33, 36, 39, 41, 44, 46 and so on) may be used to increase the complexity of the sequencing task. When using a non-consecutive set, after the numbers are ordered, students can be asked to count from one number (forward or back) to the next number. A <i>numeral roll</i>* (see print link for directions) may be used by students as they determine how to sort or sequence the numerals. Numeral cards can be created by	

Ni 108.3

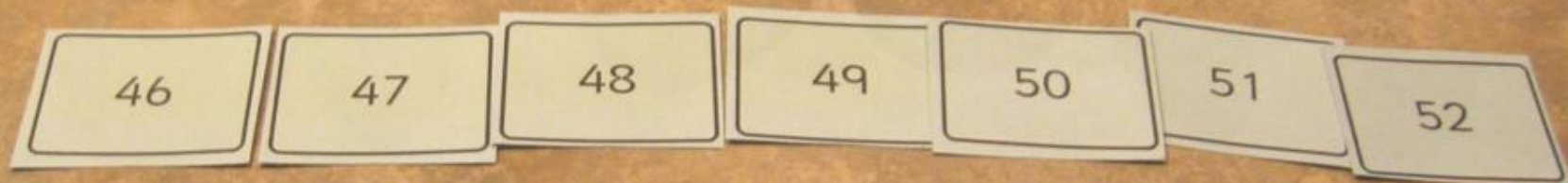




Numerals in the 50's family



Numeral sequence that crosses a "decade"



twenties

thirties

forty's

fifty's

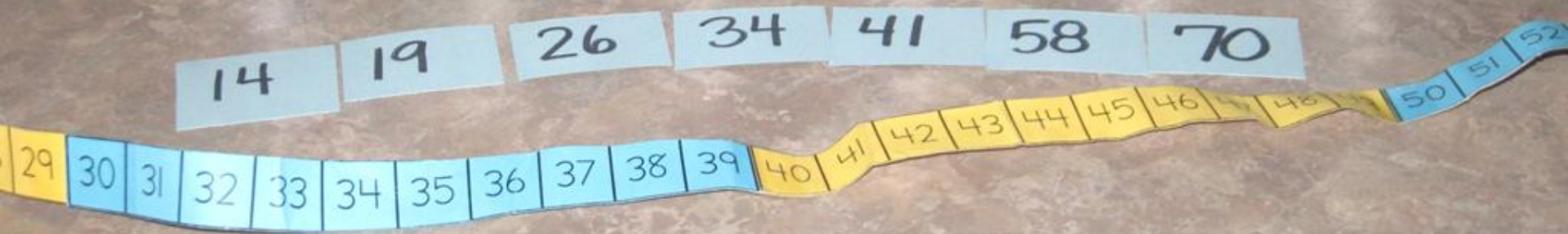
sixty's

46

48

49

52



Sequence of non-consecutive numerals

Ni 108.4

Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment
numeral cards in the range 1 to 1,000 - a consecutive grouping spanning 1 to 3 decade families. (i.e. 340-369 or 835-844).	Scatter the cards on table. Each student will pick a card and read the number aloud. Students work together to sequence cards then read the sequence forward and backward. With cards still in order, turn 1 to 3 cards face down. Students should again say the sequence forward and/or backward. Continue turning over 1-3 cards with students saying the sequence until most or all of the cards are face down.	Numerical Identification	3 to 4 GREEN	Numerals to '1,000'	...identify and order numerals in the range 1-1,000	Show three the 1 to 1,602, 254 and the student sequence

Ni 108.4

"I CAN" (*see glossary)	Assessment for Learning	Student Grouping	Video Link	Print Link	Interactive Website	Reference	Teacher Notes
...identify and order numerals in the range 1-1,000	Show three numeral cards in the 1 to 1,000 range (such as 602, 254 and 852) and asks the student to read and sequence the numerals.	individual / group / whole class		http://www.senteacher.org/			Numerals cards can be created by hand or online using the Sen Teacher website at http://www.senteacher.org/ If using the website, click on "print maths" link, then click on "Number cards." To create a consecutive set of cards, enter a starting number (such as 340) and set the step number to 1. To increase complexity in the activity, use a step number such as 13, 23 or 47 to create a set of non-consecutive cards for students to order. You may wish to use fewer cards at first. If desired, have students sort cards into <i>century families</i> * first and then sort cards within each <i>century family</i> *. If cards are close enough together, ask students to count (forward or backward) from one card to the card after or before it. Similar activities can be done with regular skip counting sequences. The cards can be created by using a step number such as 2, 5 or 10.

Home Page

[Ads by Google](#)[Maths Resources](#)[Teaching](#)[Printable Worksheets](#)[Sen Teacher](#)[Free Math Worksheets](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

About SEN Teacher

SEN Teacher provides cost-free teaching & learning resources for students with special needs and learning disabilities. Many resources here may also be of use to educators of primary and elementary students.

All the resources available or listed here are free for use in schools, colleges and at home.

-  [Maths Printables](#) has a selection of free printable worksheets, cards and maths manipulatives.
-  [Literacy Printables](#) has handouts and teaching aids which support reading and writing.
-  [Other Printables](#) has certificates and resources for Science, PSHE and other subjects.
-  [Web Links](#) lists favoured websites with cost-free learning resources and information.
-  [Downloads](#) has freeware special needs and educational software from several sources.
-  [Search Tools](#) are custom Google search engines which index free resources and info sites.

Site Updates and New Content

Updates in August 2010:

The printables section has been updated and split into three sections covering [Mathematics](#), [Literacy](#) and [Other Areas](#). Several updates have been made to face and emotions printables in the [Other Areas](#) section, most artwork has now been updated to match the [Face Games](#) software. Coin worksheets and cards have been updated to include Australian, US, new UK and Euro Coinage and a new random worksheet generator covering

BRAIN
TRAINING
GAMES[Intelligence](#)[Memory](#)[Attention](#)[Focus](#)[Speed](#)[Language](#)[Visual](#)[Spatial](#)[Math](#)[Intelligence](#)[Stress](#)[Response](#)BRAIN
TRAINING
GAMES[Intelligence](#)[Memory](#)[Attention](#)[Focus](#)[Speed](#)[Language](#)[Visual](#)[Spatial](#)[Math](#)[Intelligence](#)[Stress](#)[Response](#)

Maths Printables

[Ads by Google](#)

[Maths Resources](#)

[Printable Worksheets](#)

[Teaching Resources](#)

[Free Math Worksheets](#)

[Sen Teacher](#)

Home

Print Maths

Print Literacy

Print Other

Web Links

Downloads

Search Tools

Guestbook



Adobe [Flash Player 8](#) or better is required to view and print these resources.

BRAIN TRAINING GAMES

Intelligence

Memory

Attention

Focus

Speed

Language

Visual

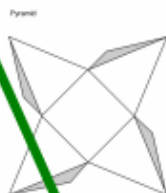
Spatial

Math

Intelligence

Speed

Nets (3D Models)



Prints out a selection of nets with which to make common 3D shapes.

Read Clocks



Print random analogue clock faces at various levels for reading activities.

Numeracy Fans



Make your own customised numeracy fans including negative numbers and a decimal point

Number Cards



This generator allows the speedy creation of number cards including cards with decimals and negatives.

Coin Worksheets



Generate random coin addition worksheets using UK, USA, Australian and Euro coins.

Make and Draw Clocks



Print paper clock models and clock worksheets on which hands must be drawn.

amazon.co.uk

The All-New Kindle

Smaller, Lighter and Faster Than Ever

Kindle Wi-Fi Only
£111

Kindle Free 3G+Wi-Fi
£150

Number Cards : Free Printables

[Ads by Google](#)[Flash Cards](#)[Teacher Printables](#)[Preschool Printables](#)[Greeting Cards](#)[Printable Cards](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

IXL

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

**Click for
20 Free
Problems**

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18

www.senteacher.org

start on

steps of

cards per page

example sets

SEN Teacher

Number Cards

This generator allows the fast creation of sequences of number cards for many purposes. You can create cards of 3 sizes using

Number Cards : Free Printables

[Ads by Google](#)[Flash Cards](#)[Teacher Printables](#)[Preschool Printables](#)[Greeting Cards](#)[Printable Cards](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

Click for 20 Free Problems

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18

www.senteacher.org

start on

0001

steps of

0001

send numbers

cards per page

10 cards

18 cards

24 cards

example sets

ones

tens

negatives 1

decimal quarters

negatives 2

1024

print sheet

Number Cards

This generator allows the fast creation of sequences of number cards for many purposes. You can create cards of 3 sizes using

Number Cards : Free Printables

[Ads by Google](#)[Flash Cards](#)[Teacher Printables](#)[Preschool Printables](#)[Greeting Cards](#)[Printable Cards](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

Click for 20 Free Problems

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18

www.senteacher.org

start on steps of

0001

0001

send numbers

cards per page

10 cards

18 cards

24 cards

example sets

ones

tens

negatives 1

decimal quarters

negatives 2

1024

print sheet

Number Cards

This generator allows the fast creation of sequences of number cards for many purposes. You can create cards of 3 sizes using

Number Cards : Free Printables

[Ads by Google](#)[Flash Cards](#)[Teacher Printables](#)[Preschool Printables](#)[Greeting Cards](#)[Printable Cards](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

Click for
20 Free
Problems

30	31	32	33
34	35	36	37
38	39	40	41
42	43	44	45
46	47	48	49
50	51	52	53
54	55	56	57

www.senteacher.org

start on

steps of

[send numbers](#)

cards per page

[10 cards](#)[18 cards](#)[24 cards](#)

example sets

[ones](#)[tens](#)[negatives 1](#)[decimal quarters](#)[negatives 2](#)[1024](#)[print sheet](#)

SEN Teacher

Number Cards

This generator allows the fast creation of sequences of number cards for many purposes. You can create cards of 3 sizes using

Number Cards : Free Printables

[Ads by Google](#)[Flash Cards](#)[Teacher Printables](#)[Preschool Printables](#)[Greeting Cards](#)[Printable Cards](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

Click for 20 Free Problems

30	31	32	33
34	35	36	37
38	39	40	41
42	43	44	45
46	47	48	49
50	51	52	53
54	55	56	57

www.senteacher.org

start on steps of

[send numbers](#)

cards per page

[10 cards](#)

[18 cards](#)

[24 cards](#)

example sets

[ones](#)

[tens](#)

[negatives 1](#)

[decimal quarters](#)

[negatives 2](#)

[1024](#)

[print sheet](#)

Number Cards

This generator allows the fast creation of sequences of number cards for many purposes. You can create cards of 3 sizes using

Number Cards : Free Printables

[Ads by Google](#)[Flash Cards](#)[Teacher Printables](#)[Preschool Printables](#)[Greeting Cards](#)[Printable Cards](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

Click for 20 Free Problems

30	31	32	33
34	35	36	37
38	39	40	41
42	43	44	45
46	47	48	49
50	51	52	53
54	55	56	57

www.senteacher.org

start on steps of

30

0001

send numbers

cards per page

10 cards

18 cards

24 cards

example sets

ones

tens

negatives 1

decimal quarters

negatives 2

1024

print sheet

Number Cards

This generator allows the fast creation of sequences of number cards for many purposes. You can create cards of 3 sizes using

Number Cards : Free Printables

[Ads by Google](#)[Flash Cards](#)[Teacher Printables](#)[Preschool Printables](#)[Greeting Cards](#)[Printable Cards](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

Click for
20 Free
Problems

340	341	342	343
344	345	346	347
348	349	350	351
352	353	354	355
356	357	358	359
360	361	362	363
364	365	366	367

www.senteacher.org

start on

steps of

[send numbers](#)

cards per page

[10 cards](#)[18 cards](#)[24 cards](#)

example sets

[ones](#)[tens](#)[negatives 1](#)[decimal quarters](#)[negatives 2](#)[1024](#)[print sheet](#)

Number Cards

This generator allows the fast creation of sequences of number cards for many purposes. You can create cards of 3 sizes using

Number Cards : Free Printables

[Ads by Google](#)[Flash Cards](#)[Teacher Printables](#)[Preschool Printables](#)[Greeting Cards](#)[Printable Cards](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

Click for 20 Free Problems

219

260

301

342

383

424

465

506

547

588

629

670

711

752

793

834

875

916

www.senteacher.org

start on

219

steps of

41

[send numbers](#)

cards per page

[10 cards](#)[18 cards](#)[24 cards](#)

example sets

[ones](#)[tens](#)[negatives 1](#)[decimal quarters](#)[negatives 2](#)[1024](#)[print sheet](#)

SEN Teacher

Number Cards

This generator allows the fast creation of sequences of number cards for many purposes. You can create cards of 3 sizes using

Number Cards : Free Printables

[Ads by Google](#)[Flash Cards](#)[Teacher Printables](#)[Preschool Printables](#)[Greeting Cards](#)[Printable Cards](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

Click for 20 Free Problems

219	260	301
342	383	424
465	506	547
588	629	670
711	752	793
834	875	916

www.senteacher.org

start on steps of

[send numbers](#)

cards per page

[10 cards](#)

[18 cards](#)

[24 cards](#)

example sets

[ones](#)

[tens](#)

[negatives 1](#)

[decimal quarters](#)

[negatives 2](#)

[1024](#)

[print sheet](#)

Number Cards

This generator allows the fast creation of sequences of number cards for many purposes. You can create cards of 3 sizes using

Maths Spinner : Free Printables

[Ads by Google](#)[Fractions](#)[Maths](#)[Teaching Resources](#)[Sen Teacher](#)[Teacher Printables](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

IXL

Pre-K Skills

Kindergarten Skills

First-grade Skills

Second-grade Skills

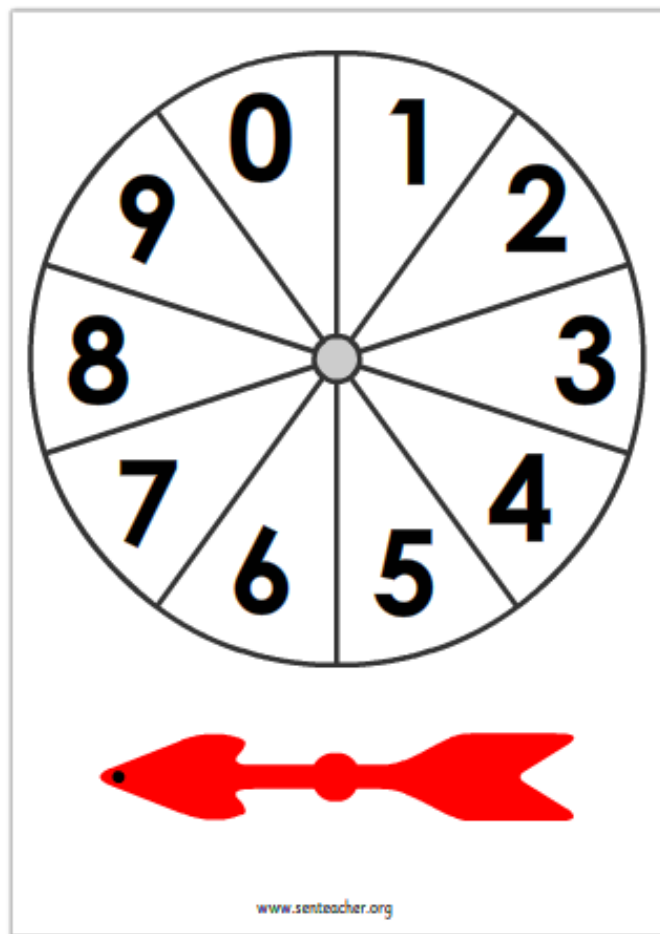
Third-grade Skills

Fourth-grade Skills

Fifth-grade Skills

Sixth-grade Skills

Click for 20 Free Problems



Click to Choose a Design

1 to 6

units

tens

hundreds

plus two, plus one

plus, add, equals

1 to 6 as dots

times two, times ten

regular shapes

background colours

print sheet

SEN Teacher

Maths Spinner

Create several different types of game spinner for maths activities.

Home Page

[Ads by Google](#)[Maths Resources](#)[Teaching](#)[Printable Worksheets](#)[Sen Teacher](#)[Free Math Worksheets](#)[Home](#)[Print Maths](#)[Print Literacy](#)[Print Other](#)[Web Links](#)[Downloads](#)[Search Tools](#)[Guestbook](#)

About SEN Teacher

SEN Teacher provides cost-free teaching & learning resources for students with special needs and learning disabilities. Many resources here may also be of use to educators of primary and elementary students.

All the resources available or listed here are free for use in schools, colleges and at home.

-  [Maths Printables](#) has a selection of free printable worksheets, cards and maths manipulatives.
-  [Literacy Printables](#) has handouts and teaching aids which support reading and writing.
-  [Other Printables](#) has certificates and resources for Science, PSHE and other subjects.
-  [Web Links](#) lists favoured websites with cost-free learning resources and information.
-  [Downloads](#) has freeware special needs and educational software from several sources.
-  [Search Tools](#) are custom Google search engines which index free resources and info sites.

Site Updates and New Content

Updates in August 2010:

The printables section has been updated and split into three sections covering [Mathematics](#), [Literacy](#) and [Other Areas](#). Several updates have been made to face and emotions printables in the [Other Areas](#) section, most artwork has now been updated to match the [Face Games](#) software. Coin worksheets and cards have been updated to include Australian, US, new UK and Euro Coinage and a new random worksheet generator covering

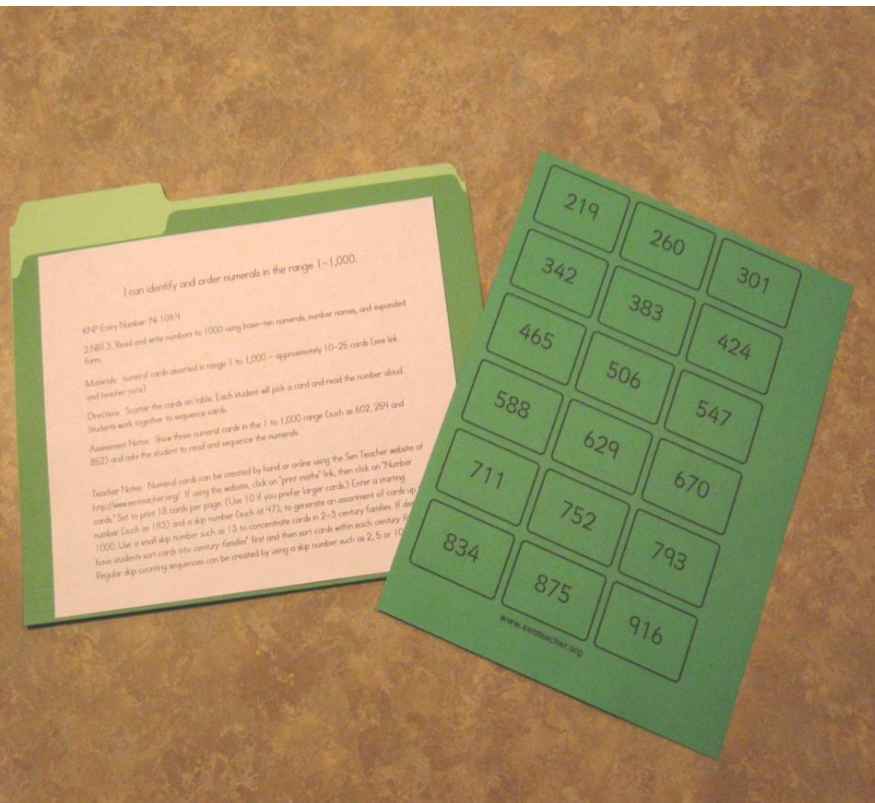
BRAIN
TRAINING
GAMES[Intelligence](#)[Memory](#)[Attention](#)[Focus](#)[Speed](#)[Language](#)[Visual](#)[Spatial](#)[Math](#)[Intelligence](#)[Stress](#)[Response](#)[Intelligence](#)[Memory](#)[Attention](#)[Focus](#)[Speed](#)[Language](#)[Visual](#)[Spatial](#)[Math](#)[Intelligence](#)[Stress](#)[Response](#)

Ni 108.4

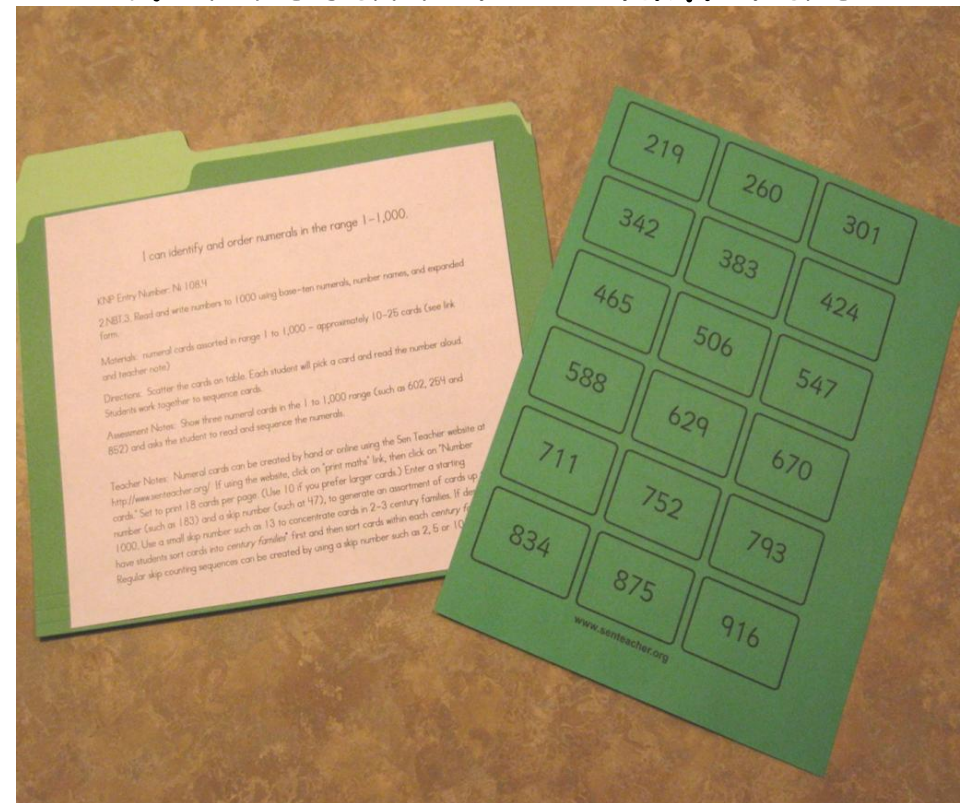
Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Construct	Numeracy	"I CAN" (*see glossary)	Assessment for Learning (*see glossary)	Student Grouping	Video Link	Print Link	Interactive Reference	Teacher Notes (*see glossary)
numeral cards in the range 1 to 1,000 - a consecutive grouping spanning 1 to 3 decade families. (i.e. 340-369 or 835-844).	Scatter the cards on table. Each student will pick a card and read the number aloud. Students work together to sequence cards then read the sequence forward and backward. With cards still in order, turn 1 to 3 cards face down. Students should again say the sequence forward and/or backward. Continue turning over 1-3 cards with students saying the sequence until most or all of the cards are face down.	Numerical Identification	3 to 4 GREEN	...Identify and order numerals in the range 1-1,000	Show three numeral cards in the 1 to 1,000 range (such as 602, 254 and 852) and asks the student to read and sequence the numerals.	individual / group / whole class		http://www.senteacher.org/		Numeral cards can be created by hand or online using the Sen Teacher website at http://www.senteacher.org/ If using the website, click on "print maths" link, then click on "Number cards." To create a consecutive set of cards, enter a starting number (such as 340) and set the step number to 1. To increase complexity in the activity, use a step number such as 13, 23 or 47 to create a set of non-consecutive cards for students to order. You may wish to use fewer cards at first. If desired, have students sort cards

Ni 108.4

With sequential numerals



With scattered numerals







The Kentucky Numeracy Project

CLOSING

COMPARING

NUMERAL IDENTIFICATION

NUMBER WORDS

INTRODUCTION

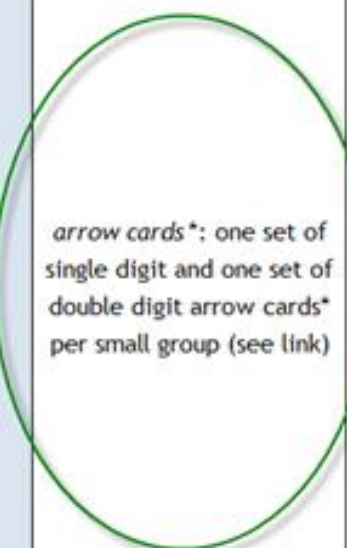
Ni 125

A	B	C	D	E	F	G	H	I	J	K	L
KNP Entry	Kentucky Common Core Academic Standard (KCAS) (*see glossary)	KCAS Domain	KCAS Cluster	Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment for Learning	Student Grouping
Ni 125.0	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Counting & Cardinality	Compare numbers	<i>arrow cards</i> *: one set of 1-5 numeral arrow cards for each small group of students (see link)	Working in groups of 3-5 students, the students will each draw one <i>arrow card</i> * and read it aloud. Students will then order the numbers from smallest to largest. The student who drew the largest numeral gets a point. After each turn, replace the cards in the stack, shuffle and draw again.	Numeral Identification	0 YELLOW	Numerals to 'ten'	... Identify and tell which of two numerals from the range 1 to 5 is greater.	Lay out the "3" and the "5" cards. Ask students to read the numerals and tell which number is greater.	small group
Ni 125.1	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Counting & Cardinality	Compare numbers	<i>arrow cards</i> *: one set of single-digit arrow cards for each small group students (see link)	Working in groups of 3-5 students, each student draws 1 <i>arrow card</i> * and reads it aloud. Students order the numbers from smallest to largest. After each turn, replace the cards in the stack, shuffle and draw again.	Numeral Identification	0 to 1 YELLOW	Numerals to 'ten'	... identify and tell which selected numerals from the range 1-9 is greatest.	Lay out the "4," "6" and "9" cards. Ask students to read the numerals and tell which is the greatest. Task can be repeated with different and/or additional arrows.	small group
Ni 125.2	K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or	Number & Operations in Base Ten	Work with numbers 11-19 to gain foundations for place value	<i>arrow cards</i> *: one set of single-digit arrow cards per small group and one "10" arrow card per student (see link)	Working in groups of 3-5 students, each student builds a 2-digit number using the "10" and a single digit <i>arrow card</i> *. Each student will read his/her number. Students order numbers from smallest to largest. If desired, have students write their number on a writing space.	Numeral Identification	1 to 2 RED	Numerals to 'twenty'	...identify and tell which selected numerals from the range 10 to 19 is greatest.	Show four numeral cards in range 10 to 19 (for example "18," "12," "19" and "16"). Ask students to read the numerals and tell which numeral is the greatest. Task can be repeated with different and/or additional	small group

KCAS Standard, Domain & Cluster

A	B	C	D
KNP Entry	Kentucky Common Core Academic Standard (KCAS) ("see glossary")	KCAS Domain	KCAS Cluster
MI 125.0	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Counting & Cardinality	Compare numbers
MI 125.1	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Counting & Cardinality	Compare numbers
MI 125.2	K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Number & Operations in Base Ten	Work with numbers 11-19 to gain foundations for place value
MI 125.3	1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Number & Operations in Base Ten	Extend the counting sequence
MI 125.4	2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Number & Operations in Base Ten	Understand place value
MI 125.5	4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to	Number & Operations in Base Ten	Generalize place value understanding for multi-digit whole numbers

	KCAS standard	Domain	Cluster
125.0	K.CC.7	Counting & Cardinality	Compare numbers
125.1	K.CC.7		
125.2	K.NBT.1	Number & Operations in Base Ten	Work with numbers 11-19 to gain foundations for place value
125.3	1.NBT.1		Extend the counting sequence
125.4	2.NBT.3		Understand place value
125.5	4.NBT.2		Generalize place value understanding for multi-digit whole numbers

	C	D	E	F	G	H	I	J	K
Core Academic (KCAS) (see glossary)	KCAS Domain	KCAS Cluster	Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment for
20, starting at any 20. In this range, numerals and represent with a written numeral.	Number & Operations in Base Ten	Extend the counting sequence	 <i>arrow cards*</i>: one set of single digit and one set of double digit arrow cards* per small group (see link)	Working in groups of 3-5, each student uses two different color <i>arrow cards*</i> to build a 2-digit number. Each student will read his/her number to the group and show what two arrow cards were used to build the number. Students order the "built" numbers (with layers intact) from smallest to largest. If desired, ask students to take turns counting from one number in the sequence to the next.	Numerical Identification	2 to 3 BLUE	Numerals to '100'	...identify tell which selected numerals from the range 10 to 99 is greatest.	Show four numerals from the range 10 to 99 (for example, "71," "12," "39" and "50"). Ask students to order the numerals and tell which is the greatest. This activity can be repeated with different sets of numerals and/or additional arrow cards. Show five numerals from the range 10 to 99 (for example, "71," "12," "39" and "50").

000▶

100▶

200▶

300▶

400▶

500▶

600▶

700▶

800▶

900▶

00▶

10▶

20▶

30▶

40▶

50▶

60▶

70▶

80▶

90▶

0▶

1▶

2▶

3▶

4▶

5▶

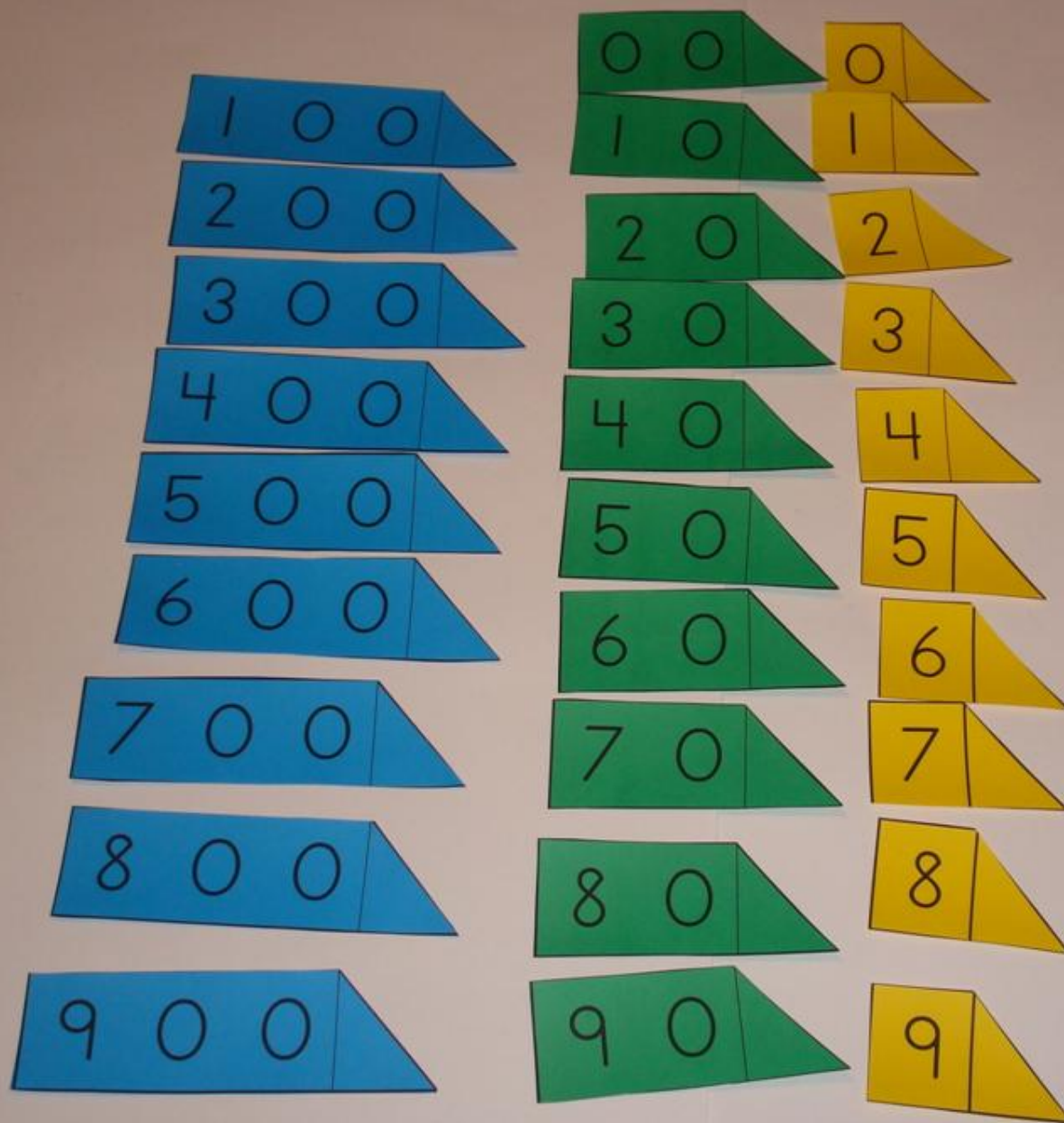
6▶

7▶

8▶

9▶

Durable plastic
place value
arrow cards can
be purchased



Arrow cards can be made by printing the template on colored cardstock.

Cut across on the dark lines. If desired, print each place value on a different color.

0		5	
1		6	
2		7	
3		8	
4		9	

Cut across on the dark lines. If desired, print each place value on a different color.

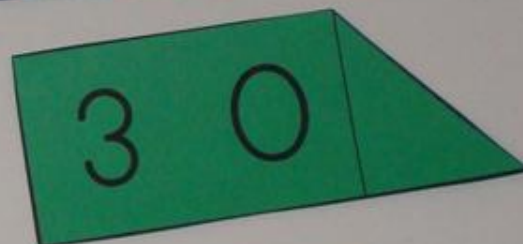
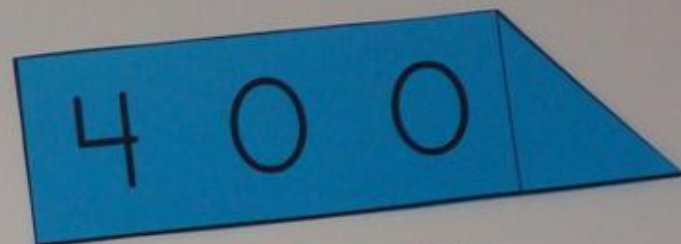
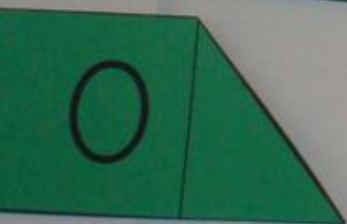
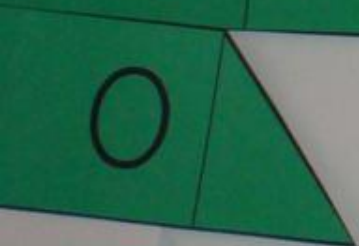
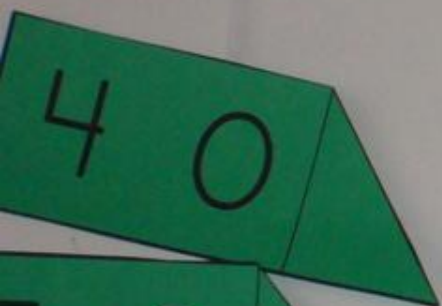
0	0	
1	0	
2	0	
3	0	
4	0	

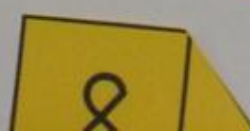
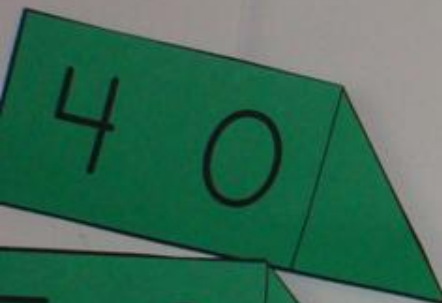
Cut across on the dark lines. If desired, print each place value on a different color.

5	0	
6	0	
7	0	
8	0	
9	0	

Cut across on the dark lines. If desired, print each place value on a different color.

0	0	0
1	0	0
2	0	0
3	0	0
4	0	0

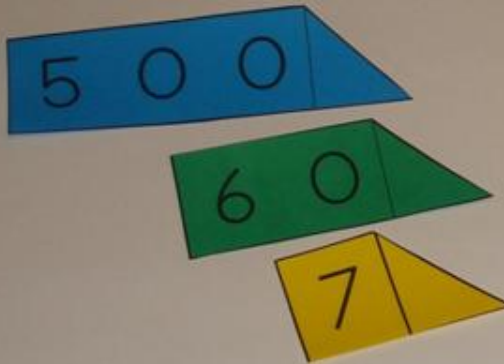




Ni 102.4

D	E	F	G	H	I	J
KCAS Cluster	Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand	Construct/Level (from AVMR)	Numeracy Target	"I CAN" (*see glossary)
Understand place value	arrow cards*: one set of ones, tens and hundreds arrow cards per small group	Working in groups of 3-5, each student uses three different color <i>arrow cards*</i> to build a 3-digit number. Each student will read his/her number to the group and show what three arrows were used to build the number. Students order the "built" numbers (with layers intact) from smallest to largest.	Numeral Identification	3 to 4 GREEN	Numerals to '1,000'	...identify and tell which selected numerals from the range 100 to 999 is greatest.
Understand the value of whole numbers	arrow cards*: one set of ones, tens and hundreds, thousands arrow cards* per group	Working in groups of 3-5, each student uses <i>arrow cards*</i> to build a 2 to 4-digit number. Each student will read his/her number to the group and show what arrow cards were used to build the number. Students order the "built"	Identification	5 PURPLE	to '1,000,000'	...identify and tell which selected numerals in the

1. Read and write numbers in order from 100 to 1000.	2. Read and write numbers in order from 100 to 1000.	3. Read and write numbers in order from 100 to 1000.	4. Read and write numbers in order from 100 to 1000.	5. Read and write numbers in order from 100 to 1000.	6. Read and write numbers in order from 100 to 1000.	7. Read and write numbers in order from 100 to 1000.	8. Read and write numbers in order from 100 to 1000.	9. Read and write numbers in order from 100 to 1000.	10. Read and write numbers in order from 100 to 1000.
--	--	--	--	--	--	--	--	--	---

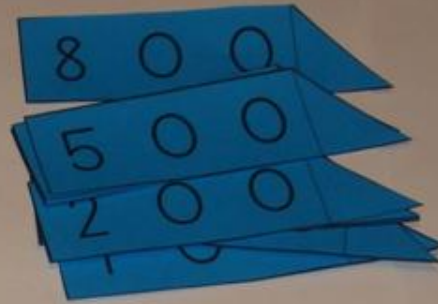




Numerals ID

I can identify numerals to 1000
and tell which numeral is greatest.

Use arrow cards to make a
numeral. Name your numeral.
Work together to order your
numerals.



Ni 125.4 (front of folder)

January 4, 2012

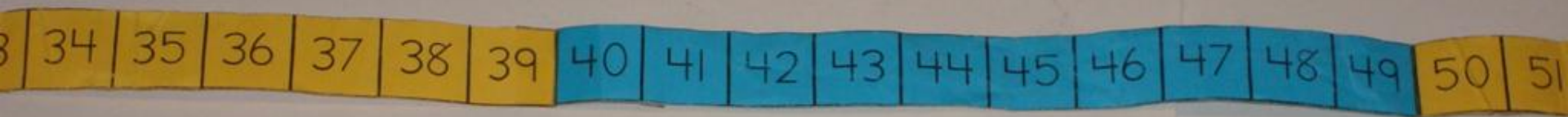
Minnesota Science and Mathematics, Minnesota Secondary Project <http://www.mnscsproject.org>

Unit Entry	Minnesota Common Core Academic Standards (MCCAS) (Use glossary)	Unit Goals	Unit Objectives	Learning Activities & Materials	Activities: Exemplary Learning Experiences (Use glossary)	Assessment	Formative Assessment	Summative Assessment	3-5th Grade (Use glossary)	Assessment for Learning
Ni 125.4	3.MBT.3. Read and write numbers to 1000 using base ten numerals, number names, and expanded form.	Number & Quantity: How to understand and	Number & Quantity: How to understand and	arrow cards, one set of ones, tens, and hundreds arrow cards per small group.	working in groups of 3-5, each student uses three different arrow cards to build a 3 digit number. Each student will read his/her number to the group and show what three arrows were used to build the number. Students order the built numbers with layers brack from smallest to largest.	Number & Quantity: How to understand and	Number & Quantity: How to understand and	Number & Quantity: How to understand and	Number & Quantity: How to understand and	Show five numeral cards to range 100 to 999 (for example "100", "700", "511", "234" and "789"). Ask students to read the numeral and say which is the greatest. Task can be repeated with different and/or additional numeral cards.



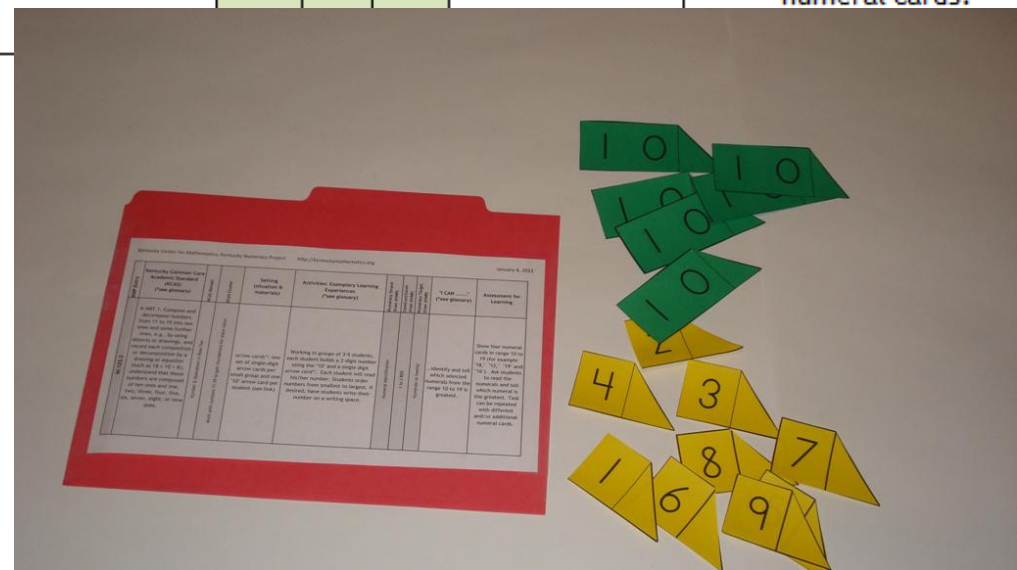
Ni 125.4 (back of folder)





Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment for Learning
<i>arrow cards</i> *: one set of single-digit arrow cards per small group and one "10" arrow card per student (see link)	Working in groups of 3-5 students, each student builds a 2-digit number using the "10" and a single digit <i>arrow card</i> *. Each student will read his/her number. Students order numbers from smallest to largest. If desired, have students write their number on a writing space.	Numeral Identification	1 to 2 RED	Numerals to 'twenty'	...identify and tell which selected numerals from the range 10 to 19 is greatest.	Show four numeral cards range 10 to 19 (for example "18," "12," "19" and "16") Ask students to read the numerals and tell which numeral is the greatest. Task can be repeated with different and/or additional numeral cards.

Ni 125.2



Identify and order
numbers.

Player should use
arrow and a ones
to make a number.
Say number aloud. Work
to put the numbers



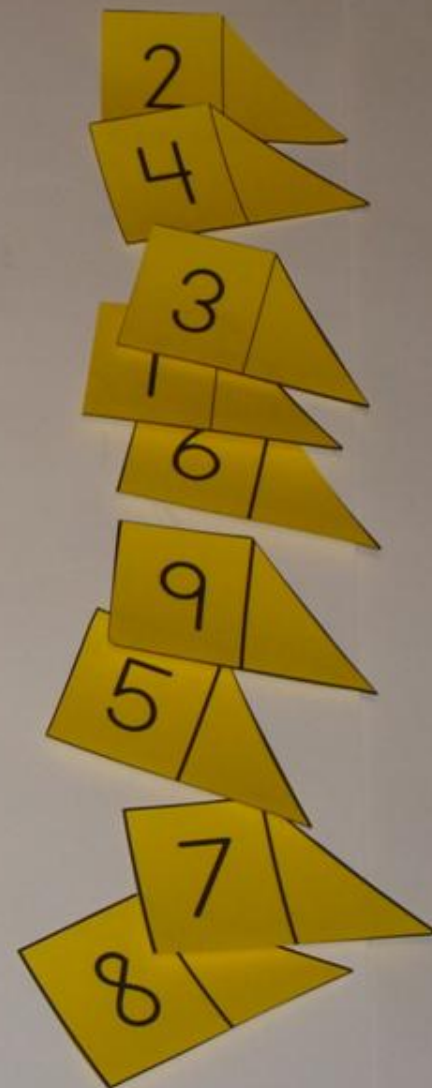
Ni 125.1 and Ni 125.0

Kentucky Center for Mathematics; Kentucky Numeracy Project

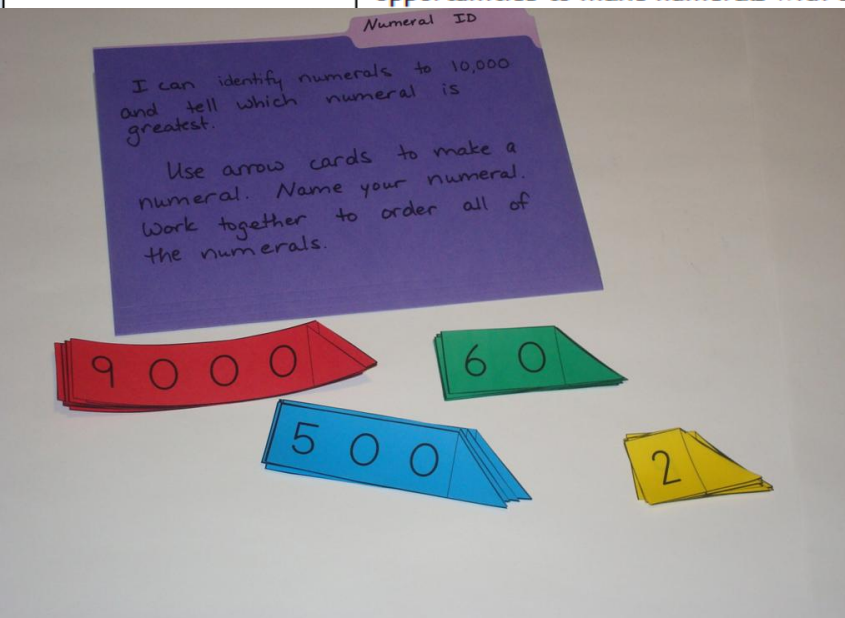
<http://kentuckymathematics.org>

January 4, 2011

Grade Entry	Kentucky Common Core Academic Standard (KCAS) ("see glossary")	KCAI Booklet	KCAI Guide	Setting (situation & materials)	Activities: Exemplary Learning Experiences ("see glossary")	Numerals Used (from 1-10)	Numerals Used (from 1-10)	Numerals Used (from 1-10)	"I CAN" ("see glossary")	Assessment for Learning
Ni 125.0	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Counting & Cardinality	Compare numbers	arrow cards*; one set of 1-5 numeral arrow cards for each small group of students (see link)	Working in groups of 3-5 students, the students will each draw one arrow card* and read it aloud. Students will then order the numbers from smallest to largest. The student who drew the largest numeral gets a point. After each turn, replace the cards in the stack, shuffle and draw again.	Numerals Used (from 1-10)	1-5 YELLOW	Numerals to Use	... Identify and tell which of two numerals from the range 1 to 5 is greater.	Lay out the "3" and the "5" cards. Ask students to read the numerals and tell which number is greater.
Ni 125.1	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Counting & Cardinality	Compare numbers	arrow cards*: one set of single-digit arrow cards for each small group students (see link)	Working in groups of 3-5 students, each student draws 1 arrow card* and reads it aloud. Students order the numbers from smallest to largest. After each turn, replace the cards in the stack, shuffle and draw again.	Numerals Used (from 1-10)	6-10 YELLOW	Numerals to Use	... Identify and tell which selected numerals from the range 1-9 is greatest.	Lay out the "4," "6" and "9" cards. Ask students to read the numerals and tell which is the greatest. Task can be repeated with different and/or additional arrows.



Setting (situation & materials)	Activities: Exemplary Learning Experiences (*see glossary)	Numeracy Strand (from AVMR)	Construct/Level (from AVMR)	Numeracy Target (from AVMR)	"I CAN" (*see glossary)	Assessment for Learning
arrow cards*: one set of ones, tens and hundreds, thousands arrow cards* per group	Working in groups of 3-5, each student uses <i>arrow cards*</i> to build a 2 to 4-digit number. Each student will read his/her number to the group and show what arrow cards were used to build the number. Students order the "built" numbers (with the layers intact) from smallest to largest. Repeat making sure all students have opportunities to make numerals with different numbers	Numeral Identification	4 to 5 PURPLE	Numerals to '1,000,000'	...identify and tell which selected numerals in the range 10 to 9,999 is greatest.	Show five numeral cards in range 10 to 10000 (for example "804," "1398," "76," "3505," "9000") . Ask students to read the numerals and tell which is greatest. Task can be repeated with different and/or additional numeral cards.



Ni 125.5

Item Entry	Kentucky Common Core Academic Standard (KCA) ("see glossary")	KCA Domain	KCA Cluster	Setting (Situation & materials)	Activities: Exemplary Learning Experiences ("see glossary")	Number Read from 1000	Number Written from 1000	Number Target from 1000	"I CAN" ("see glossary")	Assessment for Learning
HS 125.3	4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	Number & Operations - Base Ten	Base Ten	arrow cards; one set of ones, tens, and hundreds, thousands, arrow cards* per group	Working in groups of 3-5, each student joins arrow cards* to build a 2 to 4-digit number. Each student will read his/her number to the group and show what arrow cards were used to build the number. Students order the "built" numbers (with the layers intact) from smallest to largest. Repeat making sure all students have opportunities to make numerals with different numbers of digits.	1 to 1,000	1 to 1,000	Number up to 1,000,000	Identify and tell which numeral is the largest 10 to 9,999 is greatest.	Show five numeral cards in range 10 to 10000 (for example: "604," "1,298," "76," "3005," "9000"). Ask students to read the numerals and tell which is greatest. Task can be repeated with different and/or additional numeral cards.



Ni 125 – all folders





The Kentucky Numeracy Project

CLOSING

COMPARING

NUMERAL IDENTIFICATION

NUMBER WORDS

INTRODUCTION

Kentucky Numeracy Project Archives

Numeral Roll

- [.pdf](#) - Numeral Roll directions and printables.
- Video:



Upcoming KNP Sessions, 3:30 to 4:30 p.m. ET

- **February 17 – Structuring to Five and Ten**
- **March 10 – Addition and Subtraction**
- **March 31 – Structuring to Twenty**
- **April 21 – Advanced Addition and Subtraction**
- **May 12 – Multiplication and Division**
- **June 2 – Tens and Ones**

<http://kymath.org/intervention/iKNP.asp>



kcm@nku.edu

859.572.7690

Reflection Questions

- 1) What are your students' abilities to say number word sequences forward and backward, starting at any number?
- 2) What are your students' abilities to accurately identify numerals (especially common problem numerals such as the teens, 12, 20, 21)?
- 3) What are your students' abilities to say number words forward and backward across decades and across double, repeated digit numbers (i.e. 66, 77)?
- 4) How might you identify and address student difficulties with number word sequences, number word before, number word after, numeral identification and skip counting on and off the multiples?
- 5) Why is robust facility with forward and backward number words and numerals important for future success in mathematics?