Written in NZ for NZ

#### Number Knowledge



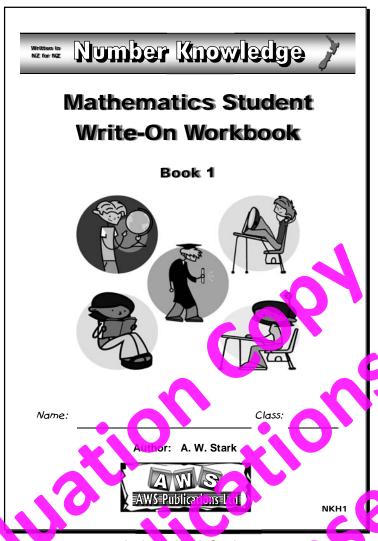
# Mathematics Student Workbook

Book 1



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AWS Publications Ltd

irst Published November 2005

Formatting and publishing by Andrew Stark

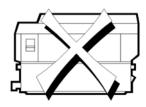


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#### Note from the author:

About this resource ...

#### Number Knowledge Student Workbook - Book 1 (Code: NKH1)

is one of a series of 8 resources written to support the **NUMERACY PROJECT** currently being implemented within many New Zealand schools. Within each resource in this series, the **NUMBER KNOWLEDGE FACTS** are systematically and methodically introduced, providing students with the 'building blocks' required to progress through the various **NUMBER STRATEGY STAGES**.

These resources have been compiled using the **Achievement Objectives** from the appropriate **NUMBER** and **ALGEBRA STRANDS** as stated in the document ....

#### Mathematics in the New Zealand Curriculum

and information from the various resources of the ...

#### Numeracy Professional Development Project

... involving the Strategy Stages as listed below.

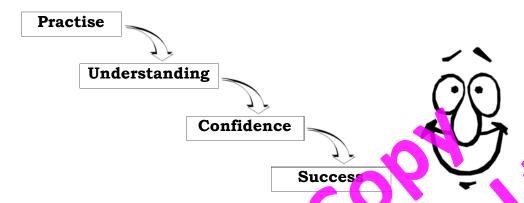
Completion Record Table - Write in the date when each sheet has been completed.

Sheet Number	Date Completed	Sheet Number	Date Completed	Sheet Number	Date Completed	Sheet Number	Date Completed
1		30		29		31	
2	13	12	9	22	50	32	
3		2	5	23		33	
4		14	. 6	24		34	
5	"	15	110	25		35	
6		10		26		36	
7		17		27		37	
8		18		28		38	
9		19		29		39	
10		20		30		40	

#### **Note to Students:**

I am sure you would love not to have to do homework. However, we will only get better at many things we do or learn, if we practise. I am sure you have heard the old saying 'practice makes perfect'.

In class you are shown and taught lots of new ideas. The reason for doing your homework is to practise what you have been taught in class. If you can do it on your own at home, or maybe with a little help from someone at home, then it shows you have remembered what you were shown in class.



No-one can make you learn. Your teachers, parents / caregivers and friends can help, but at the end of the day it's up to you. You do not have to always get it right, as long as you have tried to do the very best you can. Remember to ask for help if you do not understand or if you are not sure of what you have to do.

This resource has been written to help make doing your homework easier for both you and your teacher.

Good luck.

#### Note to Parents / Caregivers:

You may not have found mathematics easy when you were at school nor do you have to be good at it. All you have to do is encourage your son, daughter to do the very best he she can. We cannot ask more from our children, than they are able to give. Try to be realistic with your own expectations of how well you think they should be doing at school.

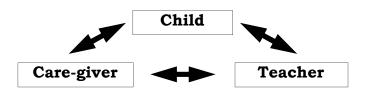
To help your son / daughter, here are some ideas ...

- Provide a place where they can work quietly without too many distractions. Background music is okay, but television is too distracting because of the pictures.
- ✓ Provide them with the equipment they need
- Help them work out when is the best time to do their homework, encouraging them to establish routines. Remember they do need some time off to enjoy themselves, so do not expect them to work all the time.
- Give them plenty of encouragement and praise. Look at their work and sign each page when completed.

Our children need our support and encouragement if they are to do well. If your son / daughter is having a lot of trouble understanding the work, it may be a good idea to contact their teacher to talk about the best way you can help.

Good luck.

#### Successful learning requires teamwork.



#### How to use this resource - Book 1

The purpose of this resource is for students to become familiar with **saying** and **writing** the numerals from 1 to 10 and **counting** up to 10.

There are 40 activity sheets in this resource. At this level, pupils will require adult input to be able to complete each activity. The worksheets are divided into groups of 10 and gradually get more difficult. Below is a summary of what is contained within each group of worksheets.



The information below has been included so that parents / care-givers can understand what is the aim of each activity, therefore are able to help.

Worksheets 1 to 10						
Activity on Worksheet	Teaching Idea s					
Saying the numbers 1 to 5	<ul> <li>Say the numbers 1 to 5 in order and ask pupils to repeat.</li> <li>Point randomly at each number and ask pupils to say that number.</li> <li>Say a number and ask pupils to point to that number.</li> </ul>					
Writing the numbers from 1 to 5	Ask pupils to practise writing the numbers (numerals) on each worksheet.					
Counting 1 to 5 pictures of animals or objects	<ul> <li>Ask pupils to count the number of each different picture and write their answers in the boxes provided.</li> <li>Ask pupils to hold up the same number of finders as there are pictures.</li> </ul>					
Writing the <b>missing</b> numbers in a sequence from 1 to 5	Cover up the numbers at the top of the page.     Ask pupils to write in the missing numbers in the spaces provided.					

Worksheets 11 to 20	
Activity on Worksheet	Teaching Ideas
	<ul> <li>Say the numbers 1 to 10 in order and ask pupils to repeat.</li> </ul>
Saying the numbers 1 to 10	Point randomly at each number and ask pupils to say that number.
	Say number and ask pupils to point to that number.
Writing the numbers from 1 to 10	Ask pupils to practise writing the numbers (numerals) on each worksheet.
Counting 1 to 10 pictures of animals	<ul> <li>Ask pupils to count the number of each different picture and write their answers in the boxes provided.</li> </ul>
or objects	Ask pupils to hold up the same number of fingers as there are pictures.
Writing the missing numbers in a	Cover up the numbers at the top of the page.
sequence from 1 to 10	Ask pupils to write in the missing numbers in the spaces provided.









Worksheets 21 to 30	
Activity on Worksheet	Teaching Ideas
Writing the <b>missing</b> numbers in a sequence from 1 to 10	Ask pupils to write in the missing numbers as they count from 1 to 10 or count from 10 to 1.
Writing the numbers 1 to 10	Ask pupils to practice writing the numbers (numeral) given on each worksheet.
Writing the number that comes <b>after</b> or <b>before</b> a given number for the	Cover up the numbers at the top of the page.
numbers 1 to 10.	Ask pupils to write the number that comes either after or before the given number.
	In this activity there are two different pictures in each box. Ask pupils to count and record the number of each picture.
Counting 1 to 10 pictures of animals or objects	Having written their answers, ask pupils to count ALL pictures. There are always 10 pictures, hence pupils get practice at counting up to 10 and are exposed to the combinations that add to 10. Example: 4 dolls 6 teddy bears.
	Ask pupils to hold up the same number of fingers as there are pictures.
	From this activity, pupils learn the names of several mathematical shapes.
	Say the name of the shape and ask pupils to repeat.
Colouring in from 1 to 0 pictures of	Point to one of the shapes and ask pupils what it is called.
Colouring-in from 1 to 9 pictures of mathematical shapes	Ask pupils to shade in the appropriate number of shapes.
	Having shaded in the two different shapes, ask pupils to count the total number of shapes shaded. There are always 10 shaded shapes, hence pupils gain more practice at counting up to 10 and are exposed to the combinations that add to 10.  Example: 3 trangles & 7 circles
	Cover up the numbers at the top of the page.
Ordering numbers 1 to 10	Ask pupils to order the 3 or 4 numbers given, in order from smallest to largest or largest to smallest.

Worksheets 31 to 40	
Activity on Workshee	Teaching Ideas
Writing the <b>missing numbers</b> in a sequence from 1 to 10	Ask pupils to write in the missing numbers as they count from 1 to 10 or count from 1 to 1.
Writing the number that comes <b>after</b> or <b>before</b> a given number for the numbers 1 to 10.	Cover up the numbers at the top of the page.  Ask pupils to write the number that comes either after or before the given number.
	In this activity there are two different pictures in one box. Ask pupils to count and record the number of each picture.
Counting 1 to 10 pictures of animals or objects	<ul> <li>Having written their answers, ask pupils to count ALL pictures. There are always 10 pictures, hence pupils get practice at counting up to 10 and are exposed to the combinations that add to 10. Example: 4 dolls &amp; 6 teddy bears.</li> </ul>
	Ask pupils to hold up the same number of fingers as there are pictures.
	From this activity, pupils learn the names of several mathematical shapes.
	Say the name of the shape and ask pupils to repeat.
	Point to one of the shapes and ask pupils what it is called.
Colouring-in from 1 to 9 pictures of mathematical shapes	Ask pupils to shade in the appropriate number of shapes.
	<ul> <li>Having shaded in the two different shapes, ask pupils to count the total number of shapes shaded. There are always 10 shaded shapes, hence pupils gain more practice at counting up to 10 and are exposed to the combinations that add to 10. Example: 3 triangles &amp; 7 circles.</li> </ul>
	Cover up the numbers at the top of the page.
Ordering numbers 1 to 10	<ul> <li>Ask pupils to order the 5 or 6 numbers given, in order from smallest to largest or largest to smallest.</li> </ul>



Term: Weel	k: Signed whe	en completed (ted	acher or parent	r):	
Say these number	5.				
1	2		3	4	5
Practise <b>writing</b> ed	ach number.				
1				.01	49
2				ns	
Count the number	er of turtles.	210	Count the	number of hats.	10
Count the number	er of apples		Count the	number of dogs.	
Write in the missing	g numbers as you co	ount from 1 to 5.			



Term: Week:	Signed when compl	eted (teacher or pare	nt):	
Say these numbers.				
1	2	3	4	5
Practise <b>writing</b> each n	umber.			1
3			69	40
4			Nº S	
Count the number of	teddy bears.	Count the	number of whales.	10
Count the number of	swans.	Count the	e number of bananas.	
Write in the missing num	nbers as you count from	1 to 5.		
1	2		4	



Term:	Week:	Signed when	n completed (	teacher or paren	t):	
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Practise w	<b>riting</b> each n	umber.	•			
					30	49
	5			7	ns	<u> </u>
Count the	e number of l	blocks.		Count the	number of pandas.	
Count the	e number of	cakes		Count the	number of planes.	
Write in the	e missing num	obers as you co	) unt from I to 5			
W. 1. C. 11 1/16	onig IId/I	2		3		5





Term: Week:	Signed when cor	mpleted (teach	ner or parent	):	
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4			\	100	8
Count the number of l	buses.	ilo	Count the	number of Eshirts,	
	00				
Count the number of	balls.		<b>Count</b> the n	number of frogs,	Joseph John Market Mark
Write in the missing num	bers as you count fi	rom I to 5.			
•					_
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Practise <b>writing</b> ea	ach number.				
3				,01	10
5			0	ns	
Count the numb	er of pies.		Count the	number of spiders.	
Count the numb	er of cows.		Count the	number of dolls.	
Write in the missin	g numbers as you	count from I to	5.	<b>6</b>	
1			3	4	





1erm: Week:	Signed when compl	leted (teacher or par	ent):	
Say these numbers.				
1	2	3	4	5
Practise <b>writing</b> each n	umber.	1		
1			001	10
4				3
Count the number of	snails,	Count th	he number of snowmen	
Count the number of	s.ars.	Count th	he number of snakes.	
Write in the missing num	nbers as you count from	n 1 to 5.		
	7		1/	5
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Term:	Week:	Signed wher	n completed (to	eacher or paren	t):		
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				1,5		7	
Count th	e number of	owls.		Count the	number of ice-cred	ams,	
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Write in th	e missing num	nbers as you cou	unt from 1 to 5.				
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Term: Week:	Signed when comp	leted (teacher	or parent):		
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3				25	
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			5		
Count the number of	p ars		Count the numb	per of prams.	***
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Count the number of	oosters.	10	Co <b>unt</b> the nu	mber of hamburgers.	
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Term:	Week:	Signed whe	en complet	ted (teach	er or parent	·):			
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Term:	Week:	Signed whe	n complet	ed (teach	er or parent	):			
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4						,0		*C	
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				3					
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Term:	Week:	Signed wh	hen comple	eted (teac <i>t</i>	er or parent	') <i>:</i>			
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1	2	3	4	5	6	7	8	9	10
Practise w	/ <b>riting</b> each ni	umber.							
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Term:	_ Week:	Signed w	vhen compl	eted (teach	er or parent	'):			
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10							7		
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								4	
Count the	number of	starrish.		10	Count the i	number of t	urtles.		
		35							
		34							
Write in the	missing num	bers as you	count from	1 to 10.					
	2	3	4			7		9	



Term:	Week:	Signed w	hen comple	eted (teach	er or parent	):			
Say these n	umbers.								
1	2	3	4	5	6	7	8	9	10
Practise <b>wr</b>	<b>iting</b> each n	umber.							
5						,0		* 6	•
8				~			5		6
Count the	number of	pears,			Countille	number of t	Flowers.		
Count the	number of	ballocas,			Count the	number of s	sharks.		
Write in the	missing num	bers as you	count from	1 to 10.					
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Term:	Week:	_ <i>Sig</i> ned w	then comple	eted (teach	er or parent,	):			
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Term:	Week:	Signed w	then compl	leted (teac <i>t</i>	ner or parent	t):			
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Practise w	<b>/riting</b> each n	umber.							
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Count th	ne number of o	cars.			Count the	number of	higers,		
Count th	e number of	swans	E. Marin	9	Count the	number of	t-shirts.		
						A B			
				<b>-</b> ₽					
Write in the	e missing num	bers as you	count from	n 1 to 10.					
	2			5		7	8		10



Term:	Week:	Signed v	vhen compl	eted (teach	er or parent	·):			
Say these r	numbers.		T	T	Γ				1
1	2	3	4	5	6	7	8	9	10
Practise <b>wr</b>	r <b>iting</b> each ni	umber.							
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Count the	number of s	spiders.	•		Count the	number of p	anes.		
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Count the	number of	slides.	<b>,</b>	• 0	Count the r	number of o	wls,		
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		Signed wh mbers as you c			her or parent	):			
1			4	5				9	10
Practise <b>wri</b>	<b>ting</b> each	number.			Write the	number tha	it comes at	fter	
1						3	4	6	
						g		7	
a						<u> </u>	5	~	
7						2	Ö,	8	0
Count the	number of	teddy bears a	indidolls.	O	Colour in	(†)	riangle)	76	
(E)					6		7		
							5		
						40	7 ^ <		$\wedge$
2			Q &	0	x5				
7			0	0			/		
				100	Colour in	<b>9</b> 🧱 (s	quares)		
	{		Qe	# D					
			Ó						
	_		١						
teddy bears	S		9	dolls					
		ese numbers in		, .					















Term: Wee	ek: Signed when completed (te	acher or parent):
Write in the missin	ng numbers as you count <b>backwards</b> f	rom 10 to 1.
	8 7 6	3 2 1
Practise <b>writing</b> e	ach number.	Write the number that comes before
5		
0		5 7
Count the numb	per of fish and starfish.	Colour in (circles)
		Colour in 2 (rectangles)
fish	starfish ite these numbers in order from smalle	









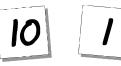






Term: Week: Signed when completed (teach	er or parent):
Write in the missing numbers as you count from 1 to 10.	
3 4	8 9 10
Practise <b>writing</b> each number.	Write the number that comes after
3	4 9 7
10	8 5
Count the number of balls and blocks	Colour in (pentagons)
	Colour in 7 (hexagons)
blocks	













Term:	Week:	Signed when c	ompleted (teach	ner or parent):			
Write in the	missing num	bers as you count	backwards from	10 to 1.			
10			7 6	5			1
Practise <b>wi</b>	r <b>iting</b> each ni	umber.		Write the num	ber that comes i	before	
4					3		8
6					] 7   ] 3		2 5 <b>\</b>
Count the	number of a	ducks and frogs.	<del>.,0</del>	Colour in	(diamonds or r	hambust	<b>20.</b>
		A COL		Colourn	(diginorius of r	nombus .	
700							
		Mary Control of the C		Colour in U	(ovals or ellip	oses)	
ducks			frogs				
1*	Write the	se numbers in <b>ord</b>	<b>er</b> from smallest :	to largest.			1.
	5	8	3				



acher or parent):
6 7
Write the number that comes after
2 8 1 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
<del>-</del>
Colour 5 (parallelograms)
Colour in 5 (octagons)

















Term:	Week:	Signed when	completed (teac	her or parent): _			
Write in the	missing nun	nbers as you cour	nt <b>backwards</b> fron	n 10 to 1.	<u>.</u>		
10	9	8			4 3	)	
Practise <b>w</b> i	<b>riting</b> each n	umber.		<b>Write</b> the nun	nber that comes	before	
5					10		3
					7		
a							~ 1
7							80
Count the	e number of	turtles and ladybi	irds.	Colour in	(circles)		
				6			
					5		
, ,		0					
			- 20	Colour in 8	(rec†angles)		
	,						
ladybirds	5		turtles				
	Write the	ese numbers in <b>or</b>	<b>der</b> from smallest	¹ l to largest.			
	2	10	6 1				



Term:	Week:	Signed when	completed (teach	er or parent): _			
Write in the	missing num	bers as you cou	nt from 1 to 10.				
1	2			6	7		10
Practise <b>wi</b>	<b>riting</b> each n	umber.		Write the nur	nber that com	es <b>after</b>	
2				6 G		9	
Count the	e number of o	owls and whales	<b>10.</b>	Colourin	(triangles	5)	
					65		
				15			
				Colour in 3	(hexago	ns)	
whales	,		owls				
1*	Write the	se numbers in <b>or</b>	<b>der</b> from largest to	smallest.			
₽ <b> </b>	2		0				



Term:	Week:	Signed whe	n completed (	teacher or par	ent):		
Write in the	e missing nun	bers as you co	ount <b>backward</b> :	s from 10 to 1.			
		<b>~</b>	7			2	2
		0				<b>3</b>	~
Practise <b>w</b>	<b>riting</b> each n	umber.	I	Write t	he number tha	t comes <b>befor</b>	e
					_1		5
							*O
						2	7
8						-6	
O							
Count the	e number of	sharks and tige	rs.				10
	Δ.	<b>0</b>		Colour	in LA (dic	monds or rhomby	
		AX	Y A	. (	<b>?</b> / `		
assiene.		Λ <				$\langle \ \rangle \langle \  $	$\rangle$
		New Y		<b>a</b>			
			was a	Colour	in 6 (00	tagons)	
sharks	****		tige	ers			
	Write the	se numbers in c	order from sma	 allest to largest			
1. 9.	7,0						
	3	9/	1 /				



Term:	Week:	_ Signed when co	mpleted (teach	er or parent); _			
Write in the	e missing numi	bers as you count i	from 1 to 10.				
		L	1 5			9	
Practise w	r <b>iting</b> each nu	mber.	I	Write the num	ber that comes o	ıfter	
4						5	
7			~	3		9	
Count the	e number of c	ars and planes		Colour In 5	(pentagons)		
				Colour in 5	(squares)	<u>\/ \_</u>	/
B	M						
cars			planes				
1.	Write thes	se numbers in <b>orde</b>	<b>r</b> from largest to	smallest.			
	5	2/8	7				



Term:	Week:	Signed when compl	eted (teache	r or parent):			
Write in the	missing num	bers as you count <b>bac</b> l	kwards from l	0 to 1.			
		7		5			
Practise <b>w</b> i	<b>riting</b> each n	umber.		Write the number	ber that comes <b>be</b>	efore	
3						8	
6					10 ] 4	8	
Count the	number of p	pears and apples.	10	Colour in 9	(parallelogra	rns)	
	·		Ž				
			18	Colour in	(oval or ellipse)		
pears			apples				
A .	Write the	se numbers in <b>order</b> fro	m smallest to	largest.			
	4	10 6	3				



Term: Week: Signed when completed	(teacher or parent).	:			
<b>Nrite</b> in the missing numbers as you count from I to I	0.				
2	6				10
Write the number that comes after	<b>Write</b> the n	umber that	comes <b>bei</b>	fore	
1 7		T e		&	
8 2		7			0
3 9					9
Count the number of hot air balloons and planes.	Colour in	A	ctagons) amends or rho	mbus)	
hot air balloons	nnes				
<b>Nrite</b> these numbers in <b>order</b> from largest to smalle.	st.	<del>_</del>			





Term: Week: Signed when completed (teache	
Write in the missing numbers as you count backwards from	10 to 1.
Write the number that comes after	Write the number that comes before
4	
2 5	7 3
6 8	5 4
Count the number of ice creams and pies	Calaunia ( simple)
	Colour in ( circles)  Colour in 6 (triangles)
And the second	
ice creams pies	
<b>Write</b> these numbers in <b>order</b> from smallest to largest.	
5 9 2 7 3	



Term: Week: Signed when completed (teach	er or parent):
Write in the missing numbers as you count from 1 to 10.	
3 5	9
Write the number that comes after	Write the number that comes before
5 4	2
6 3	9 10
<i>I</i> 7	3
Count the number of bananas and oranges	Colou in S (squares)
	Color in 2 (pentagons)
bananas oranges	
Write these numbers in order from largest to smallest.	
3 8 10 6 4	



Term:	_ Week:	_ Signed wher	n completed (ted	icher or paren	t):			
<b>Write</b> in the	missing num	bers as you cou	unt <b>backwards</b> fr	om 10 to 1.				
• •			_					
10			7		1/			
					7			
Write the r	w.mbor that	comes <b>after</b>		Write the	number tha	t comes <b>het</b>	inre	
Wille mer	iumber mar	Comes arrer		<i>We</i>			<i>□</i>	
(	9	5				5	8	
						<u> </u>		
	1	ப			$O_{2}$	<b>a</b>		
	'							
	_						-	,
	6	2			~			
		<u>-</u>						
Count the	number of t	amburgers and	d fries	Colour		(hexagon)		
	Than a	ANTINA O				•		$\rangle$
			EXX YAVE	Colour	<b>9</b> 0	rectangles)		
ALL ALIK		M. M.	ALL AIM		/ 338	6		
				/				
	A 44/1/2					$\langle \rangle$		/
				*				
4					_			
							/	
		WA VAILED	STATE OF THE STATE					
		XVIVA	A LINCOLD		_/			
		PA						
hamburger:	5		fries		\ /			
						$\rangle$		
								\/
Write these	numbers in	order from sma	illest to largest.					
4	5		7     2					
				1				



Term: Week: Signed when completed († Write in the missing numbers as you count from 1 to 10.	
	5 8
Write the number that comes after	Write the number that comes before
7 3	5
4 2	3 4
5 8	5
Count the number of cows and sheep	Colour in 5 (parallelograms)
	Colour in 5 (ovals or ellipses)
sheep	vs
Write these numbers in order from largest to smallest	· · · · · · · · · · · · · · · · · · ·
7 3 9 2 6	



Term: Week: Signed when completed (te	eacher or parent):
Write in the missing numbers as you count backwards t	from 10 to 1.
7	3 1
Write the number that comes after	Write the number that comes before
7 3	6
9 1	2 4
5 6	8 7
Count the number of swings and slides.	Colour in 6 (diamonds or rhombus)
	Colour in Li (pentagons)
slides	5 \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
<b>Write</b> these numbers in <b>order</b> from smallest to largest.	
5 10 1 3 8 4	



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Term: Week: Signed when completed (teac	her or parent):
Write in the missing numbers as you count from 1 to 10.	
<b>4</b>	6 9
Write the number that comes after	Write the number that comes before
6	3 3
9 8	7 5
3 4	2
Count the number of penguins and swans	Colour in (octagons)
	Calcur in 8 (rectangles)
swans  penguins	
Write these numbers in order from largest to smallest.	
6 3 9 7 1 4	



Term: Week:	Signed when com	pleted (teacher	or parent):			
<b>Write</b> in the missing r	numbers as you count <b>ba</b>	<b>ckwards</b> from 10	to I.			
10			5		2	
10			5		2	
<b>Write</b> the number t	hat comes <b>after</b>	V	<b>Vrite</b> the number t	that comes <b>befo</b>	pre	
9	<b>4</b>			5	_\ <b>\</b>	
7	3			10	6	
2	8			5	7	
Count the number	of turkeys and roosters.	O	Calayria (2)	(triangles)	10	
		S Da	Colour in 7	(triangles)		
turkeys		roosters				
Write these number	s in <b>order</b> from smallest t	o largest.		1	,	
10 9	2 5	8				



Term: Week: Signed when completed (teache	er or parent):
Write in the missing numbers as you count from I to 10.	
3	7 9
Write the number that comes after	Write the number that comes before
2 6	6 3
9 5	10 8
8 4	7
Count the number of drums and yoyos	Colour In (ovals or ellipses)
	Colour in 7 (squares)
drums	
Write these numbers in order from largest to smallest.	
7 2 8 4 5 10  AWS DO NOT PHOTOCOPY THIS PAGE	Copyright © <sub>2005</sub> <b>AWS</b> Publications Ltd



Term: Week:	_ Signed when com	pleted (teache	r or parent):			
Write in the missing number	bers as you count <b>ba</b>	<b>ckwards</b> from Id	0 to 1.			
	8	6				
	O	0	-	4		
Write the number that	c <i>or</i> nes <b>after</b>		Write the numbe	r that comes	before	
7	]			9		8
9	6		<b>C</b> 9	2		5
3	8			9	<b>)</b>	4
Count the number of n	nonkeys and pandas.		Colour in 5	(circles)		
			colourin 5	(parallelbg	rans)	
monkeys		pandas				
The state of the s	hus.					
Write these numbers in a	<b>order</b> from smallest to	o largest.	<u> </u>	<u> </u>	<u> </u>	
4 5	5 4 3	8				

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