

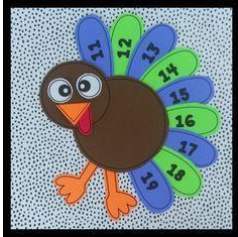
## MY LOVELY BIRD (LEVEL 0)

<b>Description</b>	Learners will deepen their understanding of numbers between 1 and 10 and design their own bird to grasp the concept of counting (forward & backward) and writing numbers 11 to 20.
<b>Leading Question</b>	How many tail feathers does your turkey have?
<b>Total Time Required</b>	6 days (1.25 hours per day)
<b>Supplies Required</b>	Papers, tracing papers or any blank paper, pencil, colors, thread, glue, scissors, ruler, any objects for counting (stones, sticks, leaves), sand, rectangular container, clay, cardboard, circular object
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Know numbers (1-20) and the count sequence.</li> <li>● Write numbers from 1 to 10 both numeric and in words</li> <li>● Represent number (1-20) with objects and on a number line</li> <li>● Count to tell the number of objects</li> <li>● Use of the words: before, after, between, smaller and bigger for descriptions</li> <li>● Use of shapes to represent numbers</li> <li>● Write short sentences connecting numbers and objects</li> <li>● Enhance the learners' creativity, critical thinking and communication skills</li> </ul>
<b>Previous Learning</b>	Write numbers 1-10 (numeric) and count to 10

## DAY 1

Today you will revise the numbers 1 – 10 and begin learning the numbers 11 and 12.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>15 minutes</b>	Revision of numbers 1 – 10 <ul style="list-style-type: none"> <li>● Complete the 3 worksheets in the appendix or write numbers 1 to 10 (each number 3 times) or parents/adults can draw the dotted numbers on a piece of paper and the learners can trace them out.</li> <li>● Use objects to count from 1-10. The objects could be stones, straws or any other object that is readily available at home. Assign each item a number from 1 to 10.</li> <li>● Alternatively, find different objects and assemble them in ascending order in the following way: 1 pot, 2 books, 3 bottles, 4 boxes, 5 pencils, 6 clothes, 7 bowls, 8 plates, 9 spoons and 10 forks.</li> </ul>
<b>30 minutes</b>	Introducing numbers 11 & 12:

	<ul style="list-style-type: none"> <li>- 11 is written like the shape of two sticks or straight lines – since the learner knows how to write 1, explain that it looks like two ones</li> <li>- 12 looks like a stick (1) and the back of a duck (2). If the learner knows how to write 2, explain that 12 is written as 1 and 2</li> <li>- You can trace numbers 11 &amp; 12 on dotted lines on the appendix (Day 1 Worksheet), or parents can draw the dotted lines for number 11&amp;12and learners can trace them. Trace numbers 11 and 12 on paper 10 times.</li> <li>- You can also practice drawing numbers 11 &amp; 12 in sand/mud or in the air</li> <li>- Identify 11 objects and count these and write the number 11 next to it or place it on the sheet of paper on which they wrote 11. For example, they will place 11 stones on a piece of paper and write 11 on it.</li> <li>- Next, identify 12 objects, count them, and write the number 12 next to them</li> </ul>
<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>- Write 3 sentences using each number. For example, “there are 12 months in a year”, “my sister is 11 years old” etc.</li> <li>- For younger learners who do not know how to write sentences, the parent/adult could create the sentence for you with a space for where to fill in the appropriate number e.g. there are _____ months in a year, my sister is _____ years etc. and then support you to read through these.</li> <li>- Next try to name objects that are 12 in number. For example, 12 hours, 12 eggs in a carton, 12 months in a year etc.</li> </ul>
<p><b>20 minutes</b></p>	<p>Making your bird/turkey:</p> <ul style="list-style-type: none"> <li>- Do you know what an oval shape looks like?If yes, draw an oval shape. If no, show the learners how to draw an oval shape.</li> <li>- Cut 10 equal oval shapes. If the learners are young, a parent/adult should help them with this.</li> <li>- Each day, you will use two of those oval shapes to create your own bird/turkey.</li> <li>- Color the first two and write the numbers 11 and 12 on them. On each oval shape, draw 11 and 12 small circles, or any other shape of their own choice, on the first and second oval, respectively.</li> <li>- Keep the two pieces you made to create the turkey/bird on day 6.</li> </ul> 
<p><b>10 minutes</b></p>	<p><b>Literacy Extension (mainly for 5-year-olds):</b> Introduce writing the numbers 11 and 12 in words.</p>

	<p>Tips: You may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help you practice writing by writing the names in dotted lines for you to trace the words. You can learn one or two words per day to manage the workload.</p>			
	11	Eleven	11	.....
	12	Twelve	12	.....
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present all of the day's work to your parents or family members for feedback and suggestions for improvement. Parents or family members will provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>● Praise: What did you like about the learner's work?</li> <li>● Question: Do you have any questions or clarifications about the work?</li> <li>● Suggestions: In what areas does the learner need to improve their work?</li> </ul>			

## DAY 2

Today you will learn about numbers that come before, after and between other numbers and will also work on writing numbers 13 & 14, count objects using those numbers, and learn how to count backwards from 12-1.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>● Draw a horizontal line using a ruler or any object that has a straight edge (for example, the side of a box or book etc.) and write numbers 1 to 10 under the line, maintaining an equal distance between each number. Use your finger to make sure that the distance between each number is equal. <ul style="list-style-type: none"> <li>- What number comes before 6?</li> <li>- What number comes after 1?</li> <li>- What number comes between 7 &amp; 9?</li> <li>- What number comes before 10?</li> </ul> </li> <li>● Draw a line on the floor with gaps in between. Use floor tiles to make sure that the distance is equal. Answer the following questions by jumping on the correct answer: <ul style="list-style-type: none"> <li>- What number comes after 6?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- What number comes before 1?</li> <li>- What number comes between 4 &amp; 6?</li> <li>● Alternatively, complete the relevant worksheets in the appendix.</li> <li>● Can you count backward from 12-1?             <ul style="list-style-type: none"> <li>- Show the learner how to count backwards starting with 12, 11, 10... Using the same format in the questions above.</li> <li>- What number comes before 12?</li> <li>- What number comes before 11? Etc.</li> </ul> </li> </ul>
<b>10 minutes</b>	<p>Literacy Extension</p> <ul style="list-style-type: none"> <li>- Do you know what the following words mean: before, after, and between?</li> <li>- Use each of these 5 words in a sentence. For example, “I sleep <b>between</b> my parents in the bed”, “we have art class <b>after</b> math class”, “my birthday is <b>before</b> my father’s birthday” etc.</li> <li>- Or do a literacy activity for the words; smaller and bigger: draw pictures to illustrate the meaning of the 5 words. For example, draw two items of different sizes to illustrate if something is smaller or bigger. You can also get two or more objects around the home that are different and use the words smaller and bigger to compare the objects.</li> </ul>
<b>30 minutes</b>	<p>Introduction to numbers 13 &amp; 14</p> <ul style="list-style-type: none"> <li>- Introducing writing numbers 13 &amp; 14: 13 is 1 and 3. 14 is 1 &amp; 4</li> <li>- Trace numbers 13 &amp; 14 using the dotted lines worksheet in the appendix (Day 2 Worksheet. Alternatively, parents can draw the dotted lines for numbers 13 &amp; 14 and learners can trace them.</li> <li>- Trace numbers 13 and 14 on paper 10 times.</li> <li>- You can practice drawing numbers 13 &amp; 14 in the sand/mud and in the air</li> <li>- On the sheets of paper where you wrote the numbers, count and put 13 and 14 stones or objects on each sheet separately.</li> </ul>
<b>15 minutes</b>	<ul style="list-style-type: none"> <li>● Literacy extension:             <ul style="list-style-type: none"> <li>- Use numbers 13 &amp; 14 in 3 sentences. For example “my mother has 13 dishes”. For the 4 year olds who may not be able to write full sentences, parents could write the sentences for them with a space where they can fill in the numbers e.g., in my kitchen, there are ____ dishes</li> </ul> </li> </ul>
<b>15 minutes</b>	<p>Making your bird/turkey</p> <ul style="list-style-type: none"> <li>- Use two of the oval pieces you prepared on Day 1.</li> <li>- Color the first one, write number 13 and draw 13 small circles or any other shape of their own choice.</li> </ul>

	- Then, color a second oval shape and write the number 14 and draw 14 small circles.								
<b>10 minutes</b>	<p><b>Literacy Extension (mainly for 5-year-olds):</b> Introducing how to write the numbers 13 and 14 in words.</p> <p>Tips: you may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help you practice writing by writing the names in dotted lines for you to trace the words. You can introduce one or two words per day to manage the workload.</p> <table border="1"> <tr> <td>13</td> <td>Thirteen</td> <td>13</td> <td>.....</td> </tr> <tr> <td>14</td> <td>Fourteen</td> <td>14</td> <td>.....</td> </tr> </table>	13	Thirteen	13	.....	14	Fourteen	14	.....
13	Thirteen	13	.....						
14	Fourteen	14	.....						
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present all of the day's work to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>● Praise: What did you like about the learner's work?</li> <li>● Question: Do you have any questions or clarifications about the work?</li> <li>● Suggestions: In what areas does the learner need to improve their work?</li> </ul>								

## DAY 3

Today you will learn to write numbers 15 & 16 and count objects using those numbers.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>● Use the number line created on Day 2 to answer the following questions: <ul style="list-style-type: none"> <li>- What numbers come before 4? OR What numbers are smaller than 4?</li> <li>- What numbers come after 7? OR What numbers are bigger than 7?</li> <li>- Count forward from 1-14 and backward from 14-1</li> </ul> </li> </ul>
<b>30 minutes</b>	<ul style="list-style-type: none"> <li>● Introduction to 15 &amp; 16</li> </ul> <p>Introducing writing numbers 15 &amp; 16: 15 is 1 and 5. 16 is 1 &amp; 6</p> <ul style="list-style-type: none"> <li>- Trace number 15 &amp; 16 using the dotted lines worksheet in the appendix (Day 3 Worksheet). Alternatively, parents can draw the dotted lines for numbers 15 &amp; 16 for learners to trace.</li> </ul>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

	<ul style="list-style-type: none"> <li>- Trace numbers 15 and 16 on paper 10 times.</li> <li>- You can practice drawing numbers 15 &amp; 16 in sand/mud and in the air.</li> <li>- On the sheet of paper where they wrote numbers 15 and 16, count and put 15 and 16 stones or objects.</li> </ul>																
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>● Draw a table and go around the house and try to find at least 15 or 16 different objects. Record how many of each item there is in the house.</li> </ul> <table border="1"> <thead> <tr> <th>Items</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Chairs</td> <td></td> </tr> <tr> <td>Tables</td> <td></td> </tr> <tr> <td>Dishes</td> <td></td> </tr> <tr> <td>Papers</td> <td></td> </tr> <tr> <td>Spoons</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Items	Number	Chairs		Tables		Dishes		Papers		Spoons					
Items	Number																
Chairs																	
Tables																	
Dishes																	
Papers																	
Spoons																	
<b>15 minutes</b>	<p>Make your bird/turkey:</p> <ul style="list-style-type: none"> <li>- Use another two ovals pieces prepared on day 1</li> <li>- Color each piece and write the number 15 and 16 on them</li> <li>- Then draw 15 and 16 small circles or any other shape of their own choice</li> </ul>																
<b>10 minutes</b>	<p><b>Literacy Extension (mainly for 5-year-olds):</b> Introducing how to write the numbers 15 and 16 in words.</p> <p>Tips: you may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help you practice writing by writing the names in dotted lines for you to trace the words. You can introduce one or two words per day to manage the workload.</p> <table border="1"> <tbody> <tr> <td>15</td> <td>Fifteen</td> <td>15</td> <td>.....</td> </tr> <tr> <td>16</td> <td>Sixteen</td> <td>16</td> <td>.....</td> </tr> </tbody> </table>	15	Fifteen	15	.....	16	Sixteen	16	.....								
15	Fifteen	15	.....														
16	Sixteen	16	.....														
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present all of the day's work to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p>																

	<ul style="list-style-type: none"> <li>● Praise: What did you like about the learner’s work?</li> <li>● Question: Do you have any questions or clarifications about the work?</li> <li>● Suggestions: In what areas does the learner need to improve their work?</li> </ul>
--	---

## DAY 4

Today you will learn to write numbers 17, 18 and 19 and count objects using those numbers.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> <li>● Count forward from 1-16.</li> <li>● Write the following numbers: 8, 2, 15, 10, 11, 3, 9.</li> </ul>
30 minutes	<ul style="list-style-type: none"> <li>● <b>Introducing 17, 18 and 19:</b></li> <li>● Over the past 3 days, what have you noticed about the numbers we have been writing?</li> <li>● Answer: they have been combinations of two different numbers we learned earlier.</li> <li>● Watch your parent or teacher writing the numbers 17, 18 and 19 on a paper one by one. Think through what numbers make up each of these numbers.</li> <li>● Answers: for 17, it is 1 and 7, for 18, it is 1 and 8 and for 19, it is 1 and 9.</li> <li>● Use the same steps and activities used from day 1-3 to write numbers 17, 18 and 19.</li> </ul>
15 minutes	<p>Making your bird/turkey:</p> <ul style="list-style-type: none"> <li>- Repeat the same steps from Days 1-3 for making your turkey tail feathers. Make 3 oval pieces for numbers 17, 18, 19.</li> </ul>
15 minutes	<p>Literacy extension:</p> <ul style="list-style-type: none"> <li>- Introduce how to write the numbers 17, 18 and 19 in words.</li> </ul> <p>Tips: you may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help you practice writing by writing the names in dotted lines for you to trace the words. You can introduce one or two words per day to manage the workload.</p>

	17	Seventeen	17	.....
	18	Eighteen	18	.....
	19	Nineteen	19	.....
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present all of the day's work to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>● Praise: What did you like about the learner's work?</li> <li>● Question: Do you have any questions or clarifications about the work?</li> <li>● Suggestions: In what areas does the learner need to improve their work?</li> </ul>			

## DAY 5

Today you will learn to write number 20 and count to 20. You will also be able to identify numbers that come before and after certain numbers using the number line.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>10 minutes</b>	<p>Play the following game:</p> <ul style="list-style-type: none"> <li>- Call a number between 1 and 19</li> <li>- Ask the learner to count after that number. You may stop them at any number</li> <li>- Take turns calling and counting numbers</li> <li>- Example: player 1 calls the number 7, player 2 starts to count 8, 9, 10.... until player 1 says stop.</li> <li>- Make it challenging by asking learners to count fast!</li> <li>- Learners can run on the spot and count in one breadth, when they run out of air and need to breathe the next person takes over. They can do it to count forward and then backward. The person who says the maximum correct numbers in one breath while running wins</li> </ul>
<b>20 minutes</b>	<p>Introducing writing number 20: 20 is a 2 and a 0.</p> <ul style="list-style-type: none"> <li>● Trace number 20 using the dotted lines worksheet in the appendix. Alternatively, parents can draw the dotted lines for number 20 for learners to trace.</li> </ul>



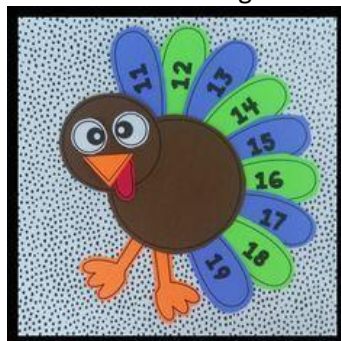
	<ul style="list-style-type: none"> <li>Trace numbers 20 on paper 10 times.</li> <li>You can practice drawing number 20 in sand/mud and in the air.</li> <li>On the sheet of paper where they wrote number 20, count and put 15 and 16 stones or objects.</li> </ul>				
<b>10 minutes</b>	<p>Literacy extension:</p> <ul style="list-style-type: none"> <li>Use number 20 in 3 sentences. For the 4-year-olds who may not be able to write full sentences, the parents could write the sentences for them with a space where they can fill in the numbers e.g., my mother has ____ dishes</li> <li>Introduce how to write the number 20 in words.</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">20</td> <td style="width: 25%;">Twenty</td> <td style="width: 25%;">20</td> <td style="width: 25%;">.....</td> </tr> </table> <p>Tips: learners may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help learners practice writing by writing the names in dotted lines for them to trace the words.</p> <p>-</p>	20	Twenty	20	.....
20	Twenty	20	.....		
<b>15 minutes</b>	<p>Create a number line from 0-20 using the same steps from Day 2. Use the number line to answer the following questions by jumping to the answer:</p> <ul style="list-style-type: none"> <li>What number comes before 16?</li> <li>What number comes after 12?</li> <li>What number comes between 18 &amp; 20?</li> <li>What number comes after 8?</li> </ul>				
<b>15 minutes</b>	<p>Complete the relevant worksheets in the appendix or play the following game to practice the concepts of before and after.</p> <ul style="list-style-type: none"> <li>All players sit in a circle, player 1 starts the game by shouting out any number, for example, 5</li> <li>The next player calls the number that comes after it, and the game continues until it's the first player's turn again. He/she then shouts out another number and the next player will say the number that comes after it and so on until all players have called out a number.</li> <li>Players must say the next number quickly. Players who do not answer in 5 seconds are disqualified.</li> <li>The game can be repeated in reverse so that players shout out the number that comes BEFORE the original number.</li> </ul>				
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present all of the day's work to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p>				

	<ul style="list-style-type: none"> <li>● Praise: What did you like about the learner’s work?</li> <li>● Question: Do you have any questions or clarifications about the work?</li> <li>● Suggestions: In what areas does the learner need to improve their work?</li> </ul>
--	---

## DAY 6

Today you will collect all the oval pieces you created since Day 1 and use them to make your turkey.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> <li>● Use the last piece of oval shapes. Color it, write number 20 and draw 20 small circles or any other shape of choice on it.</li> </ul>
30 minutes	<ul style="list-style-type: none"> <li>● Making my bird/turkey:           <ul style="list-style-type: none"> <li>- Do you know anything about turkeys or any other birds? Describe a turkey or the bird mentioned in the previous question. Does a turkey fly? Does it walk? Is it a bird?</li> <li>- Create a turkey using paper by drawing the outline based on the image below, or ask them to be creative and use any available materials to make their own turkey or any bird of their choice</li> <li>- You can use a circular item (for example, a small round plate), to draw a circle on cardboard or paper, then cut out this circle (which will be the body of the turkey). You can then draw a smaller circle (for the head of the turkey)</li> <li>- Draw two big eyes and a mouth on the smaller circle (turkey’s face)</li> <li>- Collect the oval pieces for numbers 11-20 and start to glue or tape them under the big circle</li> <li>- Glue the small circle on top of the big one.</li> <li>- Add two legs on the bottom of the big circle. Make a small hole on the head of the turkey and pass a thread through it. Make a knot in the thread and hang the turkey on the wall!</li> </ul> </li> </ul>



	Present the turkey/bird to your family/friends and explain what you learned about numbers 11-20. Show your family/friends how you can count forward and backward and use the concepts of after, before, and between.
<b>15 minutes</b>	<p><b>Overall Project Reflection:</b></p> <p>Thinking about the activities from the entire week, can you tell us:</p> <ul style="list-style-type: none"> <li>- Three things you have learned from all the week's activities</li> <li>- Two things you found interesting</li> <li>- One thing that you still have a question about.</li> </ul>

## ASSESSMENT CRITERIA

---

- Counting from 11-20 accurately
- Writing numbers 1-10 accurately
- Drawing the number lines accurately
- Creativity in designing numbers Turkey
- Correctly identifying smaller and larger numbers
- Mastering sequence of numbers 1-20

## ADDITIONAL ENRICHMENT ACTIVITIES

---

- Learners can design the number line for 30 – 50
- Learners can design more games for counting 1-20.
- Learners can write numbers 11-20 in words

## APPENDIX 1

---

**Day 1:** <https://www.preschool-printable-activities.com/number-worksheets.htm>

[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mIcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mIcGY2)

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

Count the number of objects and circle the number on the right.

10 6 8  
7 8 9  
9 7 6  
8 7 10  
6 9 8

www.kidzsheets.com      PreschoolCounting6-10Sheets5

www.worksheetfun.com

www.worksheetfun.com

Count the items and write in the box:

www.megaworkbook.com

Count the items below and trace the numbers

Name: \_\_\_\_\_      cleverlearner.com

**Day 2 Worksheet:** <https://www.preschool-printable-activities.com/number-worksheets.htm>  
[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

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

Tracing and writing number 13





13	13	13	13	13
13	13	13	13	13
13				
13				

Copyright © 2015, www.kids-theme.com. All right reserved

Count the items below and trace the numbers




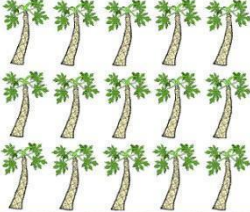
14	14	14	14
14	14	14	14

Name \_\_\_\_\_ cleverlearner.com

**Day 3 Worksheet:** <https://www.preschool-printable-activities.com/number-worksheets.htm>  
[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

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

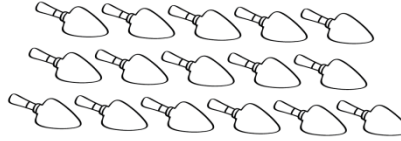
Tracing and writing number 15

15	15	15	15	15
15	15	15	15	15
15				
15				

Name \_\_\_\_\_ Date \_\_\_\_\_

Count the items below and trace the numbers



16	16	16	16
16	16	16	16

























www.cleverlearner.com

Name \_\_\_\_\_ Date \_\_\_\_\_

WHICH HAS MOST? SHEET 3

Shade the frog which has the most.



<p>1)  </p> <p>2)  </p> <p>3)  </p> <p>4)  </p> <p>5)  </p> <p>6)  </p>	<p>7)  </p> <p>8)  </p> <p>9)  </p> <p>10)  </p> <p>11)  </p> <p>12)  </p>
---	--

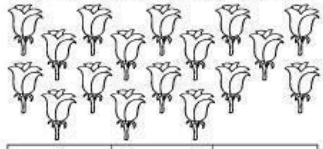
Free Math sheets, Math games and Worksheets  
www.cleverlearner.com

**Day 4 Worksheet:** <https://www.preschool-printable-activities.com/number-worksheets.htm>  
[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

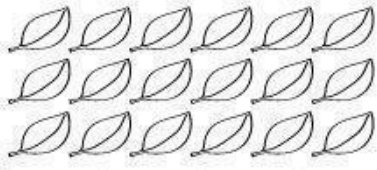
Count the flowers below and trace the numbers



17	17	17
17	17	17
17	17	17

Name \_\_\_\_\_ cleverlearner.com

Count the items below and trace the numbers

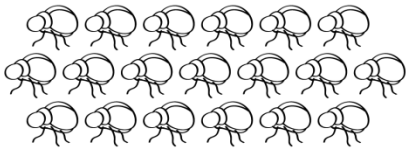


18	18	18	18
18	18	18	18

Name \_\_\_\_\_ cleverlearner.com

Name \_\_\_\_\_ Date \_\_\_\_\_

Count the bugs below and trace the numbers



19	19	19	19
19	19	19	19

www.cleverlearner.com

Trace Your Number Words With Pookie!



one	one	one	one	<b>1</b>
two	two	two	two	<b>2</b>
three	three	three		<b>3</b>
four	four	four	four	<b>4</b>
five	five	five	five	<b>5</b>
six	six	six	six	<b>6</b>
seven	seven	seven		<b>7</b>
eight	eight	eight		<b>8</b>
nine	nine	nine	nine	<b>9</b>
ten	ten	ten	ten	<b>10</b>

©www.cleverlearner.com 2015

**Day 5 Worksheet:** <https://www.preschool-printable-activities.com/number-worksheets.htm>

[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

### Trace the Numbers

20 TWENTY

20	20	20	20	20	20
20	20	20	20	20	20
20	20	20	20	20	20
20	20	20	20	20	20
20	20	20	20	20	20
20	20	20	20	20	20

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

### Apple Count On

Print the number that comes after.

2		6	
9		4	
1		8	
5		3	

Number Order 1-10

### Numbers 1-10

Write each missing number.

### Trace the Numbers

11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
15	15	15	15	15
16	16	16	16	16
17	17	17	17	17
18	18	18	18	18
19	19	19	19	19
20	20	20	20	20

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

### What Comes Before (1-10)

Directions: Cut out to glue, color or color the number that comes before the number above. If the correct number is not shown, color the sad face.

5	8	2
3 6 4 ☹️	7 9 10 ☹️	3 1 0 ☹️
6	10	4
7 4 8 ☹️	8 6 9 ☹️	5 3 6 ☹️
3	7	9
5 2 4 ☹️	8 5 9 ☹️	7 8 10 ☹️

© 2014 K5 Learning

### 123 Numbers




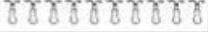






Name: \_\_\_\_\_

© 2014 K5 Learning



Name \_\_\_\_\_ Skill Counting 14-20

Count the number of objects in each row.  
Circle the correct numeral.

16 17 18	
19 20	
16 17 18	
19 20	
16 17 18	
19 20	
16 17 18	
19 20	
16 17 18	
19 20	

© Good and Beautiful, a Sonlight Company. 47 Adapted from One Great Number Counting.