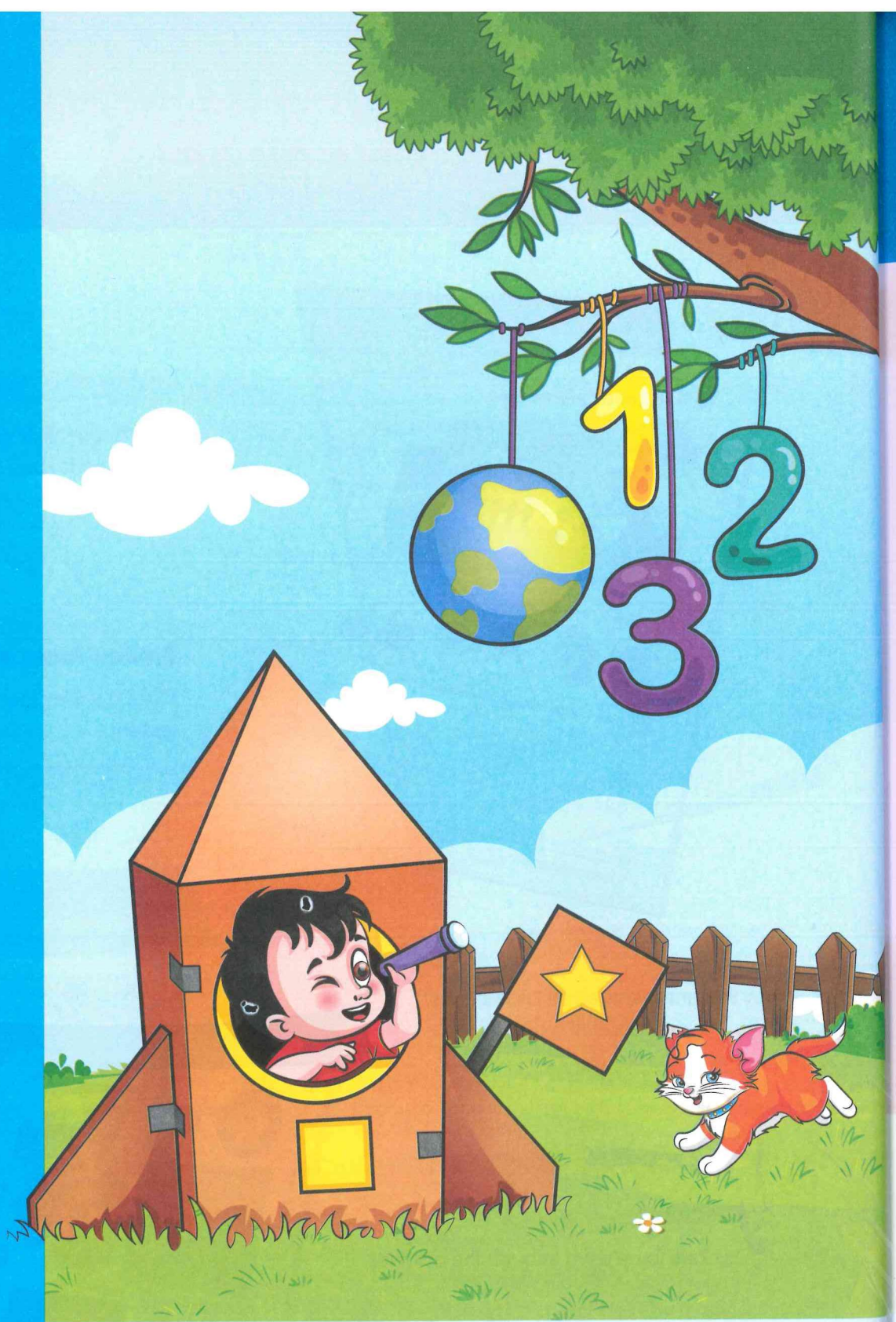


# CHAPTER 1



- **Lessons 1 & 2** : The numbers (One - Two - Three) - The Circle
- **Lessons 3 to 5** : The numbers (Four - Five) - Same / Different - More about circle
- **Lessons 6 to 8** : The Triangle - The Square - Fun with shapes
- **Lessons 9 & 10** : Fun with numbers 1 & 2 - Above / Below - In front of / Behind - The Middle

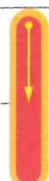


Lessons

1 & 2

The numbers (One - Two - Three) -  
The Circle

One



Stick number 1

Two



Stick number 2

Three



Stick number 3



Trace and write the numbers.

Tracing practice lines for numbers 1, 2, and 3. Each row contains a solid blue number followed by three dashed light blue numbers for tracing, and then three empty spaces with a starting dot for independent writing.

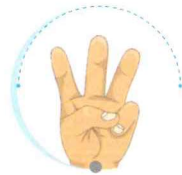
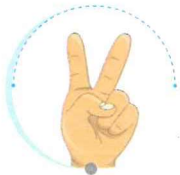
Notes for parents

- Ask your child to raise one finger to show 1.
- Ask your child to find a group of 2 items in your home.
- Ask your child to bring one toy.
- Ask your child to clap his/her hands three times.

 Color  according to the number.

1      | 2      | 3

 Match.



 Choose the correct number.



1 or 2 or 3



1 or 2 or 3



1 or 2 or 3



1 or 2 or 3












1 or 2 or 3

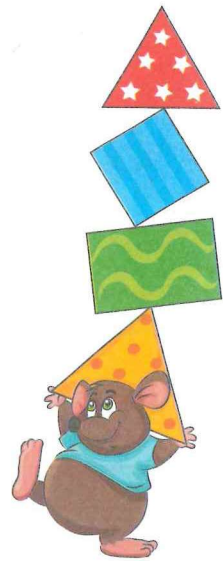






Circle items according to the number.

|          |   |   |  |
|----------|---|---|--|
| <b>3</b> |  |  |  |
| <b>1</b> |  |  |  |
| <b>2</b> |  |  |  |



Color 1  orange.



Color 2 s red.



Color 3 s yellow.



• Ask your child to count from 1 to 3 three times.





Draw ♥s according to the number.

2

1

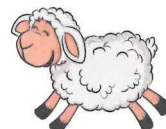
3



Count and write the number.














Notes for parents

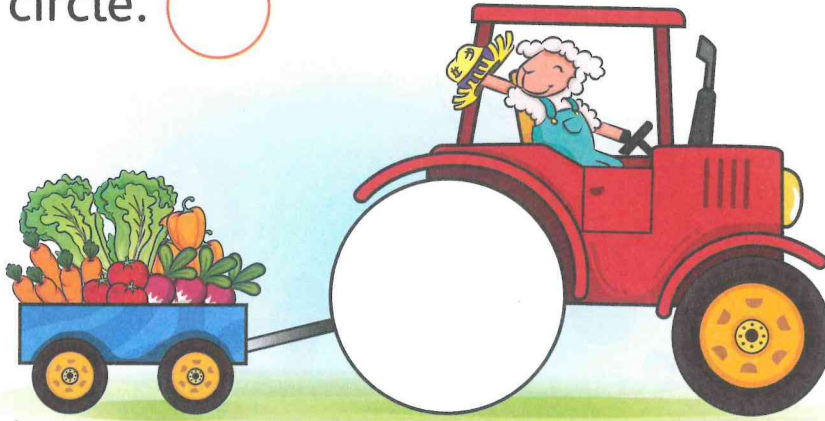
• Let your child find items at home show the numbers 1, 2 and 3



# The Circle

The numbers (Four, Five) - Same  
Different, (Two) - Different

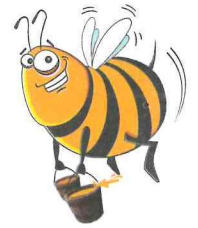
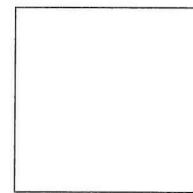
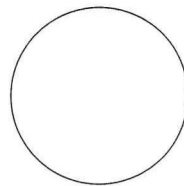
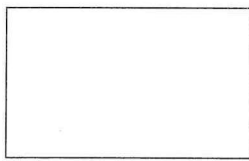
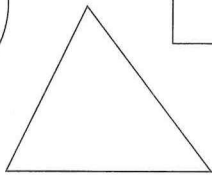
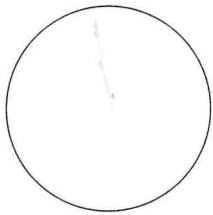
This is a circle.



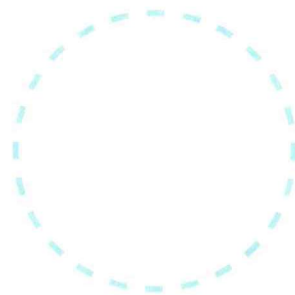
Stick the wheel to complete the picture.



Color 2 circles blue.



Trace all the s. How many circles did you trace?



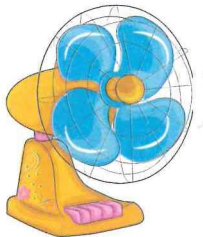
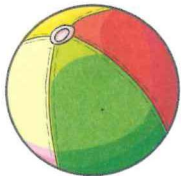
• Ask your child to find 3 circular objects at home.



 Tick (✓) all the ○s and count them.



 Circle the item that shows a ○.



 Draw ○s according to the number.

3

1

2

- Ask your child to draw a circle in the air.
- Ask your child to draw 3 circles in his/her notebook.

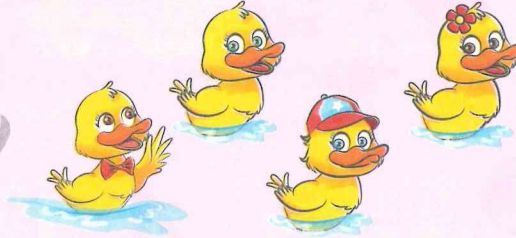


Lessons  
3 to 5

The numbers (Four - Five) - Same / Different - More about circle

Four

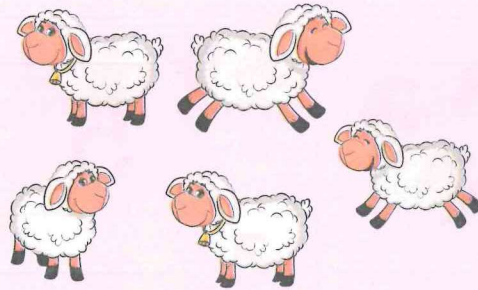
4



Stick  
number 4

Five

5



Stick  
number 5



Trace and write the numbers.

4 4 4 4

5 5 5 5

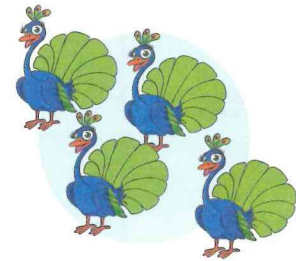
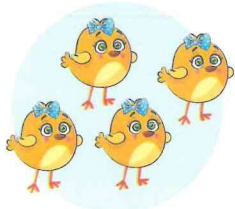
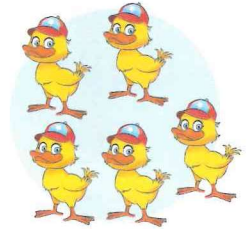
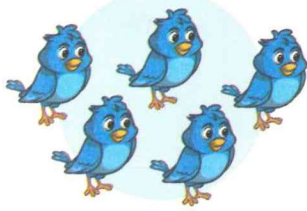
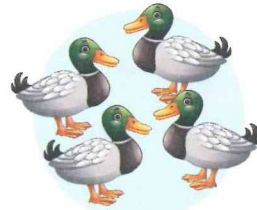
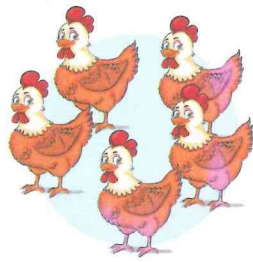
Notes for parents

- Ask your child to raise four fingers to show 4 and 5 fingers to show 5.
- Ask your child to draw an animal that has 4 legs.



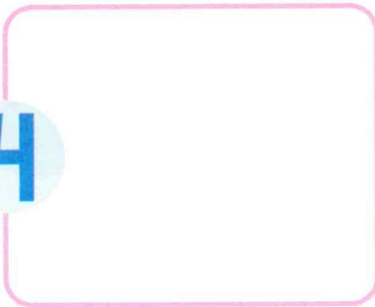


Match.



Draw ♥s according to the numbers.

4



3

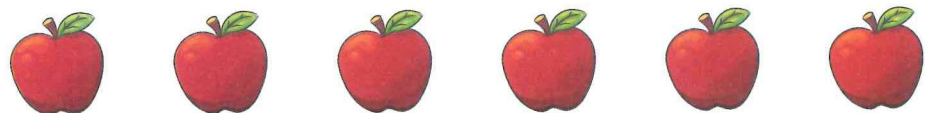


5

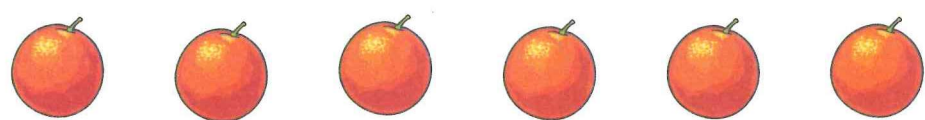


Circle items according to the number.

4



5







Choose the correct number.



3 or 4



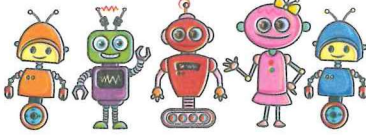
4 or 5




4 or 5



3 or 4



4 or 5



2 or 3



Join according to the raised fingers.



• Look for various situations to help your child count up to 5, for example ask your child to name five animals.





Color the balloons.

4 balloons **blue**

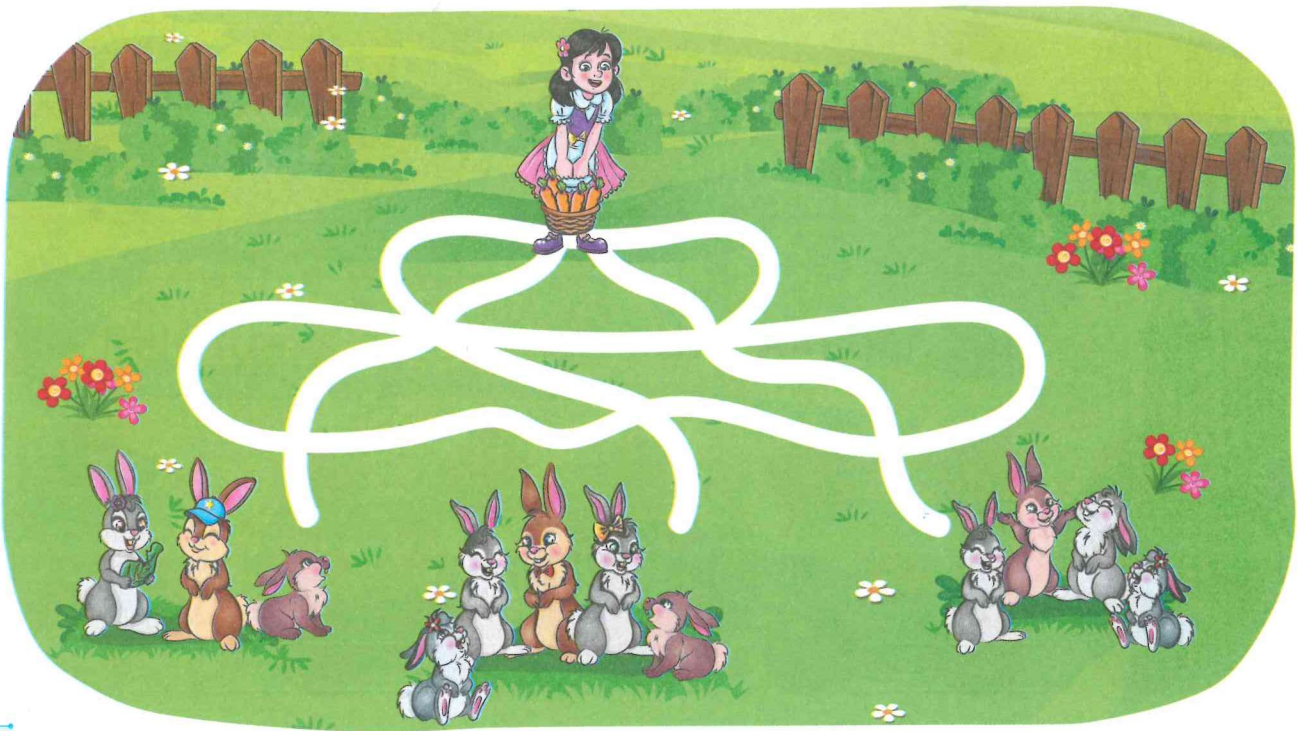
3 balloons **green**

2 balloons **orange**

1 balloon **yellow**







Help the girl get the 5 carrots to the group of 5 rabbits.  
Trace her path.







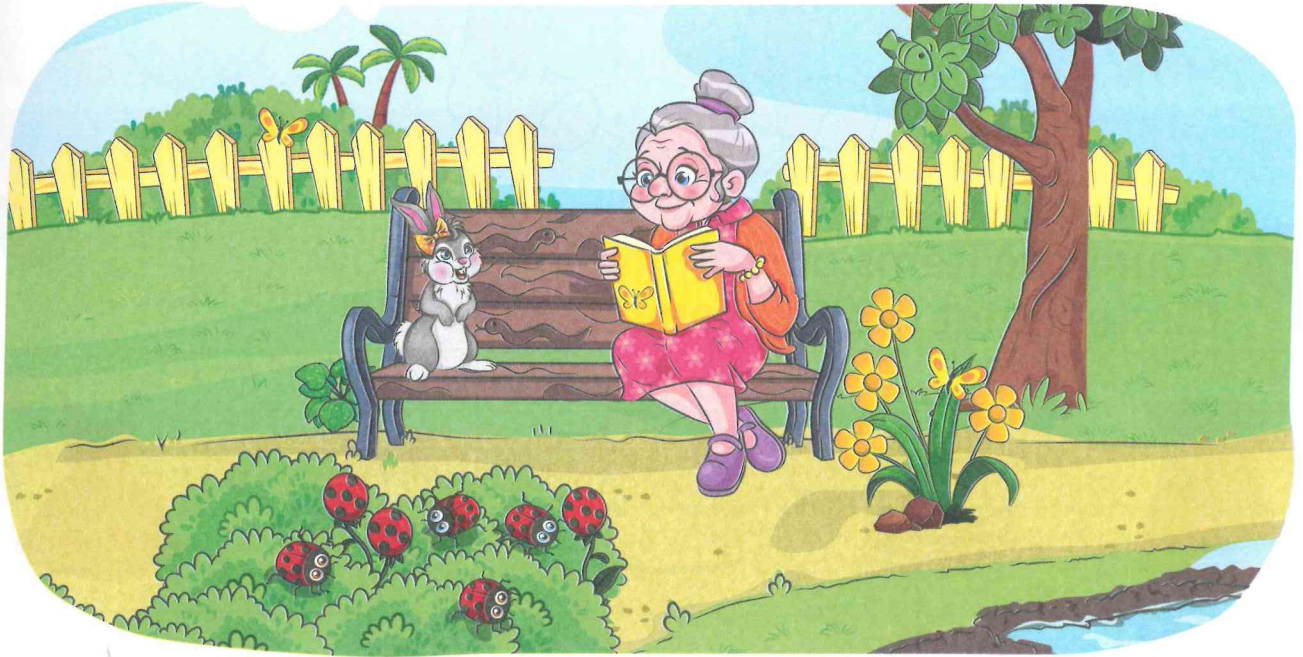
Notes for parents

• Ask your child to draw 5 circles using coins.

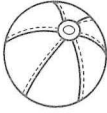







-  Circle 1 hidden 
-  Circle 3 hidden 

-  Circle 2 hidden 
-  Circle 4 hidden 



 Count, then write the number.

|   |                      |
|---|----------------------|
|  | <input type="text"/> |
|  | <input type="text"/> |
|  | <input type="text"/> |
|  | <input type="text"/> |
|  | <input type="text"/> |
|  | <input type="text"/> |

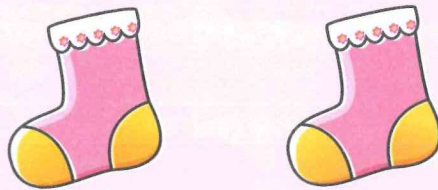


• Ask your child to make a cube tower made of 4 pieces and another one of 5 pieces.



# Same / Different

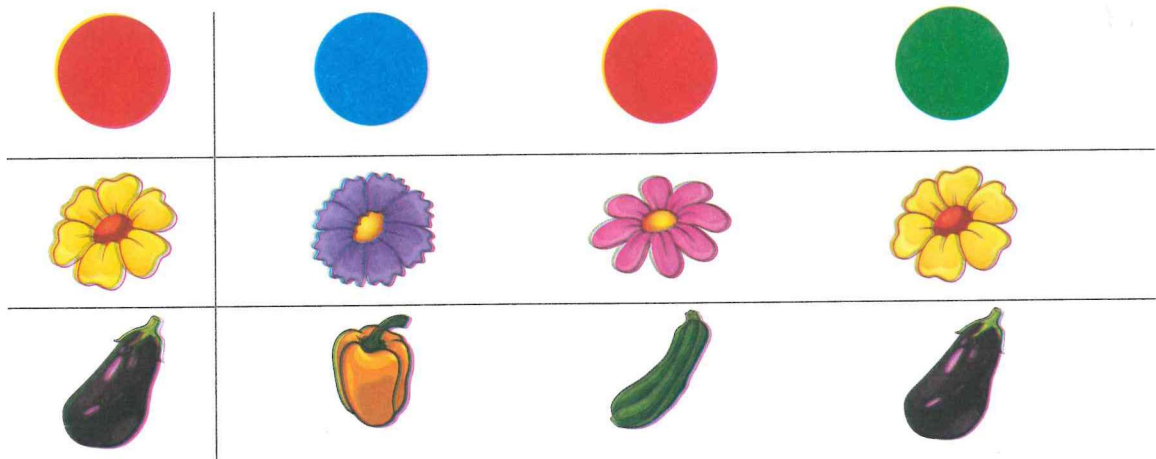
These are the **same**.



Count the items of clothing in each row.  
Circle 2 that are the **same**.

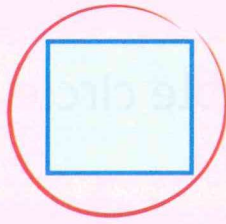
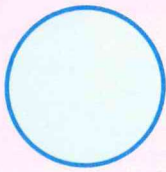


Choose the same item according to the given one.

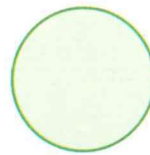


- Ask your child to collect four items of clothing that are the same color.

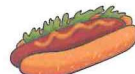
# One is different



Count the pictures in each row.  
Circle the one that is **different**.



Cross out the two different items in each row.



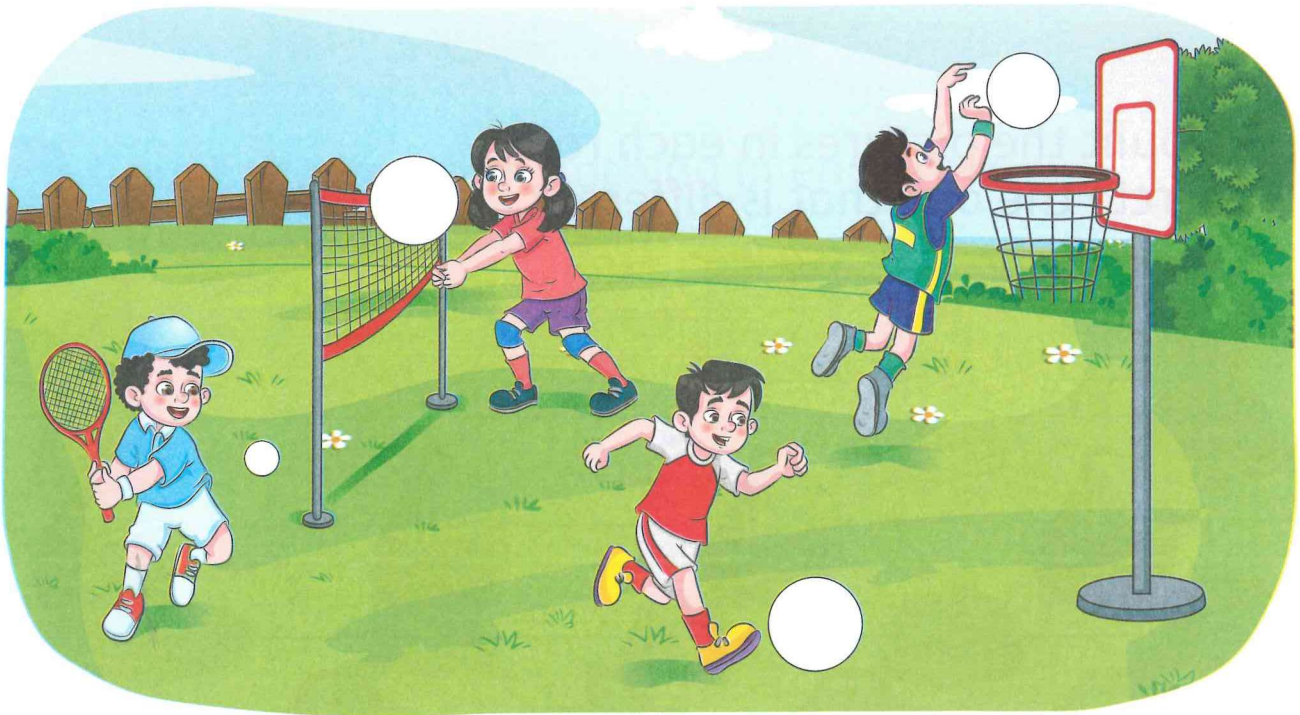
• Ask your child to collect 4 buttons such that 3 buttons have the same shape and 1 button is different.



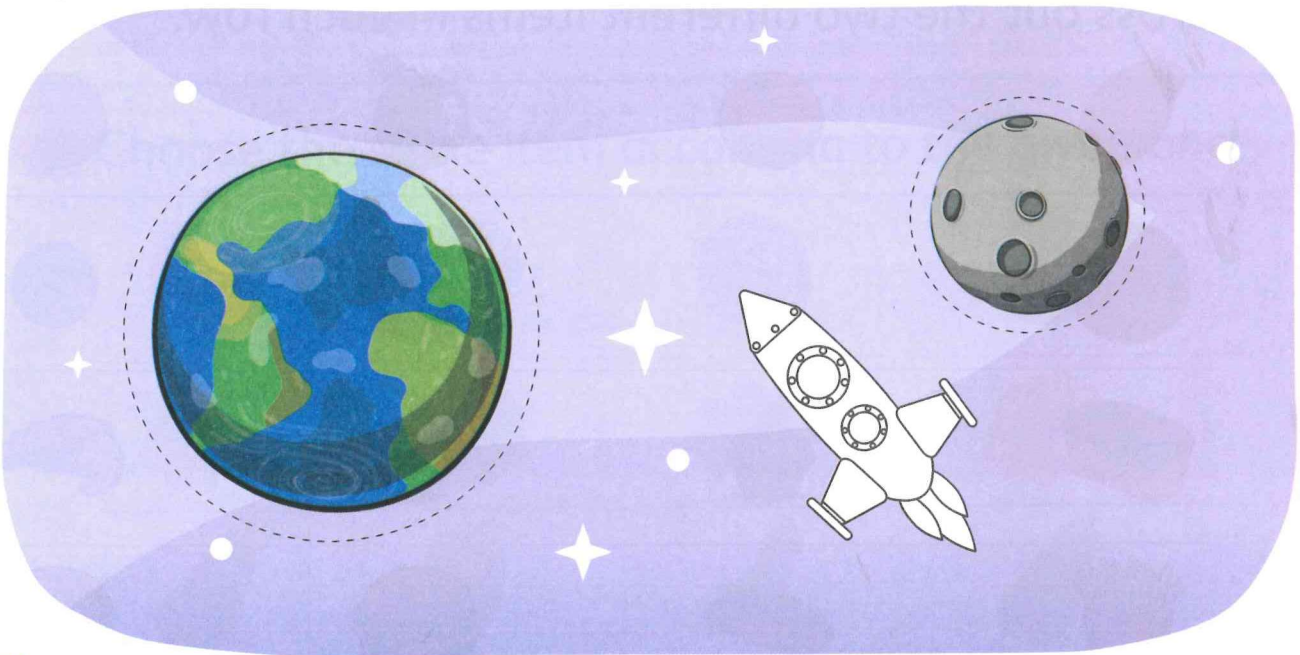
## More about circle



Stick each ball in its suitable circle.  
Count all balls.



Trace the s.



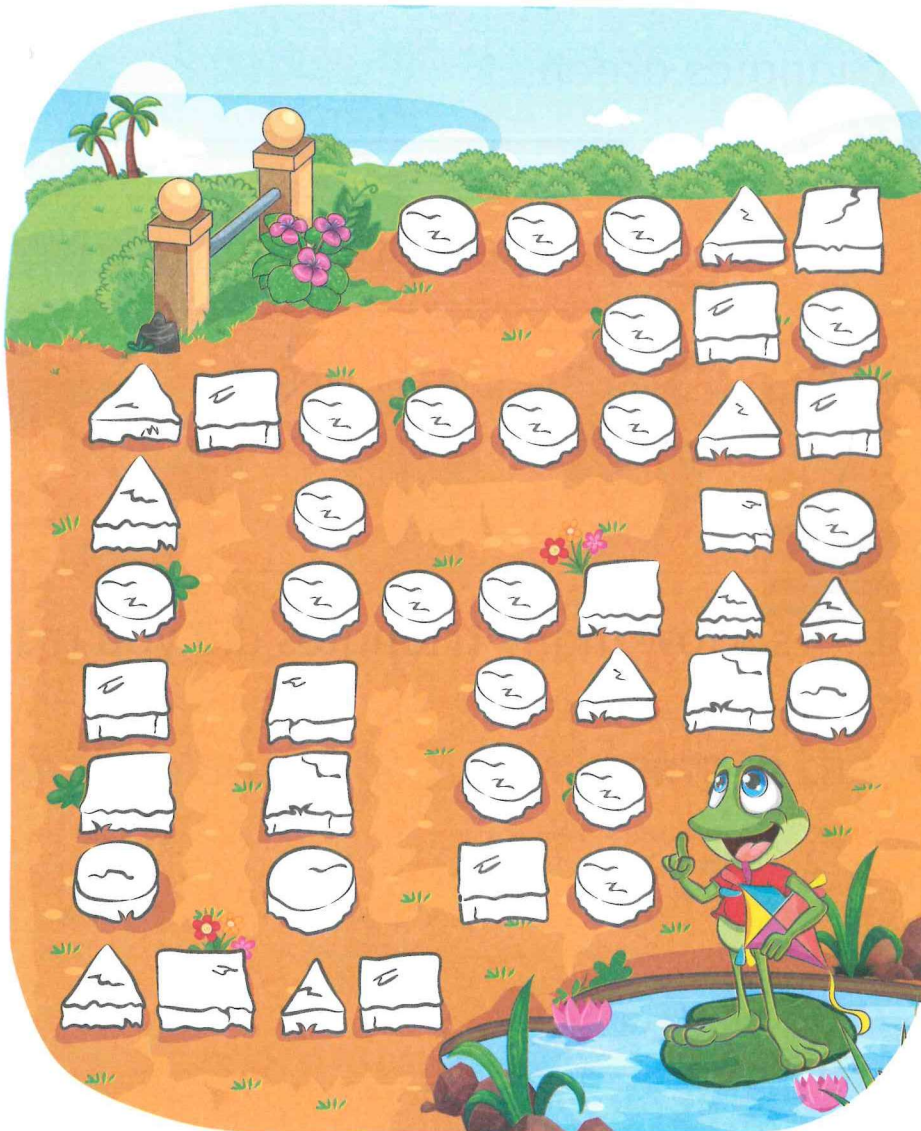




Draw 5 ○s and color them in different colors.



Frogy wants to fly his kite in the park. Help it get to the park by coloring the path that has only **CIRCLES**.



Place a smiley face

• Ask your child to use cut and paste paper, to make a circle.

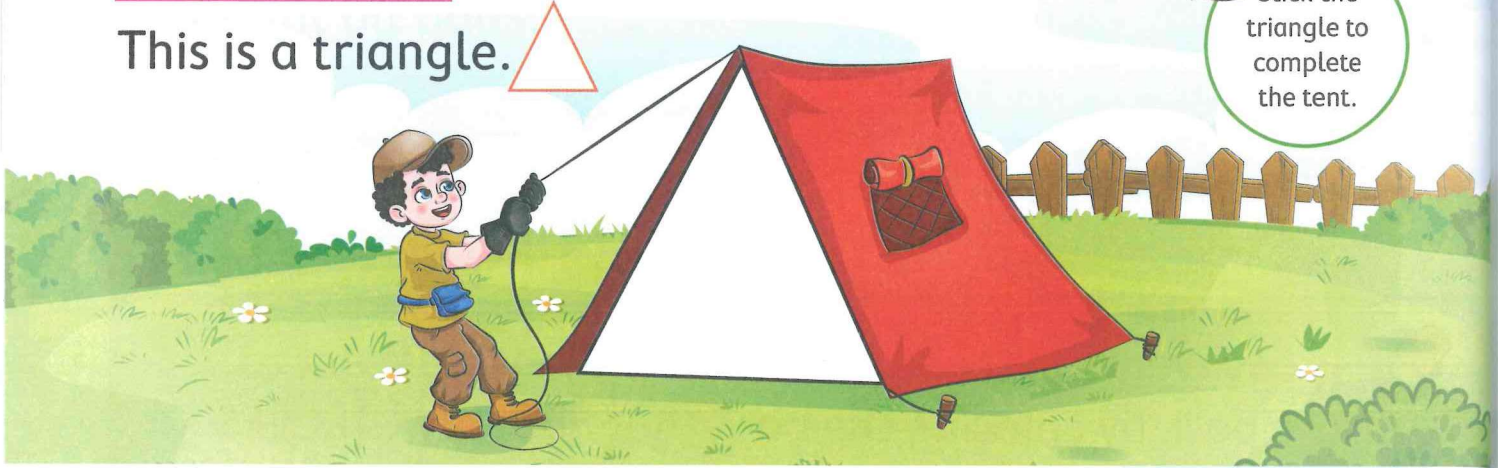


## The Triangle

This is a triangle.

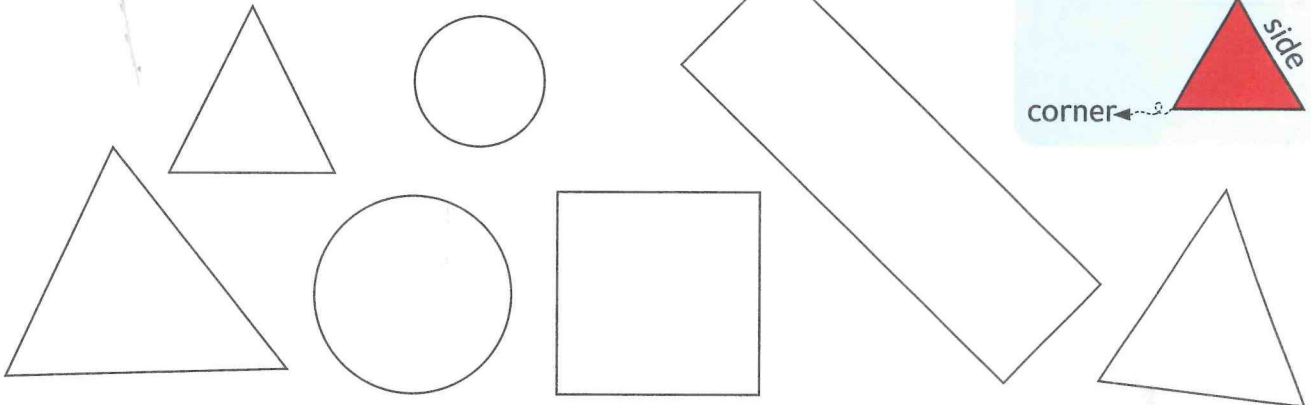
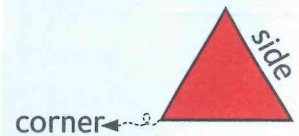


Stick the triangle to complete the tent.

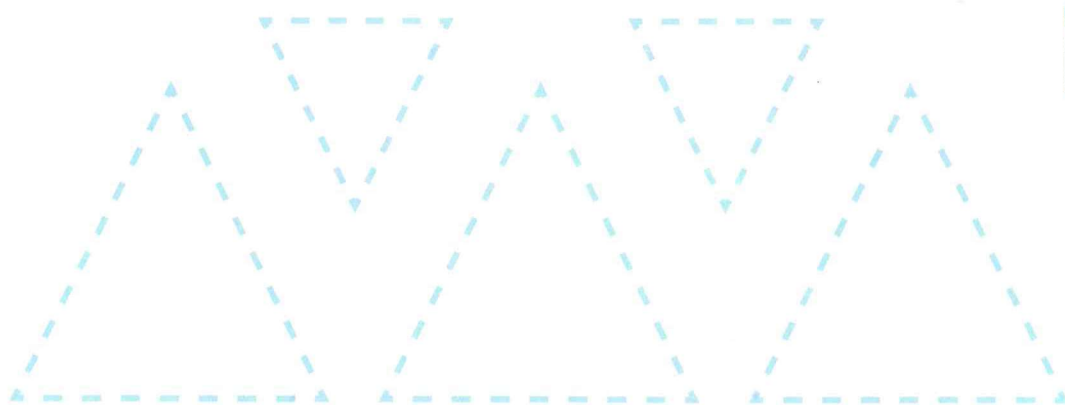


Color 3 triangles green.

A triangle has 3 sides and 3 corners.



Trace all s. How many triangles did you trace ?




|  |
|--|
|  |
|  |
|  |

Notes for parents

• Ask your child to find 2 triangular objects at home.



 Draw 5  s around 5  s, draw 4  s around 4  s.






 Circle the item that shows a .



 Complete drawing  s according to the number.

**4**  

**2** 


**5**  

• Ask your child to draw a triangle in the air.



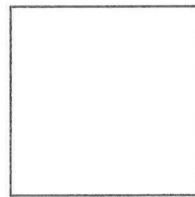
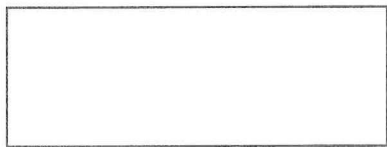
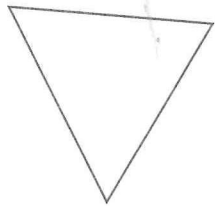
# The Square

This is a square. 

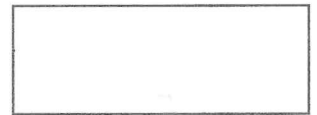
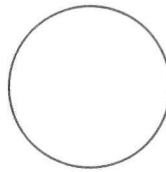
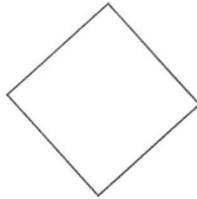
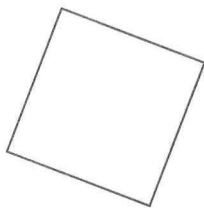
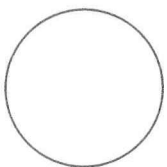
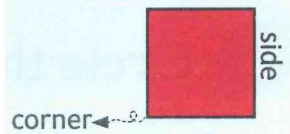
 Stick the square to complete the box.



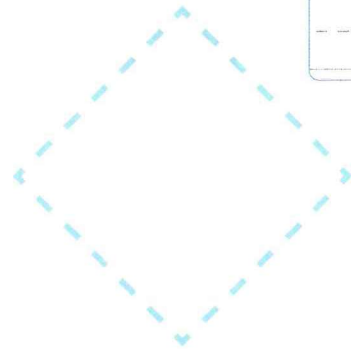
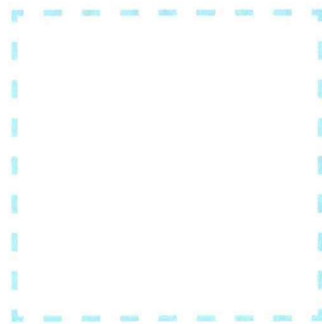
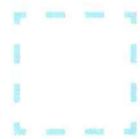
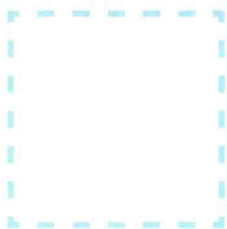
Color 4 squares red.



A square has 4 sides equal in length and 4 corners.



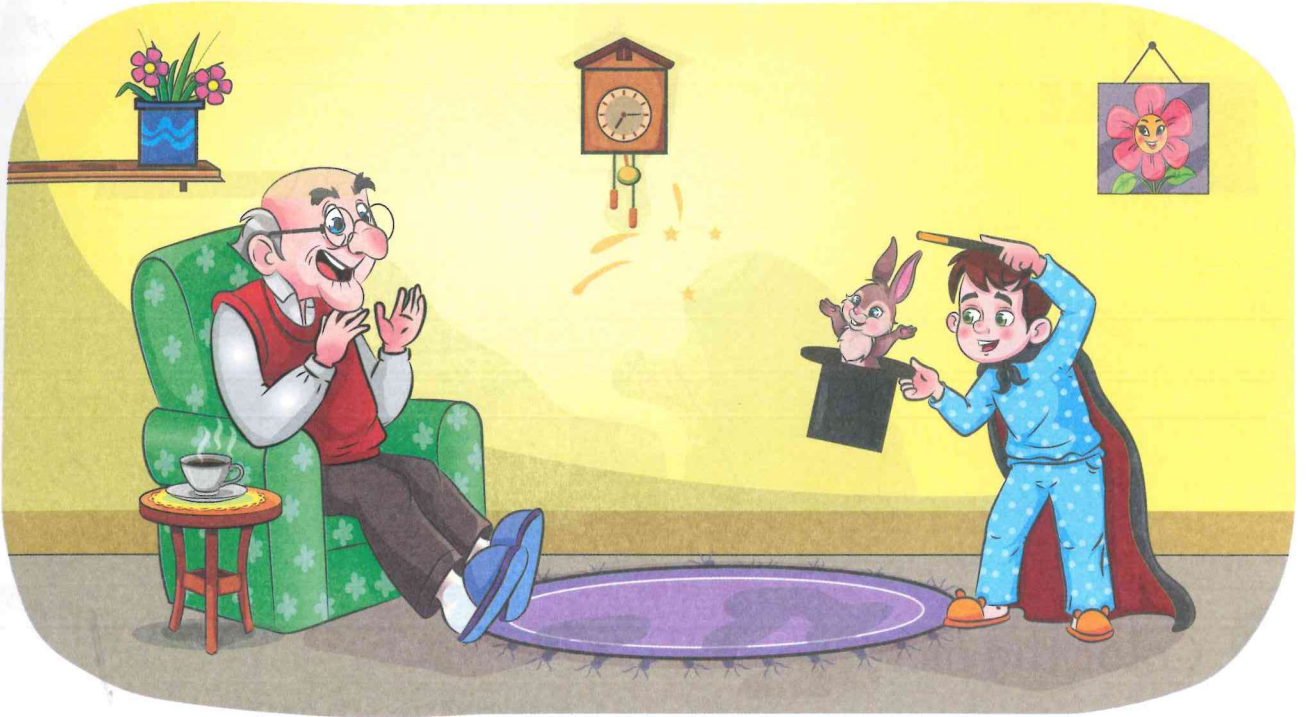
Trace all  s. How many squares did you trace ?





Tick (✓) all the  s in the picture.

How many squares did you find ?



Draw 5  s and color them.

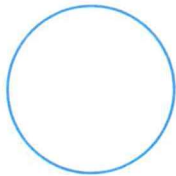
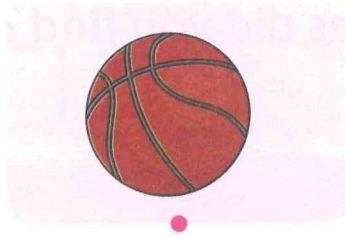


• Ask your child to draw a square in the air.

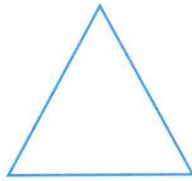




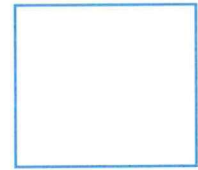
Match.



Circle



Triangle



Square

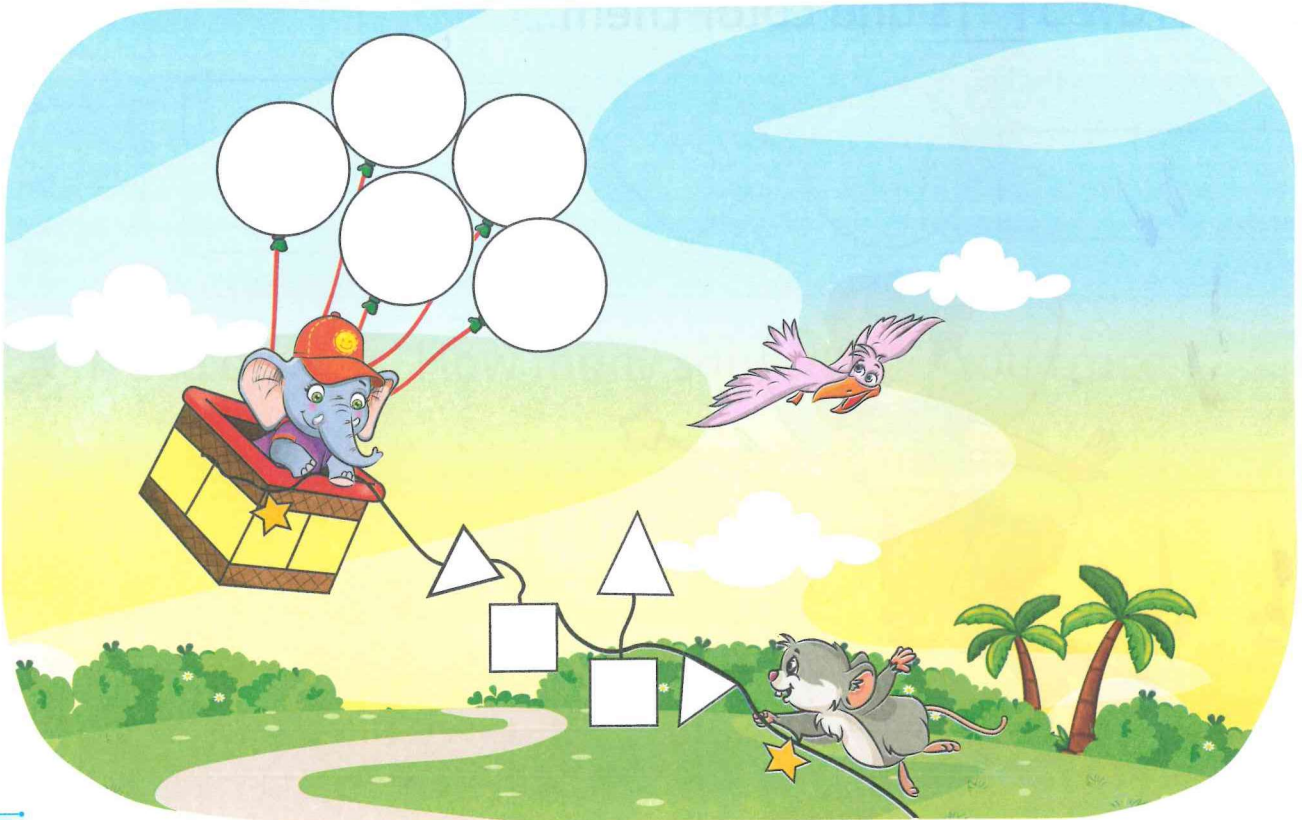


Color the picture.

○ = red

□ = blue

△ = green



Notes for parents

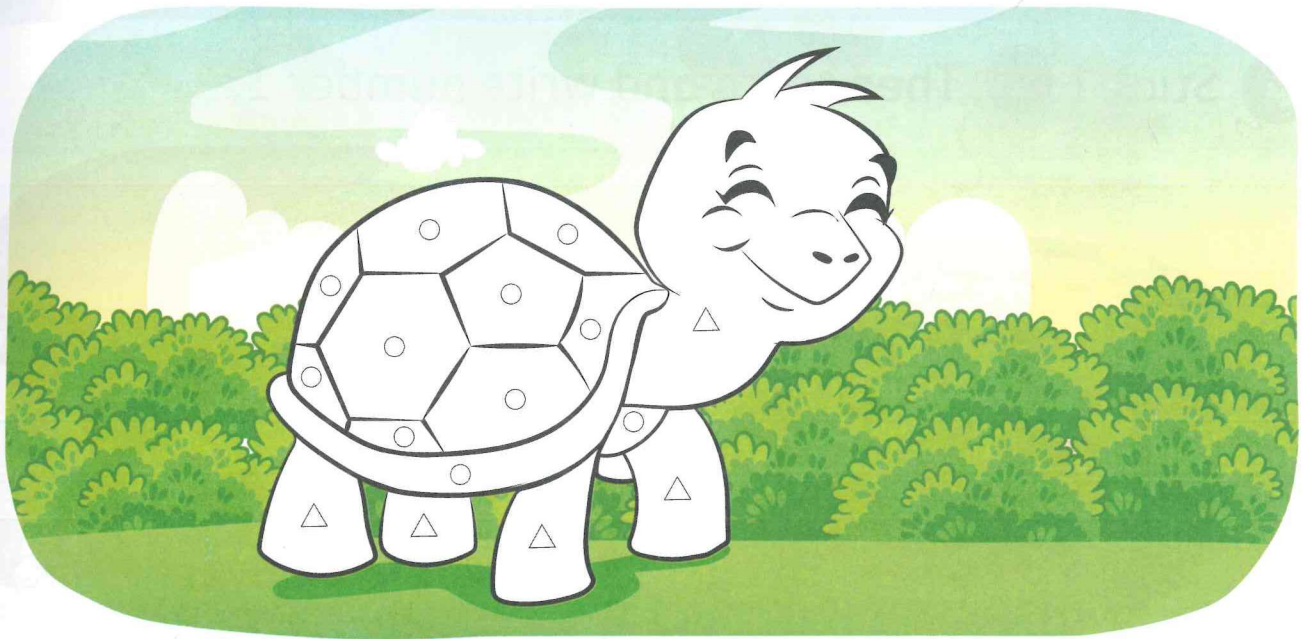
• Talk with your child about the difference between the triangle and the square.



Color the picture.

○ = brown

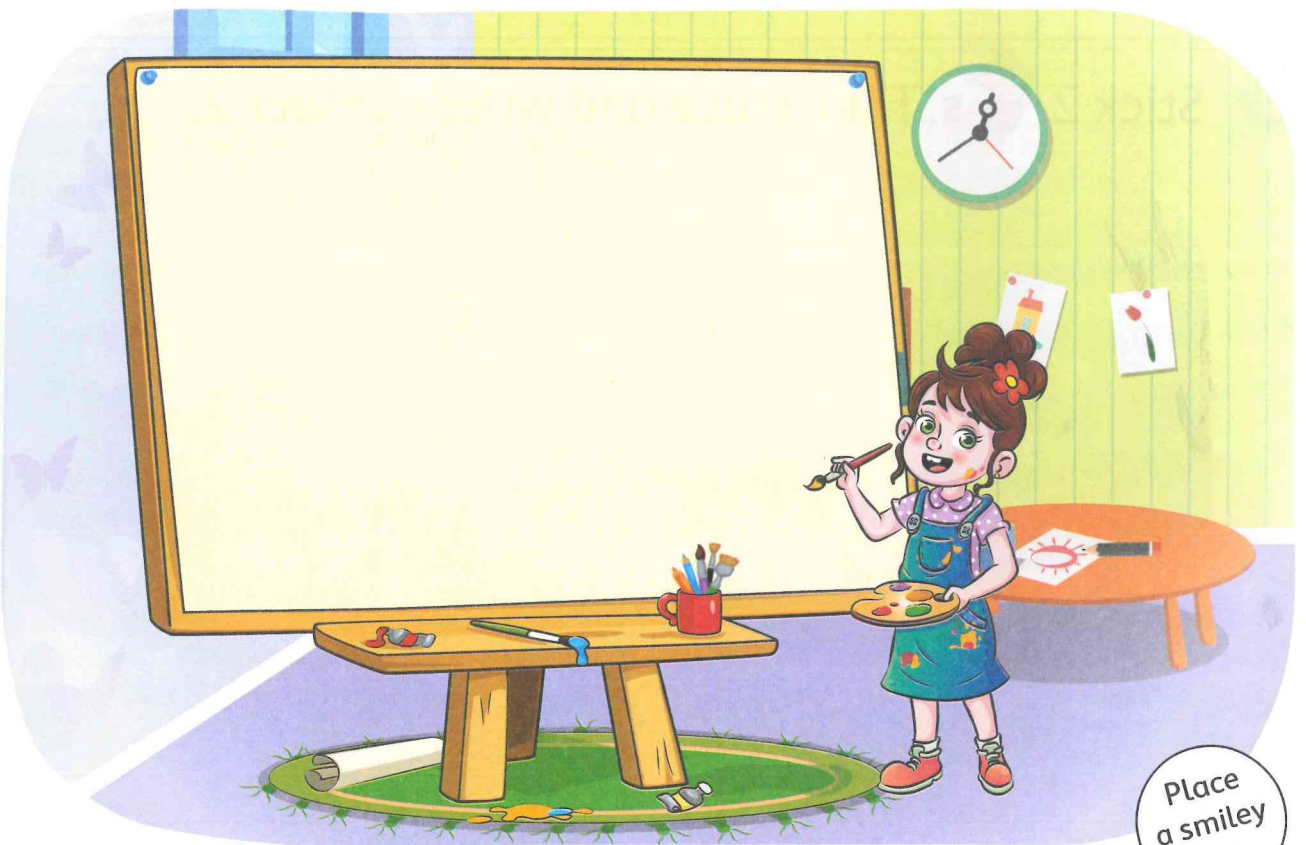
△ = green



Draw 2 △s, 2 ○s and 1 □.

How many shapes did you draw?

□



Place a smiley face

• Ask your child to draw a shape has no sides and no corners (circle) and draw another shape has 3 sides and 3 corners (triangle).



Lessons  
**9 & 10**

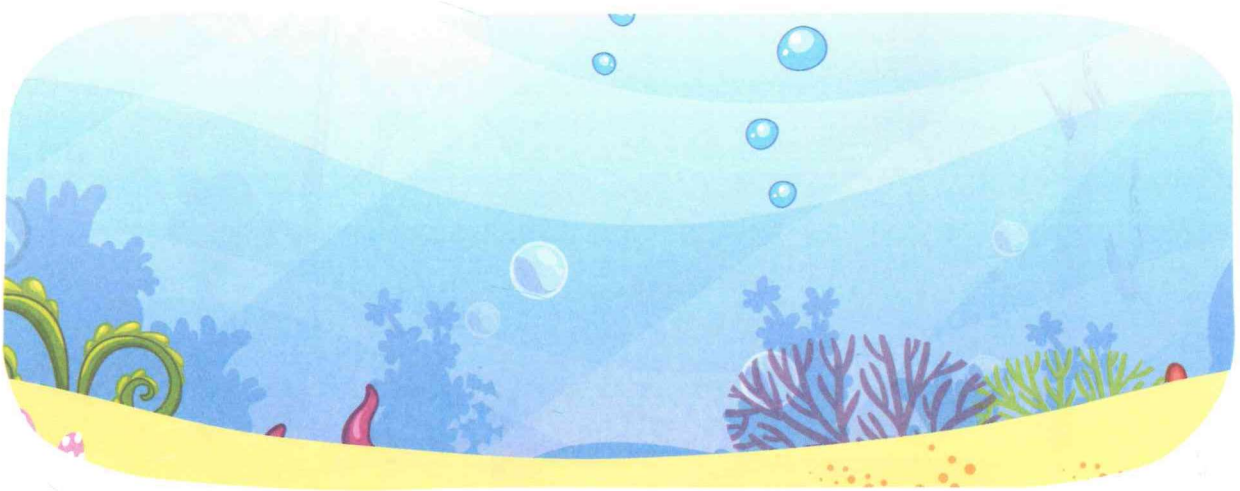
Fun with numbers 1 & 2 -  
Above / Below - In front of / Behind -  
The Middle

 Stick 1 . Then trace and write number 1.



Tracing line for the number 1. It consists of a solid top line, a dashed middle line, and a solid bottom line. A light blue number '1' is shown at the beginning of the line for tracing. There are six dots along the top line to indicate starting points for writing the number.

 Stick 2 s. Then trace and write number 2.



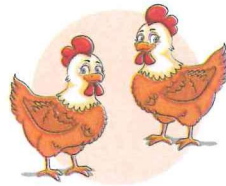
Tracing line for the number 2. It consists of a solid top line, a dashed middle line, and a solid bottom line. A light blue number '2' is shown at the beginning of the line for tracing. There are six dots along the top line to indicate starting points for writing the number.

Notes for  
parents

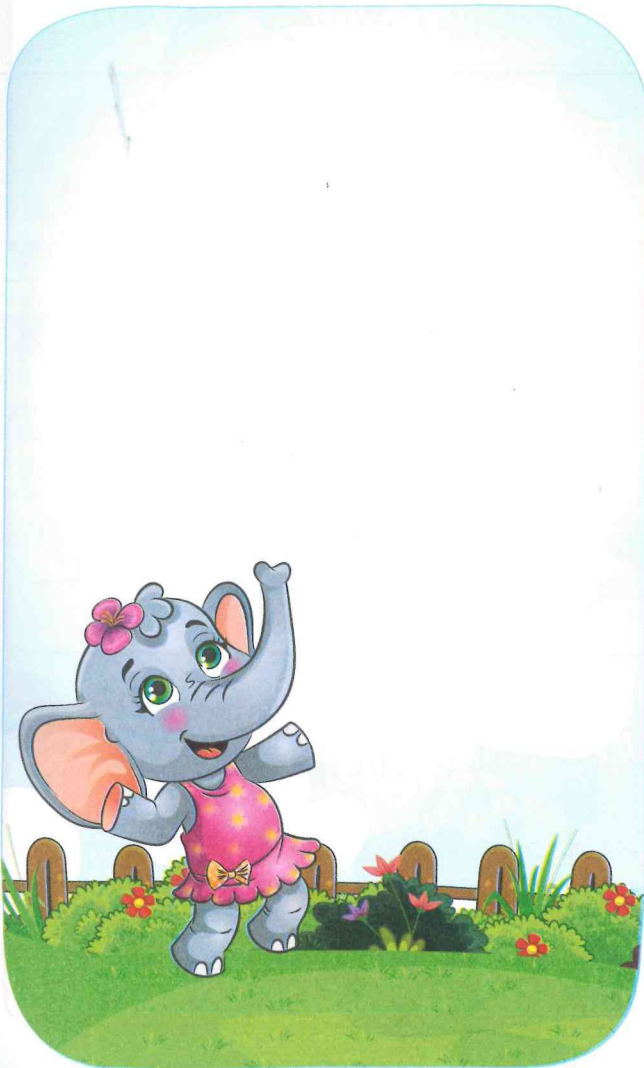
• Help your child make the numbers 1 and 2 using clay.



Match.



Draw and color 1 in the sky.



Draw and color 2 in the water.



• Let your child draw the numbers 1 and 2 on a sheet of paper and use glue and glitter to decorate it.





Color  according to the number.


1


2

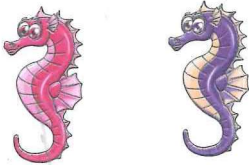


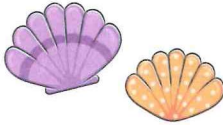
Choose the correct number.


  
1 or 2

  
1 or 2

  
1 or 2


  
1 or 2

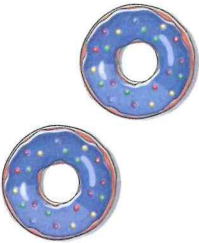
  
1 or 2

  
1 or 2

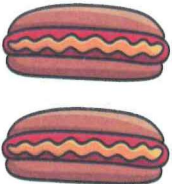


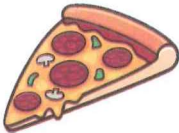
Count and write the number.

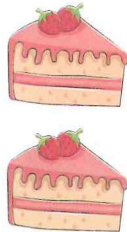
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

  
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\_\_\_\_\_

  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Above / Below

Bassem is **above** the trampoline.



Bassem is **below** the tree.



Color the bird **above** the tree red. Color the bird **below** the tree yellow.



Circle the ball **above** the chair.



Circle the dog **below** the table.

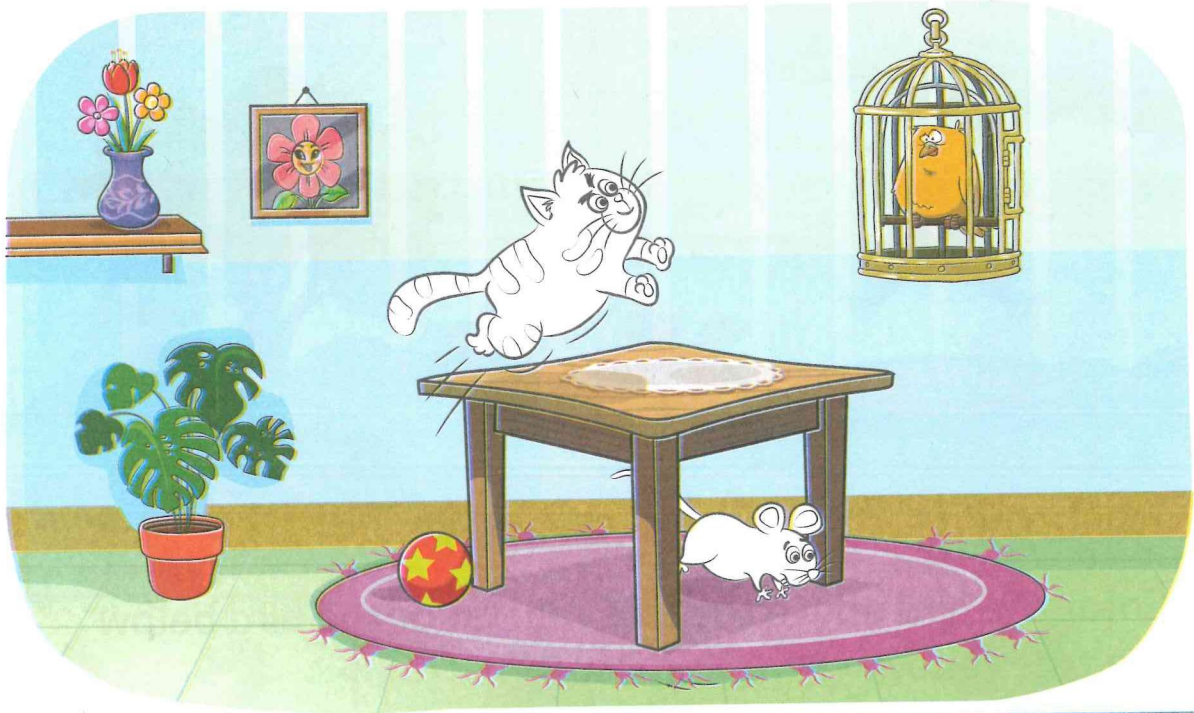


• Ask your child to put his/her hand above his/her head. Ask him/her to sit below the table.





Color the one above the table **orange**.  
Color the one below the table **gray**.



Where is the cat? Choose the correct answer.



above  
the chair

below  
the chair



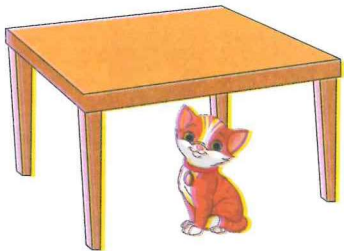
above  
the table

below  
the table



above  
the tree

below  
the tree



above  
the table

below  
the table



above the  
trampoline

below the  
trampoline



above  
the box

below  
the box



## In front of / Behind

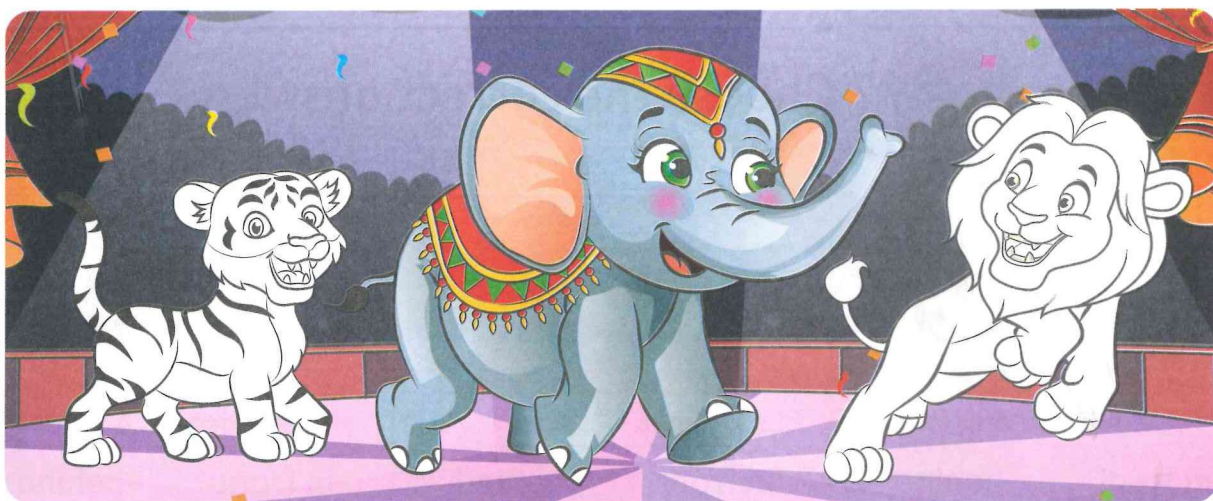
Basma is **in front of** the tree.



Basma is **behind** the tree.



Color the animal which is in front of the elephant **brown**.  
Color the animal which is behind the elephant **orange**.



Circle the boy in front of Ahmed and circle the girl behind Rana.



• Tell your child to stand in front of you once, and stand behind you another time.



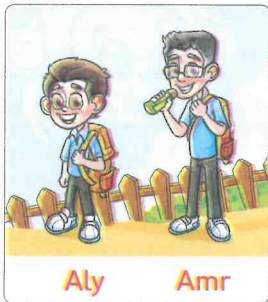


Color the animal which is behind Sally **orange**.

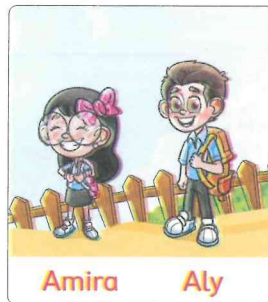
Color the animal which is in front of Sally **brown**.



Where is Aly ? Choose the correct answer.



in front of Amr      behind Amr



in front of Amira      behind Amira



in front of Maged      behind Maged



in front of Sameh      in front of Bassem



behind Sameh      behind Bassem



in front of Hany      behind Hany

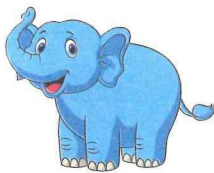


# The Middle

The girl is in **the middle**.



Circle the animal which is in the middle in each row.



Draw 1 , 1  and 1  in the middle.



Circle the middle letter in each word.

DOG

CAT

RED

SMALL

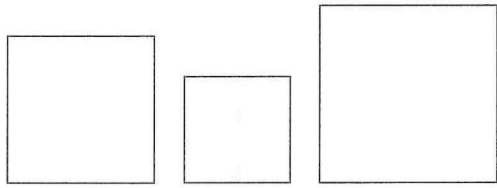
GREEN

• Give your child 3 crayons, one of them is red, ask him/her to put the red crayon in the middle.

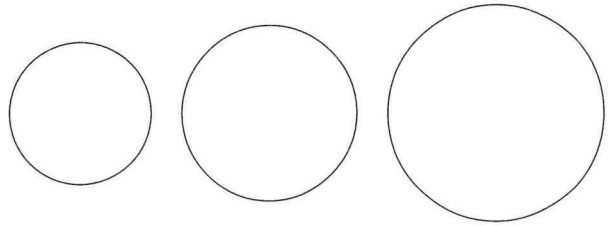




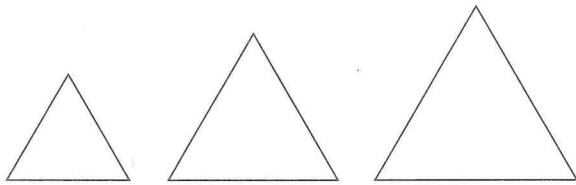
Color the middle square red.



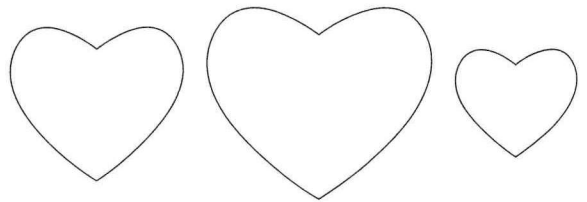
Color the middle circle yellow.



Color the middle triangle green.



Color the middle heart orange.



Circle the middle child in each group.



Place a smiley face



# CHAPTER 2



- **Lessons 11 to 13** : Fun with numbers 3 , 4 and 5 - Comparing numbers
- **Lessons 14 to 16** : Fun with numbers up to 5
- **Lessons 17 & 18** : Writing number 0 - Number line - Counting on the number line
- **Lessons 19 & 20** : The numbers (Six - Seven)

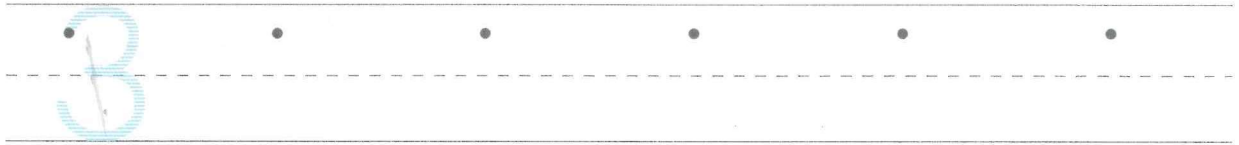
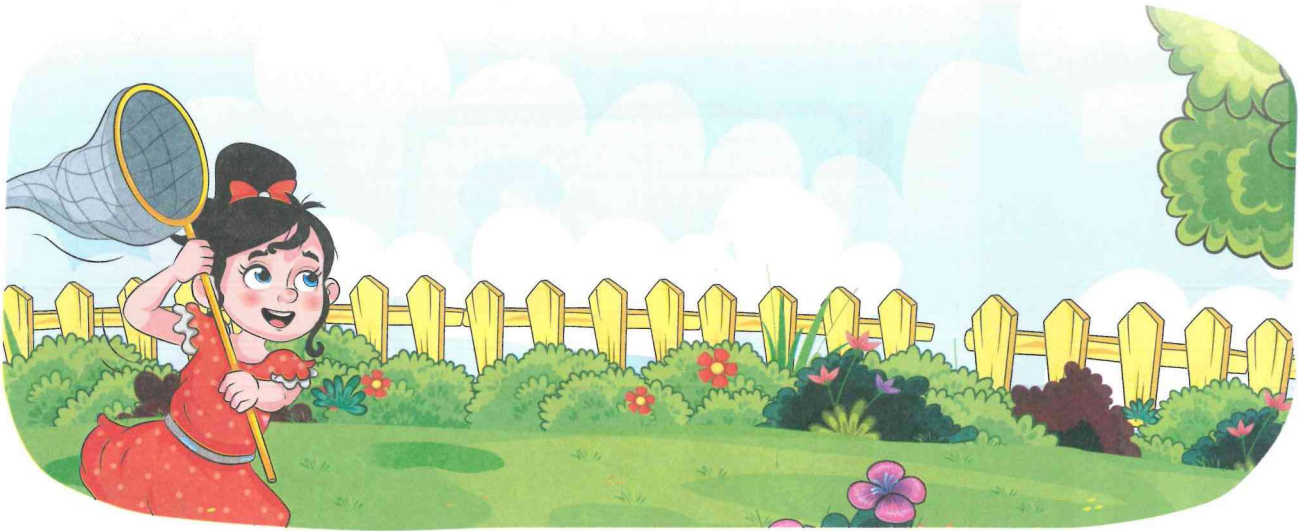




Stick 3



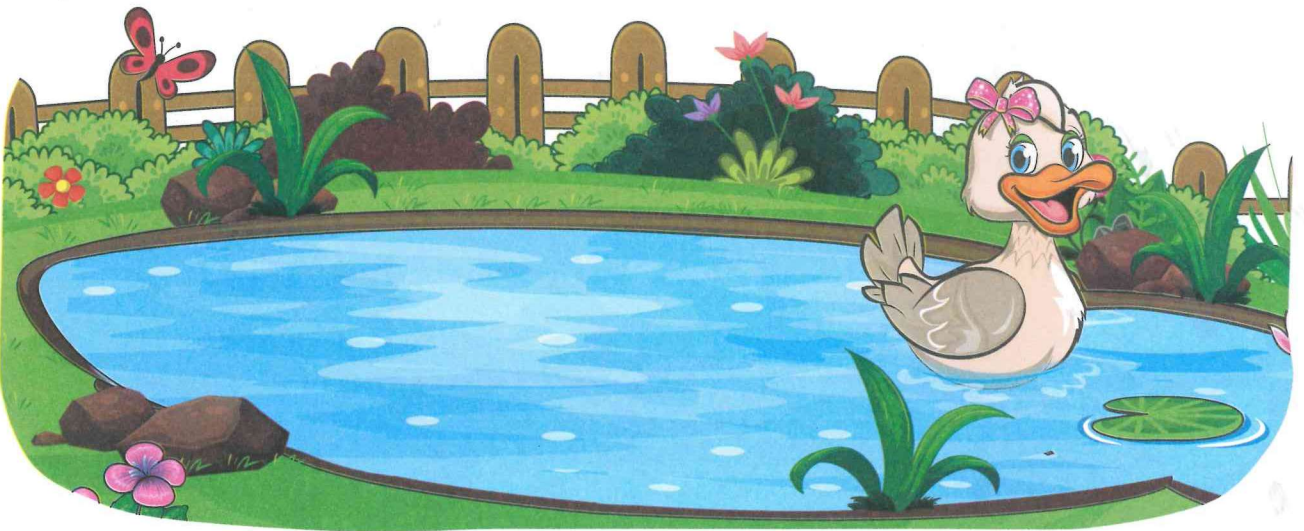
s. Then trace and write number 3.



Stick 4



s. Then trace and write number 4.

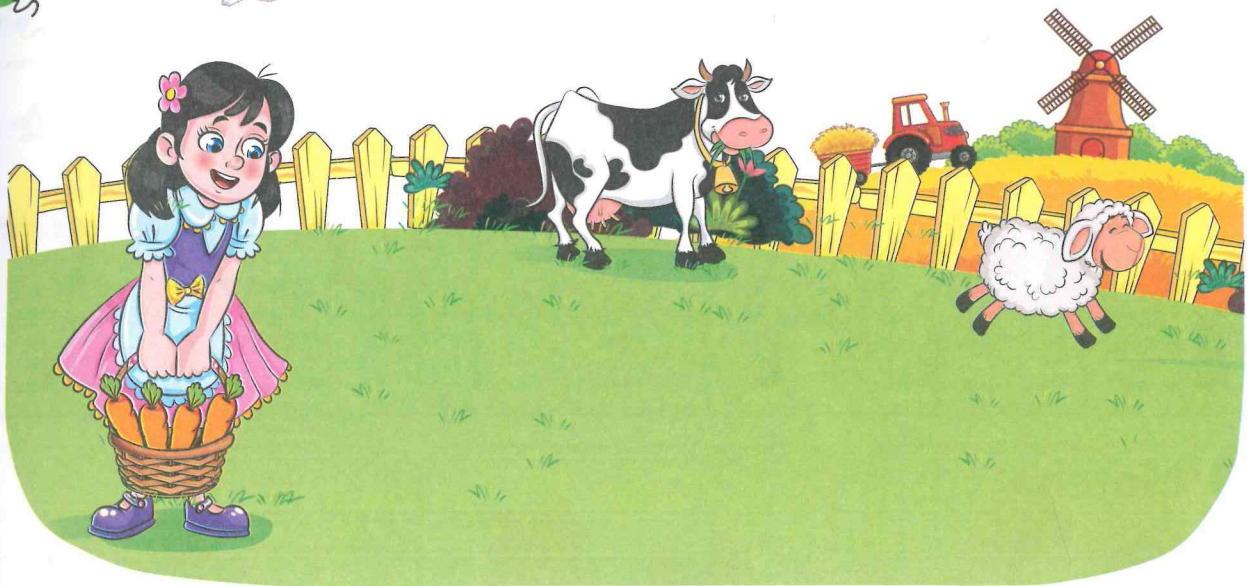


- Ask your child to write the numbers 3 and 4 in the air.
- Ask your child to draw a big 4 on a white piece of paper and color it.





Stick 5 s. Then trace and write number 5.



Circle the numbers that are the same as the words.

|             |             |              |
|-------------|-------------|--------------|
| <b>One</b>  | <b>Two</b>  | <b>Three</b> |
| 4    1    2 | 3    5    2 | 1    3    2  |
| <b>Four</b> | <b>Five</b> |              |
| 5    4    1 | 2    4    5 |              |



Cancel items to show the given number.

|          |  |
|----------|--|
| <b>3</b> |  |
| <b>4</b> |  |
| <b>5</b> |  |

• Ask your child to write 5 on a piece of paper and draw 5 objects.



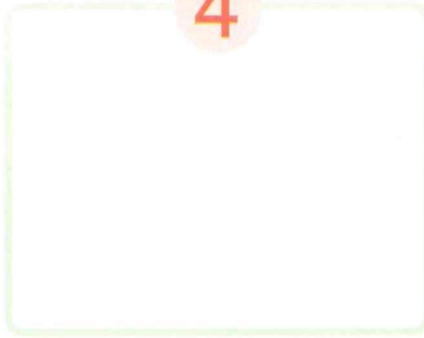


Draw s according to the number.

3



4



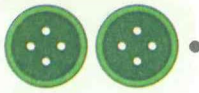
5



Match.



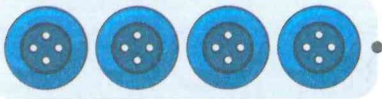
3



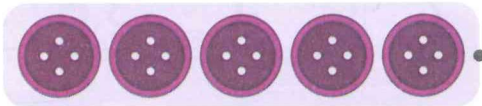
5



2



1



4

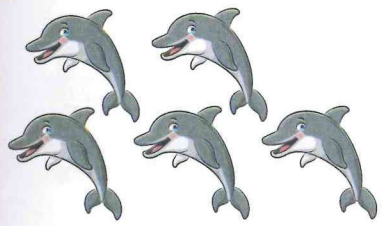


Find and circle five differences in the two pictures.

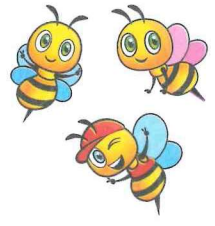





Choose the correct number.



3    4    5




1    2    3



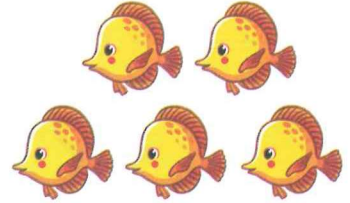
2    4    5



3    2    1




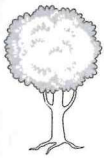



2    3    4



5    4    3



Count, then write the number.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

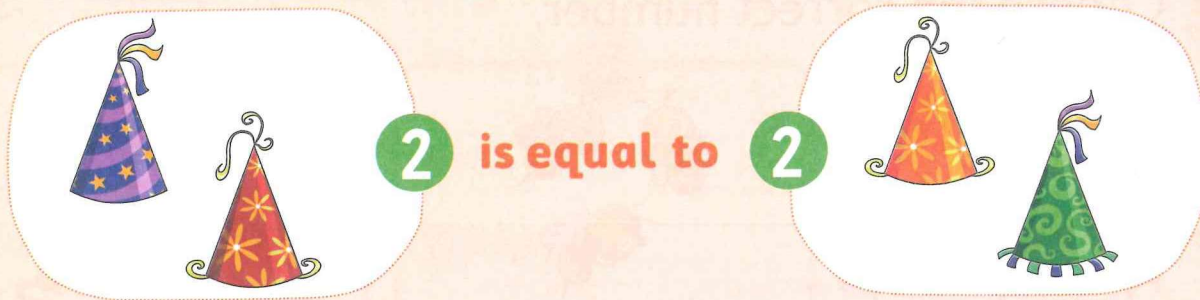
\_\_\_\_\_



• Ask your child to jump 4 hops and write numbers 3 and 5 in the air.



# Same number (Equal numbers)



Equal **means** the same number



Circle the set that has the same number as the first set. The first one is done for you.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |



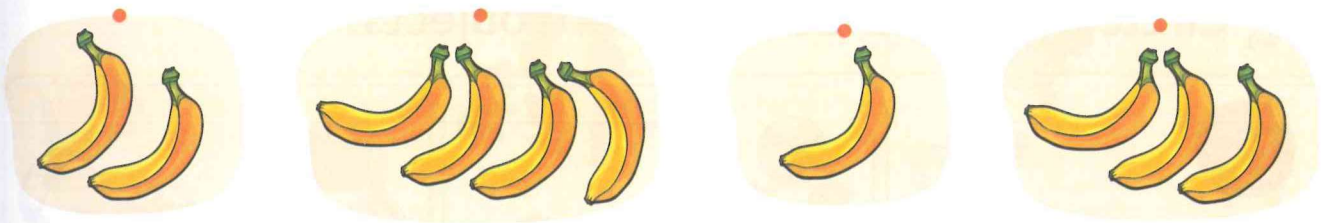
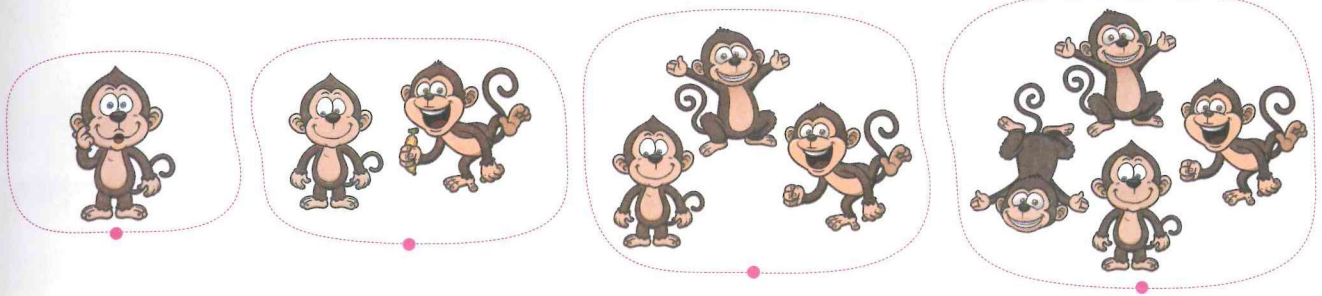
Draw 🍎s to show equal numbers of flowers.

|  |  |
|--|--|
|  |  |
|  |  |







• Ask your child to make groups of his/her toys that have the same number of toys.



Match the groups that have the same number of objects.



Count and write the number.

|   |                         |   |
|---|-------------------------|---|
|  | ----- is equal to ----- |  |
|  | ----- is equal to ----- |  |
|  | ----- is equal to ----- |  |



Complete.

|                            |                            |
|----------------------------|----------------------------|
| _____ is equal to <b>3</b> | _____ is equal to <b>5</b> |
| <b>1</b> is equal to _____ | <b>4</b> is equal to _____ |

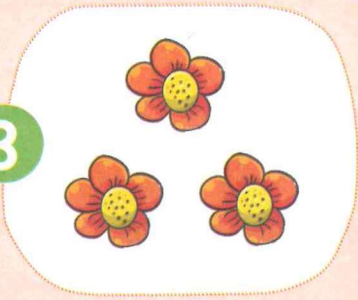
• Raise some of your fingers, ask your child to say the number of raised fingers and ask him/her to raise fingers to show the same number .



# Greater / More



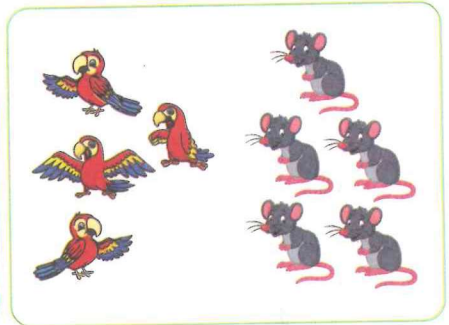
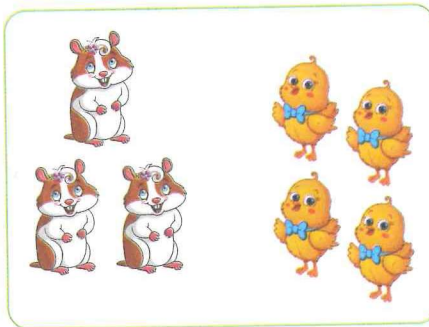
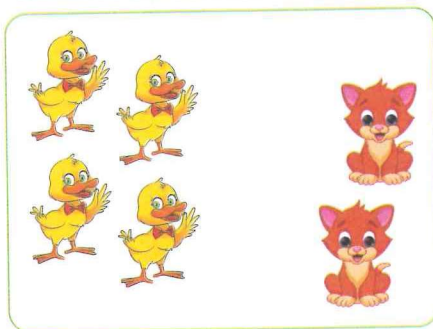
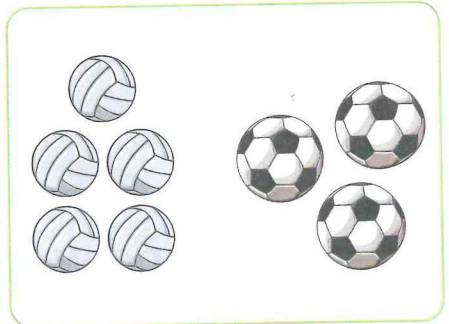
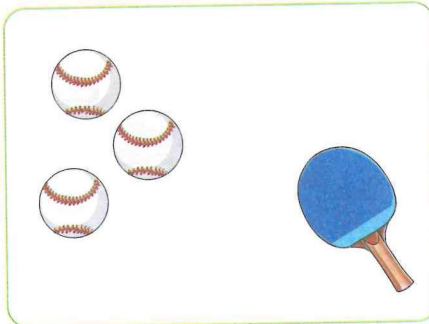
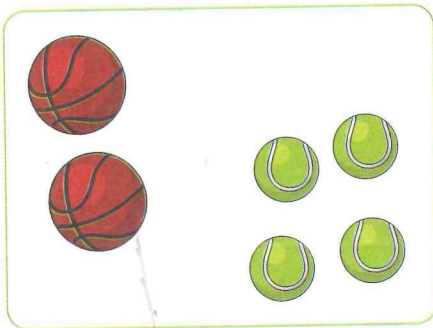
4 is greater than 3



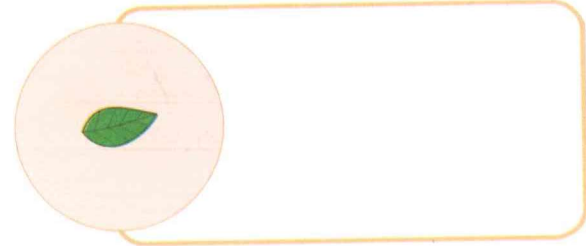
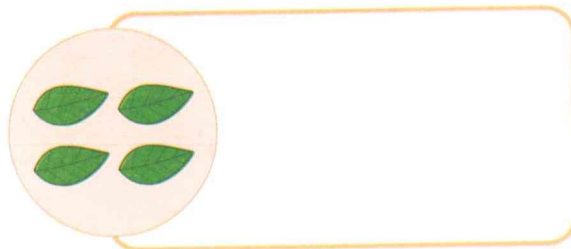
Greater means more than



Circle the sets that have more objects.

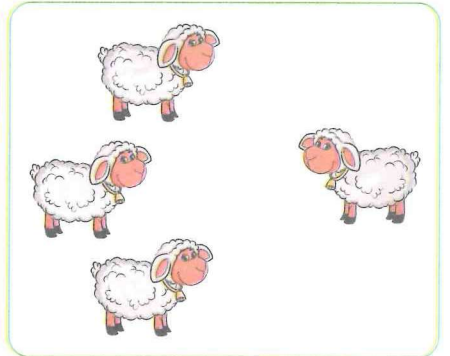
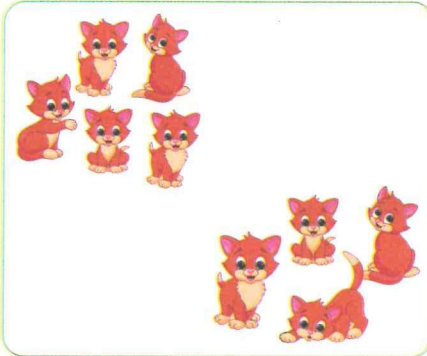
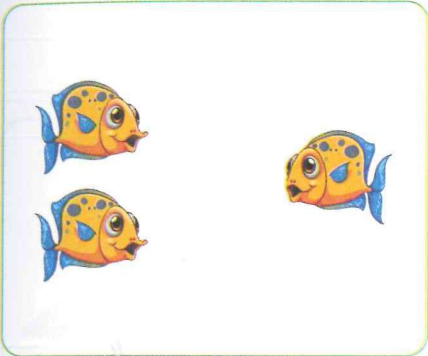
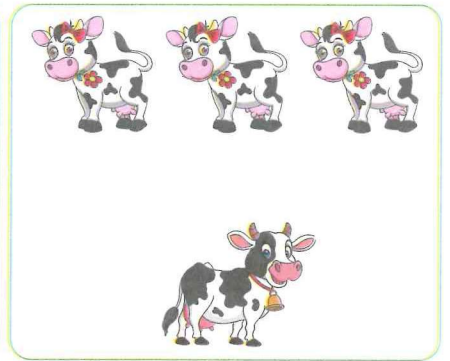
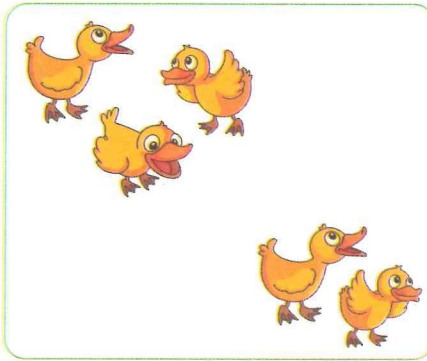
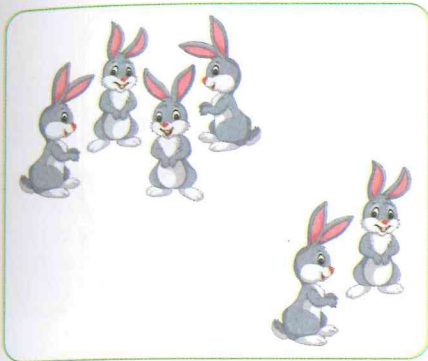


Draw items to make each group have more objects.

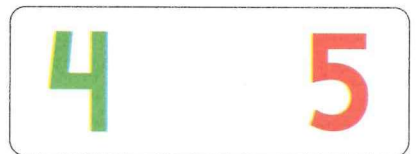
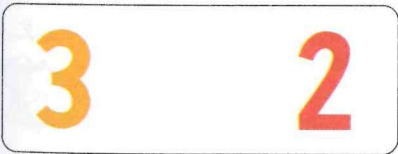
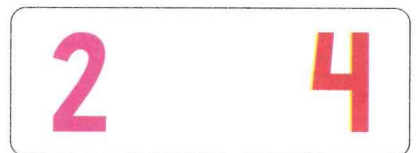
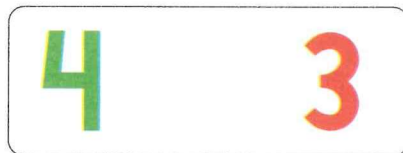




Circle the group that has greater number of items.



Circle the number that is greater.



Complete.

Answers may vary.

\_\_\_\_\_ is greater than 1

\_\_\_\_\_ is greater than 4

\_\_\_\_\_ is greater than 2

\_\_\_\_\_ is greater than 3

• Say a number from 1 to 3 and ask your child to tell you another number that is more.



# Less / Fewer



Less **means** fewer or not as many

 Circle the group that is less.

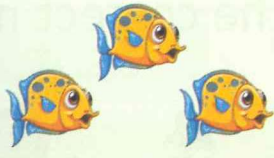
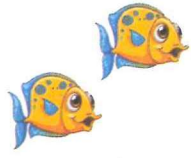
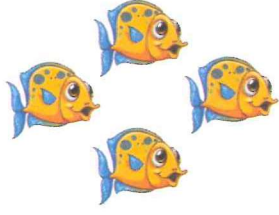
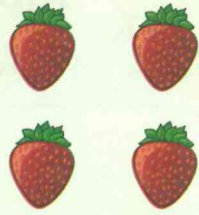
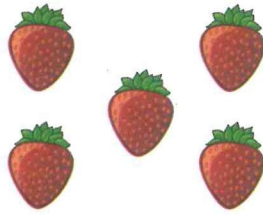
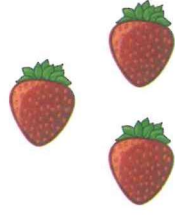
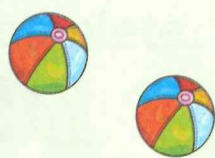
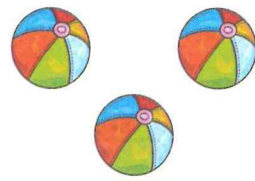

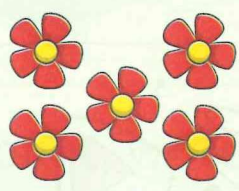
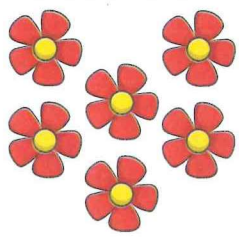
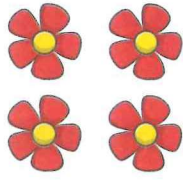
|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

 Circle the number that is less.

|                 |                 |                 |
|-----------------|-----------------|-----------------|
| <p>2      5</p> | <p>3      1</p> | <p>4      1</p> |
| <p>3      4</p> | <p>5      3</p> | <p>1      2</p> |



Circle the set that has fewer objects than the first set.

|   |   |   |
|---|---|---|
|    |    |    |
|    |    |    |
|   |   |   |
|  |  |  |



Choose the correct answer.

1 is  less than  greater than  equal to  2

4 is  less than  greater than  equal to  1

3 is  less than  greater than  equal to  3

5 is  less than  greater than  equal to  2

2 is  less than  greater than  equal to  4

3 is  less than  greater than  equal to  5

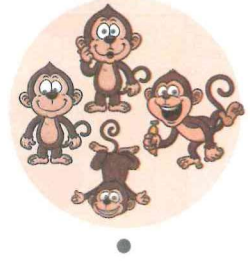
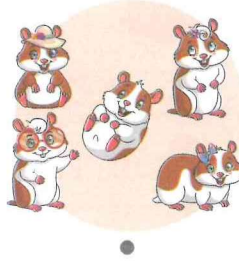
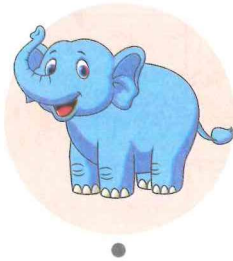
• Ask your child to compare two groups of objects in your home and tell which group is more and which is less.

Place a smiley face





Draw lines to match each group to the correct number.



1

2

3

4

5



Color the picture.

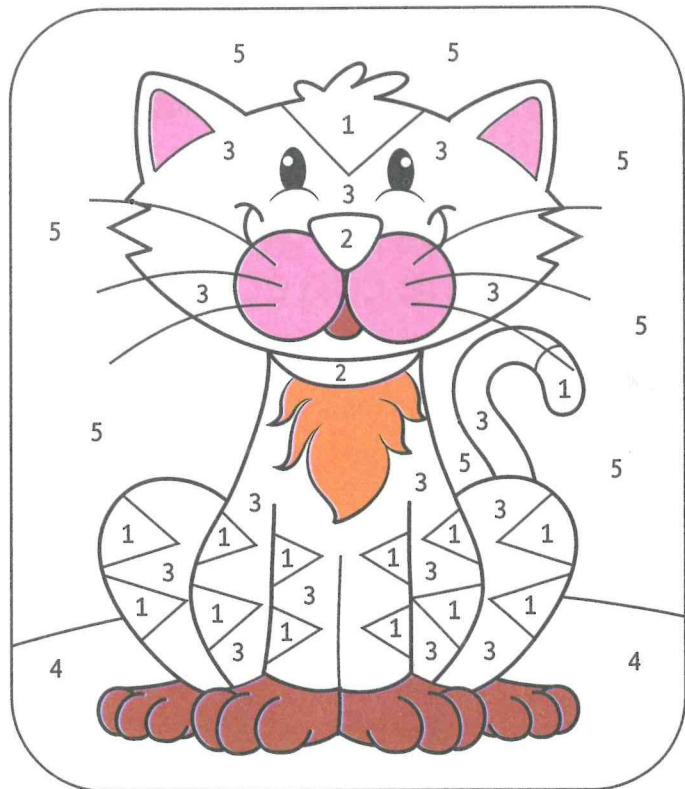
1 yellow

2 red

3 orange

4 green

5 purple



- Encourage your child to practice counting numbers 1-5 and draw pictures to illustrate these numbers.
- Have your child find groups of 3,4 and 5 objects at home.



Circle the numbers that are the same as the words.

|       |   |   |   |   |   |
|-------|---|---|---|---|---|
| four  | 5 | 4 | 2 | 1 | 3 |
| three | 1 | 4 | 3 | 5 | 2 |
| five  | 2 | 5 | 4 | 3 | 1 |
| two   | 2 | 5 | 1 | 4 | 3 |
| one   | 3 | 2 | 5 | 1 | 4 |



Complete.



Count, write the number and trace the words.

|  |                      |  |
|--|----------------------|--|
|  | <input type="text"/> |  |
|  | <input type="text"/> |  |
|  | <input type="text"/> |  |
|  | <input type="text"/> |  |
|  | <input type="text"/> |  |

• Help your child make a connection between numbers (1-5) and number words (one - five).



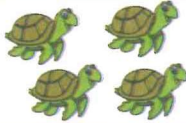
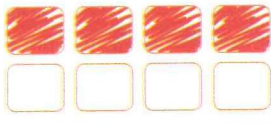

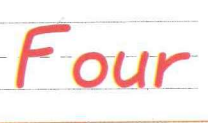



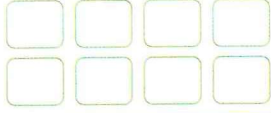
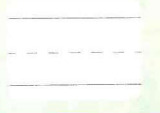

Count


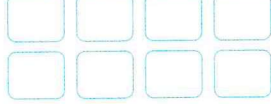


Color


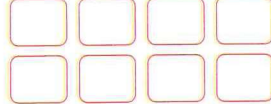


Number


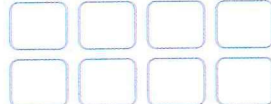

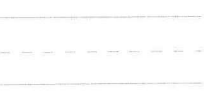
Number  
Word


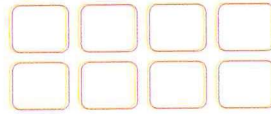
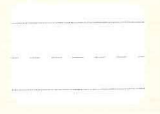
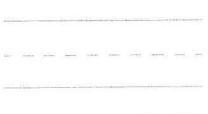
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Choose the correct answer.

\_\_\_\_\_ is greater than 4

**2** or **5**

\_\_\_\_\_ is less than 2

**1** or **3**

\_\_\_\_\_ is greater than three

**One** or **Four**

\_\_\_\_\_ is less than four

**Five** or **Two**

\_\_\_\_\_ is greater than 2

**Five** or **One**

\_\_\_\_\_ is less than 3

**Two** or **Four**



Draw one dot for each bird. Write the number at the top of each column.



1

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |



• Circle which bird there is the least of.



Circle the number that is more.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 3 | 4 | 2 | 5 | 4 | 2 | 1 | 3 |
| 4 | 5 | 1 | 2 | 1 | 4 | 3 | 2 |



Circle the number that is less.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 5 | 1 | 3 | 5 | 2 | 3 | 4 | 1 |
| 2 | 5 | 3 | 1 | 3 | 4 | 5 | 4 |

• Compare two groups of products, for example 5 juice boxes and 2 boxes of milk. Have your child place the items in two rows to find out which group has more.





Complete.

Answers may vary.

\_\_\_\_\_ is greater than **1**

\_\_\_\_\_ is less than **3**

\_\_\_\_\_ is greater than **four**

\_\_\_\_\_ is less than **two**

\_\_\_\_\_ is greater than **2**

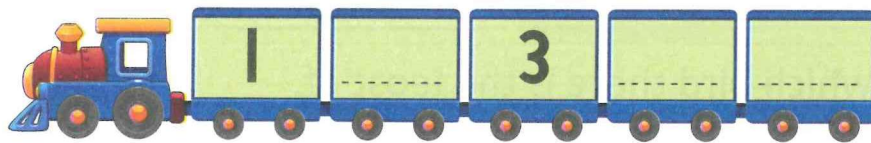
\_\_\_\_\_ is less than **5**

\_\_\_\_\_ is greater than **three**

\_\_\_\_\_ is less than **four**



Complete the following.



How many do you see? Write the numbers.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

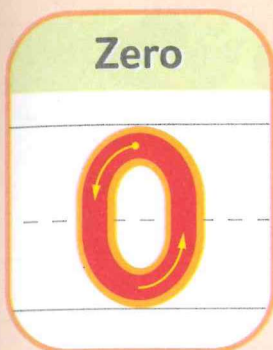


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

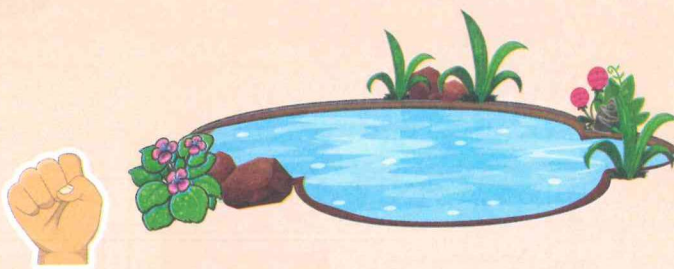


Place a smiley face

Writing number 0



How many ducks are in the lake ?



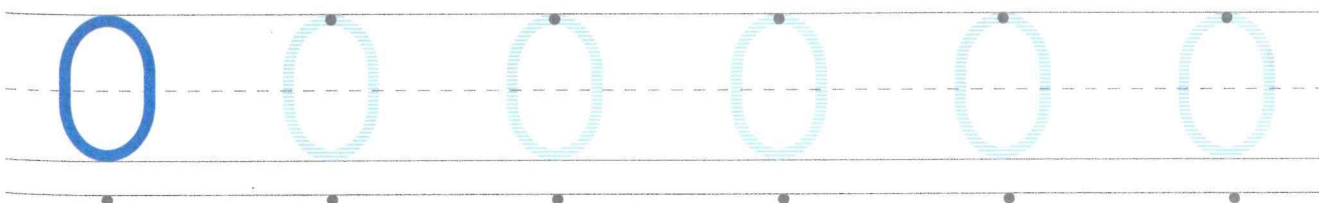
Stick  
number 0



Circle the nests that have zero birds inside.



Trace and write number 0.



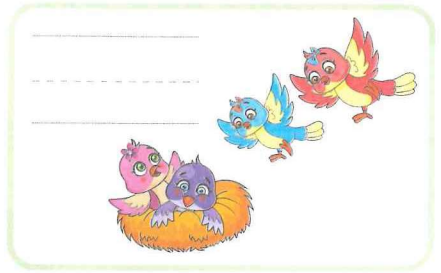
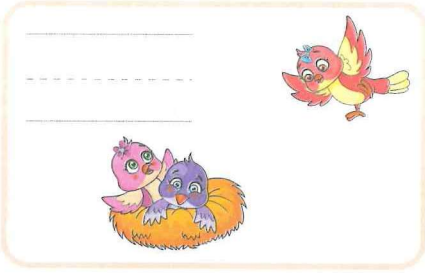
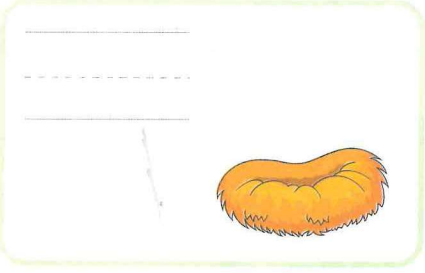
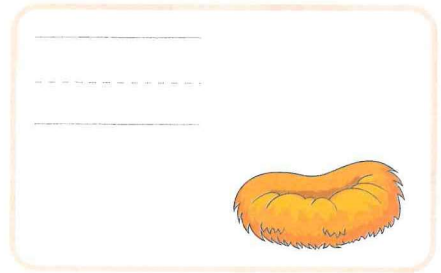
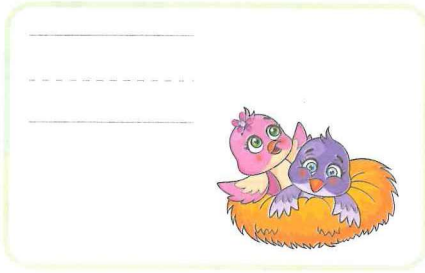
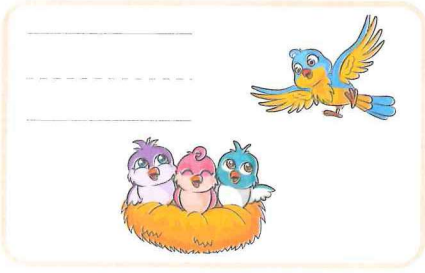
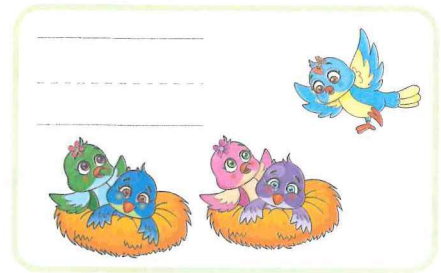
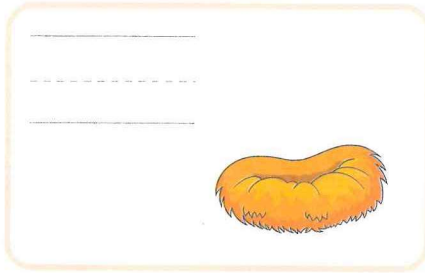
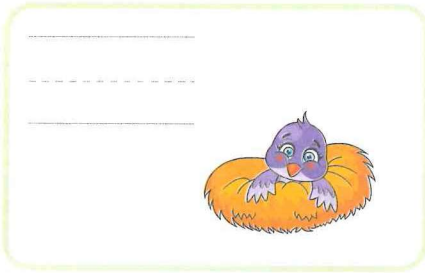
**Notes for parents**

- Ask your child to write the number 0 in the air.

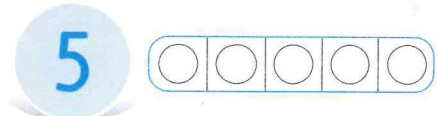
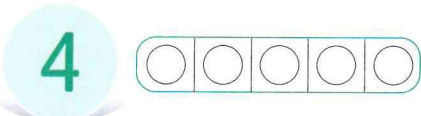
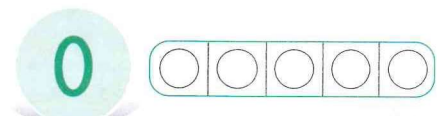
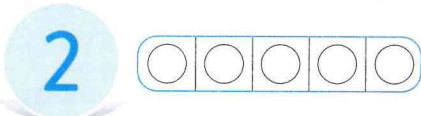




How many birds are there? Write the numbers.



Color according to the number.



Match.



0

1

2

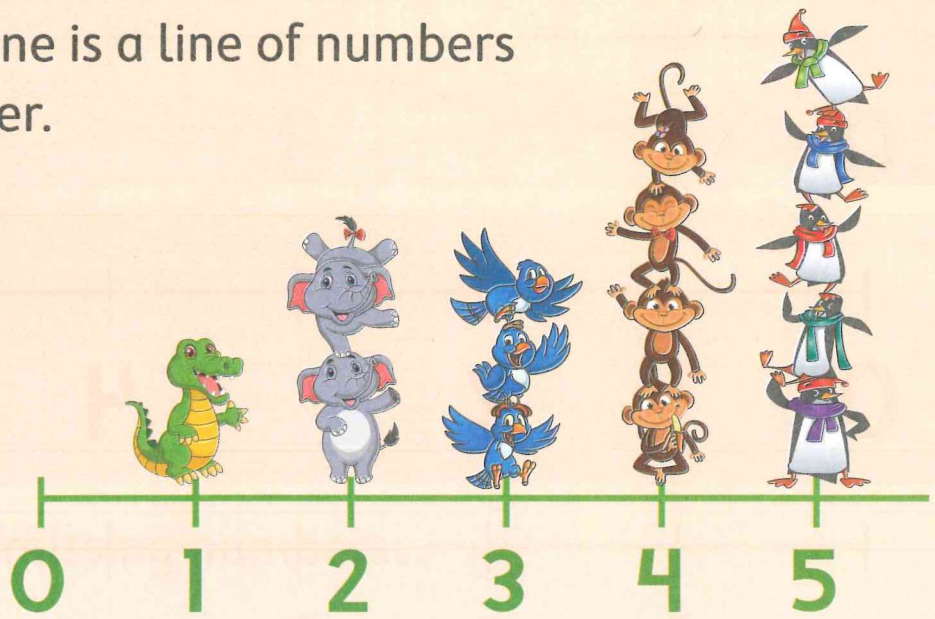
3

4

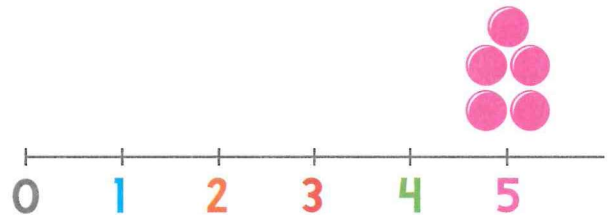
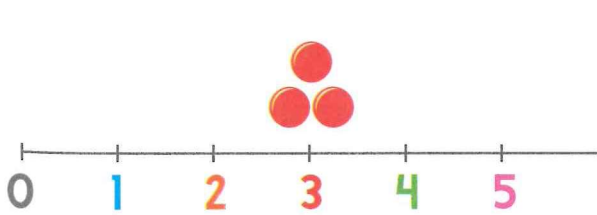
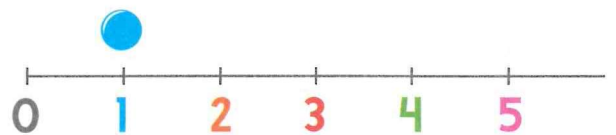
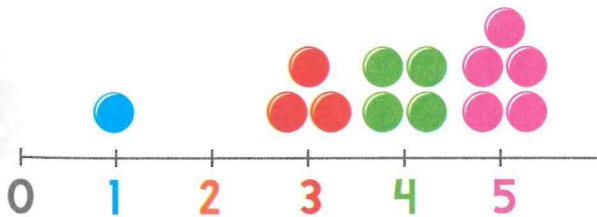
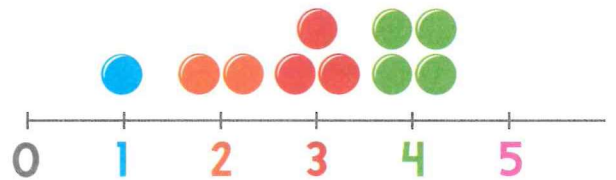
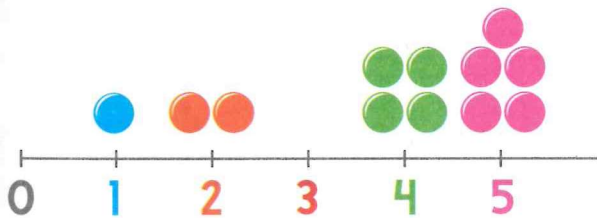
5

# Number line

The number line is a line of numbers that go in order.



Draw the missing dots according to the number on each number line.

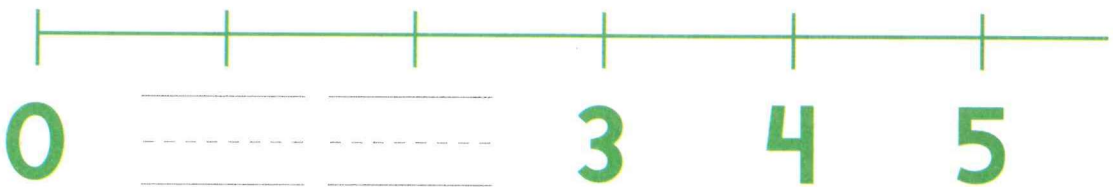
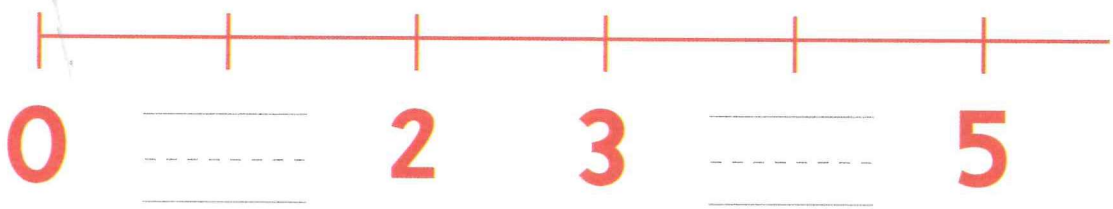
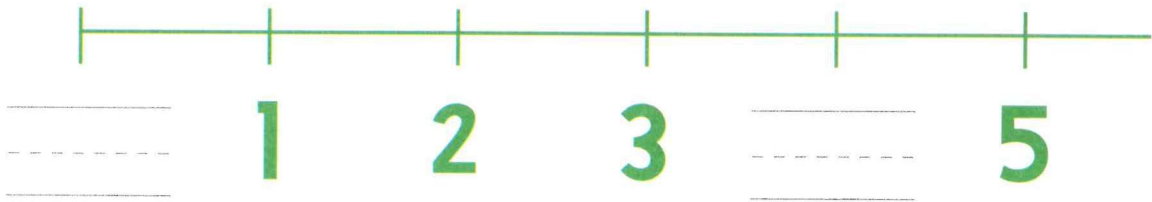
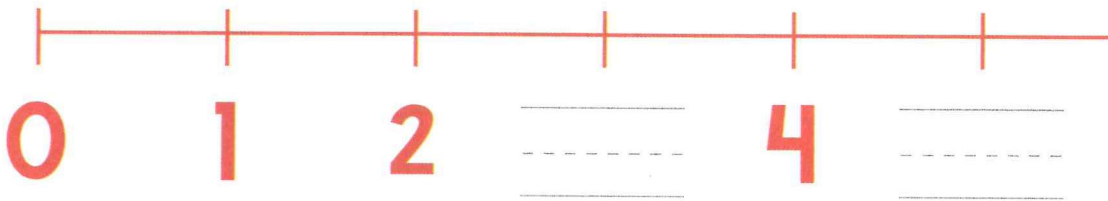
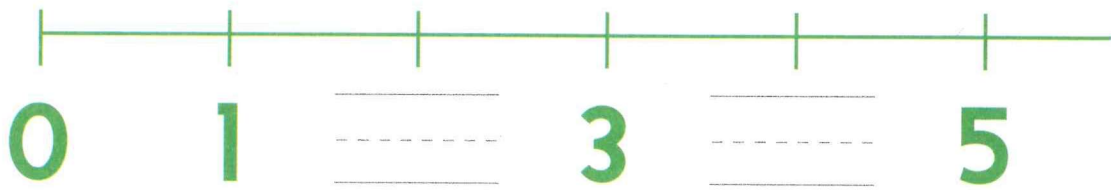


• Ask your child to count in order from 0 to 5

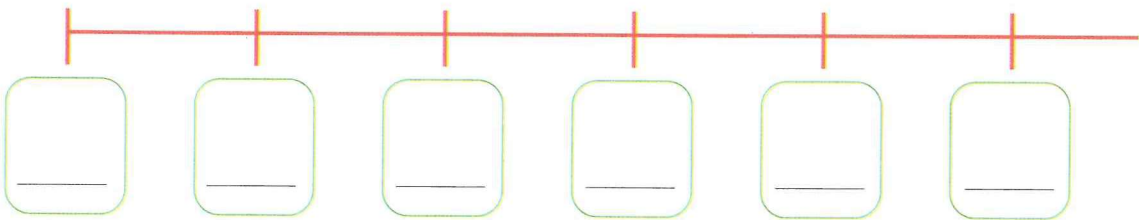




Write the missing numbers in each number line.



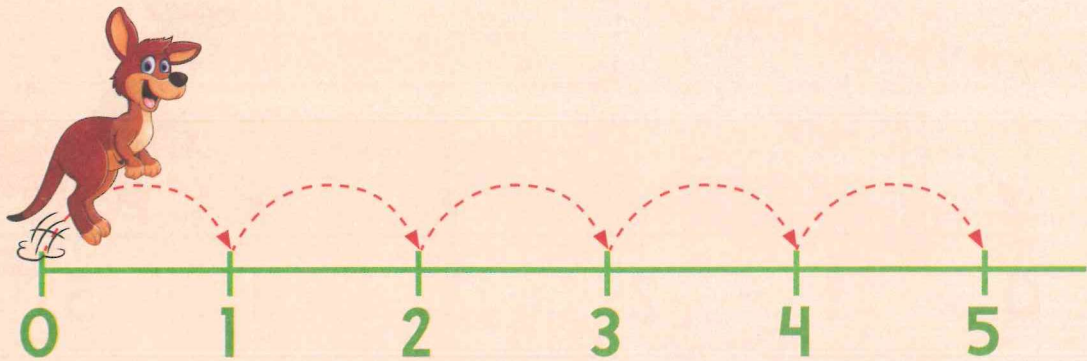
Put the numbers 0, 1, 2, 3, 4 and 5 in their correct places on the number line.



- Draw a number line from 0 to 5, and then cover one number and ask your child to tell what number is covered. Repeat this with different numbers.

# Counting on the number line

Counting forward



 Write the missing numbers.

Three wavy number lines for counting practice. The first is blue and has a boy in a red airplane at the start; it contains the numbers 0, 1, 2, 3, followed by two blank boxes. The second is orange and has a rabbit in a green airplane at the end; it contains the numbers 0, 1, 2, followed by three blank boxes. The third is blue and has an elephant in a purple and green airplane at the start; it contains the number 0, followed by four blank boxes.

 Complete.

0 , 1 , 2 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

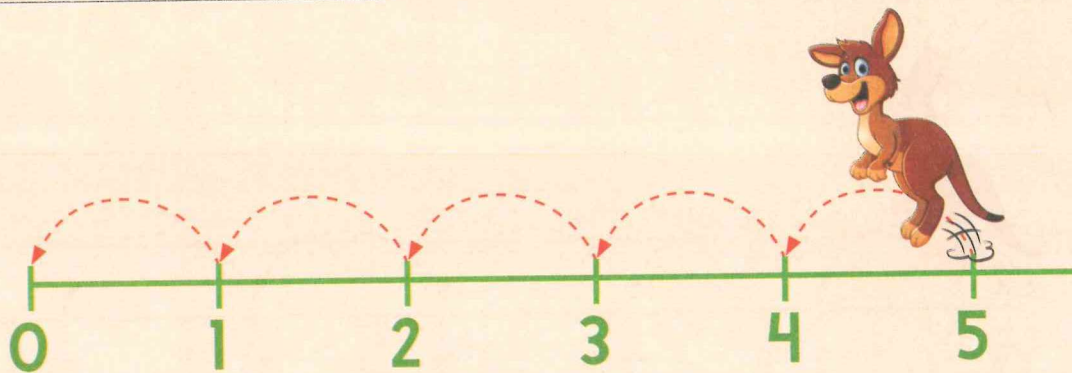
0 , \_\_\_\_\_ , \_\_\_\_\_ , 3 , 4 , \_\_\_\_\_

0 , 1 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

• Ask your child to count forward from 0 to 5.



## Counting backward



 Write the missing numbers.

Three wavy number lines for counting backward. The first is yellow and has numbers 3, 4, and 5. The second is blue and has numbers 4 and 5. The third is yellow and has the number 5. Each number line is accompanied by a cartoon animal in an airplane: a girl in a pink plane, a rabbit in a blue plane, and an elephant in a green plane.

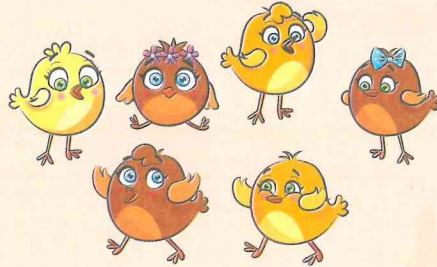
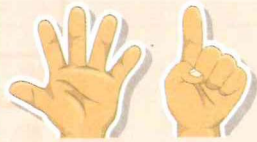
 Complete.

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 4, 5

0, \_\_\_\_\_, \_\_\_\_\_, 3, \_\_\_\_\_, 5

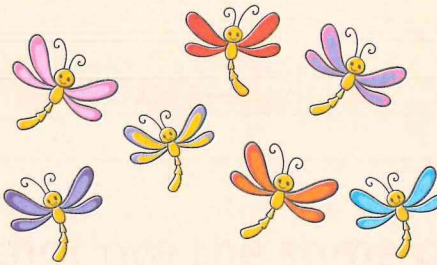
\_\_\_\_, 1, \_\_\_\_\_, \_\_\_\_\_, 4, \_\_\_\_\_

Six



Stick number 6

Seven



Stick number 7



Trace and write the numbers.

Tracing practice lines for numbers 6 and 7. Each row contains a solid number, a dashed number, and a dotted number for tracing, followed by empty space for independent writing.



Draw ♥s according to the numbers.

Activity boxes for drawing hearts. Each box contains a number in a colored circle and an empty rectangular box for drawing.

- Box 1: Number 6 (green circle), empty box.
- Box 2: Number 3 (orange circle), empty box.
- Box 3: Number 5 (green circle), empty box.
- Box 4: Number 2 (orange circle), empty box.
- Box 5: Number 7 (green circle), empty box.
- Box 6: Number 4 (orange circle), empty box.

Notes for parents

- Use an empty egg carton. Count aloud up to six with your child as he/she places an object such as bean in each cup.
- Fill a container as a shoe box with flour and let your child use his/her finger to write 7 in the flour.





Match.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|



Complete each of the following number lines.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 0 | 1 |   |   | 4 |   | 6 |   |
|   | 1 | 2 |   |   | 5 |   |   |
|   |   |   | 3 |   | 5 |   | 7 |
|   |   |   | 3 | 4 |   |   |   |

Notes for parents

• Ask your child to find 7 things at home different in size and find 6 things that have the same shape.



Count, write the numbers and trace the words.

Blank box for writing the number **0**. To the right, the word **zero** is shown with numbered arrows indicating the stroke order for writing each letter.

Illustration of six chicks. To the right, a blank box for writing the number **6** is shown. To the right of that, the word **six** is shown with numbered arrows indicating the stroke order for writing each letter.

Illustration of seven chicks. To the right, a blank box for writing the number **7** is shown. To the right of that, the word **seven** is shown with numbered arrows indicating the stroke order for writing each letter.



Circle the numbers that are the same as the words.

|       |   |   |   |   |
|-------|---|---|---|---|
| Two   | 3 | 2 | 4 | 6 |
| Six   | 5 | 3 | 7 | 6 |
| Four  | 4 | 1 | 3 | 5 |
| Seven | 4 | 1 | 7 | 0 |
| Three | 6 | 3 | 7 | 1 |



Complete the following number line with number words.

Number line with tick marks and dashed lines for writing number words:

Zero    \_\_\_\_\_    \_\_\_\_\_    Three    Four    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

• Say with your child the days of the week. Have your child raise a finger for each day and count the raised fingers.





Draw one dot for each item. Write the number at the top of each column.



|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |



• Circle which item is the least of.



• Circle which item is the most of.



• Help your child make the numbers 6 and 7 using clay.



Circle all the numbers which are less than 6.

seven 1 three 5 zero 4 2

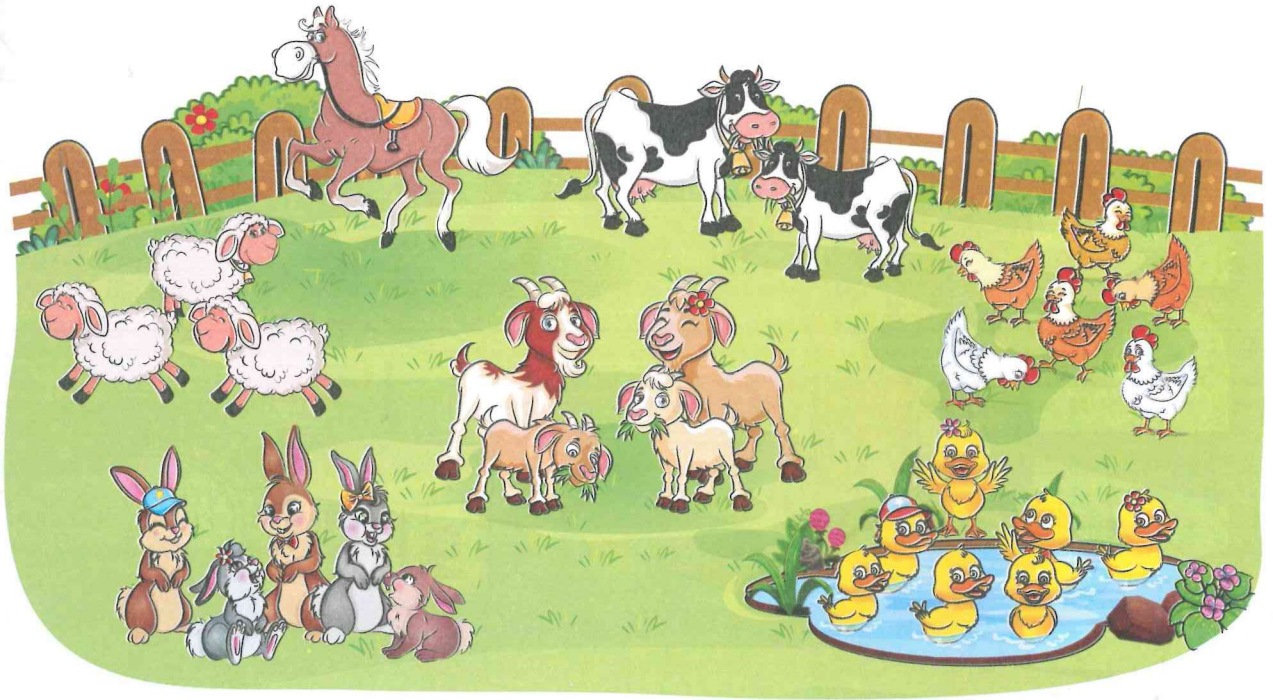










Circle all the numbers which are greater than 1.

four 3 five 0 6 two 7



Count and write the correct number.



|   |                      |   |                      |  |                      |   |                      |
|---|----------------------|---|----------------------|--|----------------------|---|----------------------|
|  | <input type="text"/> |  | <input type="text"/> |  | <input type="text"/> |  | <input type="text"/> |
|  | <input type="text"/> |  | <input type="text"/> |   | <input type="text"/> |  | <input type="text"/> |

- Use vertical counting frames to explain that six is more than five and seven is more than six.
- Ask your child to find things up to 7 at home that have the same color.

Place a smiley face