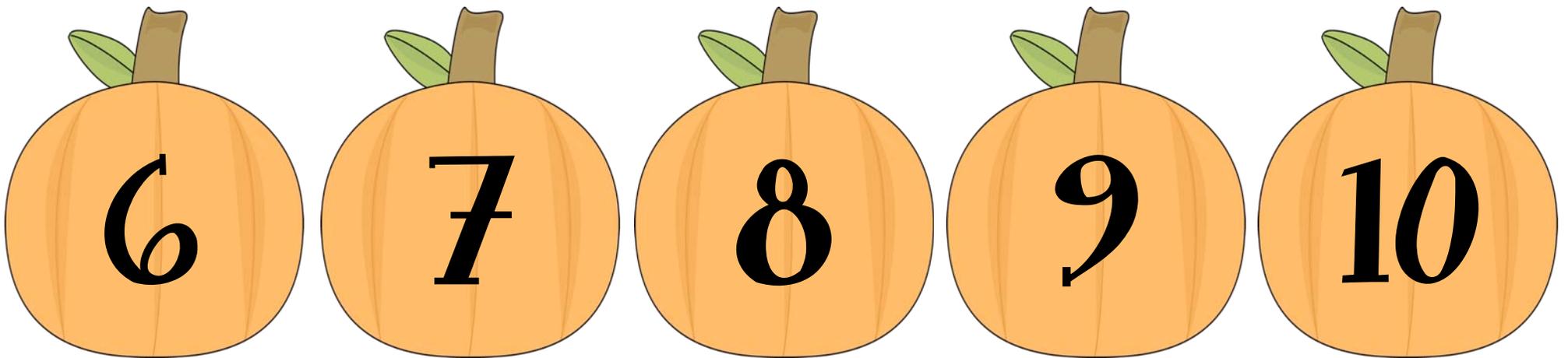
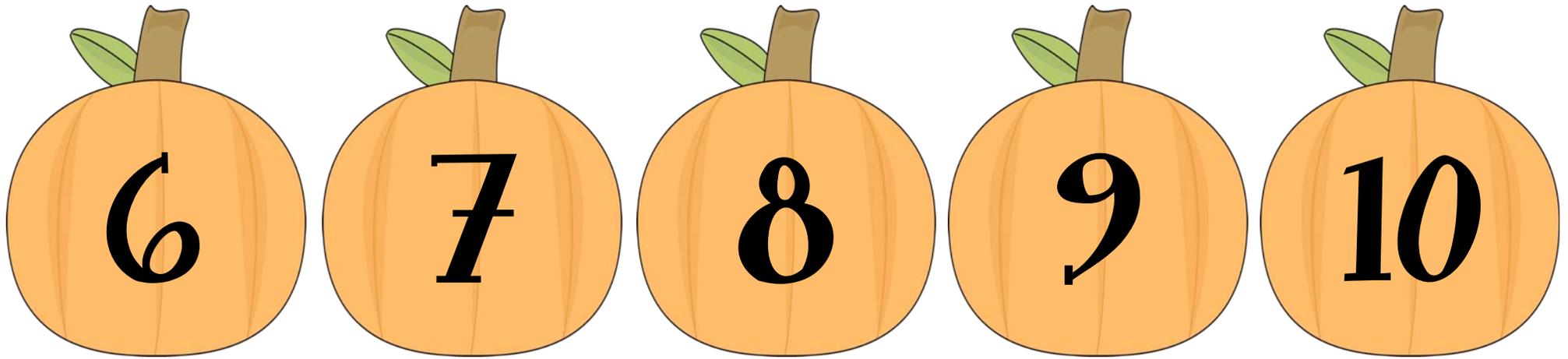




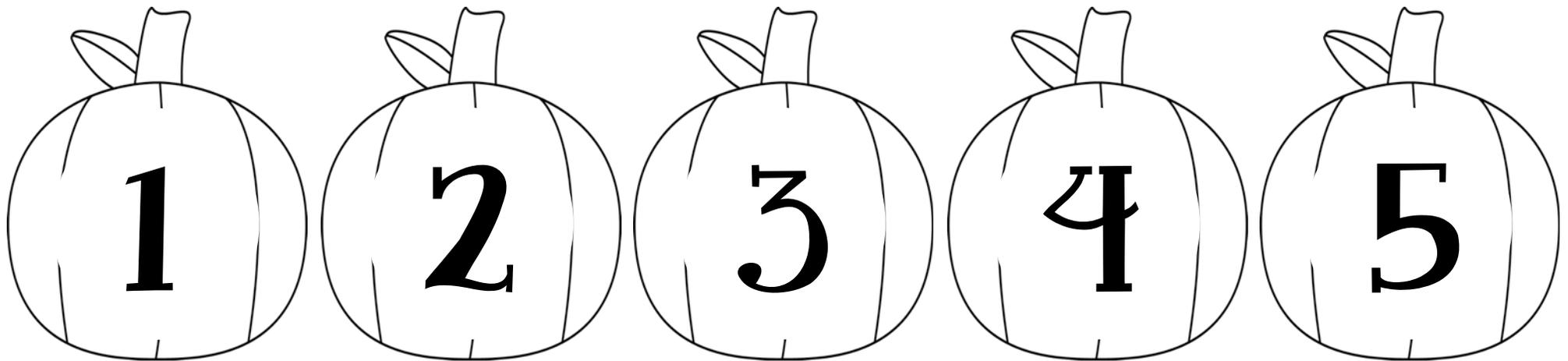
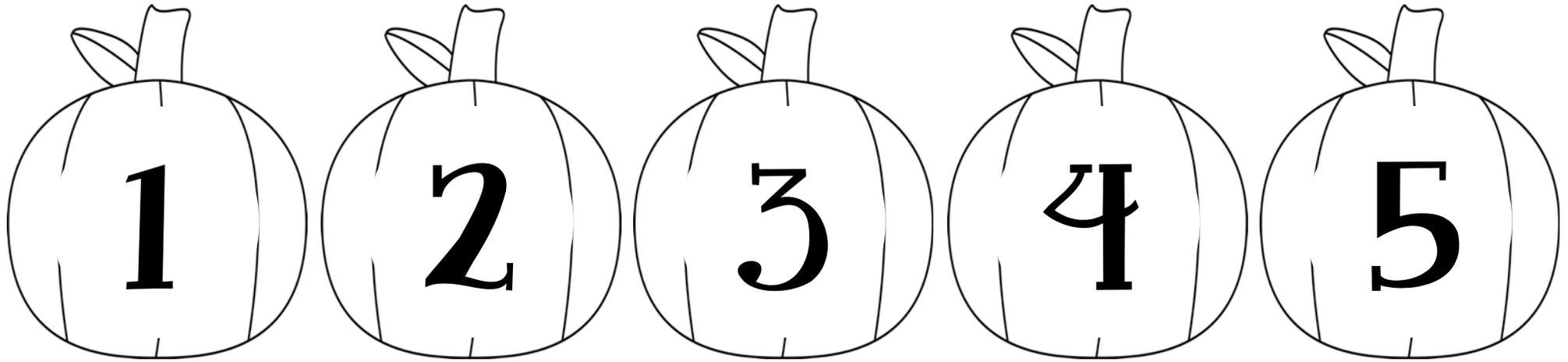
1-to-1 Correspondence.

Print on white construction paper; laminate and trim. Students choose a pumpkin card and place pony beads or other small manipulatives on the pumpkins. The number 1 pumpkin will get 1 bead; the number 10 pumpkin will get 10 beads and so on. Using a smaller card, instead of one with all 10 pumpkins on it, is less overwhelming for little ones, and keeps them from messing up their piles as they work. When a child completes a mat, they can get another one with higher numbers.



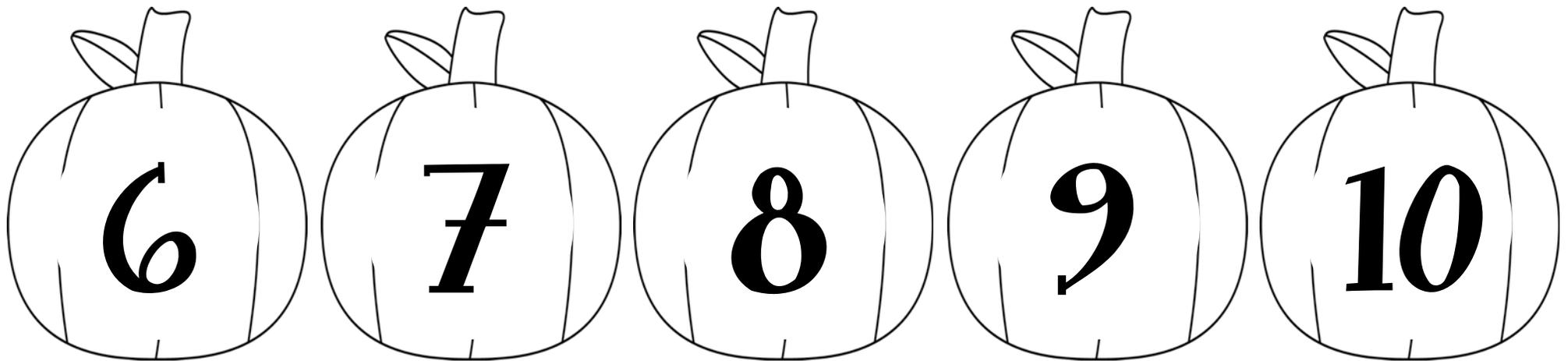
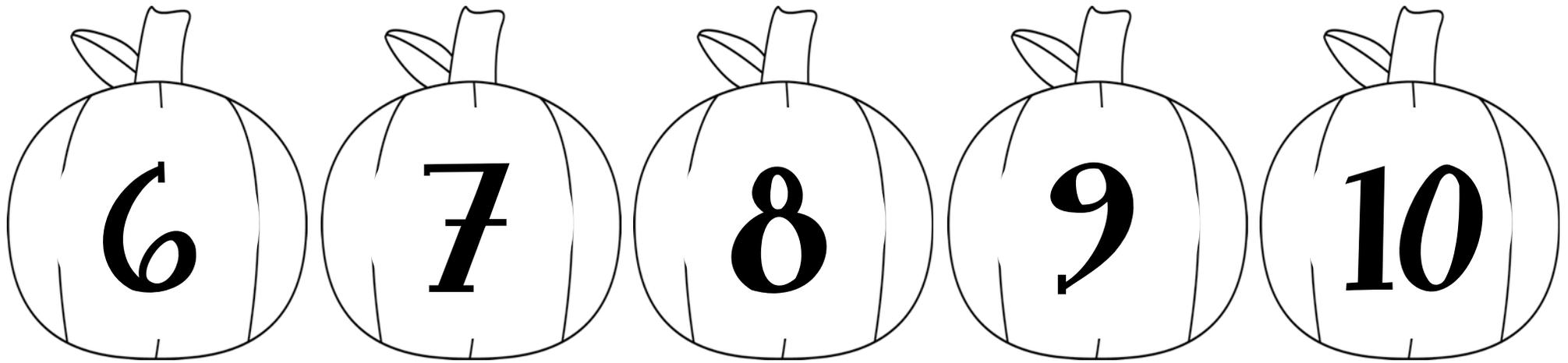
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1-to-1 Correspondence.

Print on white or orange copy paper and trim. These can be sent home with students for more practice. Students choose a pumpkin card and place pony beads or other small manipulatives on the pumpkins. The number 1 pumpkin will get 1 bead; the number 10 pumpkin will get 10 beads and so on. Using a smaller card, instead of one with all 10 pumpkins on it, is less overwhelming for little ones, and keeps them from messing up their piles as they work. When a child completes a mat, they can get another one with higher numbers. You can also use these for ordinal number review.



1-to-1 Correspondence.

Print on white or orange copy paper and trim. These can be sent home with students for more practice. Students choose a pumpkin card and place pony beads or other small manipulatives on the pumpkins. The number 1 pumpkin will get 1 bead; the number 10 pumpkin will get 10 beads and so on. Using a smaller card, instead of one with all 10 pumpkins on it, is less overwhelming for little ones, and keeps them from messing up their piles as they work. When a child completes a mat, they can get another one with higher numbers.