

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 0  | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | 32 | 33 | 34 |
| 35 | 36 | 37 | 38 | 39 | 40 |    |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 |
| 48 | 49 | 50 | 51 | 52 | 53 | 54 |
| 55 | 56 | 57 | 58 | 59 | 60 |    |

|   |   |   |   |   |
|---|---|---|---|---|
| + | - | = | < | > |
|---|---|---|---|---|



odd



even



### Pirate Polly Number Packet

Fun games, lessons, and booklet.



# Polly Wants A Number Cracker

10 \_\_\_\_\_

ten \_\_\_\_\_

X marks the spot.  
Students draw X's to match the number.

**XXXXX XXXXX**

|   |   |   |   |    |   |
|---|---|---|---|----|---|
| 0 | 1 | 2 | 3 | 4  | 5 |
| 6 | 7 | 8 | 9 | 10 |   |

I've completed my 123 booklet and that's worth squawking about!

Polly would like to add that she's still hungry.

Wake up and don't slumber!  
Please feed me a number.





41

55

34

21

112

120

119

6

0

1

2

5

14



## Polly Wants A Cracker Parrot

Print Polly's head on white card stock.

Glue the wings and body pieces on, then laminate and trim.

Cut out the inside of Polly's mouth so that children can "feed" her their number cracker cards.

Attach a Baggie or container to the back of Polly's head to catch the cards.

I used a small garbage can that I bought at The Dollar Store for mine.



Polly Wants A Cracker  
Polly's Body

Print on card stock.  
Glue Polly's head and  
other wing on.  
Laminate and trim.

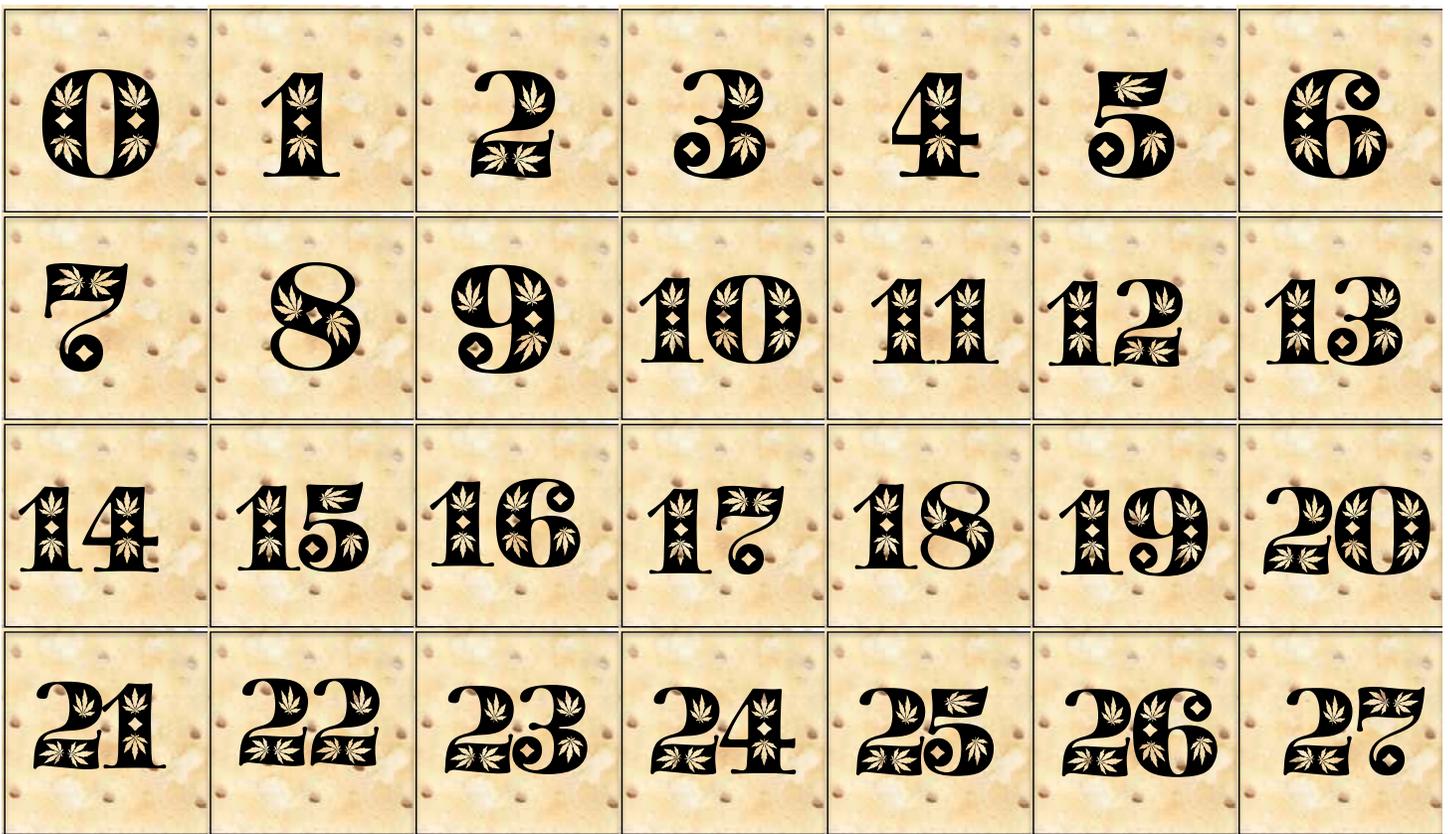
[TeachWithMe.com](http://TeachWithMe.com)



Polly Wants A Cracker  
Polly's wing

Print on card stock.  
Glue to Polly's body.  
Laminate and trim.

[TeachWithMe.com](http://TeachWithMe.com)



[cTeachWithMe.com](http://cTeachWithMe.com)

Print on card stock; laminate and trim.

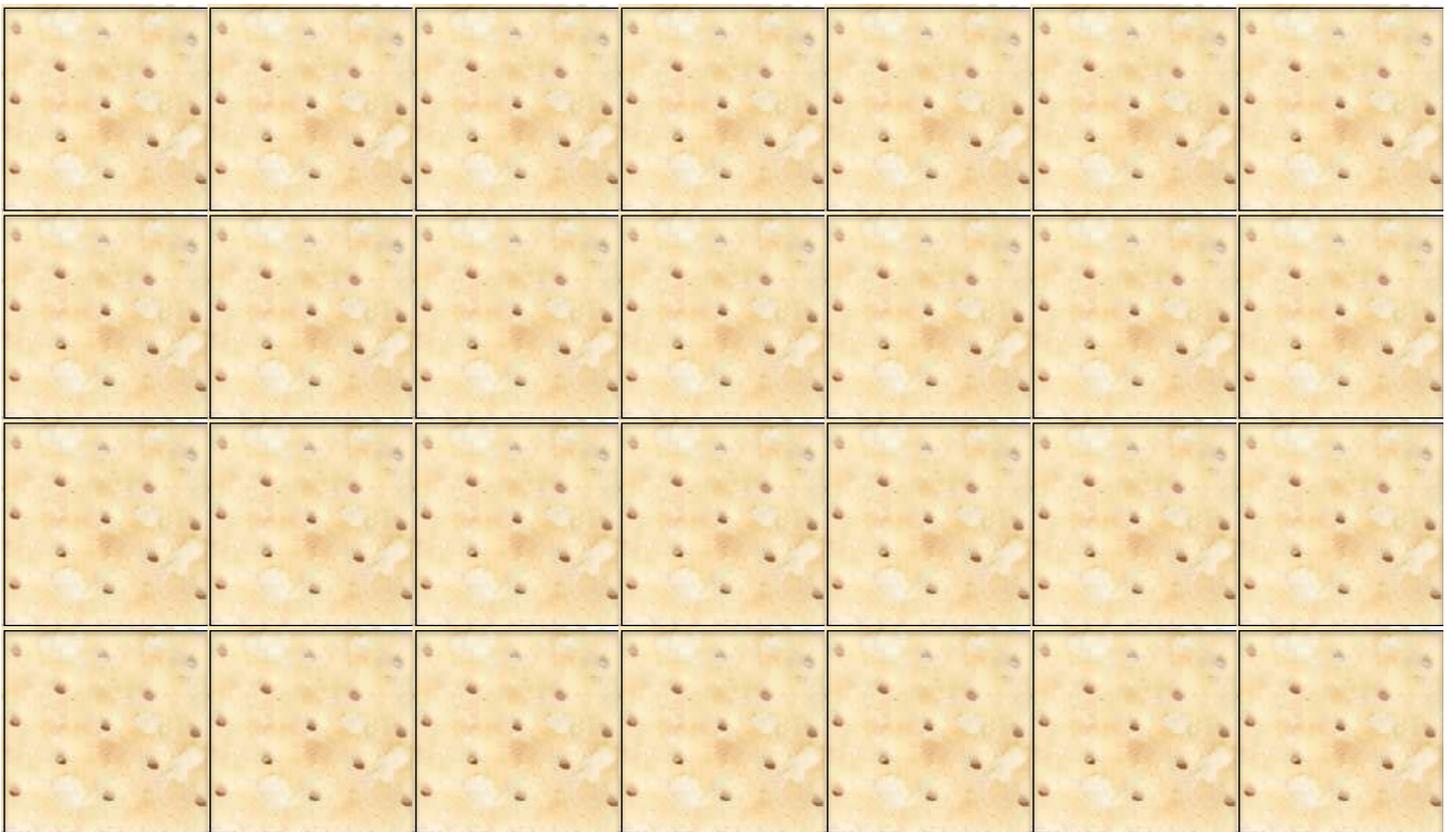
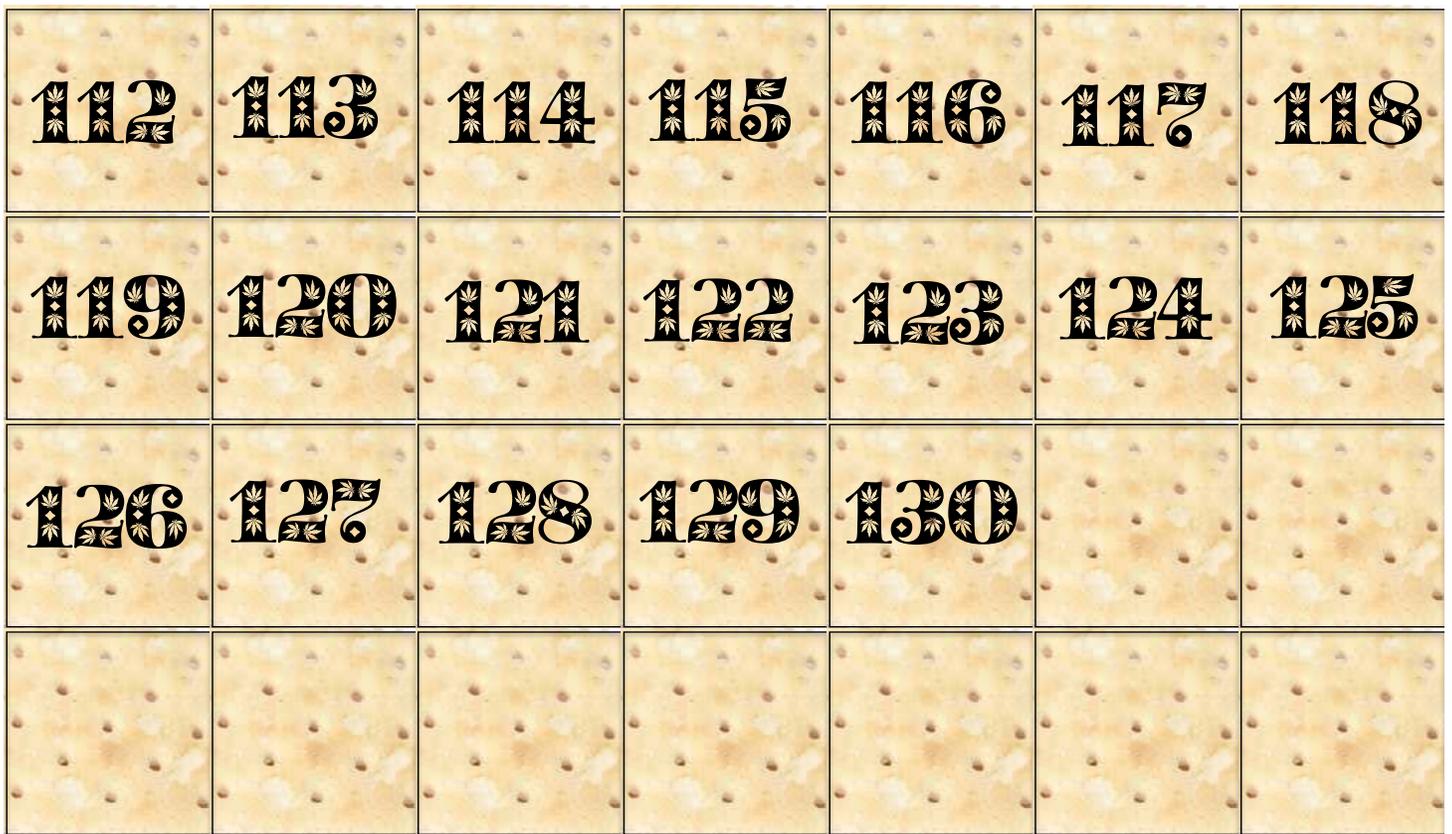
Use the number crackers to "feed" Polly

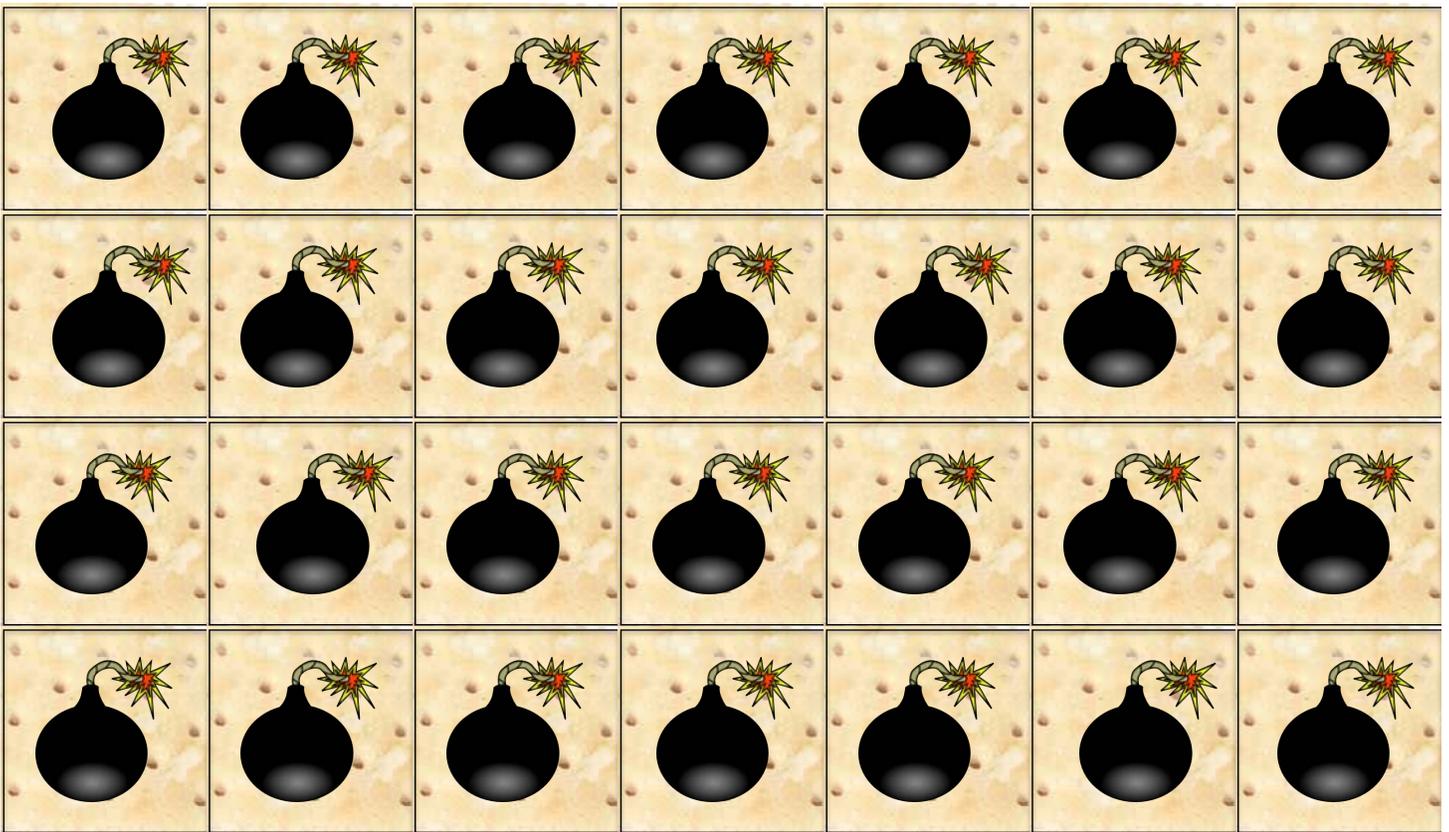


[cTeachWithMe.com](http://cTeachWithMe.com)

Print on card stock; laminate and trim.

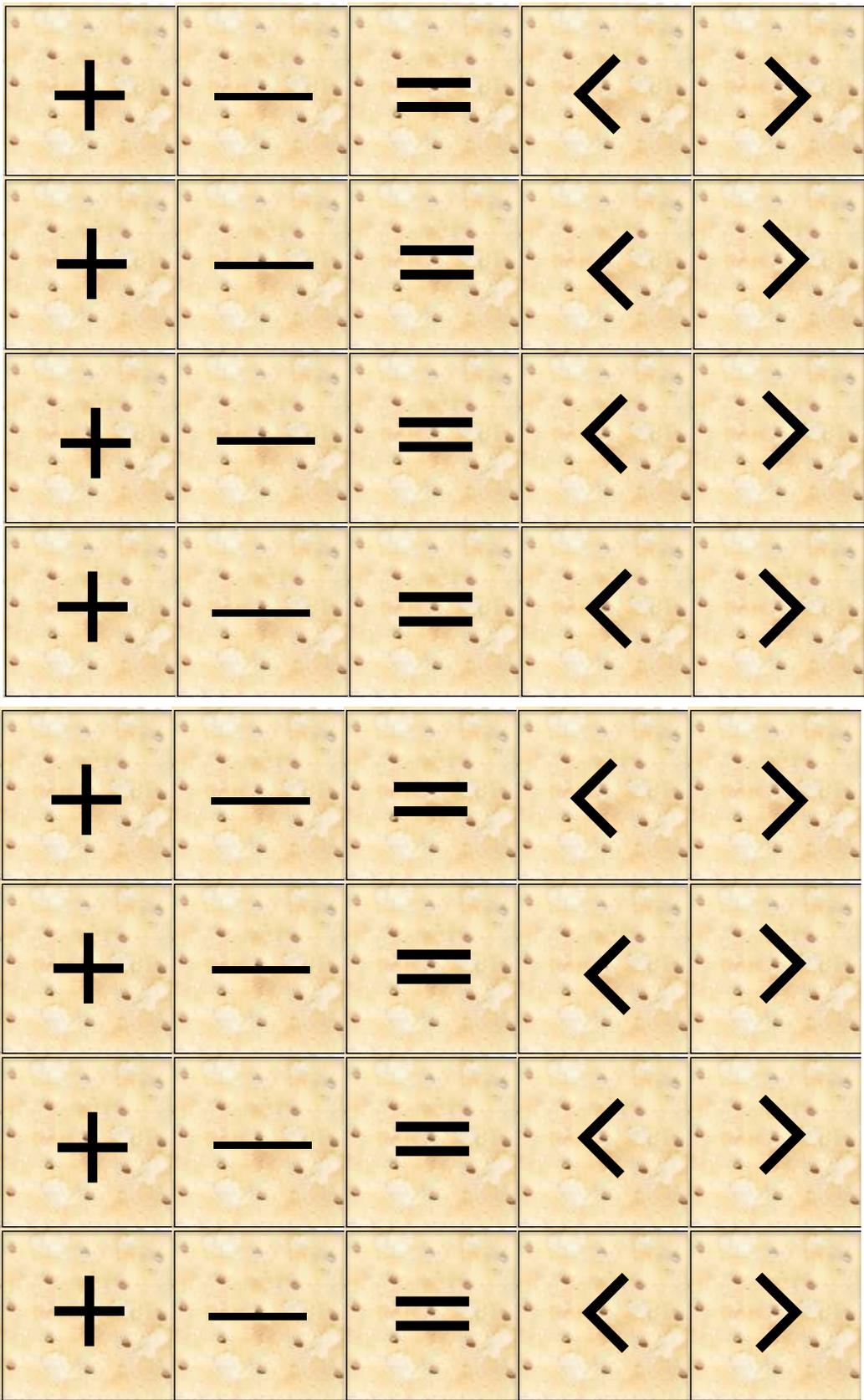
Use the number crackers to "feed" Polly



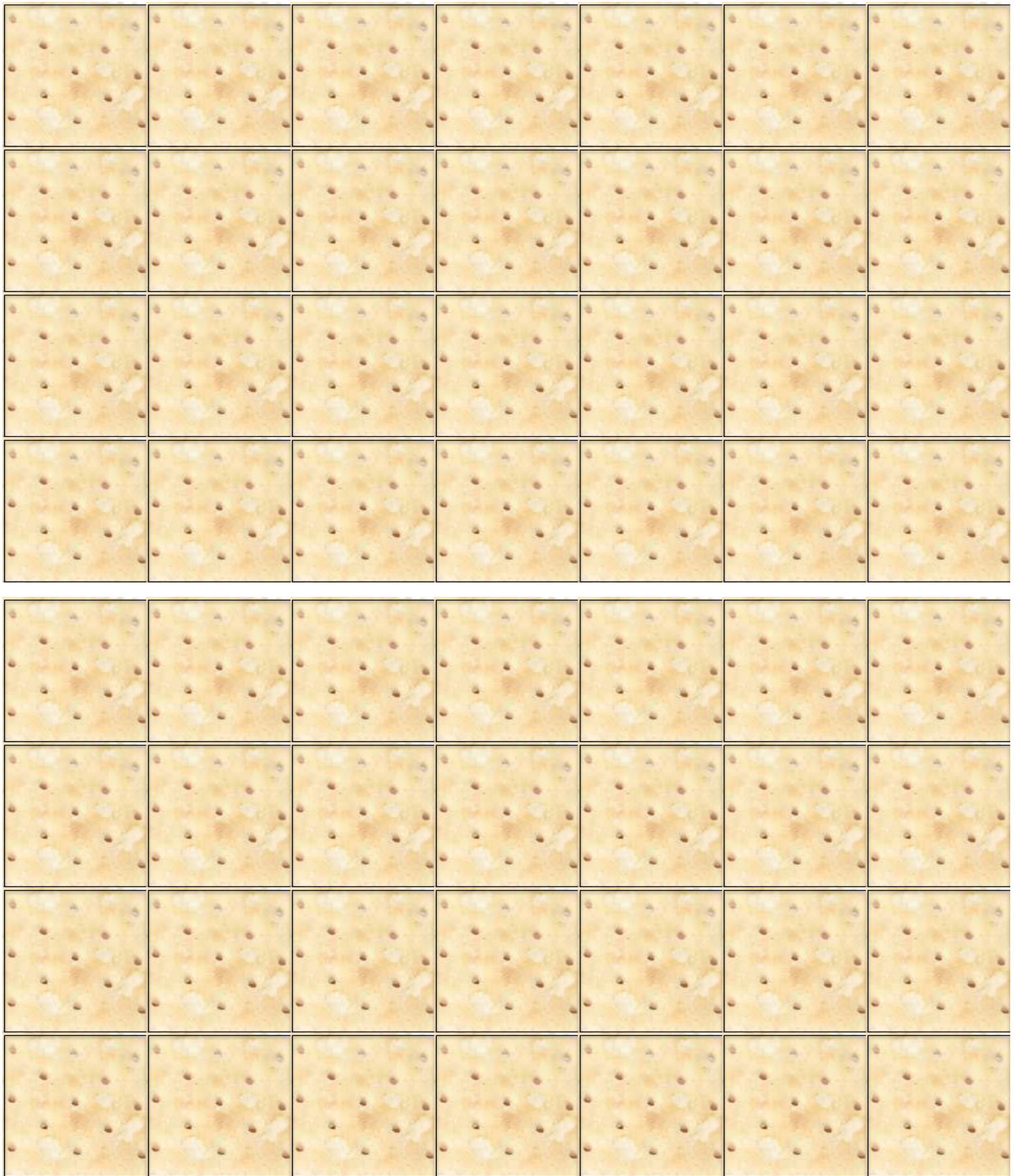


Use these Kaboom cracker cards to make games even more fun.  
Print, laminate and trim. Toss them into a container with the other cracker  
cards.

[cTeachWithMe.com](http://cTeachWithMe.com)



[cTeachWithMe.com](http://cTeachWithMe.com)  
Print on card stock;  
laminates and trim.  
Use the number crackers  
to make equations.



[cTeachWithMe.com](http://cTeachWithMe.com)  
Use to program with whatever.  
For example, words, students' names etc.



odd



even



## Number Cards

What else can you do with the number cards?

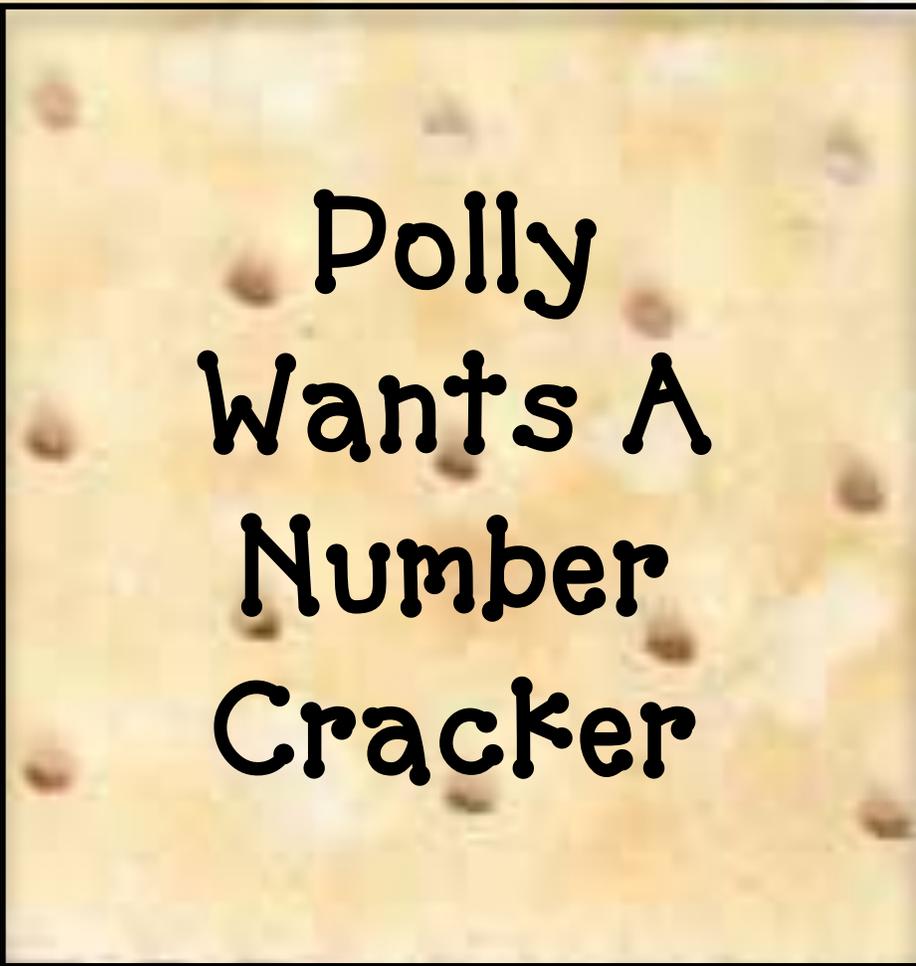
- Print and laminate and put on a split ring and use as flashcards for your students.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings.
- Run off sets on two different colors of paper so that you can make *Memory Match* games. This will make the game easier to play and expedite time.
- Put a set in a bag, basket or box and have students pull out a card and read the number. If they can't, they are out of the game.
- You can also have them start counting from that number to 10 or however high you want them to go.
- They could also count backwards from that number to 1.
- Put some Kaboom bomb cards in the container along with a double set of number cards. (Make sure you only use as many numbers as you have children that day.)
- Because there are so many numbers, I paperclip sets of 10 so that I can find them easily.
- Children take 2 cards out of the basket. Teacher calls on a student to start the game, that child reads their number and asks for the number card that follows.

- That child with that card reads it and then asks for the next card.
- Play continues 'til all of the cards are gone.
- When the bomb cards are added a child must use the bomb Kaboom card when they are called on.
- They show the bomb card, everyone yells "Kaboom" and both children are out of the game.
- Run off copies of the cards. Students cut out the cards, and add a cover to make Itty Bitty booklets so they can share them with their families and reinforce lessons learned at school.
- If you are working on the "teens" have students only use those numbers for that book.
- They can later make a 20's, 30's, 40's etc. booklet
- Collating their books is a great way to sequence the numbers.
- Play *"I Have, Who Has?"*
- Make sure you have only enough pairs of cards so that things come out equal to the number of students present that day.
- One student starts and says: *"I have 1 who has 2"* The child with the number 1 card gives that child their card.
- Play continues 'til all of the cards are gone because you have counted up to the highest number.
- You can spice this game up by adding the "Kaboom" cards to this game as well.
- Have students choose a partner and play "Speed" against them.
- Students mix up their cards. Together they say, "Ready-Set-Go!"

- Each student puts their cards in numerical order. The 1<sup>st</sup> one to do so is the winner.
- Students choose a number card and tell what is +1 more, 1 less,
- +10 more, and 10 less.
- "Feed" Polly the number crackers as a quick, easy and fun way to count to 100 on 100 Day.
- Doing all 100 numbers is a great 100-day activity. Because there are so many, students could work with a partner to see which group gets theirs sequenced first. Can they do it in less than 100 seconds?
- Another version of "Speed" is the following: Each child has a set of cards that is in the same order as their partner's. They place them face down. They say 1-2 flip and then flip a card over. The first one to read the card takes the cards. The student with the most cards wins.
- Students mix up their pack of cards, and reinforce greater and less than. Decide which person will take the card, the one that has the greater number or the one that has the lesser number, when they flip over their number card.
- Display the number cards on the wall in a jumbled mess. Each day take a "mystery" number away. Choose a different child each day to guess which number is missing.
- Use them as flashcards.
- Cut them up and use them as puzzles.
- Use them in your pocket chart.
- Use them as a border as you count up to 100 Day.
- Have students sort odd and even numbers on the number mat.
- Have students show equations by choosing numbers and number symbols.

- Have students show greater and less than by using the number cards and the greater or less than symbol cards or the alligator greater or less than jaw cards.
- Play Go Fish
- Play Crazy Eights
- Play War
- Use them to count by 2's, 3's, 5's, and 10's. Students find those number cards and put them in order.
- Call out a number and have students count and sequence from that number.
- Have students choose a number and then ask them what is one more, one less, 10 more, 10 less, the number that comes before, the number that comes after, if it's odd or even etc.
- Use the sorting mat to arrange the number crackers into odd and even piles.
- If you use the cards in another way, please drop me an e-mail [diane@teachwithme.com](mailto:diane@teachwithme.com) so that I can keep adding to this list. Thanks in advance.





**Polly  
Wants A  
Number  
Cracker**

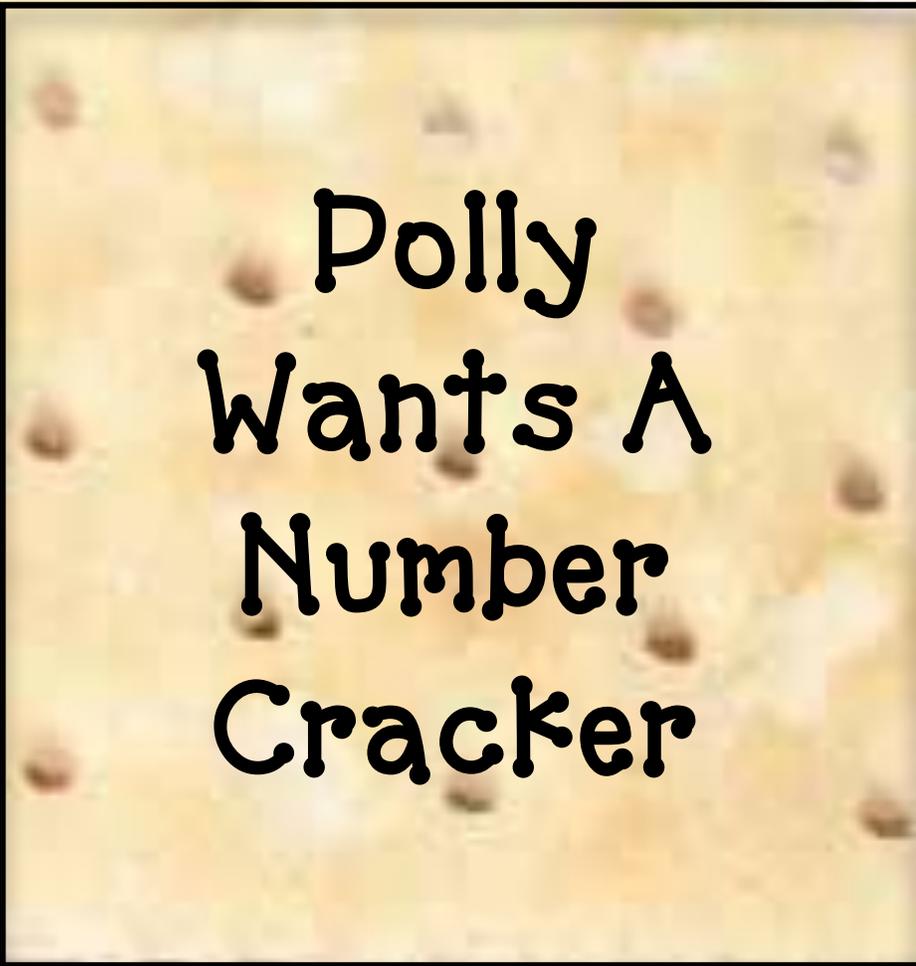
[cTeachWithMe.com](http://cTeachWithMe.com)

Run these off on white construction paper.

This is the cover to a child's mini 123 booklet.

Students write their name under the title.

They trace, write and color the numbers on the inside pages.



**Polly  
Wants A  
Number  
Cracker**

0

\_\_\_\_\_

-----

=====

zero

\_\_\_\_\_

-----

=====

1

\_\_\_\_\_

-----

=====

one

\_\_\_\_\_

-----

=====

2

\_\_\_\_\_

-----

=====

two

\_\_\_\_\_

-----

=====

3

\_\_\_\_\_

-----

=====

three

\_\_\_\_\_

-----

=====

[cTeachWithMe.com](http://cTeachWithMe.com)

Run these off on copy paper.

These are the pages that get stapled under the cracker cover.

Students trace, and write the numbers & number words on the page.

Since X marks the spot, have students make a group/set of X's that match the number.

Cut squares of construction paper for the back cover.

Students cut out their pages, collate in sequential order and staple on the front and back covers.

4

four

5

five

6

six

7

seven

[cTeachWithMe.com](http://cTeachWithMe.com)

Run these off on copy paper.

These are the pages that get stapled under the cracker cover.

Students trace, and write the numbers & number words on the page.

Since X marks the spot, have students make a group/set of X's that match the number.

Cut squares of construction paper for the back cover.

Students cut out their pages, collate in sequential order and staple on the front and back covers.

8

\_\_\_\_\_  
-----  
=====

eight

\_\_\_\_\_  
-----  
=====

9

\_\_\_\_\_  
-----  
=====

nine

\_\_\_\_\_  
-----  
=====

10

\_\_\_\_\_  
-----  
=====

ten

\_\_\_\_\_  
-----  
=====

0 1 2 3 4 5

6 7 8 9 10

[cTeachWithMe.com](http://cTeachWithMe.com)

Run these off on copy paper.

These are the pages that get stapled under the cracker cover.

Students trace, and write the numbers & number words on the page.

Since X marks the spot, have students make a group/set of X's that match the number.

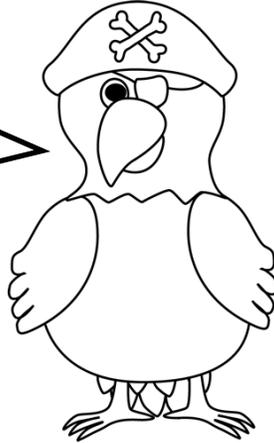
Cut squares of construction paper for the back cover.

Students cut out their pages, collate in sequential order and staple on the front and back covers.

I've completed my 123 booklet  
and that's worth squawking about!

Polly would like to add that she's still hungry.

Wake up and don't  
slumber!  
Please feed me a  
number.



[cTeachWithMe.com](http://cTeachWithMe.com)

Run these off on copy  
paper.

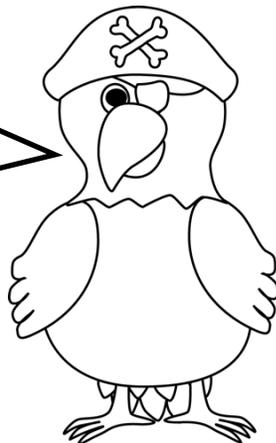
This is the last page of  
the counting booklet.  
Students color their  
parrot.

Children trim their pages,  
collate and staple inside  
the back and front  
covers.

I've completed my ABC booklet  
and that's worth squawking about!

Polly would like to add that she's still hungry.

Wake up and don't  
slumber!  
Please feed me a  
number.



[cTeachWithMe.com](http://cTeachWithMe.com)

This is the back cover  
page.

Cut these out of a  
variety of colors of  
construction paper.



# Help Polly count by 1's.

Trace and then write the numbers.

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15 16 17 18 19

20 21 22 23 24 25 26 27

28 29 30 31 32 33 34 35

36 37 38 39 40 41 42 43

44 45 46 47 48 49 50





Help Polly  
count by 1's.

Trace and then write the numbers.

51 52 53 54 55 56 57 58

59 60 61 62 63 64 65 66

67 68 69 70 71 72 73 74

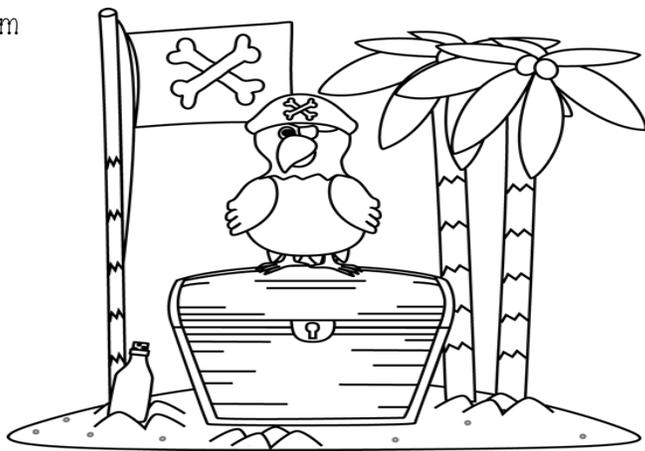
75 76 77 78 79 80 81 82

83 84 85 86 87 88 89 90

91 92 93 94 95 96 97 98

99 100





Help Polly  
count by 1's.

Trace and then write the numbers.

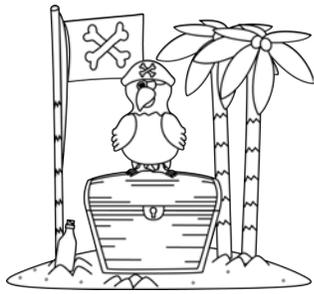
101 102 103 104 105

106 107 108 109 110

111 112 113 114 115

116 117 118 119 120





# What's missing?

## Help Polly skip count by 2's.

Fill in the missing numbers. Trace and then write the numbers.

2    4    6    8    10    12    14    16

\_\_\_\_\_

-----

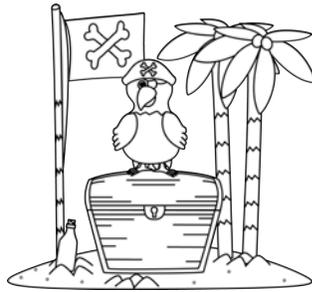
=====

22    24    26    28    30    32    34

\_\_\_\_\_

-----

=====



# What's missing?

## Help Polly skip count by 2's.

Fill in the missing numbers. Trace and then write the numbers.

4    6    8    10    12    14

\_\_\_\_\_

-----

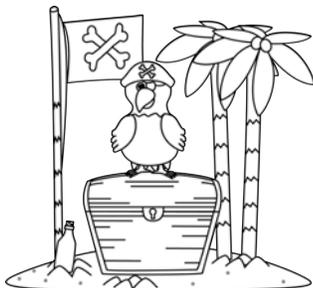
=====

20    22    24    26    28    30

\_\_\_\_\_

-----

=====



# What's missing?

## Help Polly skip count by 3's.

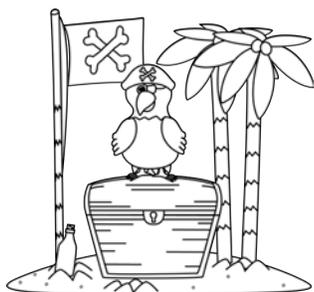
Fill in the missing numbers. Trace and then write the numbers.

6      12      18

\_\_\_\_\_

24      30      36

\_\_\_\_\_



# What's missing?

## Help Polly skip count by 3's.

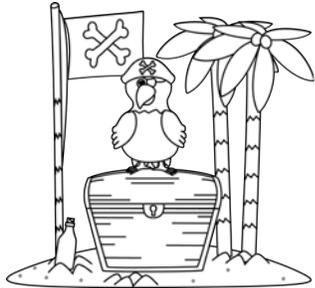
Fill in the missing numbers. Trace and then write the numbers.

3      9      15      21

\_\_\_\_\_

27      33

\_\_\_\_\_



# What's missing?

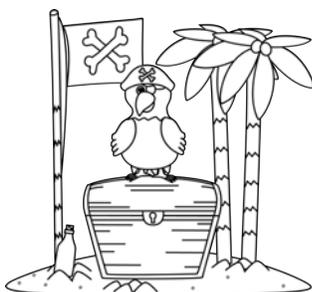
## Help Polly skip count by 5's.

Fill in the missing numbers. Trace and then write the numbers.

10    20    30    40

50    60    70    80    90

100



# What's missing?

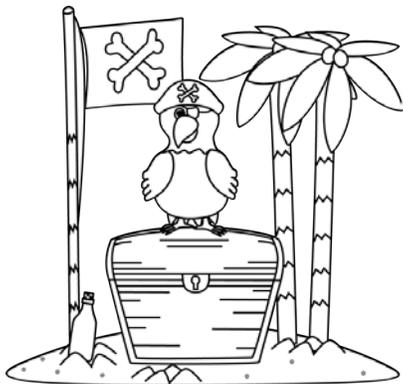
## Help Polly skip count by 5's.

Fill in the missing numbers. Trace and then write the numbers.

5    15    25    35

45    55    65    75

85    95



# What's missing?

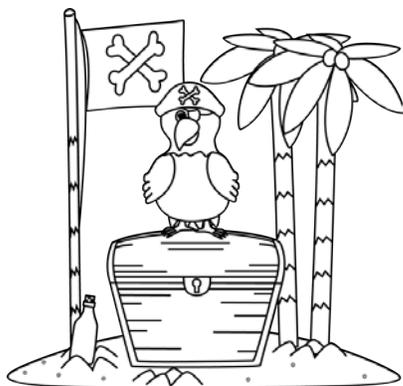
Help Polly skip count by 10's.

Fill in the missing numbers. Trace and then write the numbers.

10            30            50            70

        90        

Blank handwriting lines for practice.



# What's missing?

Help Polly skip count by 10's.

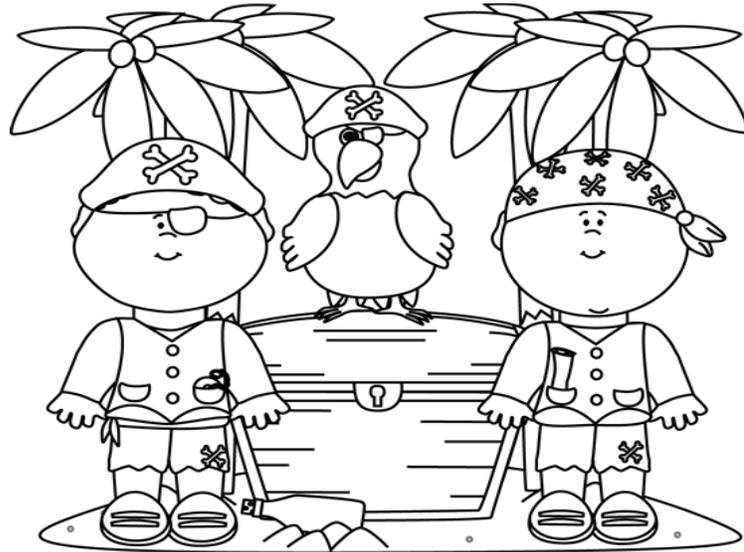
Fill in the missing numbers. Trace and then write the numbers.

        20            40            60

        80            100

Blank handwriting lines for practice.

# CONGRATULATIONS!



did a great job with numbers today!

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

# CONGRATULATIONS!



did a great job with numbers today!

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_