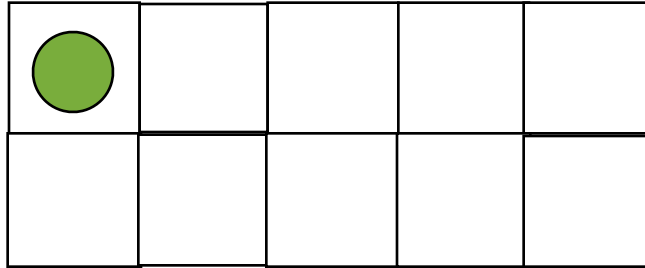
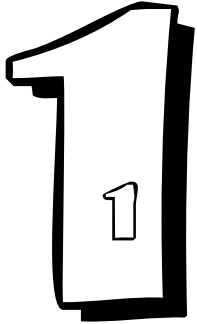
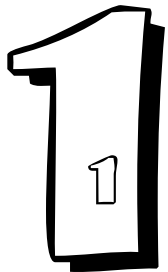


① 2 3 4 5 6 7 8 9 10

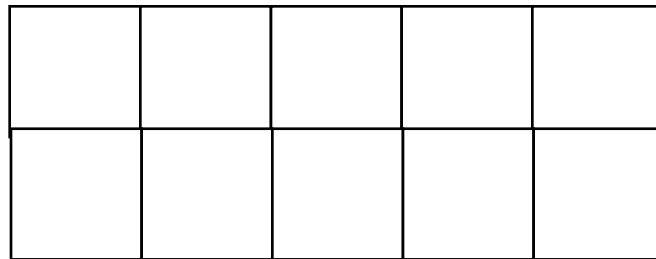


one



color

1 2 3 4 5 6 7 8 9 10 circle



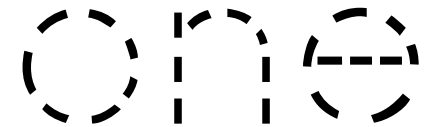
Mark 1 square.



color



trace

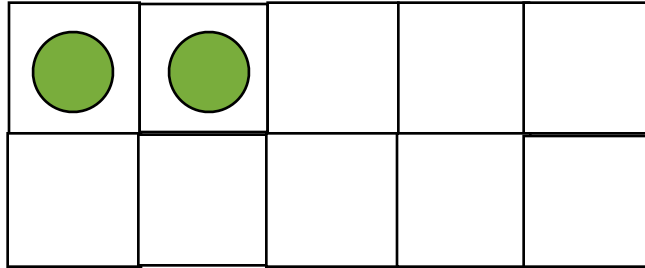


trace

write

write

1 2 3 4 5 6 7 8 9 10

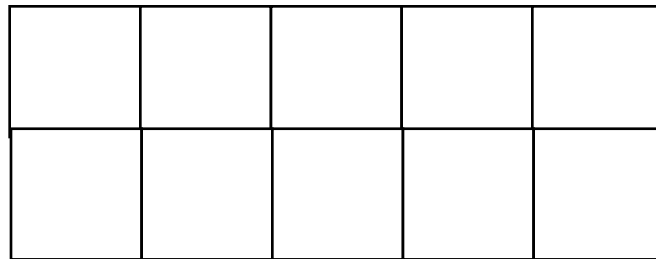


two



color

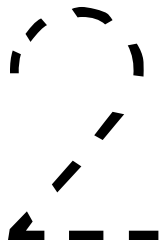
1 2 3 4 5 6 7 8 9 10 circle



Mark 2 squares.



color



trace

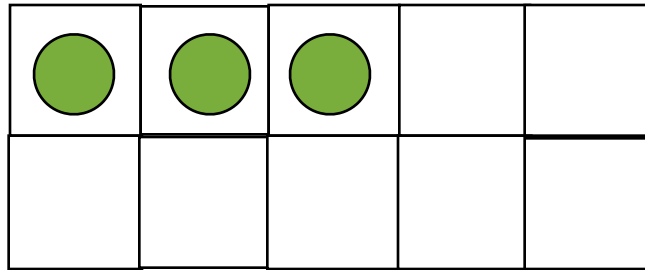


trace

write

write

1 2 3 4 5 6 7 8 9 10

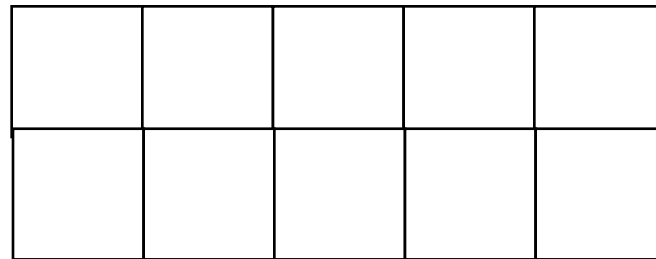


three



color

1 2 3 4 5 6 7 8 9 10 circle



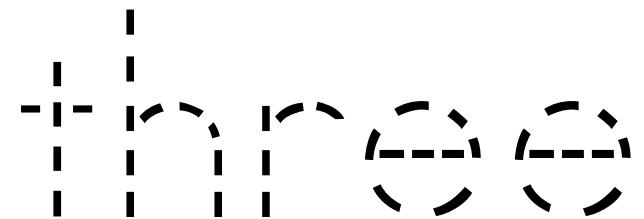
Mark 3 squares.

three

color



trace

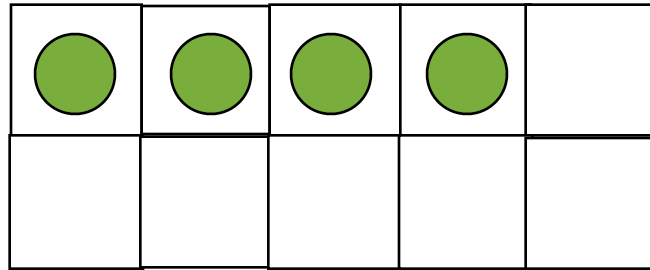
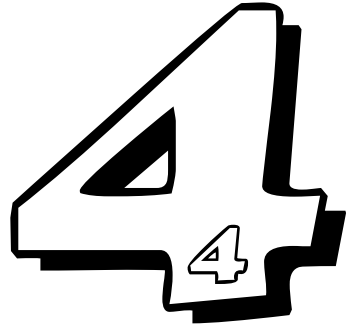


trace

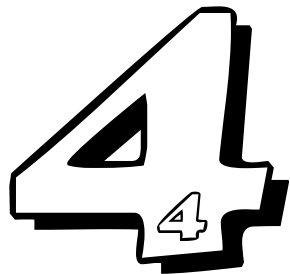
write

write

1 2 3 4 5 6 7 8 9 10

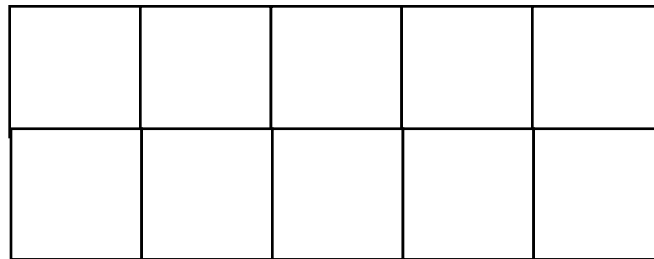


four



color

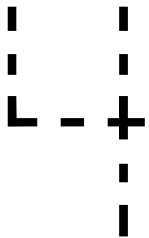
1 2 3 4 5 6 7 8 9 10 circle



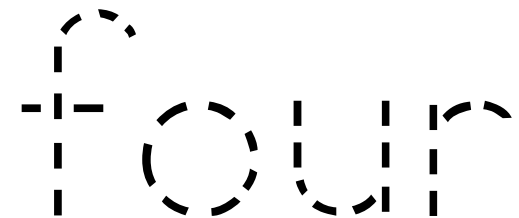
Mark 4 squares.

four

color



trace

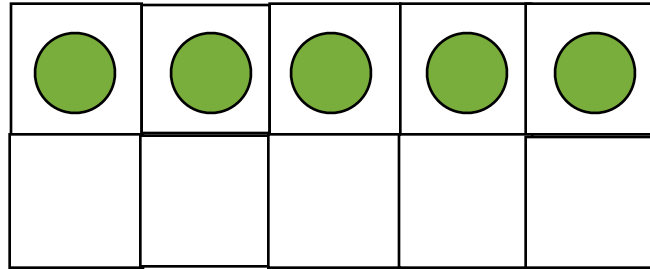


trace

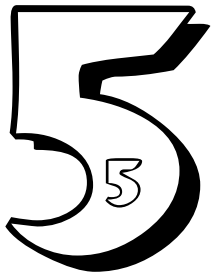
write

write

1 2 3 4 5 6 7 8 9 10

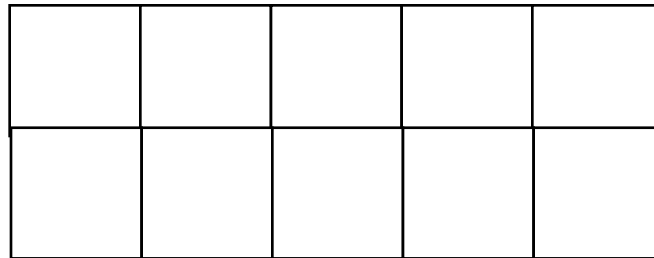


five

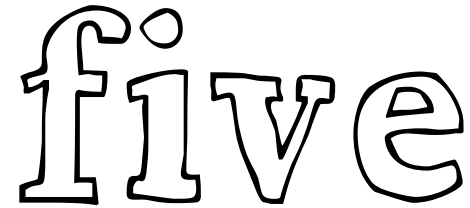


color

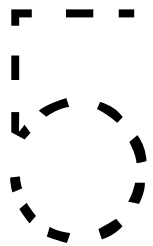
1 2 3 4 5 6 7 8 9 10 circle



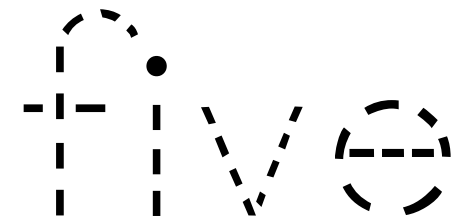
Mark 5 squares.



color



trace

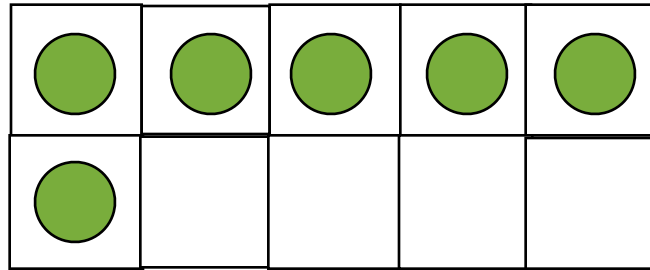


trace

write

write

1 2 3 4 5 6 7 8 9 10

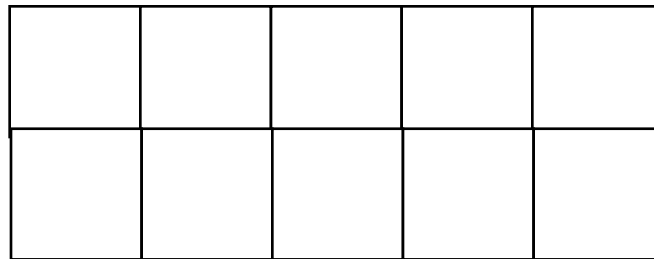


six



color

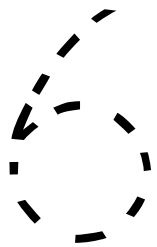
1 2 3 4 5 6 7 8 9 10 circle



Mark 6 squares.



color



trace

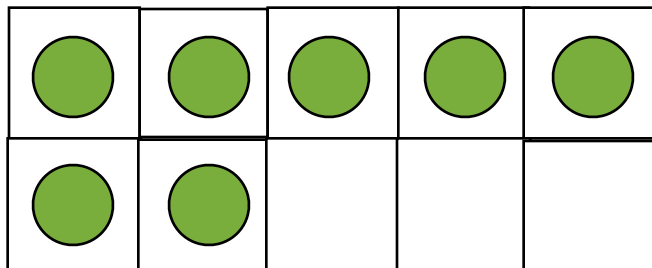


trace

write

write

1 2 3 4 5 6 **7** 8 9 10

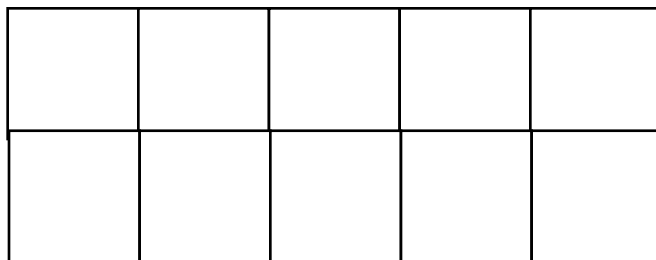


seven



color

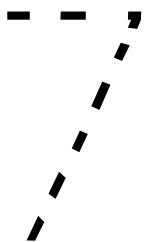
1 2 3 4 5 6 7 8 9 10 circle



Mark 7 squares.

seven

color



trace

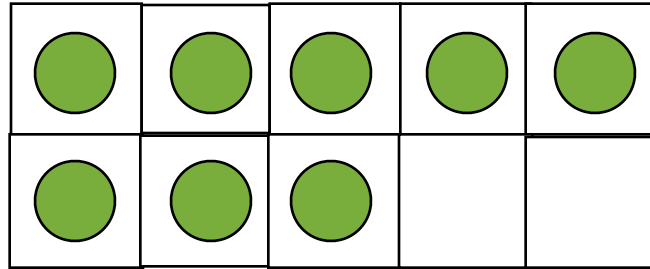
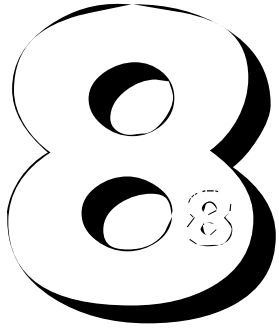
seven

trace

write

write

1 2 3 4 5 6 7 8 9 10

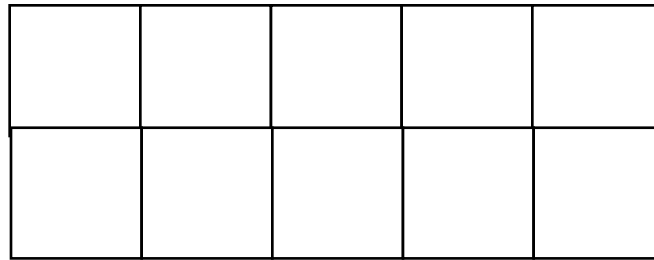


eight



color

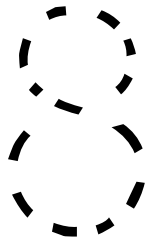
1 2 3 4 5 6 7 8 9 10 circle



Mark 8 squares.

eight

color



trace

eight

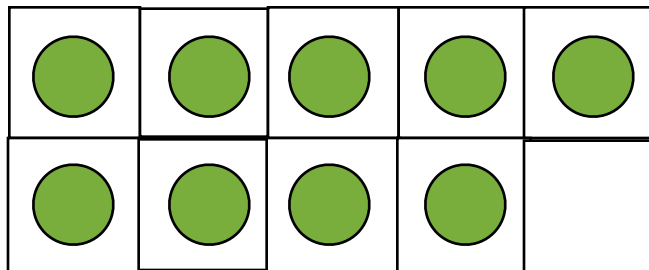
trace

write

write



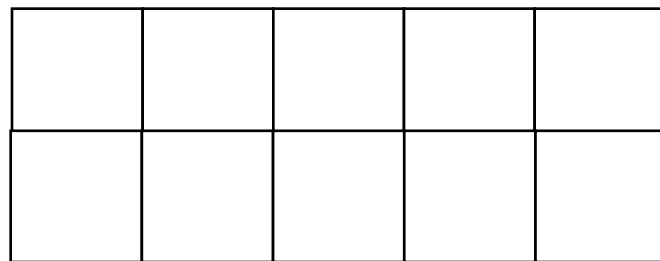
1 2 3 4 5 6 7 8 **9** 10



nine



1 2 3 4 5 6 7 8 9 10 circle

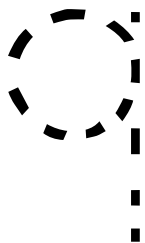


Mark 9 squares.

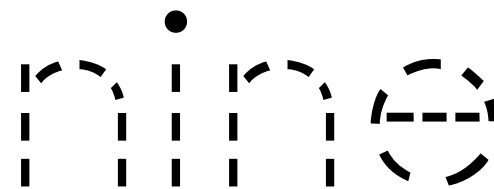
nine

color

color



trace

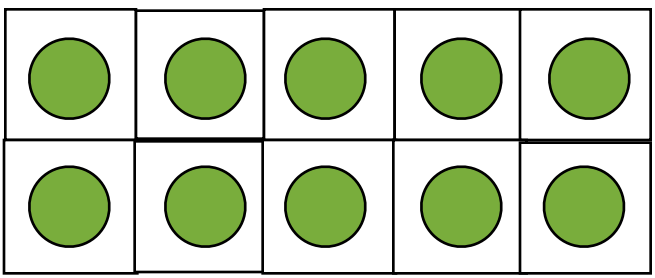
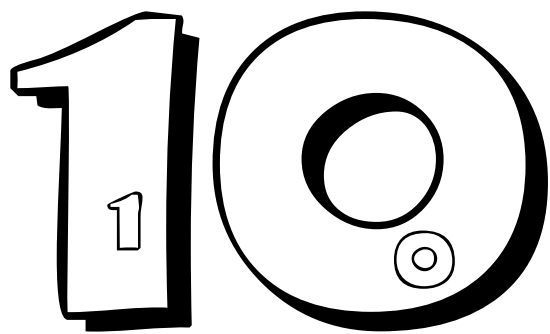


trace

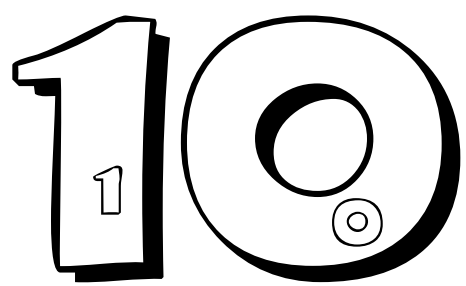
\_\_\_\_\_ write

\_\_\_\_\_ write

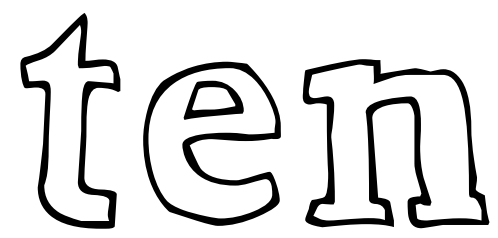
1 2 3 4 5 6 7 8 9 10



ten



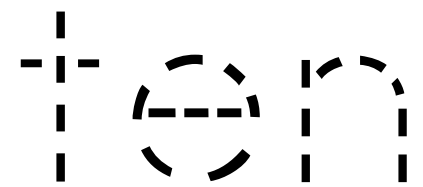
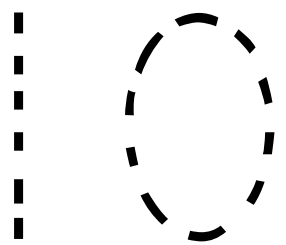
1 2 3 4 5 6 7 8 9 10 circle



color

color

Mark 10 squares.



trace

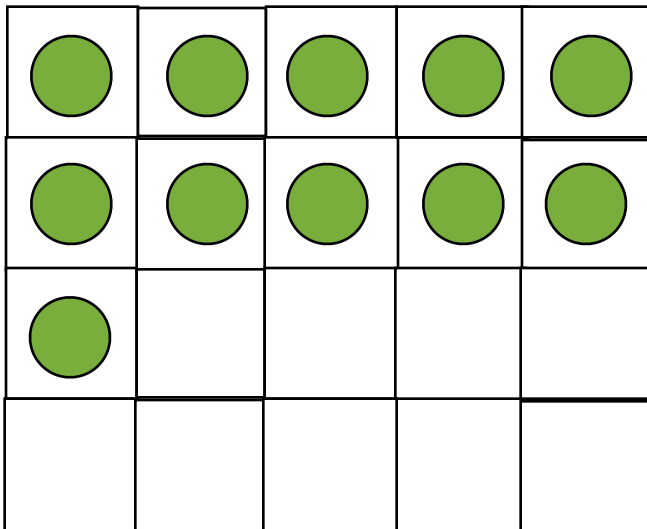
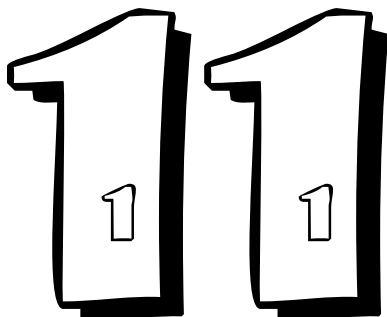
trace

\_\_\_\_\_ write

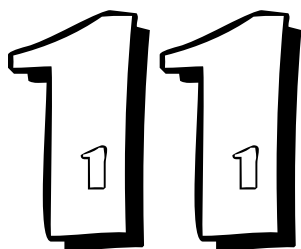
\_\_\_\_\_ write

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20



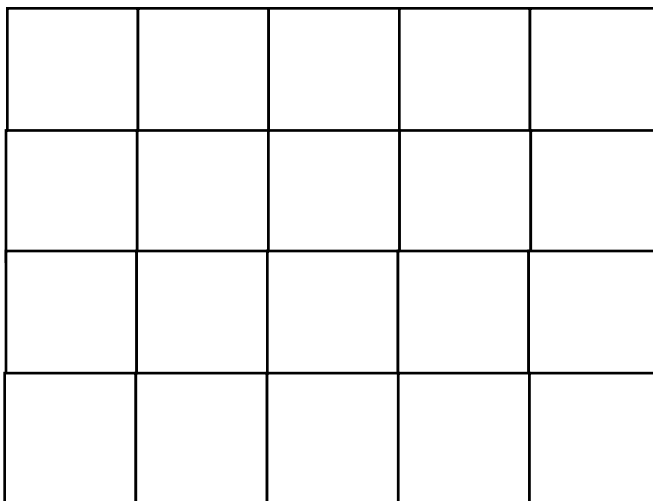
eleven



1 2 3 4 5 6 7 8 9 10 circle

11 12 13 14 15 16 17 18 19 20

color



eleven

color

eleven

trace

trace

write



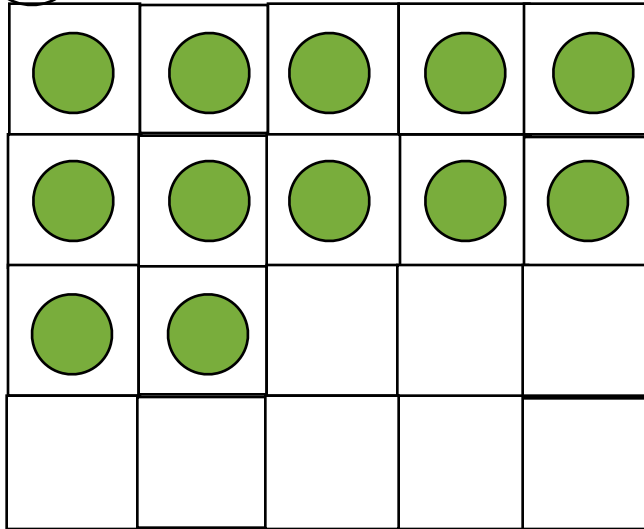
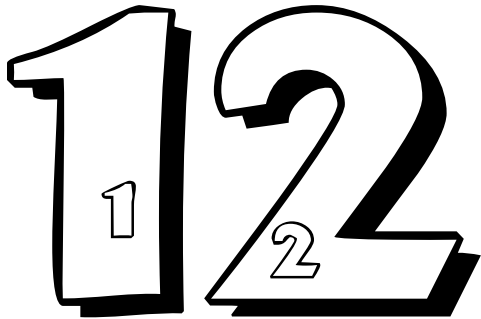
Mark 11 squares.

write

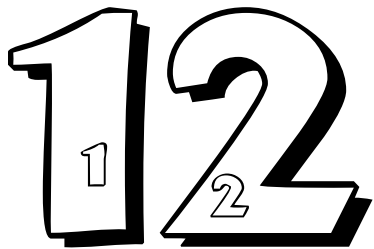


1 2 3 4 5 6 7 8 9 10

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

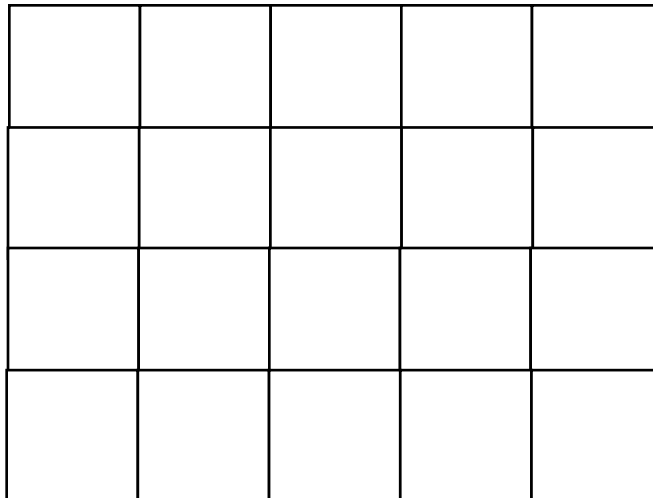


twelve



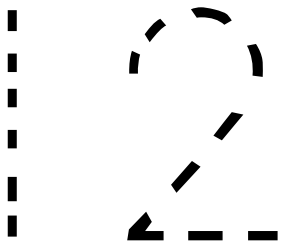
1 2 3 4 5 6 7 8 9 10 circle

11 12 13 14 15 16 17 18 19 20



twelve

trace



color

color

twelve

trace

write



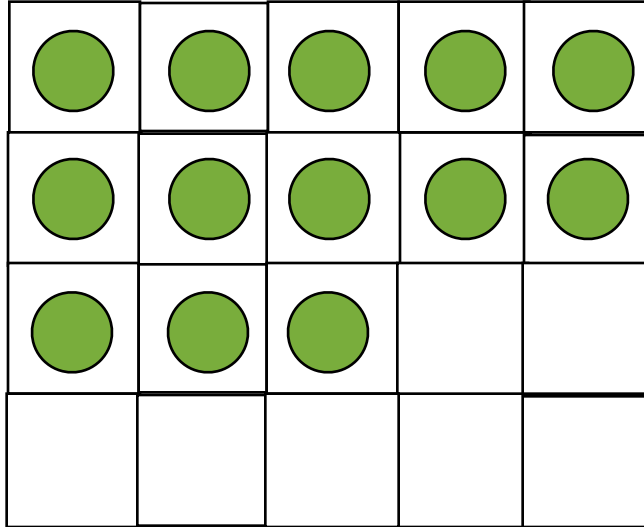
Mark 12 squares.

write

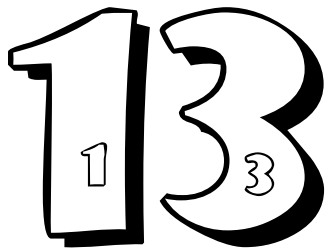


1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20



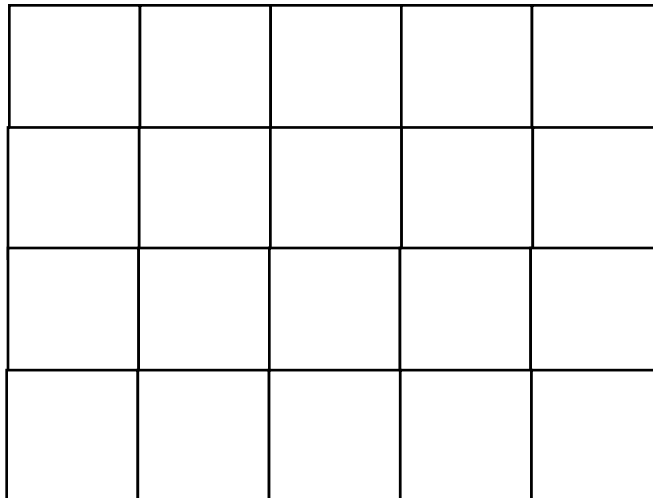
thirteen



1 2 3 4 5 6 7 8 9 10 circle

11 12 13 14 15 16 17 18 19 20

color



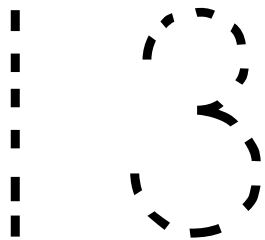
thirteen

color

thirteen

trace

trace



write



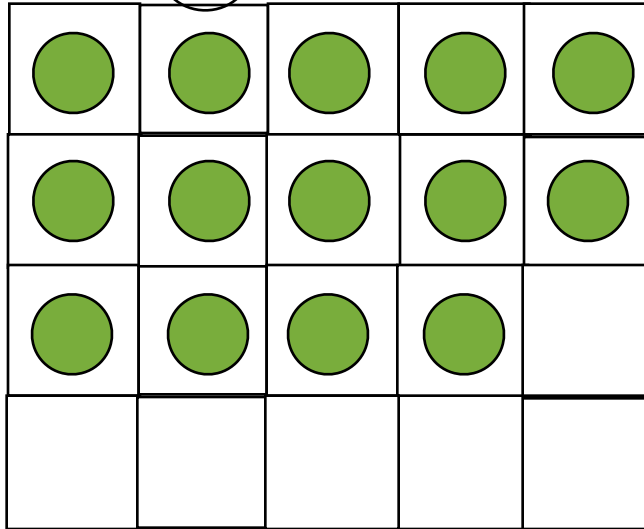
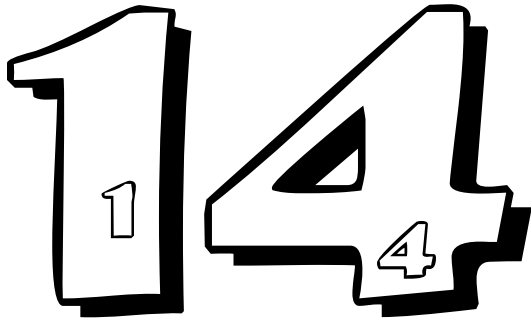
Mark 13 squares.

write

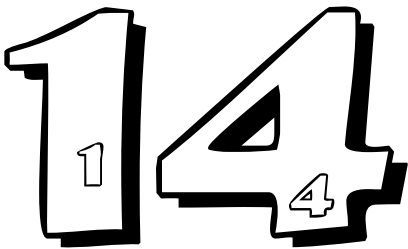


1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20



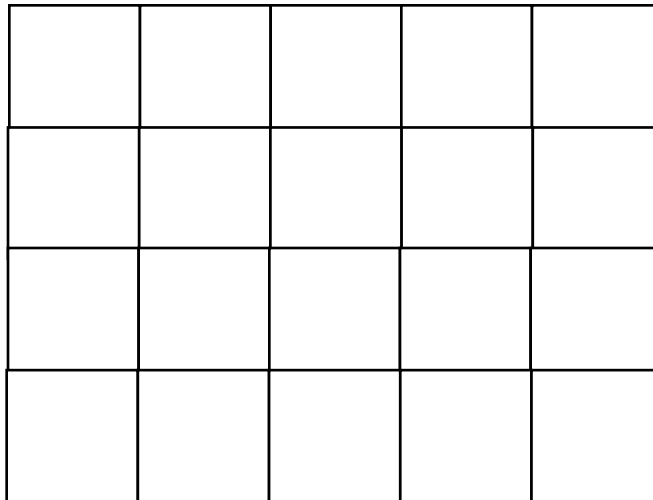
fourteen



color

1 2 3 4 5 6 7 8 9 10 circle

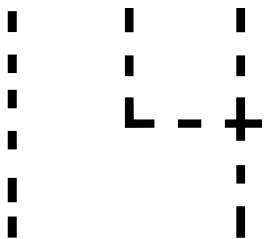
11 12 13 14 15 16 17 18 19 20



fourteen

color

trace



write

\_\_\_\_\_

Mark 14 squares.

fourteen

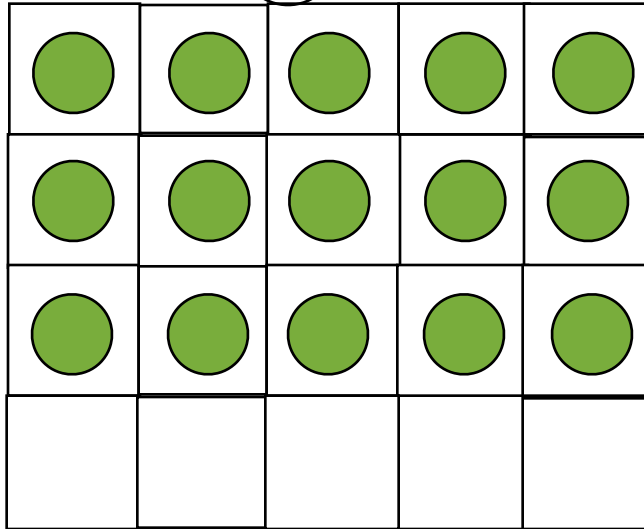
trace

\_\_\_\_\_

write

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

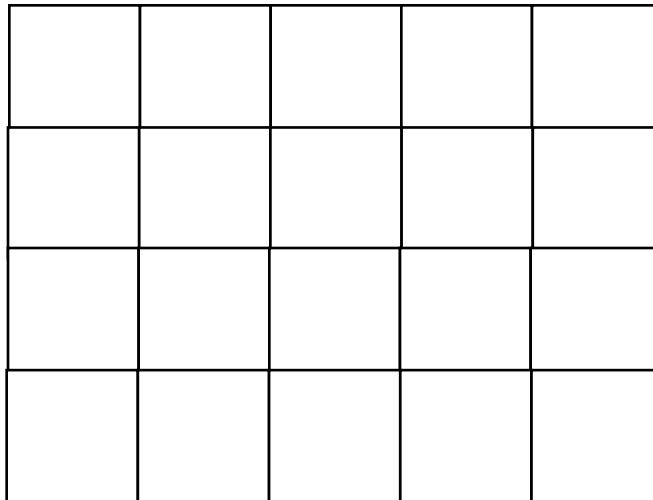


fifteen



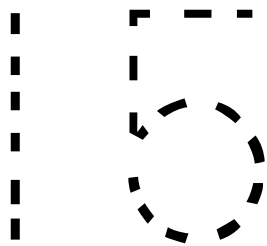
1 2 3 4 5 6 7 8 9 10 circle

11 12 13 14 15 16 17 18 19 20



fifteen

trace



color

color



trace

write



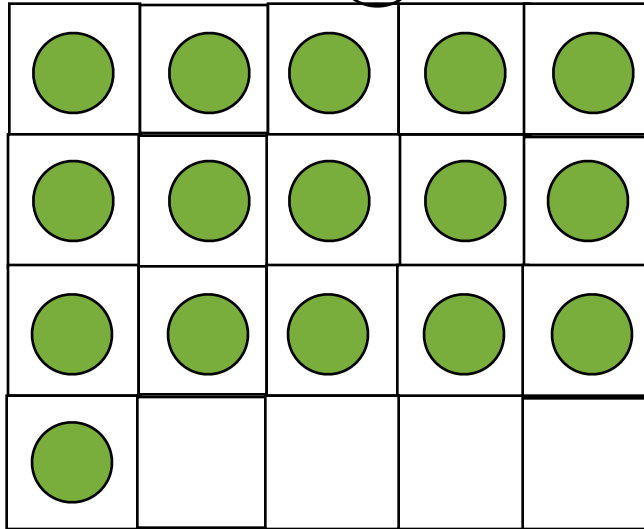
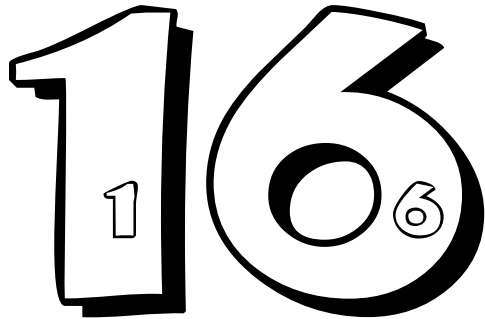
Mark 15 squares.

write

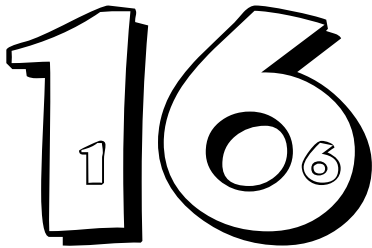


1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20



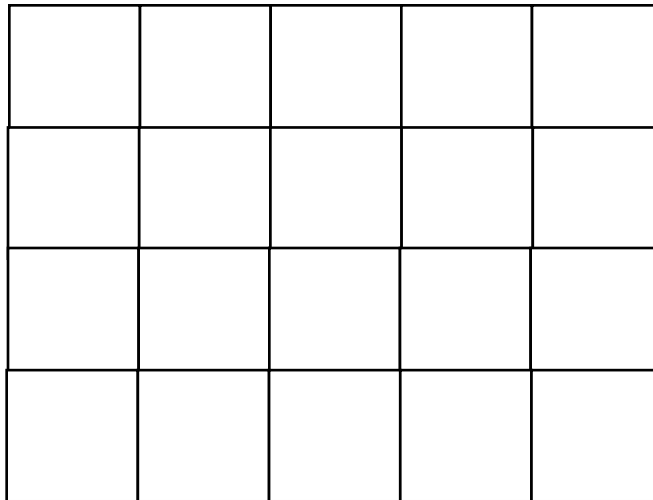
sixteen



1 2 3 4 5 6 7 8 9 10 circle

11 12 13 14 15 16 17 18 19 20

color



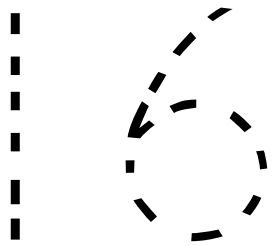
sixteen

color

sixteen

trace

trace



write

\_\_\_\_\_

Mark 16 squares.

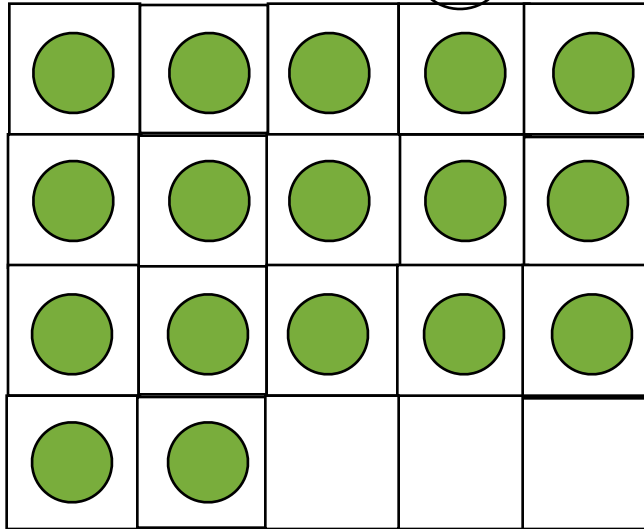
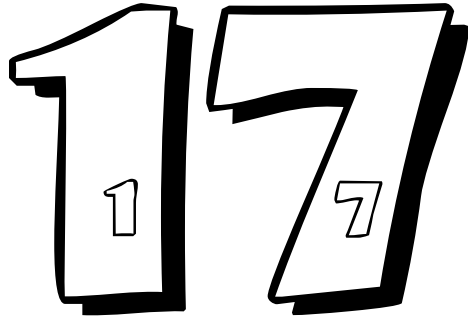
write

\_\_\_\_\_

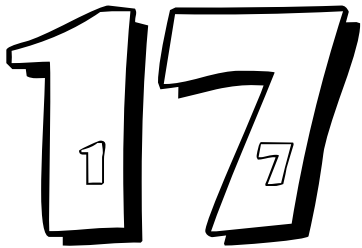


1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

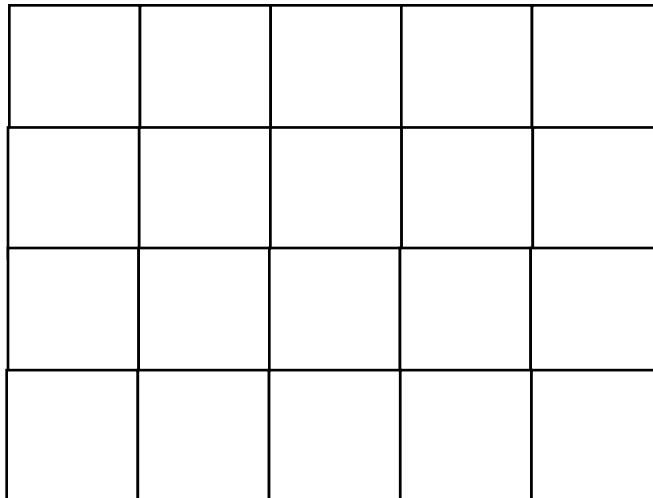


seventeen



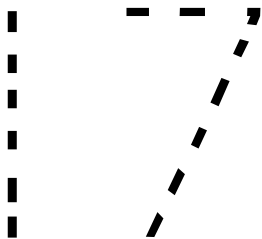
1 2 3 4 5 6 7 8 9 10 circle

11 12 13 14 15 16 17 18 19 20



seventeen

trace



color

color

write

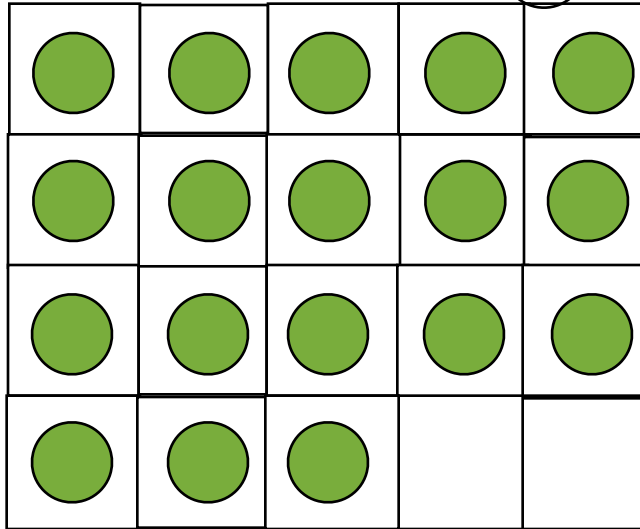
trace

write

Mark 17 squares.

18

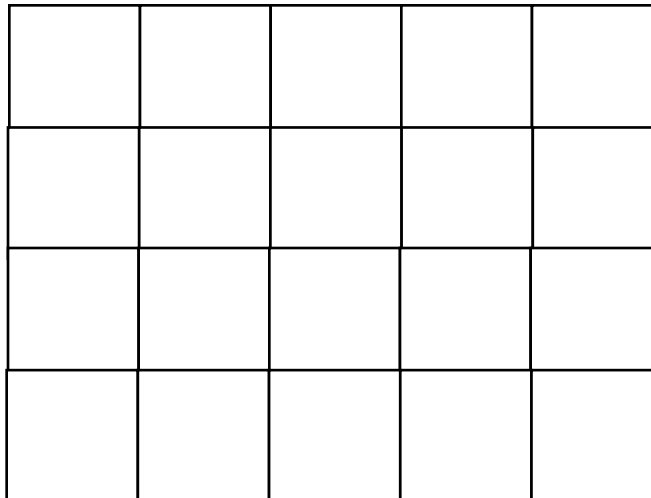
1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20



eighteen

18

1 2 3 4 5 6 7 8 9 10 circle  
11 12 13 14 15 16 17 18 19 20



eighteen

trace

18

color

color

eighteen

trace

write

\_\_\_\_\_

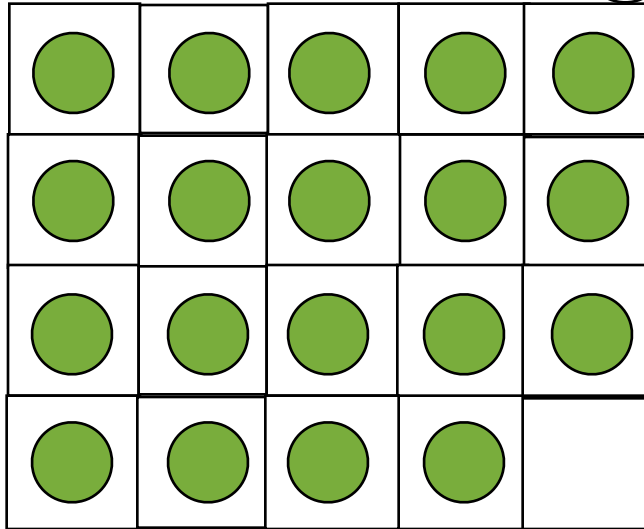
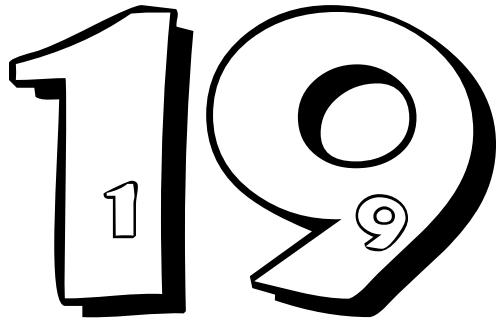
Mark 18 squares.

write

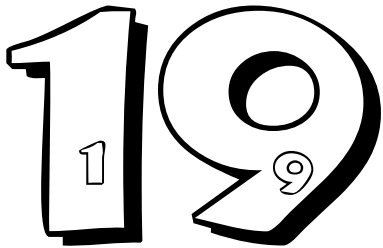
\_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20



nineteen

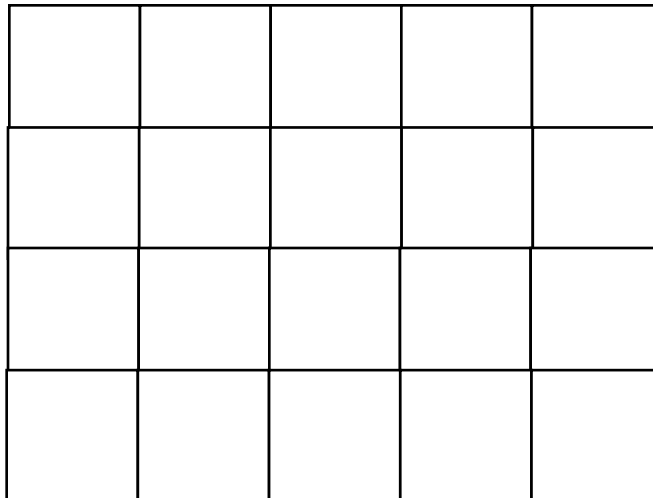


1 2 3 4 5 6 7 8 9 10 circle

11 12 13 14 15 16 17 18 19 20

nineteen

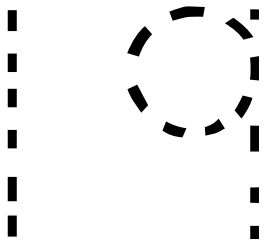
color



color

nineteen

trace



trace

write

\_\_\_\_\_

Mark 19 squares.

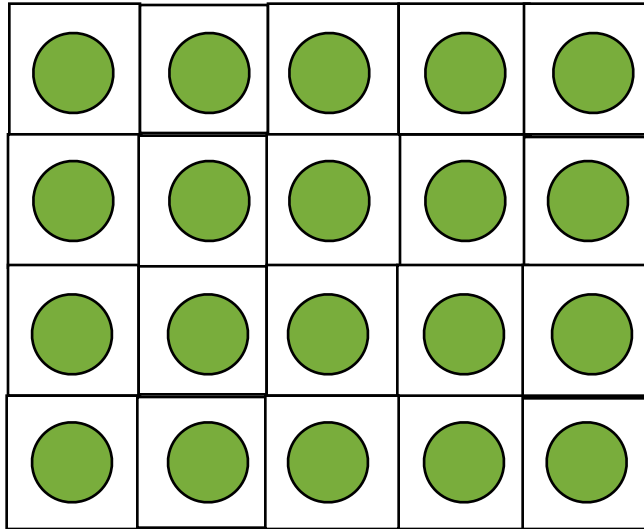
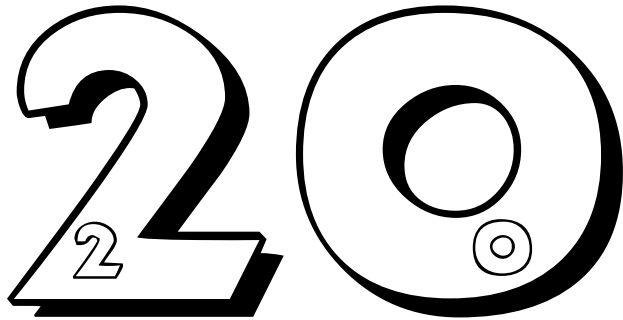
write

\_\_\_\_\_

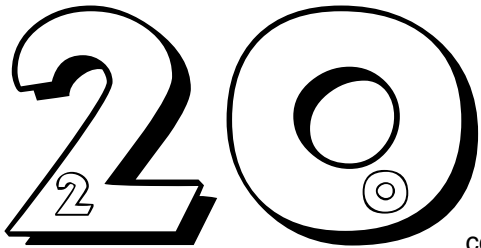
1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

20



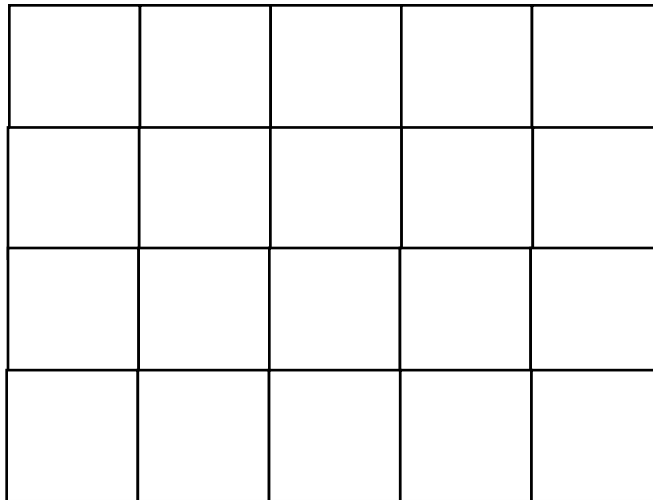
twenty



color

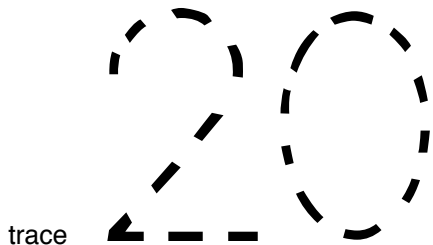
1 2 3 4 5 6 7 8 9 10 circle

11 12 13 14 15 16 17 18 19 20



twenty

color



trace

twenty

trace

write



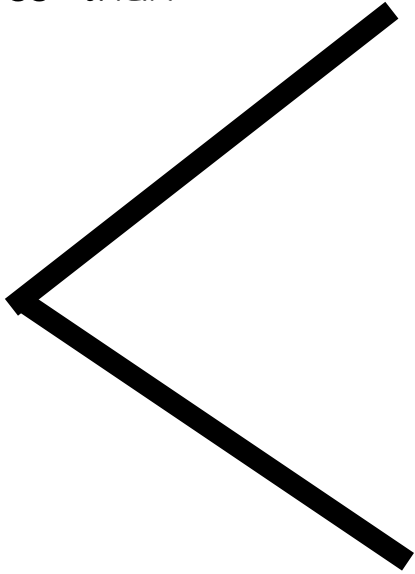
Mark 20 squares.

write

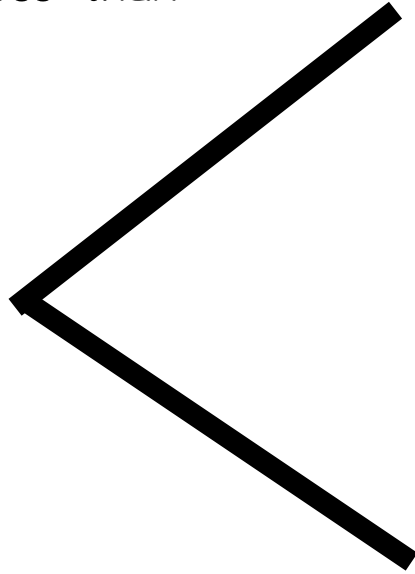




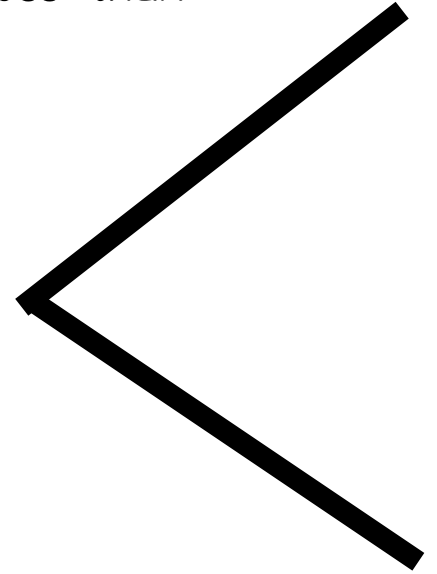
less than



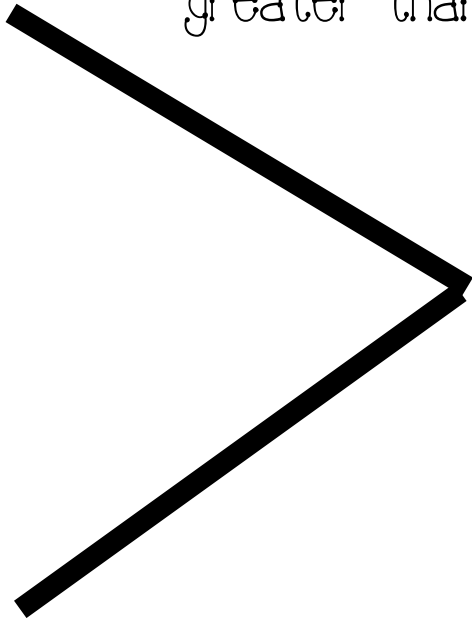
less than



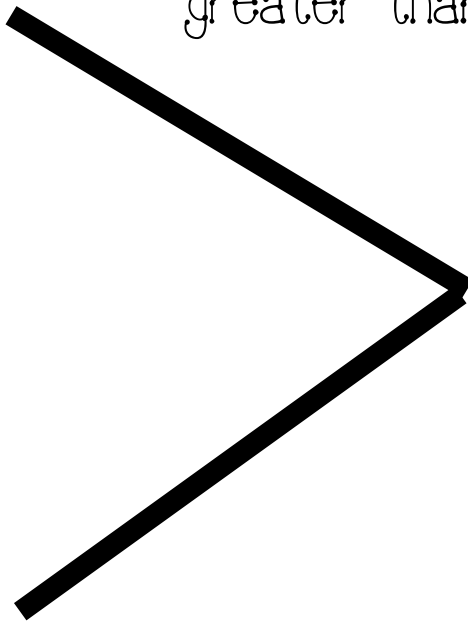
less than



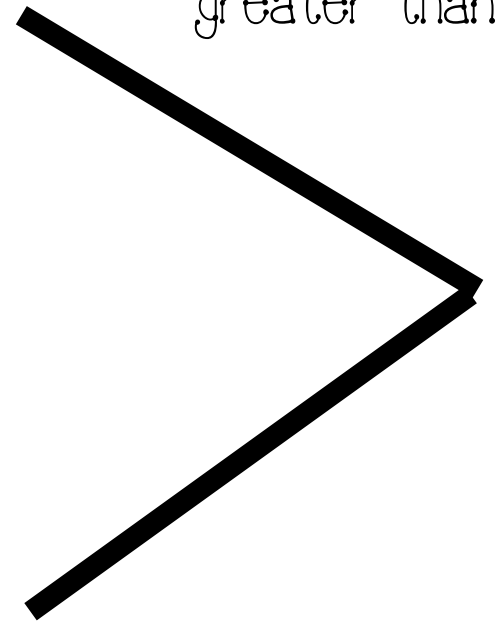
greater than



greater than



greater than



Use the cards to make equations that show greater and less than.

TeachWithMe.com



## 10 Frame Number Cards

### What can you do with them?

- Laminate and cut the top cards into 3 parts using a variety of zigzag and straight lines and use them as puzzles.
- Drop the pieces into a container. Students pull out one. Play “I Have; Who Has?” i.e. I have the number one; who has the one ten frame or the number one word?” Play until you complete the 3-sectioned card.
- Use the puzzle pieces to play **Memory Match**. Partner up and take turns choosing 3 cards. Make sure you remind them to choose 1 left, 1 middle and 1 right piece.
- You could also print 2 of each page on two different colors. Combine a top of one color, to the bottom of another color to make matches.
- Print and laminate and put on a split ring and use as flashcards for your students.
- Pass out the bottom cards to your students. Flip to a top card on your ring. The child with the matching card holds it up or puts it in a pocket chart in sequential order.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings. Sit in a circle and have students share their card.
- You can also have them start counting from that number to 10 or 20 or however high you want them to go.
- They could also count backwards from that number to 1.
- Students choose a card and say what is + 1 more, 1 less, +10 more, and 10 less.

- Put some Kaboom bomb cards in the container along with the puzzle piece cards. (Make sure you only use as many numbers as you have children that day.)
- 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 or the one that is before.
- 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. Students follow the directions and complete the bottom portion of the card.
- Use them as a math center. Run off and laminate the bottom cards and have students use a dry erase marker to fill in the answers.
- If you are working on the "teens" have students only use those numbers for that book.
- Collating their books is a great way to sequence the numbers.
- Play ***"I Have, Who Has?"***
- Run off and laminate a set of cards. 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. One student gets the top cards, the other the bottom cards.
- Students choose 2 cards and show which number is greater or less than by using a symbol 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 pocket cards.
- Use them as a border.
- Pass them out and have students sequence them by lining up in the appropriate order, with the card they chose
- Have students sort odd and even numbers into two different piles.



- Use them to count by 2's, 3's, 5's, and 10's. Students find those number cards and put them in order.
  - Feature a different number each day and use the bottom cards as worksheets. Students keep their work and compile their numbers in sequential order to make a number booklet of completed work to take home. This fits in nicely for Daily 5 Word Work activities.
  - 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.

