

1 - 2 - 3!

# Number Sense Makes Sense To Me

Resources for aiding students  
develop number sense

recognizing numerals, quantities, and how  
numbers relate to each other

By The K-Crew

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# 1-2-3! Number Sense Makes Sense To Me

Number sense is the ability to recognize numerals and quantities, as well as how numbers relate to each other. This book consists of three sections which will aid students in developing number sense.

Section 1 contains recording sheets which allow students to practice recognizing numerals.

Section 2 contains a variety of ways students can explore quantities and the numerals which represent them.

Section 3 contains ways students can practice number relationships (numerical order, greater than, less than, etc.).

# Section 1

## Numeral Recognition

### Sorting Numerals

Students will use a variety of manipulative numerals to sort by the characteristics designated on each sheet. We suggest having plastic, foam, and/or numeral cards (blackline masters are included in the resource section of this volume) available for students to manipulate. After sorting, students will use the same sheet to record their results.

### Numeral Searches

Students will use a color key to identify specific numerals within a grid.

Name \_\_\_\_\_

|          |              |
|----------|--------------|
| <b>3</b> | <b>not 3</b> |
|          |              |

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

|          |         |
|----------|---------|
| 2=yellow | 3=green |
|----------|---------|

|   |   |   |   |
|---|---|---|---|
| 3 | 2 | 0 | 3 |
| 2 | 3 | 2 | 1 |
| 3 | 1 | 3 | 2 |
| 2 | 3 | 1 | 3 |
| 3 | 1 | 2 | 1 |

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

|           |            |             |
|-----------|------------|-------------|
| 7 = green | 9 = orange | 11 = yellow |
|-----------|------------|-------------|

|    |    |   |    |
|----|----|---|----|
| 11 | 7  | 9 | 7  |
| 9  | 11 | 7 | 11 |
| 7  | 9  | 7 | 9  |
| 11 | 7  | 9 | 7  |
| 9  | 11 | 7 | 11 |

# Section 2

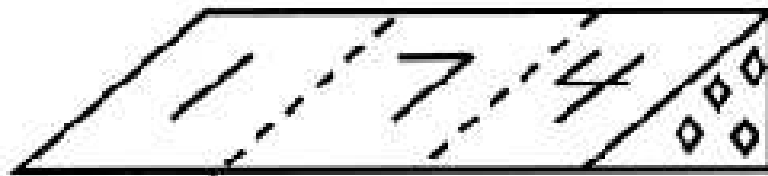
## Quantities and the Numbers Which Represent Them

### Stamp Grids

Students will use mini-stampers, mini-stickers, or simply draw little pictures to represent the quantity indicated.

### Flap Books

Students will need to fold their papers in half and cut along segmented lines to create the flap book. Each flap is programmed with a numeral. Students will lift the flap and use mini stampers, mini stickers, or simply draw little pictures to represent the quantity indicated.



### Number Searches

Students will search for designated numerals and quantities.

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

**Stamp 9 objects in each space.**

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

2



4



9

6



4



2


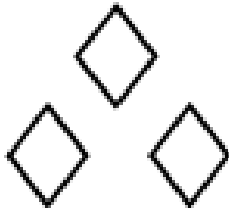
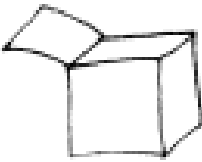


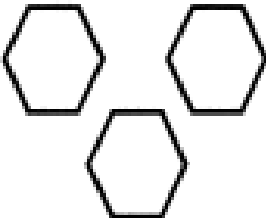



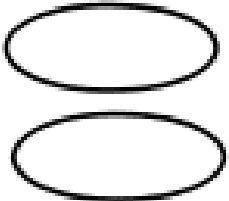
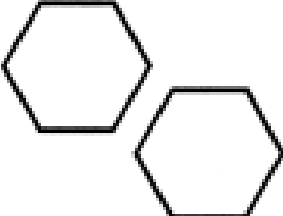

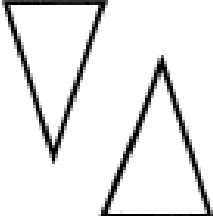


8

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

Color the spaces with 3 objects yellow.

Color the spaces with the numeral 3 yellow.

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 3                                                                                   |    |    | 1                                                                                     |
|   |   | 3                                                                                    |   |
| 2                                                                                   |  |  | 3                                                                                     |
|  | 1                                                                                   |  |  |
|  |  | 3                                                                                    |  |

# Section 3

## Number Relationships

### Sorting Numerals

Students will use a variety of manipulative numerals to sort by the characteristics designated on each sheet. We suggest having plastic, foam, and/or numeral cards (blackline masters are included in the resource section of this volume) available for students to manipulate. After sorting, students will use the same sheet to record their results.

### Ordering

Students will cut out boxed numerals and glue them in numerical order in the spaces provided. Students will also have the opportunity to place numerals in order from least to greatest and greatest to least. A number line will appear on each activity page as a student resource.

### Number Grab

Place several numerals (either plastic numerals or numeral cards) in a bag. Students grab two numerals and decide which one is greater/lesser. Students record their findings on the recording sheets.

Name \_\_\_\_\_

|       |       |
|-------|-------|
| $< 4$ | $> 4$ |
|       |       |

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

|                      |                      |
|----------------------|----------------------|
| numerals < 10 = blue | numerals > 10 = pink |
|----------------------|----------------------|

|    |    |    |    |
|----|----|----|----|
| 5  | 12 | 9  | 14 |
| 0  | 8  | 7  | 3  |
| 13 | 4  | 11 | 1  |
| 2  | 12 | 8  | 13 |
| 5  | 14 | 11 | 7  |

Name \_\_\_\_\_

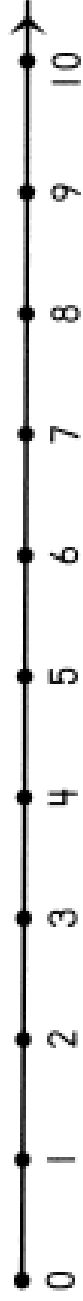


Place these numerals in order.

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

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

Name \_\_\_\_\_

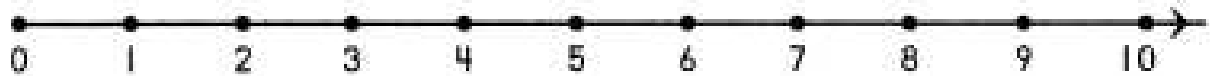


Place these numerals in order.

|   |  |  |  |   |  |  |  |
|---|--|--|--|---|--|--|--|
| 0 |  |  |  | 4 |  |  |  |
|---|--|--|--|---|--|--|--|

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 5 | 3 | 6 | 2 |
|---|---|---|---|---|

Name \_\_\_\_\_



## Number Grab

Grab 2 cards. Decide which number is greater. Fill in the blank spaces.

|  |   |  |
|--|---|--|
|  | > |  |
|--|---|--|

|  |   |  |
|--|---|--|
|  | > |  |
|--|---|--|

|  |   |  |
|--|---|--|
|  | > |  |
|--|---|--|

|  |   |  |
|--|---|--|
|  | > |  |
|--|---|--|

|  |   |  |
|--|---|--|
|  | > |  |
|--|---|--|

|  |   |  |
|--|---|--|
|  | > |  |
|--|---|--|

|  |   |  |
|--|---|--|
|  | > |  |
|--|---|--|

|  |   |  |
|--|---|--|
|  | > |  |
|--|---|--|