Counting to 10 Worksheet

Practice counting objects and writing numbers up to ten.

NAME _____ DATE _____ SCORE _____

MY GOALS

- I can practice counting to 10.
- I can use the word count.
- I can use the word number.
- I can use the word zero.

LEARN IT

Counting in order to ten

Counting means saying numbers in order to find how many things there are. Point to each object and say the next number; the last number you say tells how many there are in all. Zero means none - if there are no things, say zero.

WATCH ME

There are eight balloons on the table. Count them to find how many there are.

1. Point to the first balloon and say 'one', then the next and say 'two'.
2. Keep pointing and saying the next number until you reach the last balloon.
3. The last number you say is the total number of balloons.

ANSWER **8**

KEY WORDS

Count To say numbers in order to find how many things.

Zero The number that means none or nothing.

Number A symbol that tells how many (like 1 or 5).

REMEMBER

- Point to each object as you say the number.
- The last number you say is the total.
- Zero means there are none.

WATCH OUT

Touch or point to each item as you say a number so you do not skip any.

PART A Warm up

1 FILL IN THE BLANK

Write the number that comes next.

a) 1 → _____

b) 3 → _____

c) 6 → _____

d) 4 → _____

e) 2 → _____

PART B Practice

2 FILL IN THE BLANK

Count and write the number for each question.

a) How many fingers on one hand? _____

b) You have 2 toy cars and find 3 more. How many toys now? _____

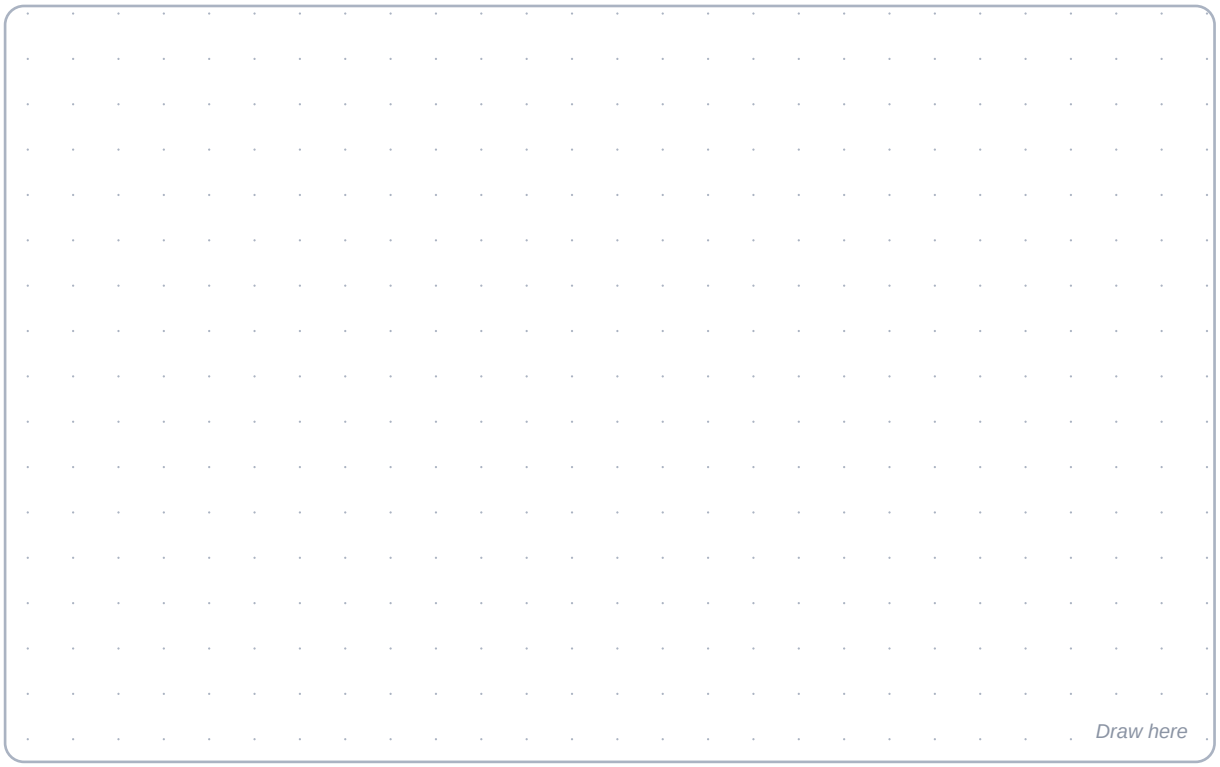
c) There are zero cookies in the jar. How many cookies is that? _____

3 WRITE

Tell how you count to find how many toys you have. Write the steps you use.

4 DRAW

Draw 4 apples on the tree. Make four small round apples.



PART C Apply it

5 FILL IN THE BLANK

Put the right sign to compare the numbers. Use >, <, or =.

a) 3 _____ 5

b) 6 _____ 6

CHECK YOUR WORK

- ☐ I counted each object by touching or pointing.
- ☐ I wrote an answer for every question on the page.
- ☐ I used number order to compare or add small groups.

HOW DID IT GO? ◯ I can do this on my own ◯ I need a bit more practice ◯ I would like some help

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TEACHING NOTES

- **Question 1:** A strong answer writes the single number that follows the one shown, for example 1 → 2.
- **Question 2:** Ask the child to touch or point as they count for the second item to see the total.
- **Question 3:** A strong answer lists steps like 'point to each toy', 'say 1, 2, 3', and 'the last number is the total'.
- **Question 4:** A strong drawing shows four distinct apple shapes and the child can count them to check there are four.
- **Question 5:** A strong answer compares which number comes later in the counting order to choose the correct sign.

QUESTION	ANSWER	WHY
Question 1	**a) 2 b) 4 c) 7 d) 5 e) 3**	Write the number that comes next in the order 1,2,3,... For example, after 6 comes 7; after 1 comes 2. Watch for skipping a number when reading the sequence.
Question 2	**a) 5 b) 5 c) 0**	One hand has 5 fingers. Two cars plus three more is 2 + 3 = 5. 'Zero' means none, so zero cookies means 0 cookies.
Question 3	Point to each toy and say the next number out loud, one at a time; the last number you say is the total.	A good set of steps tells the child to touch or point to each object while saying 1, 2, 3, etc., and then notes that the last number said is the total count.
Question 4	**A drawing showing four apples.**	The expected drawing shows four separate apple shapes on the tree; the child can count the apples to check there are four. Watch for overlapping shapes that may hide an apple.
Question 5	**a) < b) =**	Compare by counting order: 3 comes before 5 so 3 < 5. Both numbers are the same in the second item, so 6 = 6. Watch for reversing the sign; point to the larger number when deciding the sign direction.