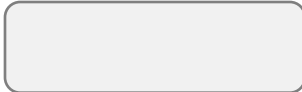


Name: _____

Trace, Copy, Cover, Compare: o



o o

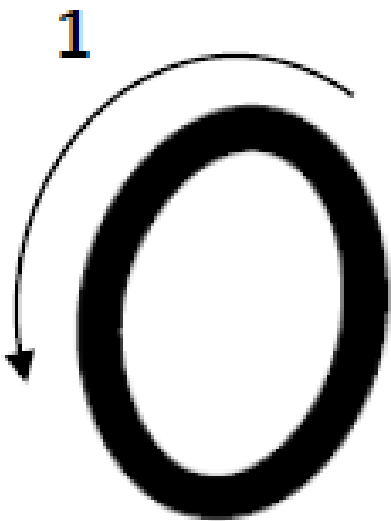
o o . . | . .

3 .

5 .

4 .

2 .



Name: _____

Trace, Copy, Cover, Compare: 0

Hold up a number card-0

“What is the name of this number?”

“Watch as I trace the number 0”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 0 again.”

“Now use your pencil to trace the next two 0’s.”

“Watch as I write the number 0. I start at the dot.”

“Now you write the two number 0’s. Start at the dot.”

If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

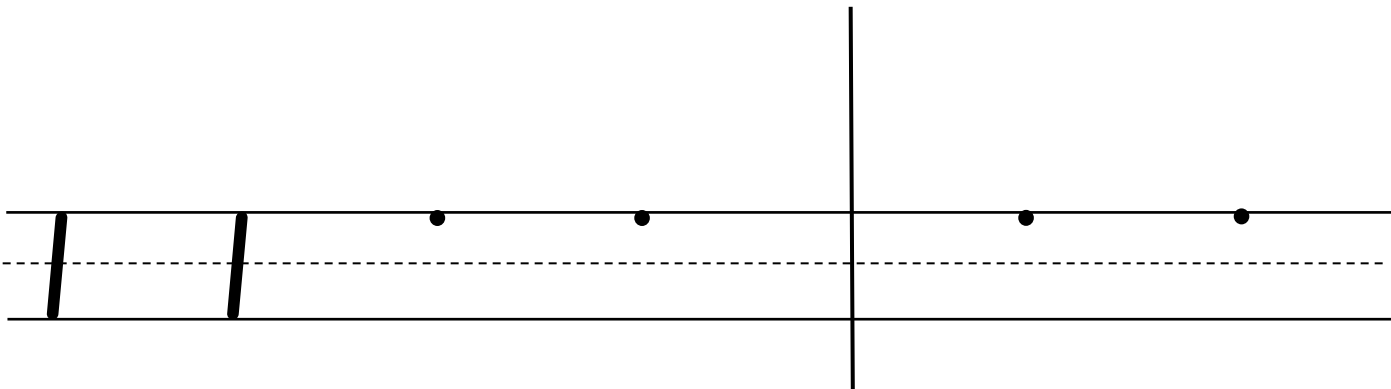
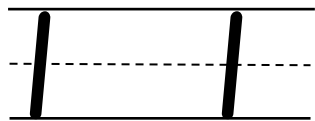
“Do your numbers look the same? Circle your best.”

Using number cards. “Watch as I trace the number 3. Now you trace the number 3. Now write 3 with your pencil.”

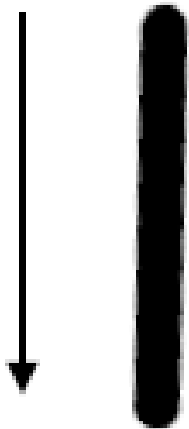
Continue with 5, 4, and 2.

Name: _____

Trace, Copy, Cover, Compare: i



1



Name: _____

Trace, Copy, Cover, Compare: 1

Hold up a number card-1

“What is the name of this number?”

“Watch as I trace the number 1”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 1 again.”

“Now use your pencil to trace the next two 1’s.”

“Watch as I write the number 1. I start at the dot.”

“Now you write the two number 1’s. Start at the dot.”

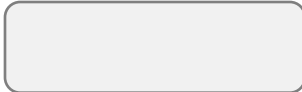
If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

“Do your numbers look the same? Circle your best.”

Name: _____

Trace, Copy, Cover, Compare: 2



2 2

2 2 . . | . .

1 .



Name: _____

Trace, Copy, Cover, Compare: 2

Hold up a number card-2

“What is the name of this number?”

“Watch as I trace the number 2”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 2 again.”

“Now use your pencil to trace the next two 2’s.”

“Watch as I write the number 2. I start at the dot.”

“Now you write the two number 2’s. Start at the dot.”

If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

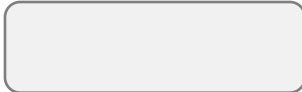
Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

“Do your numbers look the same? Circle your best.”

Using number cards. “Watch as I trace the number 1. Now you trace the number 1. Now write 1 with your pencil.”

Name: _____

Trace, Copy, Cover, Compare: 3

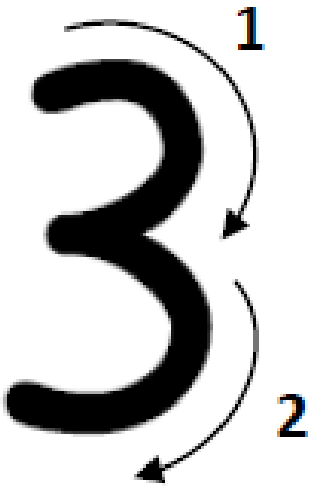


3 3

3 3 . . | . .

2 .

1 .



Name: _____

Trace, Copy, Cover, Compare: 3

Hold up a number card-3

“What is the name of this number?”

“Watch as I trace the numbers 3”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 3 again.”

“Now use your pencil to trace the next two 3’s.”

“Watch as I write the number 3. I start at the dot.”

“Now you write the two number 3’s. Start at the dot.”

If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

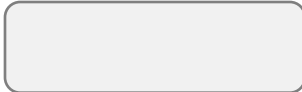
“Do your numbers look the same? Circle your best.”

Using number cards. “Watch as I trace the number 2. Now you trace the number 2. Now write 2 with your pencil.”

Continue with 1.

Name: _____

Trace, Copy, Cover, Compare: 4



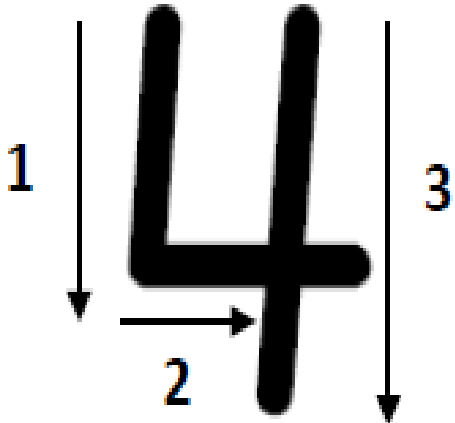
4 4

4 4 . . | . .

2 .

1 .

3 .



Name: _____

Trace, Copy, Cover, Compare: 4

Hold up a number card-4

“What is the name of this number?”

“Watch as I trace the number 4”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 4 again.”

“Now use your pencil to trace the next two 4’s.”

“Watch as I write the number 4. I start at the dot.”

“Now you write the two number 4’s. Start at the dot.”

If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

“Do your numbers look the same? Circle your best.”

Using number cards. “Watch as I trace the number 2. Now you trace the number 2. Now write 2 with your pencil.”

Continue with 1, 3.

Name: _____

Trace, Copy, Cover, Compare: 5



5 5

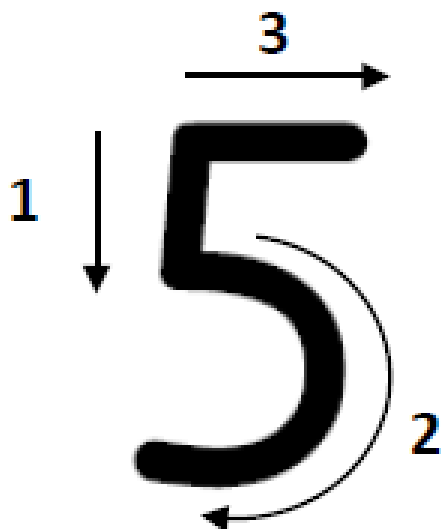
5 5 . . | . .

3 .

1 .

4 .

2 .



Name: _____

Trace, Copy, Cover, Compare: 5

Hold up a number card-5

“What is the name of this number?”

“Watch as I trace the number 5”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 5 again.”

“Now use your pencil to trace the next two 5’s.”

“Watch as I write the number 5. I start at the dot.”

“Now you write the two number 5’s. Start at the dot.”

If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

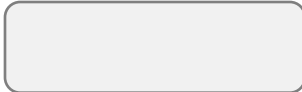
“Do your numbers look the same? Circle your best.”

Using number cards. “Watch as I trace the number 3. Now you trace the number 3. Now write 3 with your pencil.”

Continue with 1,4,2.

Name: _____

Trace, Copy, Cover, Compare: 6



6 6

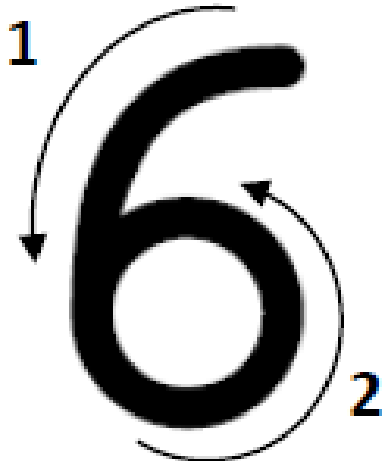
6 6 . . | . .

5 .

3 .

2 .

4 .



Name: _____

Trace, Copy, Cover, Compare: 6

Hold up a number card-6

“What is the name of this number?”

“Watch as I trace the number 6”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 6 again.”

“Now use your pencil to trace the next two 6’s.”

“Watch as I write the number 6. I start at the dot.”

“Now you write the two number 6’s. Start at the dot.”

If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

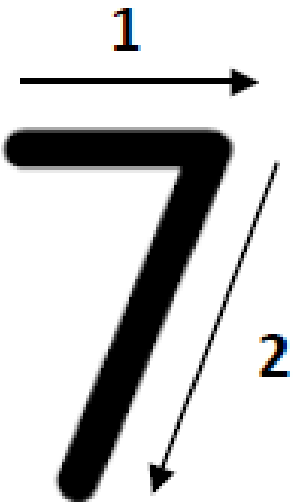
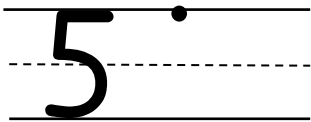
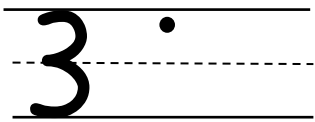
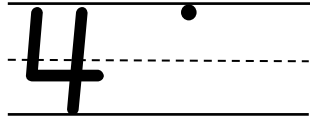
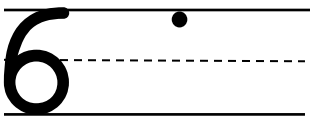
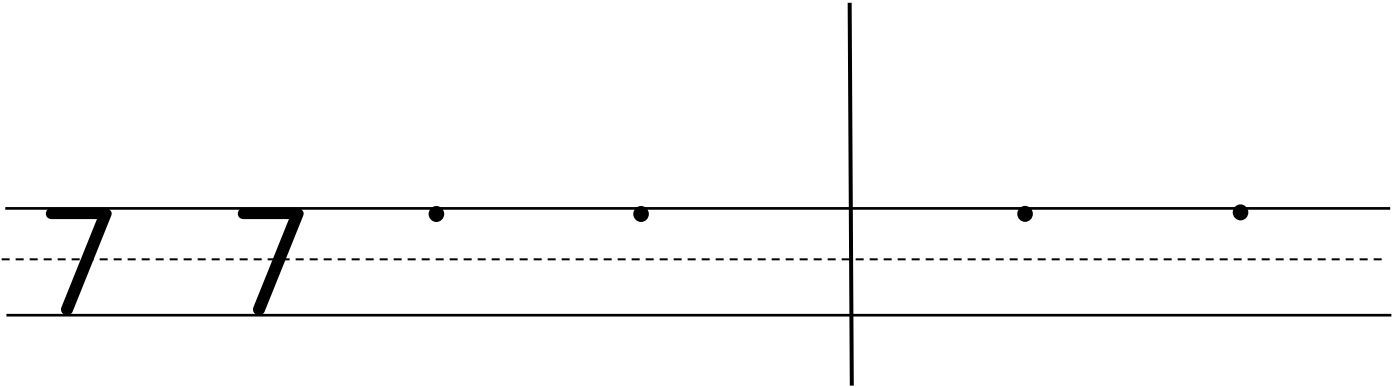
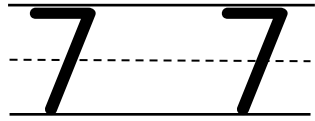
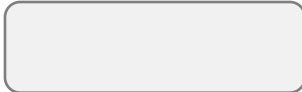
“Do your numbers look the same? Circle your best.”

Using number cards. “Watch as I trace the number 5. Now you trace the number 5. Now write 5 with your pencil.”

Continue with 3, 2, 4..

Name: _____

Trace, Copy, Cover, Compare: 7



Name: _____

Trace, Copy, Cover, Compare: 7

Hold up a number card-7

“What is the name of this number?”

“Watch as I trace the number 7”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 7 again.”

“Now use your pencil to trace the next two 7’s.”

“Watch as I write the number 7. I start at the dot.”

“Now you write the two number 7’s. Start at the dot.”

If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

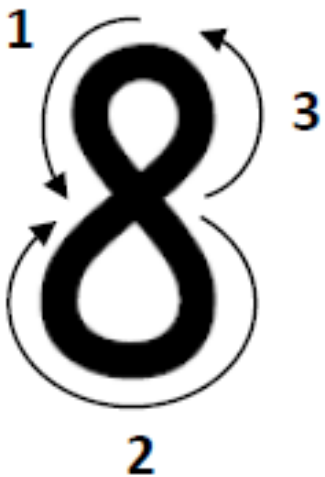
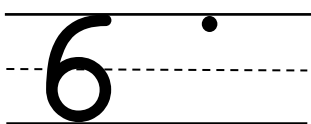
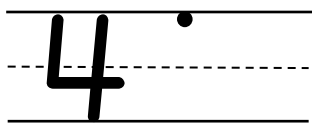
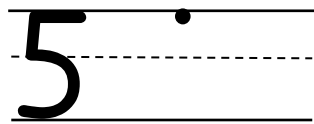
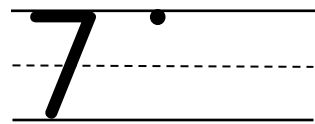
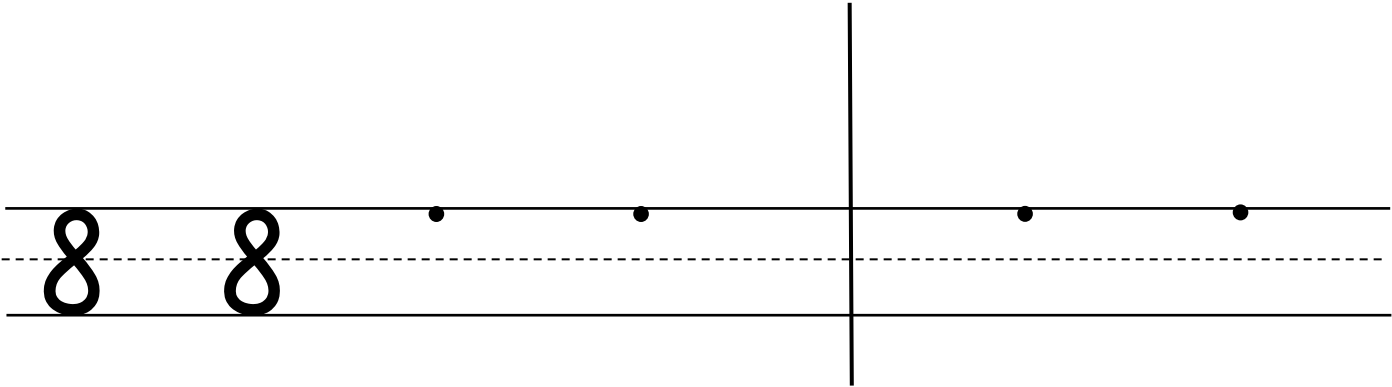
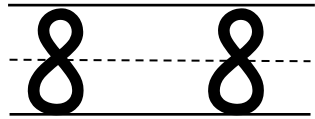
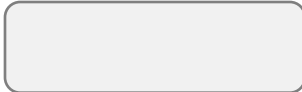
“Do your numbers look the same? Circle your best.”

Using number cards. “Watch as I trace the number 6. Now you trace the number 6. Now write 6 with your pencil.”

Continue with 4, 3, 5.

Name: _____

Trace, Copy, Cover, Compare: 8



Name: _____

Trace, Copy, Cover, Compare: 8

Hold up a number card-8

“What is the name of this number?”

“Watch as I trace the number 8”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 8 again.”

“Now use your pencil to trace the next two 8’s.”

“Watch as I write the number 8. I start at the dot.”

“Now you write the two number 8’s. Start at the dot.”

If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

“Do your numbers look the same? Circle your best.”

Using number cards. “Watch as I trace the number 7. Now you trace the number 7. Now write 7 with your pencil.”

Continue with 5, 4, 6.

Name: _____

Trace, Copy, Cover, Compare: 9



9 9

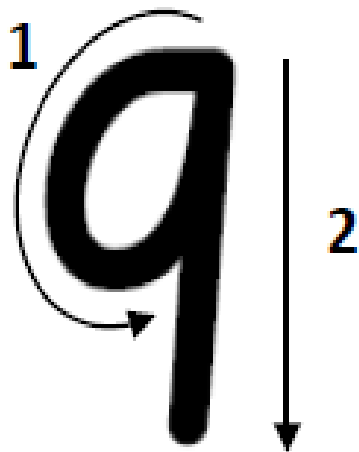
9 9

8 .

6 .

5 .

7 .



Name: _____

Trace, Copy, Cover, Compare: 9

Hold up a number card-9

“What is the name of this number?”

“Watch as I trace the number 9”

“Now you trace the first two numbers on your warm-up sheet with your finger.”

“Watch as I trace the number 9 again.”

“Now use your pencil to trace the next two 9’s.”

“Watch as I write the number 9. I start at the dot.”

“Now you write the two number 9’s. Start at the dot.”

If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children cover the numbers they wrote and have them write the number twice from memory. Then have them uncover their numbers and compare.

“Do your numbers look the same? Circle your best.”

Using number cards. “Watch as I trace the number 8. Now you trace the number 8. Now write 8 with your pencil.”

Continue with 6, 5, 7.