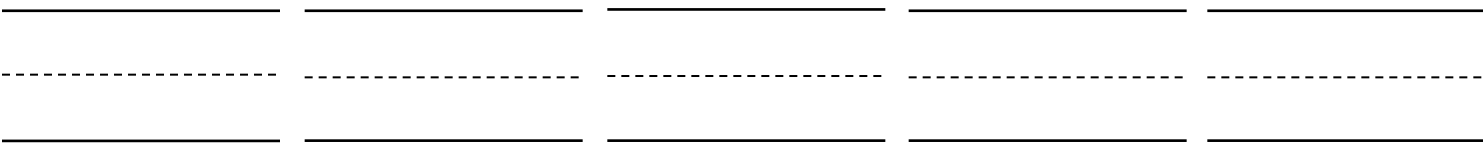
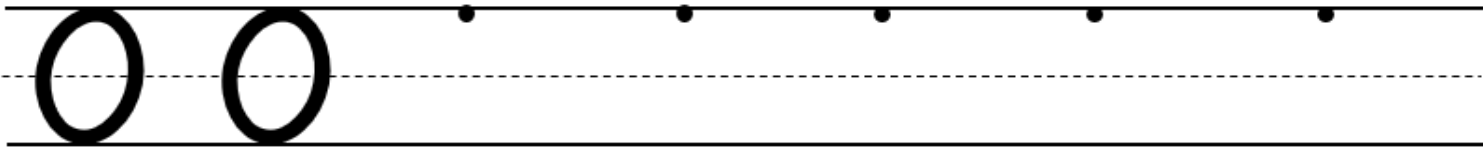
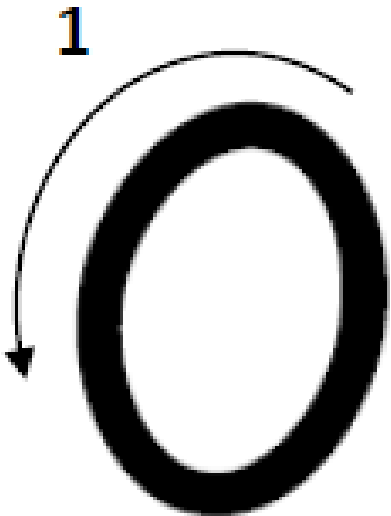


Name: _____

Numeral 0



zero

Name: _____

Numeral 0

Hold up a number card-0

“What is the name of this number?”

“Watch as I trace the number 0” State steps of ordered formation. (ex. “Go Around”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 0 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 0 with arrows on your paper with your finger.”

Student states the number name.

“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 two 0’s.”

“Watch as I write the number 0. I start at the dot.” Use number card to model.

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

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 practice writing the number 0 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

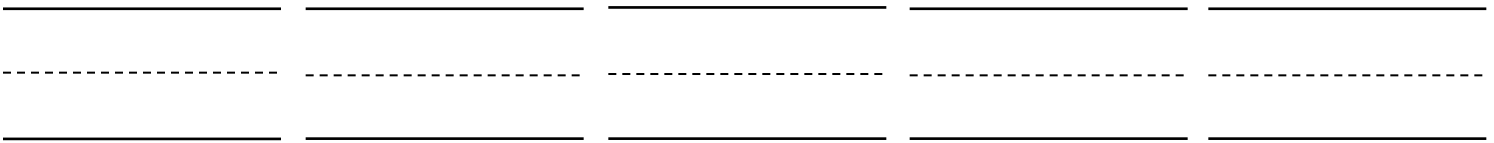
“Do your numbers look the same as the model? Circle your best.”


Name: _____

Numeral 1



1



one

Name: _____

Numeral 1

Hold up a number card-1

“What is the name of this number?”

“Watch as I trace the number 1” State steps of ordered formation. (ex. “Go Down”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 1 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 1 with arrows on your paper with your finger.”
Student states the number name.

“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 two 1’s.”

“Watch as I write the number 1. I start at the dot.” Use number card to model.

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

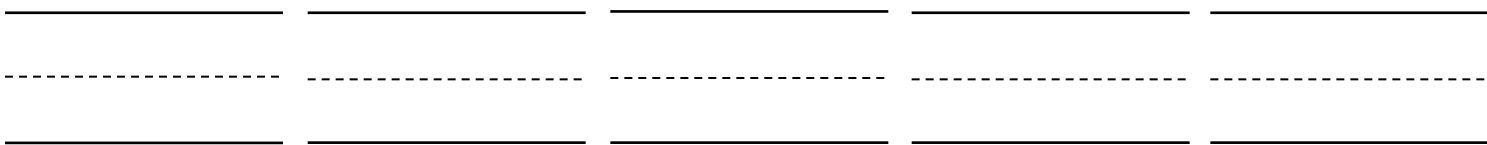
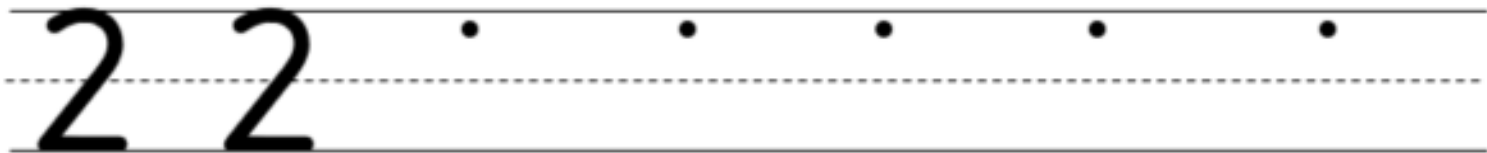
If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children practice writing the number 1 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

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

Name: _____

Numeral 2



●	●			

two

Name: _____

Numeral 2

Hold up a number card-2

“What is the name of this number?”

“Watch as I trace the number 2” State steps of ordered formation. (ex. “Around Back, Go Over”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 2 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 2 with arrows on your paper with your finger.”
Student states the number name.

“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 two 2’s.”

“Watch as I write the number 2. I start at the dot.” Use number card to model.

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

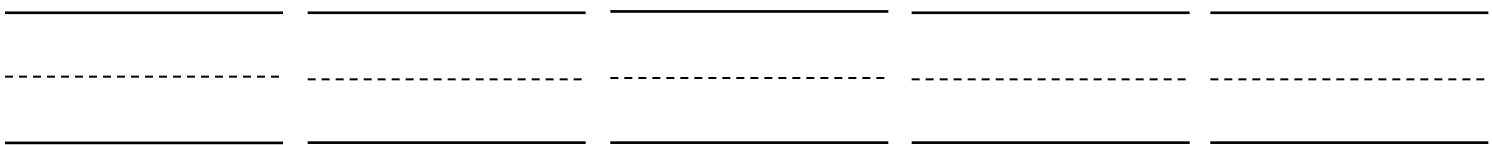
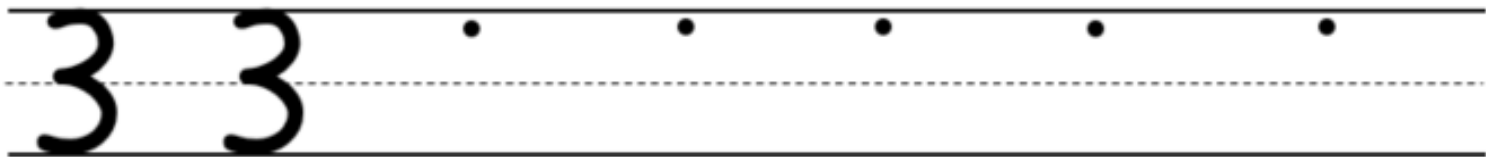
If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children practice writing the number 2 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

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

Name: _____

Numeral 3



●	●	●		

three

Name: _____

Numeral 3

Hold up a number card-3

“What is the name of this number?”

“Watch as I trace the number 3” State steps of ordered formation. (ex. “Curve, Curve”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 3 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 3 with arrows on your paper with your finger.”
Student states the number name.

“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 two 3’s.”

“Watch as I write the number 3. I start at the dot.” Use number card to model.

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

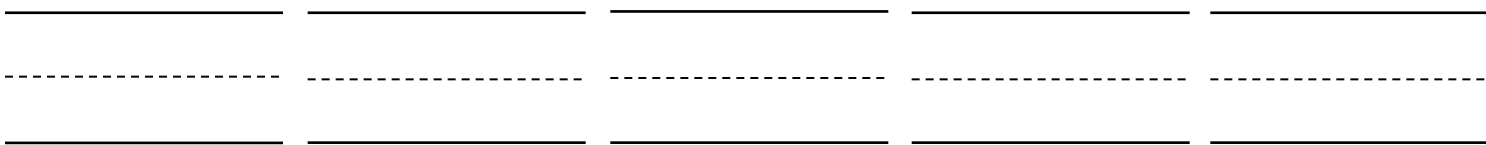
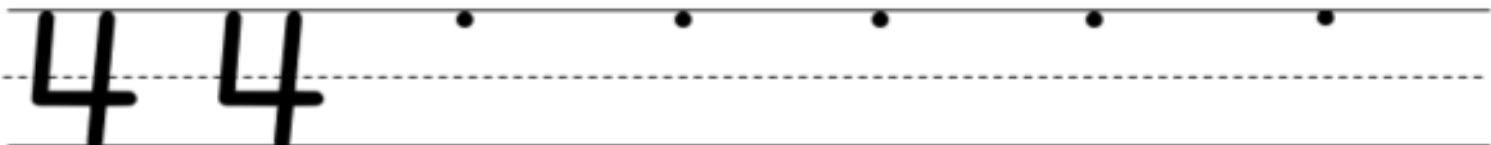
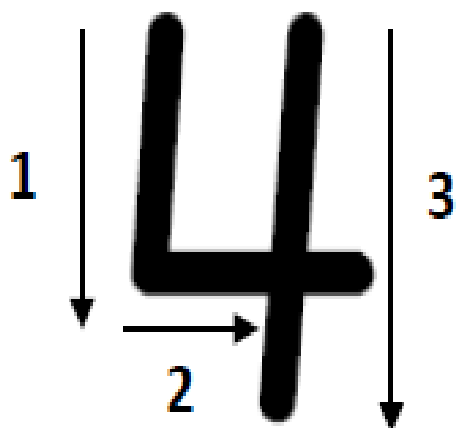
If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children practice writing the number 3 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

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

Name: _____

Numeral 4



●	●	●	●	

four

Name: _____

Numeral 4

Hold up a number card-4

“What is the name of this number?”

“Watch as I trace the number 4” State steps of ordered formation. (ex. “Go Down, Over, Lift, Down”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 4 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 4 with arrows on your paper with your finger.”
Student states the number name.

“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 two 4’s.”

“Watch as I write the number 4. I start at the dot.” Use number card to model.

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

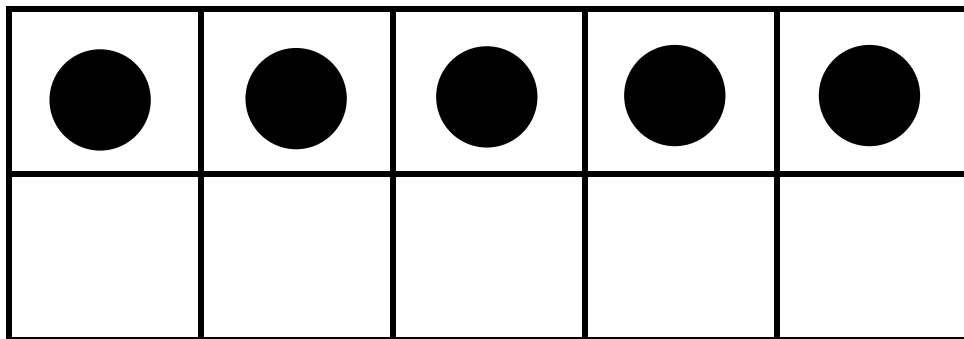
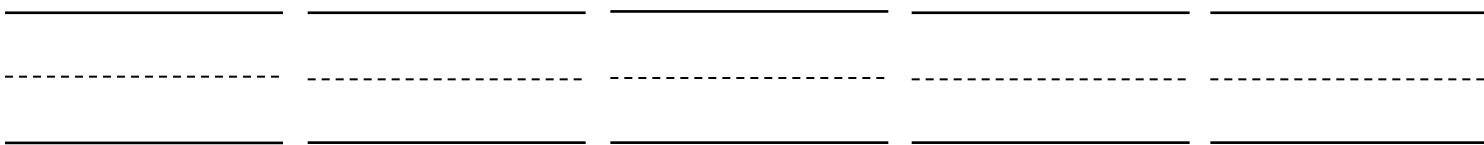
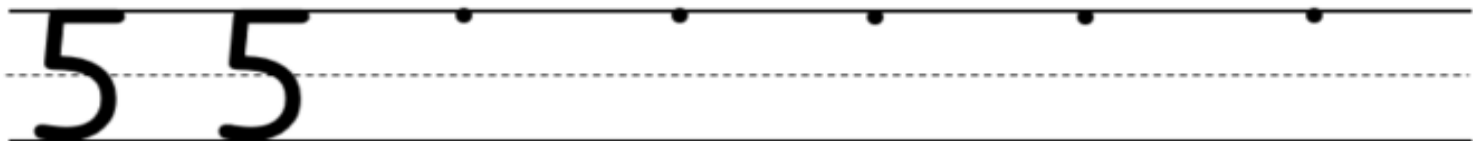
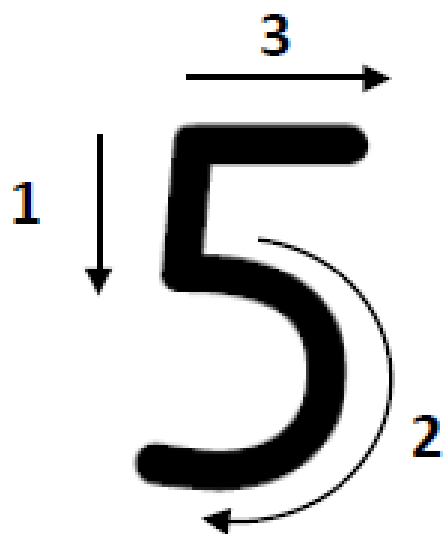
If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children practice writing the number 4 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

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

Name: _____

Numeral 5



five

Name: _____

Numeral 5

Hold up a number card-5

“What is the name of this number?”

“Watch as I trace the number 5” State steps of ordered formation. (ex. “Go Down, Curve Back, Lift, Make Line”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 5 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 5 with arrows on your paper with your finger.”
Student states the number name.

“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 two 5’s.”

“Watch as I write the number 5. I start at the dot.” Use number card to model.

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

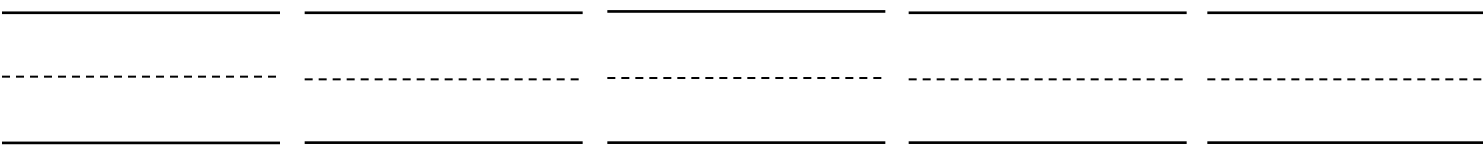
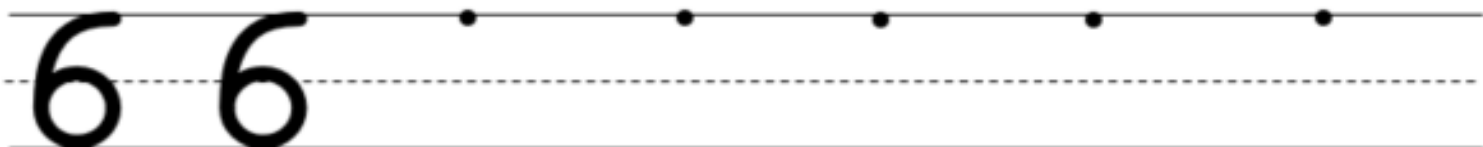
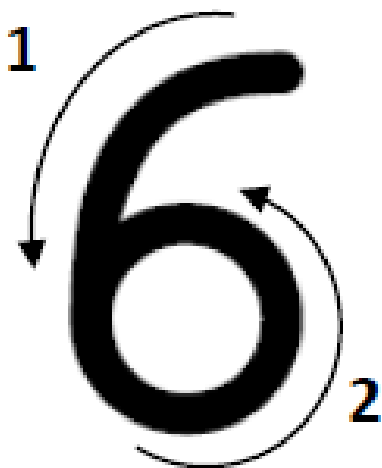
If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children practice writing the number 5 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

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

Name: _____

Numeral 6



●	●	●	●	●
●				

six

Name: _____

Numeral 6

Hold up a number card-6

“What is the name of this number?”

“Watch as I trace the number 6” State steps of ordered formation. (ex. “Go Down, And Around”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 6 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 6 with arrows on your paper with your finger.”
Student states the number name.

“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 two 6’s.”

“Watch as I write the number 6. I start at the dot.” Use number card to model.

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

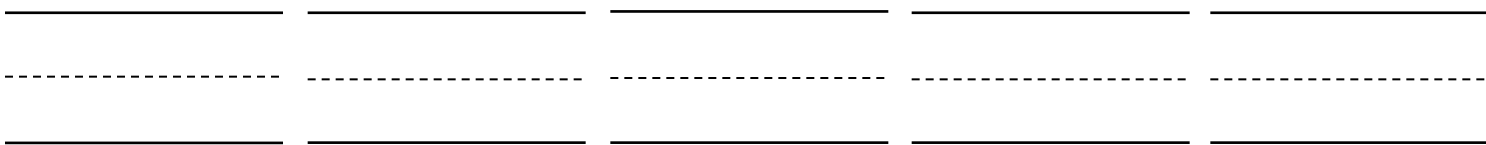
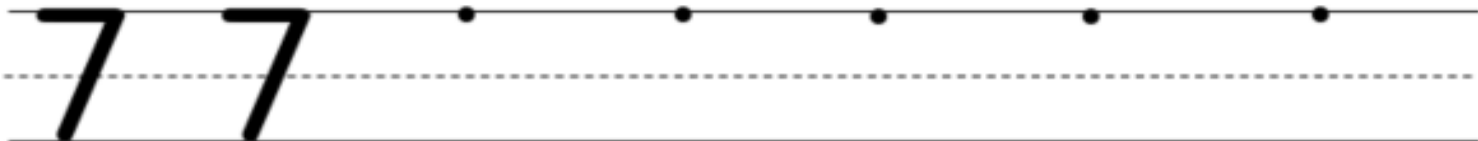
If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children practice writing the number 6 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

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

Name: _____

Numeral 7



●	●	●	●	●
●	●			

seven

Name: _____

Numeral 7

Hold up a number card-7

“What is the name of this number?”

“Watch as I trace the number 7” State steps of ordered formation. (ex. “Go Over, And Slant Back”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 7 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 7 with arrows on your paper with your finger.”
Student states the number name.

“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 two 7’s.”

“Watch as I write the number 7. I start at the dot.” Use number card to model.

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

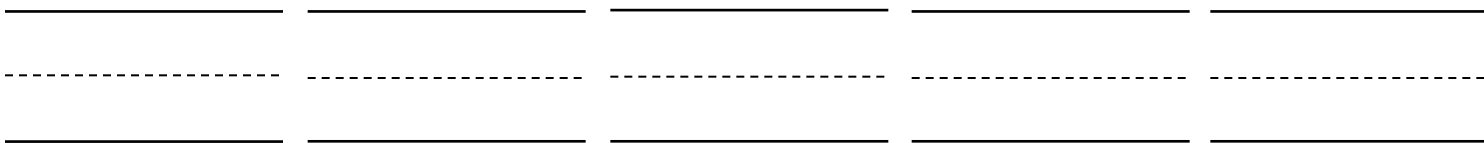
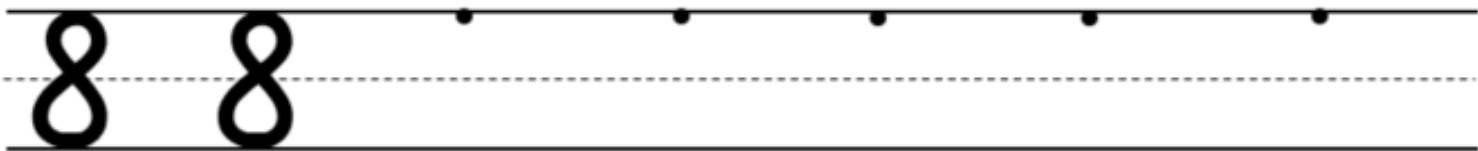
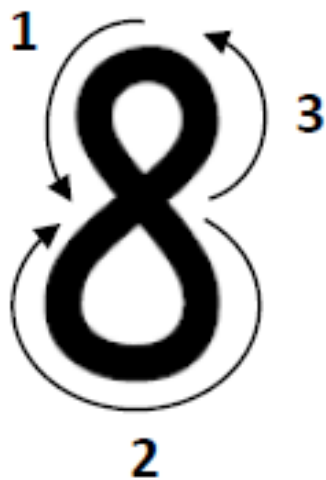
If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children practice writing the number 7 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

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

Name: _____

Numeral 8



●	●	●	●	●
●	●	●		

eight

Name: _____

Numeral 8

Hold up a number card-8

“What is the name of this number?”

“Watch as I trace the number 8” State steps of ordered formation. (ex. Make an S, Curve Up, Cross, Curve Back”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 8 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 8 with arrows on your paper with your finger.”
Student states the number name.

“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 two 8’s.”

“Watch as I write the number 8. I start at the dot.” Use number card to model.

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

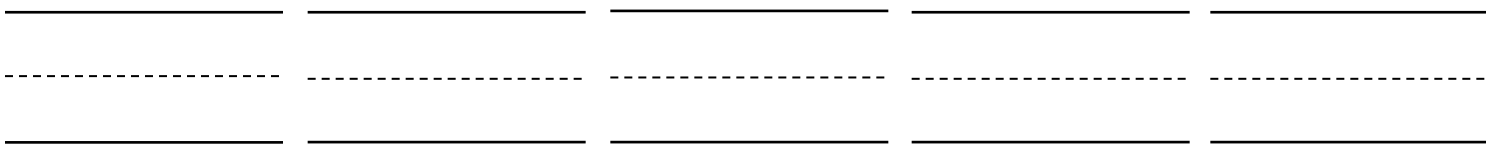
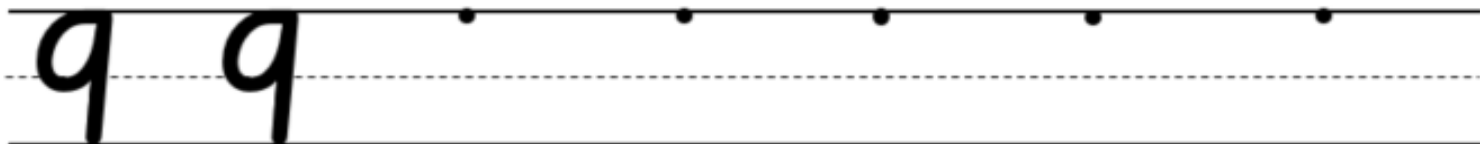
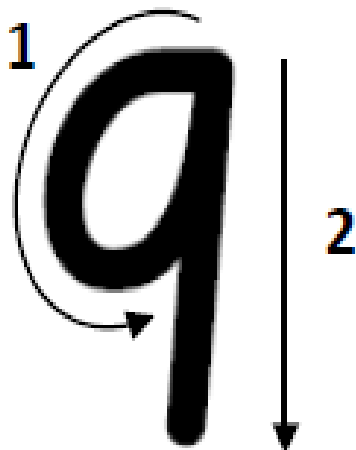
If child makes an error, then have the child write the number again. If needed, put your hand over the child’s hand and guide him/her to write the number. Then have him/her write the number on his/her own. Repeat as necessary.

Have children practice writing the number 8 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

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

Name: _____

Numeral 9



●	●	●	●	●
●	●	●	●	

nine

Name: _____

Numeral 9

Hold up a number card-9

“What is the name of this number?”

“Watch as I trace the number 9” State steps of ordered formation. (ex. Around left, and Down”)

“Watch what I did with numbered arrows” Teacher draws numbered arrows and repeats ordered formation script.

Skywrite the number 9 together stating the steps of the ordered formation. Repeat with saying the number name only.

“Now you trace the large numbered 9 with arrows on your paper with your finger.”
Student states the number name.

“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 two 9’s.”

“Watch as I write the number 9. I start at the dot.” Use number card to model.

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

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 practice writing the number 9 across the page with dots and then without dots on the next line. Students then circle or star the one that they like the best.

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