

Number Worksheet For Nursery

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Part 1: Building a Foundation

What number comes after 3?

Hint: Think about the sequence of numbers.

- 2
- 4
- 5
- 6

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Which of the following are numbers you can count with your fingers?

Hint: Consider how many fingers you have.

- 7

- 10
- 12
- 15

Which of the following are numbers you can count with your fingers?

Hint: Consider the numbers you can show with your fingers.

- 7
- 10
- 12
- 15

Which of the following are numbers you can count with your fingers?

Hint: Consider the numbers that are less than or equal to 10.

- 7
- 10
- 12
- 15

Describe what the number 5 looks like and how many objects it represents.

Hint: Think about the shape of the number and examples.

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List the numbers between 1 and 5.

Hint: Think about the numbers that come after 1 and before 5.

1. What is the first number?

2. What is the second number?

3. What is the third number?

Which number is represented by the word 'three'?

Hint: Think about the number that corresponds to the word.

- 2
- 3
- 4
- 5

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- 2
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- 4
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Hint: Think about the number that corresponds to the word.

- 2
- 3
- 4
- 5

Part 2: Comprehension and Application

What is the next number in the sequence: 2, 4, 6, ___?

Hint: Look for the pattern in the numbers.

- 7
- 8
- 9
- 10

What is the next number in the sequence: 2, 4, 6, ___?

Hint: Look for the pattern in the numbers.

- 7
- 8
- 9
- 10

What is the next number in the sequence: 2, 4, 6, ___?

Hint: Look for the pattern in the numbers.

- 7
- 8
- 9
- 10

Which of the following sequences are counting by twos?

Hint: Look for the pattern of adding two each time.

- 1, 3, 5, 7
- 2, 4, 6, 8
- 3, 6, 9, 12
- 5, 10, 15, 20

Which of the following sequences are counting by twos?

Hint: Look for the pattern of adding two each time.

- 1, 3, 5, 7
- 2, 4, 6, 8
- 3, 6, 9, 12
- 5, 10, 15, 20

Which of the following sequences are counting by twos?

Hint: Look for the sequences that increase by 2 each time.

- 1, 3, 5, 7
- 2, 4, 6, 8
- 3, 6, 9, 12
- 5, 10, 15, 20

Explain how you can tell if a number is part of a counting sequence by twos.

Hint: Think about the difference between the numbers.

Explain how you can tell if a number is part of a counting sequence by twos.

Hint: Think about the pattern in the numbers.

Explain how you can tell if a number is part of a counting sequence by twos.

Hint: Think about the characteristics of the numbers.

If you have 3 apples and you get 2 more, how many apples do you have now?

Hint: Add the two numbers together.

- 4
- 5
- 6
- 7

If you have 3 apples and you get 2 more, how many apples do you have now?

Hint: Add the two numbers together.

- 4
- 5
- 6
- 7

If you have 3 apples and you get 2 more, how many apples do you have now?

Hint: Add the two amounts together.

- 4
- 5
- 6
- 7

You have 10 candies and give away 3. How many candies do you have left?

Hint: Subtract the number of candies given away from the total.

- 6
- 7
- 8
- 9

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- 6
- 7
- 8
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You have 10 candies and give away 3. How many candies do you have left?

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- 7
- 8
- 9

Describe a situation where you might need to count objects in your daily life.

Hint: Think about activities where counting is involved.

Describe a situation where you might need to count objects in your daily life.

Hint: Think about activities you do every day.

Describe a situation where you might need to count objects in your daily life.

Hint: Think about your daily activities.

Part 3: Analysis, Evaluation, and Creation

Which of the following statements are true?

Hint: Evaluate each statement carefully.

- 10 is greater than 7
- 3 is less than 5
- 6 is equal to 6

9 is less than 8

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Hint: Evaluate each statement carefully.

10 is greater than 7

3 is less than 5

6 is equal to 6

9 is less than 8

Analyze the relationship between the numbers 4 and 9. Which is larger and by how much?

Hint: Think about the difference between the two numbers.

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Analyze the relationship between the numbers 4 and 9. Which is larger and by how much?

Hint: Think about the difference between the two numbers.

If you have 5 balloons and 2 pop, how many do you have left?

Hint: Subtract the popped balloons from the total.

- 2
- 3
- 4
- 5

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Hint: Subtract the popped balloons from the total.

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Hint: Subtract the popped balloons from the total.

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- 3
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Which of the following could be a reason to use numbers in a game?

Hint: Think about how numbers are used in games.

- To keep score

- To count players
- To measure time
- To decide the winner

Which of the following could be a reason to use numbers in a game?

Hint: Think about the role of numbers in games.

- To keep score
- To count players
- To measure time
- To decide the winner

Which of the following could be a reason to use numbers in a game?

Hint: Consider the purposes of numbers in games.

- To keep score
- To count players
- To measure time
- To decide the winner

Create a simple story problem involving the numbers 3, 5, and 8. Explain how you would solve it.

Hint: Think about a scenario that includes these numbers.

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