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Number Worksheet For Nursery Questions and Answers PDF

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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

▌ The number that comes after 3 is 4.

What number comes after 3?

Hint: Think about the sequence of numbers.

○ 2
○ **4** ✓
○ 5
○ 6

▌ The number that comes after 3 is 4.

What number comes after 3?

Hint: Think about the sequence of numbers.

○ 2
○ **4** ✓
○ 5
○ 6

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The number that comes after 3 is 4.

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

Hint: Consider how many fingers you have.

☐ **7 ✓**
☐ **10 ✓**
☐ 12
☐ 15

The numbers you can count with your fingers are 7 and 10.

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

The numbers you can count with your fingers are 7, 10, and 12.

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

The numbers you can count with your fingers are 7, 10, and 12.

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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The number 5 looks like a curved line and represents five objects.

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

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

The number 5 looks like a curved line and represents five objects.

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

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

The number 5 looks like a curved line and represents five objects.

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?

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| 2

2. What is the second number?

| 3

3. What is the third number?

| 4

| The numbers between 1 and 5 are 2, 3, and 4.

Which number is represented by the word 'three'?

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

○ 2
○ **3 ✓**
○ 4
○ 5

| The number represented by the word 'three' is 3.

Which number is represented by the word 'three'?

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

○ 2
○ **3 ✓**
○ 4
○ 5

| The number represented by the word 'three' is 3.

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Which number is represented by the word 'three'?

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

○ 2
○ **3 ✓**
○ 4
○ 5

| The number represented by the word 'three' is 3.

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

| The next number in the sequence is 8.

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

Hint: Look for the pattern in the numbers.

○ 7
○ **8 ✓**
○ 9
○ 10

| The next number in the sequence is 8.

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

Hint: Look for the pattern in the numbers.

○ 7
○ **8 ✓**

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○ 9
○ 10

▍ The next number in the sequence is 8.

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

▍ The sequence that counts by twos is 2, 4, 6, 8.

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

▍ The sequence counting by twos is 2, 4, 6, 8.

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

▍ The sequence 2, 4, 6, 8 is counting by twos.

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

Hint: Think about the difference between the numbers.

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> **A number is part of a counting sequence by twos if it can be reached by adding 2 repeatedly.**

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

Hint: Think about the pattern in the numbers.

> **A number is part of a counting sequence by twos if it can be reached by adding 2 repeatedly.**

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

Hint: Think about the characteristics of the numbers.

> **A number is part of a counting sequence by twos if it is even.**

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

Hint: Add the two numbers together.

○ 4

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○ **5** ✓
○ 6
○ 7

▍ You would have 5 apples after adding 3 and 2.

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

▍ You have 5 apples now.

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 5 apples now.

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

▍ You have 7 candies left.

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.

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☐ 6
☑ **7** ✓
☐ 8
☐ 9

▎ You would have 7 candies left after giving away 3.

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

▎ You have 7 candies left.

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

Hint: Think about activities where counting is involved.

```



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▎ **You might need to count objects when setting the table or counting toys.**

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

Hint: Think about activities you do every day.

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> **You might need to count objects when setting the table or counting toys.**

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

Hint: Think about your daily activities.

> **You might need to count objects when setting the table or counting toys.**

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

> The true statements are: 10 is greater than 7, 3 is less than 5, and 6 is equal to 6.

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

> The true statements are: 10 is greater than 7, 3 is less than 5, and 6 is equal to 6.

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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

The true statements are: 10 is greater than 7, 3 is less than 5, and 6 is equal to 6.

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.

The number 9 is larger than 4 by 5.

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.

The number 9 is larger than 4 by 5.

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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> **The number 9 is larger than 4 by 5.**

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

> You would have 3 balloons left after 2 pop.

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

> You have 3 balloons left.

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

> You have 3 balloons left.

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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

❚ Reasons to use numbers in a game include keeping score, counting players, and measuring time.

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

❚ Reasons to use numbers in a game include keeping score, counting players, and measuring time.

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

❚ Reasons to use numbers in a game include keeping score, counting players, and measuring time.

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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> A story problem could involve having 3 apples, getting 5 more, and having a total of 8 apples.

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

Hint: Think of a scenario that includes these numbers.

> A story problem could involve having 3 apples, getting 5 more, and having 8 in total.

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.

> A story problem could involve having 3 apples, getting 5 more, and having a total of 8 apples.

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