

Numbers 1-10 Recognition and Matching



What Is Inside, and Where

Two sections: a match-numerals-to-ten-frames board and a match-numerals-to-dot-counts board on the same 1–10 numeral set, plus the pages that track it, share it and send it home. Start on page 4.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Match Numerals to Ten-Frames

PAGES 6–7



**Match Numerals
to Ten-Frames
Board and Cards
(Color)**
BOARD

6



**Match Numerals
to Ten-Frames
Board and Cards
(Ink-Saver)**
BOARD

7

02 Match Numerals to Dot Counts

PAGES 9–10



**Match Numerals
to Dot Counts
Board and Cards
(Color)**
BOARD

9



**Match Numerals
to Dot Counts
Board and Cards
(Ink-Saver)**
BOARD

10

03 Track, Share and Take Home

PAGES 12–18



**Weekly Numeral
Matching Tracker**
TRACKER

12



**Binder Cover,
Spine and Tabs**
ORGANIZER

13



**Numeral Words at
Home**
HOME

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**Family Update and
Team Hand-Off**
NOTES

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Phrase Bank
REFERENCE

16



Filled Example
EXAMPLE

17



**Answer Key and
Word List**
REFERENCE

18

TWO SETS, ONE BINDER

Both boards come twice: full for printing and laminating, black-and-white for the photocopier or a copy that goes home. Same boards, same numerals; only the visual style differs.

PRACTICE, NOT A TEST

Numeral-matching practice with a tracker attached. It counts which boards were done and what help was given, and nothing else; what that means for a student is your team's call.



START HERE

Start Here — Three Steps

Ninety seconds of reading. The boards need scissors, page protectors and a strip of hook-and-loop dots.



1

Print and build the binder

Print the two boards from one set (pages 6 and 9) on cardstock or plain paper. Cut the card band off the bottom of each board page; the board stays whole.

Page protectors, hook-and-loop dots on the slots, and the cover, spine and tabs from page 13.



2

Run the boards

Open to the Match Numerals to Ten-Frames board: "What number is this?" then the numeral-matching task. Turn to the Match Numerals to Dot Counts board: same question, matching to the dots instead.

Say the same short line each time (page 16). The answer key (page 18) lists every board and its numerals.



3

Record, share, send home

One letter per job on the tracker (page 12) — N, P, S or a dash — the same day.

Copy the week's counts onto the family update (page 15). Send the home page (page 14) home the week the binder is new.

WHAT THIS FILE IS

A fillable PDF with two numeral-matching boards and their cut-apart numeral cards built in, and the tracking pages behind them. It works offline, with no account or subscription, and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a test of anything, and it is not an instruction to teach addition or subtraction. It carries no prompt hierarchy, fading schedule or mastery rule; every card is a pure numeral-matching activity, nothing more. It describes how to run the boards already printed and how to count what happened.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what a count means for a student, when a board is done with, or what a goal should say. Every one of those is a blank you fill from your own team's plan and your district's wording.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

A numeral or representation is not clear to my student. Pull that card and run the board with the rest; the **Ask a Question** tab on the product page reaches me, and a fix is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in tracker, family update or example-style note is a student record: initials only on anything that leaves your hands, first name only on the home page. The boards live in the binder; the tracker stays in the student's folder so the week's counts are the first thing anyone finds.

BOARD

Match Numerals to Ten-Frames Board and Cards (Color)

Put each numeral where it matches the ten-frame.

Which is this?

Show me

Find the

NUMERALS AND TEN-FRAMES · MATCH THEM

1 	2 	3 	4 	5
6 	7 	8 	9 	10

CUT HERE · THE BOARD ABOVE STAYS WHOLE · THE CARDS BELOW CUT APART

NUMERAL CARDS FOR THE TEN-FRAME BOARD · 10

1	2	3	4	5
6	7	8	9	10

BOARD

Match Numerals to Dot Counts Board and Cards (Color)

Put each numeral where it matches the dots.

Which is this?

Show me

Find the

NUMERALS AND DOT COUNTS · MATCH THEM

1 ●	2 ● ●	3 ● ● ●	4 ● ● ● ●	5 ● ● ● ● ●
6 ● ● ● ● ● ●	7 ● ● ● ● ● ● ●	8 ● ● ● ● ● ● ● ●	9 ● ● ● ● ● ● ● ● ●	10 ● ● ● ● ● ● ● ● ● ●

CUT HERE · THE BOARD ABOVE STAYS WHOLE · THE CARDS BELOW CUT APART

NUMERAL CARDS FOR THE DOT-COUNT BOARD · 10

1	2	3	4	5
6	7	8	9	10

BOARD

Match Numerals to Dot Counts Board and Cards (Ink-Saver)

Put each numeral where it matches the dots.

Which is this?

Show me

Find the

NUMERALS AND DOT COUNTS · MATCH THEM

1 ●	2 ●●	3 ●●●	4 ●●●●	5 ●●●●●
6 ●●● ●●●	7 ●●● ●●●●	8 ●●●● ●●●●	9 ●●●● ●●●●●	10 ●●●●● ●●●●●

CUT HERE · THE BOARD ABOVE STAYS WHOLE · THE CARDS BELOW CUT APART

NUMERAL CARDS FOR THE DOT-COUNT BOARD · 10

1	2	3	4	5
6	7	8	9	10

 TRACKER

Weekly Numeral Matching Tracker

One row per board job, one letter per day. The six rows are the slots and picture grids on the two boards in this binder.

STUDENT

WEEK OF

ADULT RUNNING THE BINDER

#	BOARD JOB	PAGE	MON	TUE	WED	THU	FRI	NO HELP (OF DAYS RUN)
1	Which is this? (ten-frame)	6						
2	Show me (ten-frame)	6						
3	Find the (ten-frame)	6						
4	Ten-frame numerals match	6						
5	Which is this? (dots)	9						
6	Show me (dots)	9						
7	Find the (dots)	9						
8	Dot-count numerals match	9						

WEEK TOTAL: N CELLS

WEEK TOTAL: DAYS RUN

NEXT WEEK, START WITH

THE CODE, ONE LETTER PER CELL

N no help · P pointed once · S said the number ·
– not run today. Write what you actually did, the same letter for the same help every day. The last column counts the N cells in the row against the days that job was run — a job not run is not a miss.

READING A WEEK

Add the last column down for the week’s total, and copy it onto the family update (page 15). The filled example (page 17) shows one week of this table with every total re-counted from its own row. This page counts help given; what a count means for a student is your team’s call.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the table above.

Marcus is invented, and so is every letter on this page. One week of the tracker (page 12), the week of a Monday in September, filled in by the adult who ran the binder each morning.

#	BOARD JOB	PAGE	MON	TUE	WED	THU	FRI	NO HELP (OF DAYS RUN)
1	Which is this? (ten-frame)	6	N	N	N	N	P	4 of 5
2	Show me (ten-frame)	6	N	N	N	N	N	5 of 5
3	Find the (ten-frame)	6	P	N	N	N	N	4 of 5
4	Ten-frame numerals match	6	S	P	P	N	N	2 of 5
5	Which is this? (dots)	9	N	N	P	N	N	4 of 5
6	Show me (dots)	9	S	S	S	P	P	0 of 5
7	Find the (dots)	9	N	N	–	N	N	4 of 4
8	Dot-count numerals match	9	–	N	N	N	–	3 of 3

READING THE NUMBERS

Week total: **26 N cells of 37 days run** (70 percent with no help), counted straight down the last column. 1 job ran all five days with no help: Show me (ten-frame). 1 job never got an N this week: Show me (dots). Help given was P on 7 cells and S on 4.

A LINE THIS SHEET COULD WRITE

“Week of a Monday in September: Marcus matched 26 of 37 numerals with no help. Jobs done without help every day: Show me (ten-frame). Jobs still needing help every day: Show me (dots). Not run: Find the (dots) (1 day); Dot-count numerals match (2 days).”

WHY THE LAST COLUMN SAYS “OF DAYS RUN”

Jobs run per day this week, Monday to Friday: 7, 8, 7, 8, 7. A dash is a job that was not run that morning — a short day, an absence, a board not printed yet — and it is never counted as a miss. Every job’s column reads N cells against its own days run.

WHAT THIS EXAMPLE IS NOT

One invented child’s five days. It does not say how quickly any real student moves from S to P to N and sets no typical week for this binder — it exists only to show how the tracker, the family update and the phrase bank read once real letters are on them.

THE LETTERS, FILLED IN

Every letter is what the adult did, in the same short code each day — N, P, S — and a dash where a job was not run. None of them is a label for Marcus. A row that reads N across all five days is what independent numeral matching looks like on paper; a row that reads S every day is the row the team would look at first, and the family update (page 15) is where those two lists get written down.