# Printables for "Numeral Track" 

KNIPG ID \# Nb 1113.4 - RED

This file contains printables for a small group of students.

- Numeral Cards: numbered 5-29
- Numeral Roll

Follow printing and assembly instructions on the top of the numeral roll.

Teacher Notes: When the child reaches one of the numerals printed on the numeral roll or gets to a change of color, he/she can self-check on accuracy. Note how the student finds the starting number; does (s)he count* from one to find the position or does (s)he use a reference number?

Number Cards


Number Cards


## Numeral Roll

Cut on double line (on right). Use masking tape to cover back of paper so that all squares are covered and tape runs over the cut edge $2-3$ inches. Cut on dark lines and trim tape overhang leaving approximately 2 inches. Cut rows to create strips. Connect strips to create numeral roll. Wrap scotch tape around connection points. To create a 2 color roll, print 2 copies, each on a different colored paper. Assemble two 2 -color numeral rolls by using alternating strips from each color.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 |
| 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 |
| 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 |
| 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |
| 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 |  |  |

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| 0 |  |  | 3 |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  | 15 |  |  |  |  |
|  |  |  |  |  |  | 26 |  |  |  |
|  |  |  |  | 34 |  |  |  |  |  |
|  |  | 52 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 67 |  |  |
|  |  |  | 73 |  |  |  |  |  |  |
| 100 |  |  |  |  |  |  |  |  |  |

