

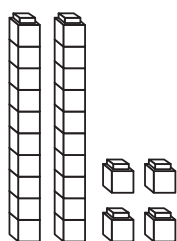
Mathletics

Holiday Review – Kindergarten

Numbers and Patterns:



How many?



2

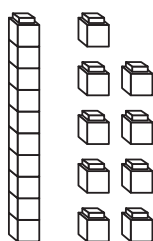
4

24

tens

ones

number



1

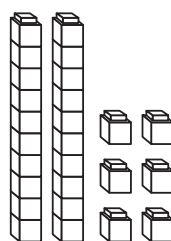
9

19

tens

ones

number



2

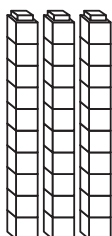
6

26

tens

ones

number



3

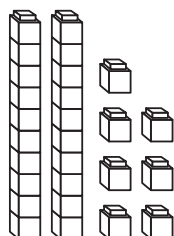
0

30

tens

ones

number



2

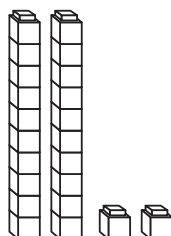
7

27

tens

ones

number



2

2

22

tens

ones

number



Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than



19

more than

Teacher check.

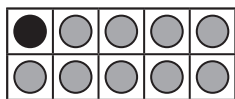
Mathletics

Holiday Review – Kindergarten

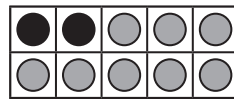
Operations with Number:



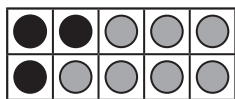
Colour more dots to make 10. Finish the number facts.



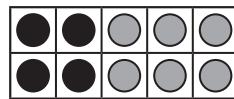
1 and 9 is 10



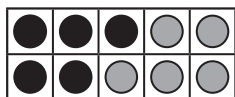
2 and 8 is 10



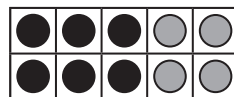
3 and 7 is 10



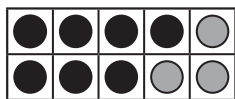
4 and 6 is 10



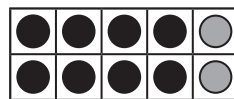
5 and 5 is 10



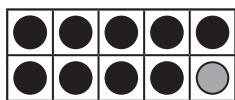
6 and 4 is 10



7 and 3 is 10



8 and 2 is 10



9 and 1 is 10

Mathletics

Holiday Review – Kindergarten

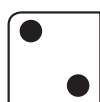



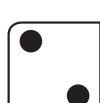



Operations with Number:

When we join 2 groups together, we **add** them. Another word for this is **plus**.

 $1 \text{ add } 6 \text{ is } 7$



How many? Add the dots.

		2	add	4	is	6
		3	add	5	is	8
		2	add	6	is	8
		1	add	8	is	9

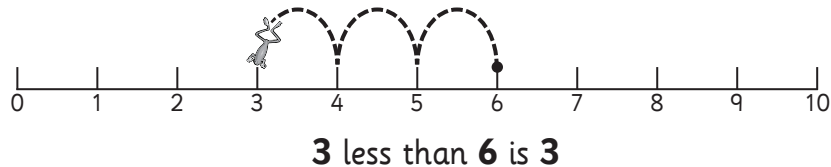
Mathletics

Holiday Review – Kindergarten

Operations with Number:

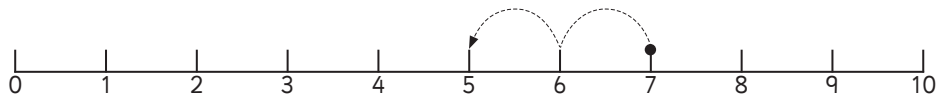
We can jump along number lines to help us count back.

What is 3 less than 6? We start at **6** and take **3** jumps back.



Jump back along the number lines.

Finish the number facts and say them out loud.



Take **2** jumps back.

2 less than **7** is **5**



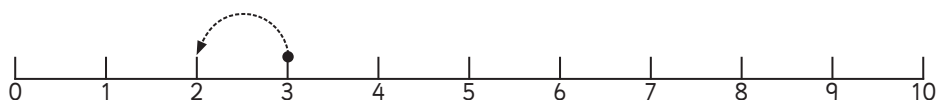
Take **1** jump back.

1 less than **9** is **8**



Take **2** jumps back.

2 less than **4** is **2**



Take **1** jump back.

1 less than **3** is **2**

Mathletics

Holiday Review – Kindergarten

Space and Shape:



How many of each shape are there?



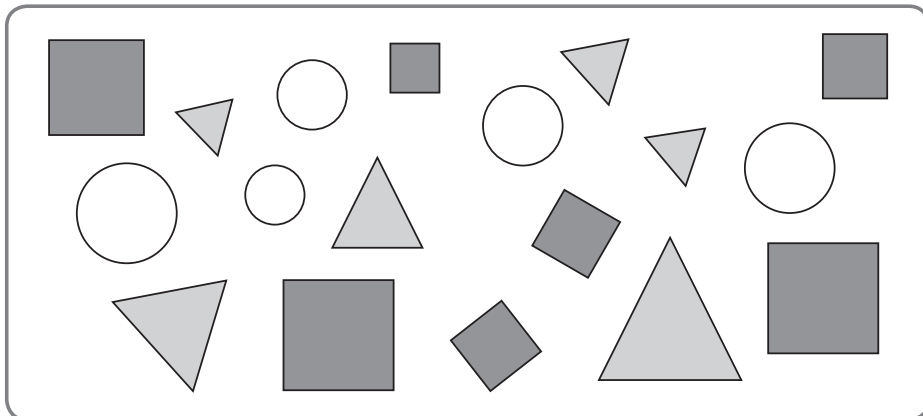
5



6



7

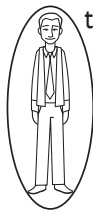


Measurement:

When something is standing up, we usually call its length '**height**'.
It's still length, it's just a different word for it.
We use words like **tall** and **short** to describe height.



Colour.



the **tall** man



the **short** flagpole



the **taller** giraffe



the **shorter** tree




Mathletics

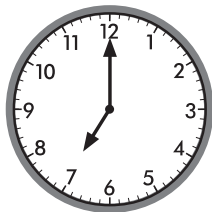
Holiday Review – Kindergarten

Time, Money, Data:

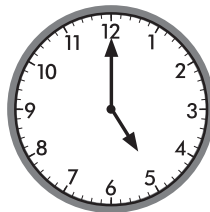
Look at this clock.
The minute (big) hand points to the 12.
The hour (little) hand points to the 8.
This tells us the time is **8 o'clock**.



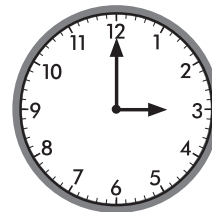
1  What's the time, Mr Wolf?



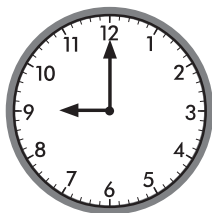
7 o'clock



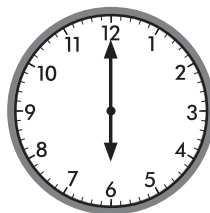
5 o'clock



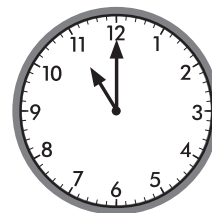
3 o'clock



9 o'clock



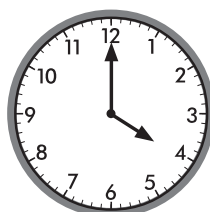
6 o'clock



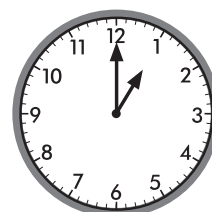
11 o'clock



8 o'clock



4 o'clock



1 o'clock