

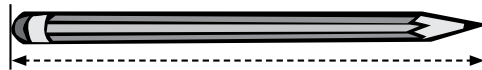
# Math Review Task

## Kindergarten

### Measurement:

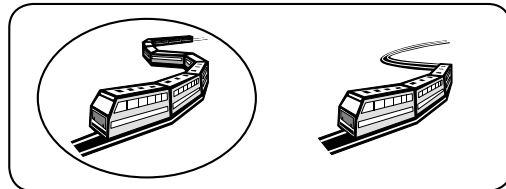
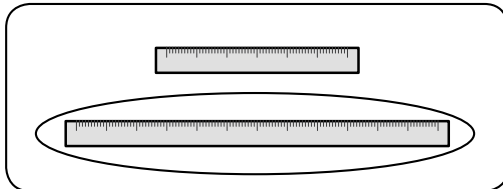
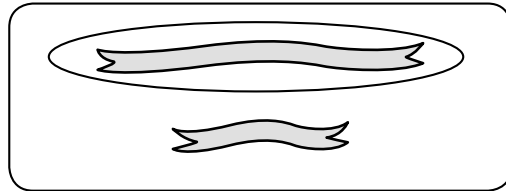
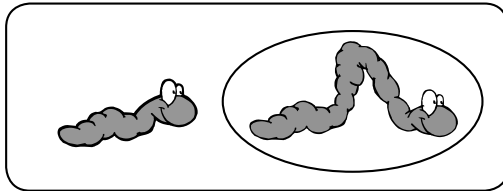
#### Length – length


What is length? It is how **long** or **short** something is.



We measure from end to end.

- 1  Circle the **long** one in each box.



- 2  Draw a **long** line of people and a **short** line of people.

Teacher check.

# Math Review Task

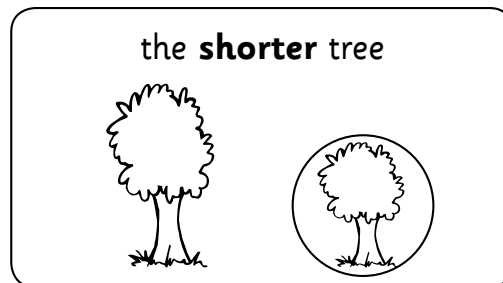
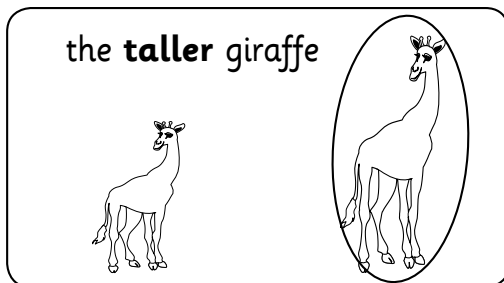
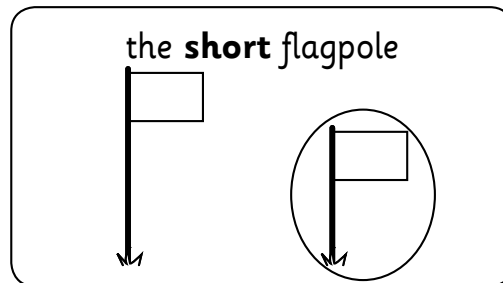
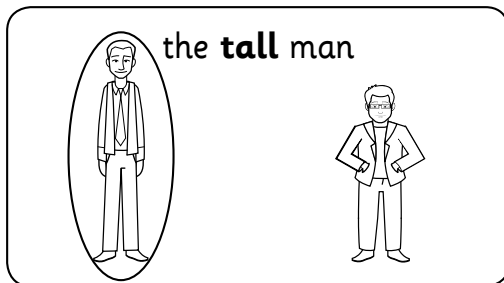
## Kindergarten


### Measurement:

#### Length – height

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.

1  Color.



2  Draw and name someone you know who is

**tall**

**Teacher check.**

**short**

**Teacher check.**


# Math Review Task

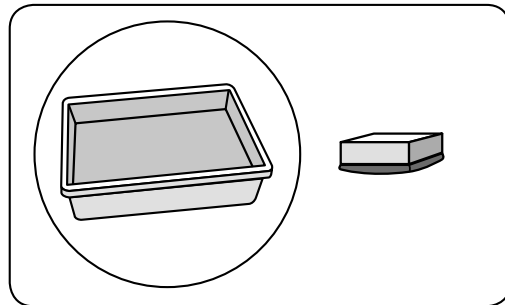
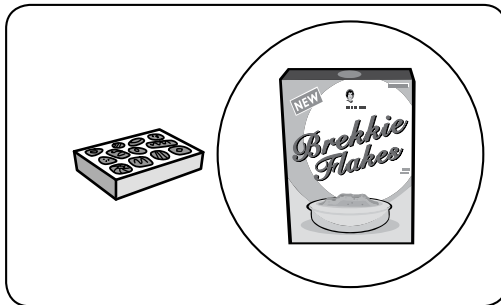
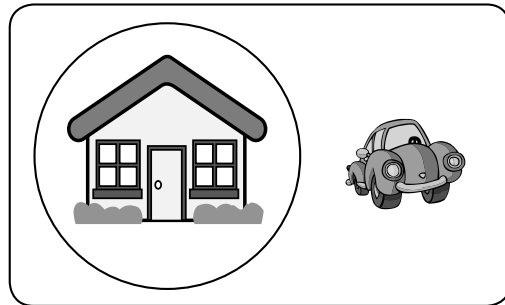
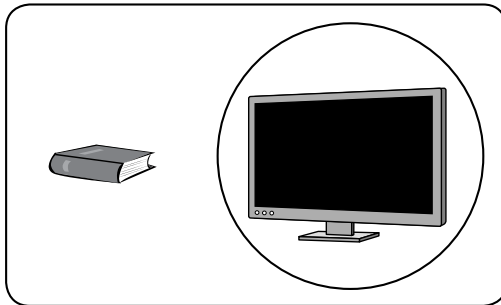
## Kindergarten

Mathletics

### Measurement:

#### Volume and capacity – volume

- 1  Look at the objects. Circle the one that takes up more space.



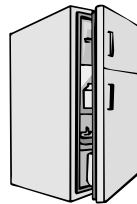
- 2  Draw something that

**Teacher check.**

takes up **more** space than this



takes up **less** space than this



takes up **about the same**  
space as this





# Math Review Task

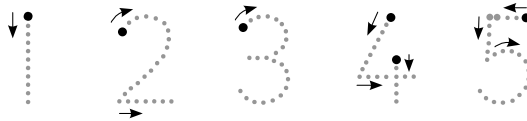
## Kindergarten


Mathletics

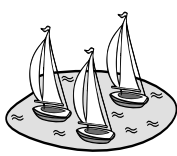
### Numbers and Patterns:

#### Numbers to ten – one to five


1   Say and trace.



2  Count and circle the matching number.




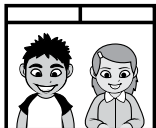
1	2	3	4	5
---	---	---	---	---

1	2	3	4	5	
---	---	---	---	---	---



1	2	3	4	5
---	---	---	---	---

1	2	3	4	5	
---	---	---	---	---	---


	1	2	3	4	5
---	---	---	---	---	---

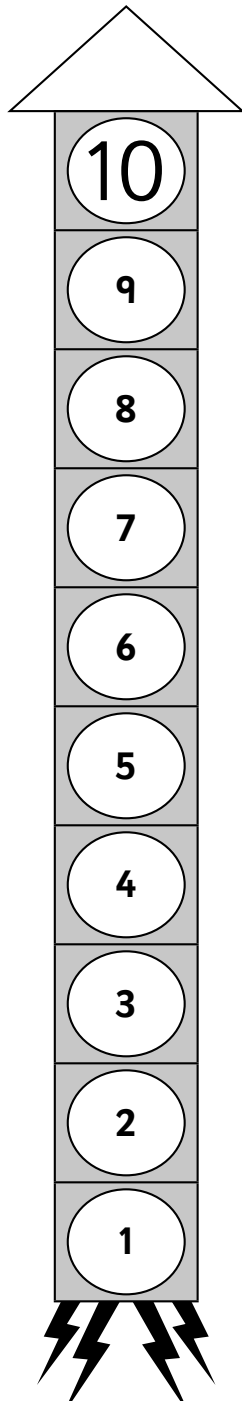
# Math Review Task


## Kindergarten

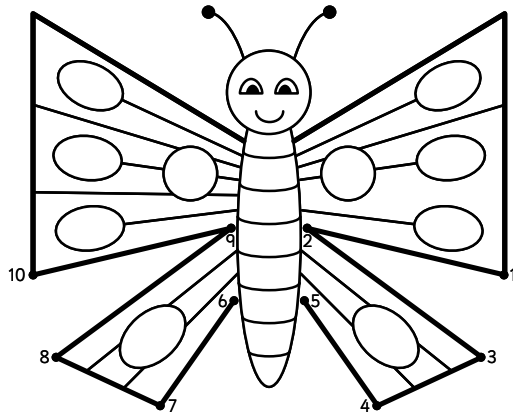
### Numbers and Patterns:



#### Numbers to ten – counting backwards

- 1  Help the rocket blast-off.  
Count back from 10.



- 2  Count back from 10 to connect the dots.



- 3   When you are counting backwards, what number do you say **after**:

10	9
5	4
7	6
3	2
6	5


# Math Review Task

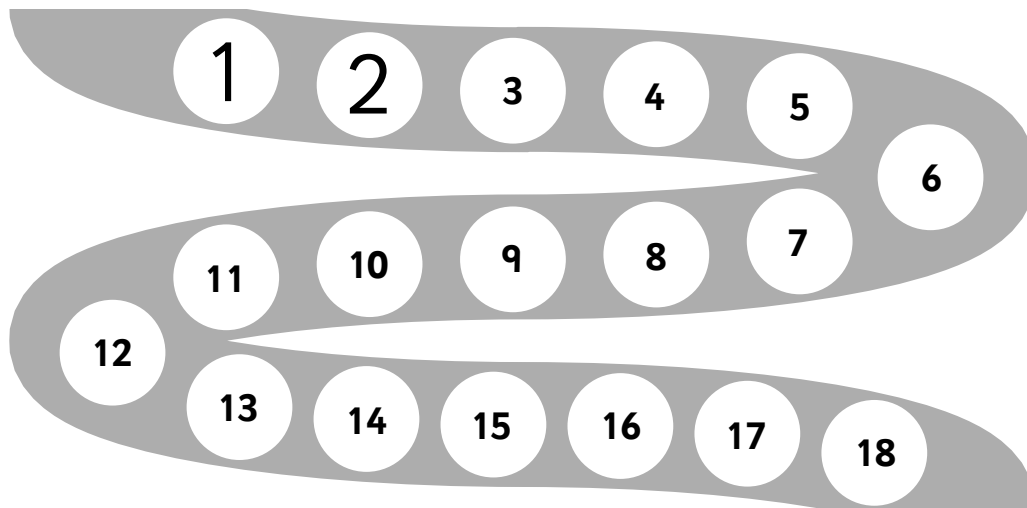
## Kindergarten


Mathletics

### Numbers and Patterns:

#### Numbers to 20 – 1 to 20

- 1  Fill in the missing numbers.



- 2  Write the numbers that come **before** and **after**.

before                      after

16	17	18
----	----	----

before                      after


13	14	15
----	----	----

before                      after

14	15	16
----	----	----

before                      after

11	12	13
----	----	----

- 3  Write a number that is **more than** 11.

Write a number that is **less than** 15.

**Teacher  
check.**

# Math Review Task

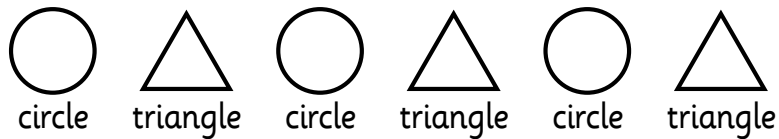
## Kindergarten



Mathletics

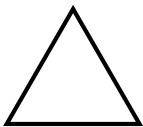

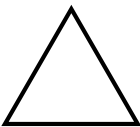
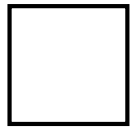
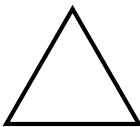
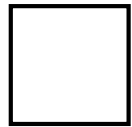
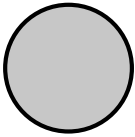

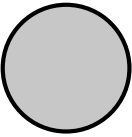

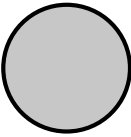

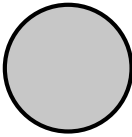






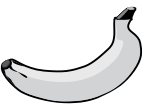
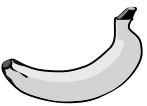

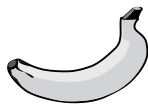
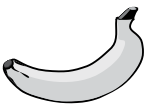

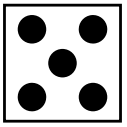
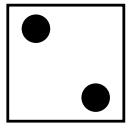
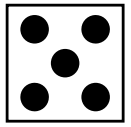
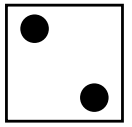
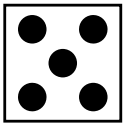
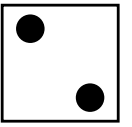
### Numbers and Patterns:

#### Patterns – continuing repeating patterns

Patterns can repeat. This means they do the same thing over and over again.



- 1   Say each pattern out loud. What comes next? Draw it.

							
							
							
							
							
A	B	A	B	A	B	A	B


# Math Review Task

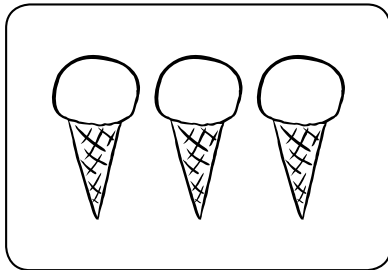
## Kindergarten

### Numbers and Patterns:

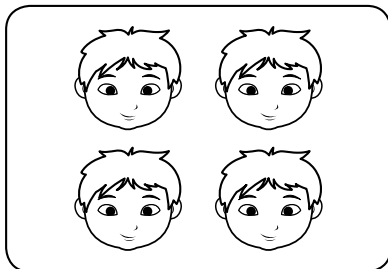
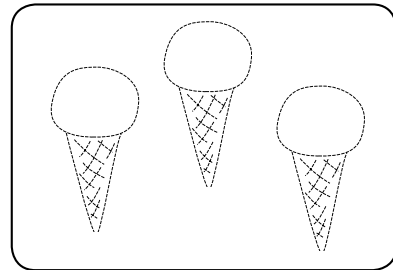
#### Number relationships – equality

When groups have the same amount we say they are **the same** or **equal**.

- 1  Draw pictures to make the groups the same.



is the same as



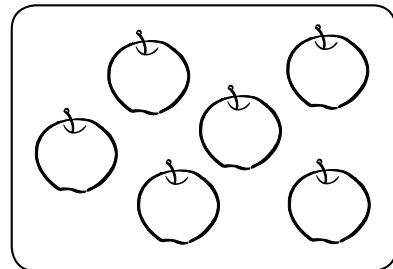
is the same as



**Teacher check.**



is the same as



is the same as




# Math Review Task

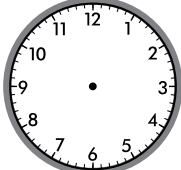


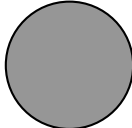
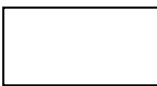

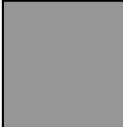

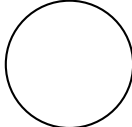
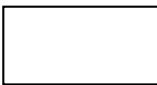


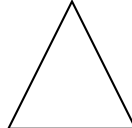
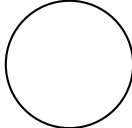

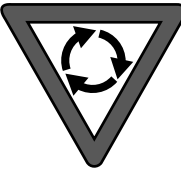

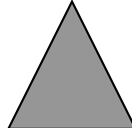
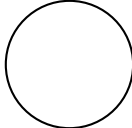
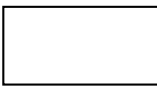


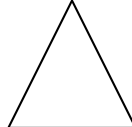
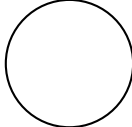



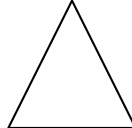
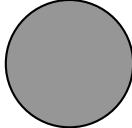

## Kindergarten

Mathletics

### Space and Shape:

#### 2D space – matching shapes with everyday objects

- 1  Color the matching shape.

# Math Review Task

## Kindergarten

Mathletics

### Space and Shape:

#### 2D space – properties

All shapes have sides.  
Some shapes have corners as well.



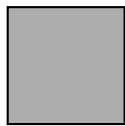
**You will need:**  pattern blocks

#### What to do:

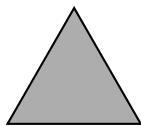
Find these blocks.



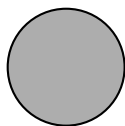
Count how many sides and corners on each shape. Record them.



A **square** has  sides and  corners.



A **triangle** has  sides and  corners.



A **circle** has  sides and  corners.



A **rectangle** has  sides and  corners.

# Math Review Task

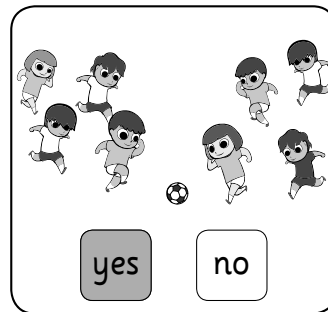
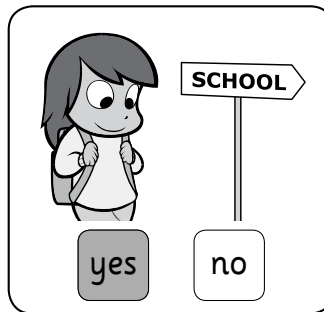
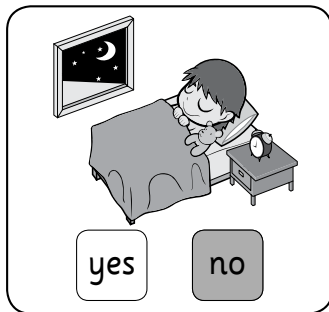
## Kindergarten

Mathletics

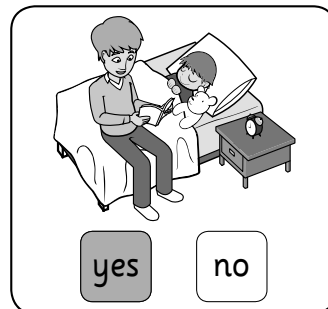
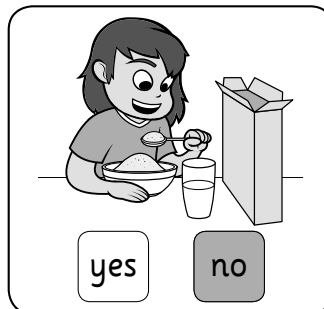
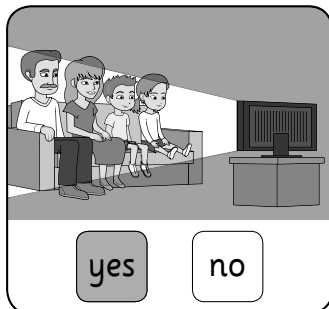
### Time, Money and Data:

#### Time – daytime/nighttime

1  Do we usually do these things in the **daytime**? Color yes or no.



2  Do we usually do these things in the **nighttime**? Color yes or no.



3  Draw yourself in

**daytime** clothes

**Drawings will vary.**

**nighttime** clothes


# Math Review Task

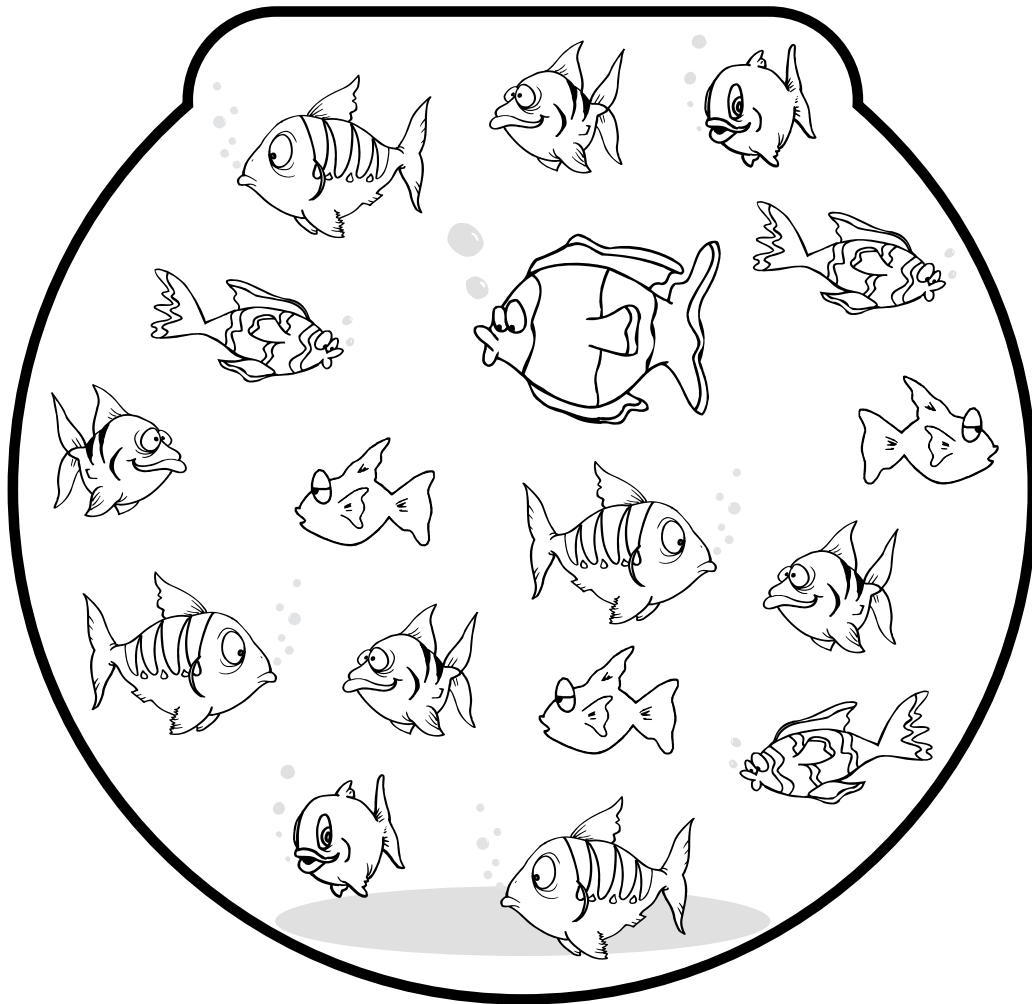
## Kindergarten

Mathletics

### Time, Money and Data:

#### Data – interpreting and analyzing data

- 1  Count the fish. You can color each type of fish a different color. Write how many.



4



4



2



3



3



1

# Math Review Task

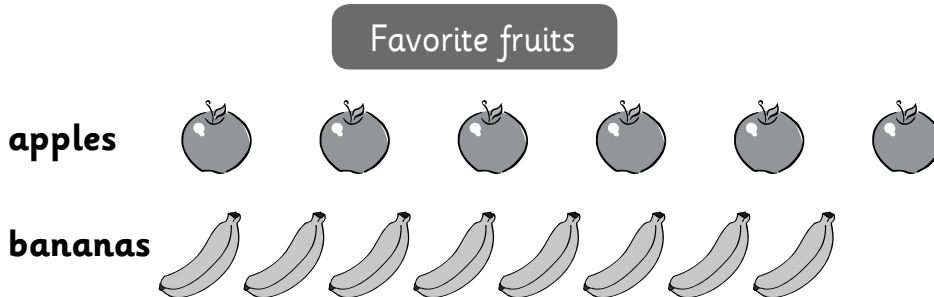
## Kindergarten


### Time, Money and Data:


#### Data – interpreting and analyzing data

##### What to do:

Look at this graph.



How many people prefer  ?

How many people prefer  ?

Which is the favorite fruit?

Was it easy to tell this? Tell someone why or why not.

**No, because the apple line is longer.**

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##### What to do next:

Draw the apples and bananas onto the graph below to make it easier to understand the information.

