

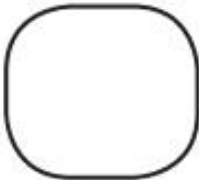
Student's name: 

### Matching colours to names

- Draw a line between the colour and its name.



Red



Green



Brown



Yellow



White



Black

Student's name: 

- Look at the pictures below. Answer the questions by circling the correct picture.

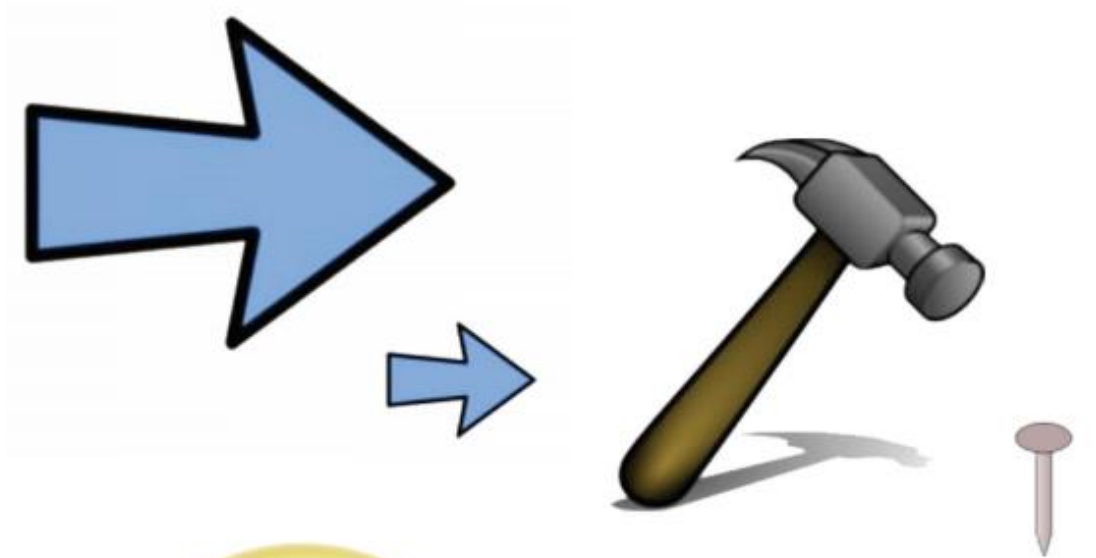


Which is bigger?



Student's name: 

- Look at the pictures bellow. Answer the questions by the correct picture.



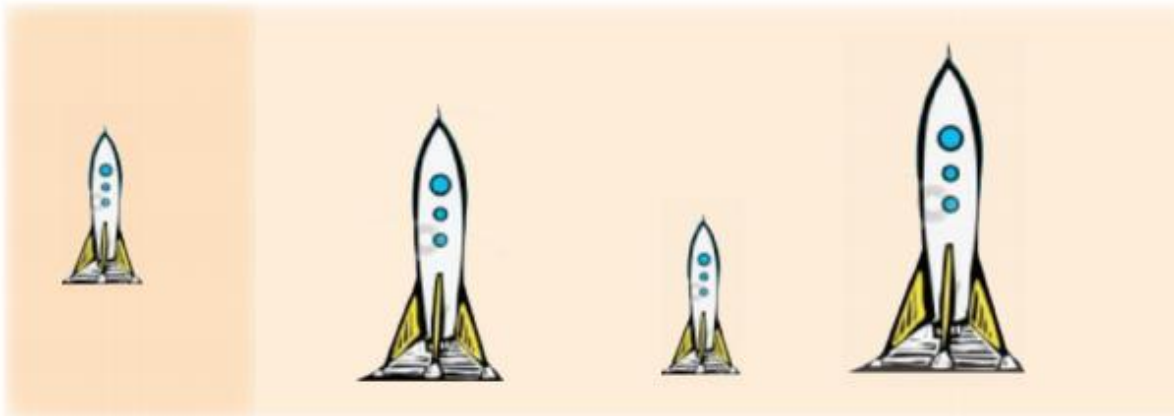
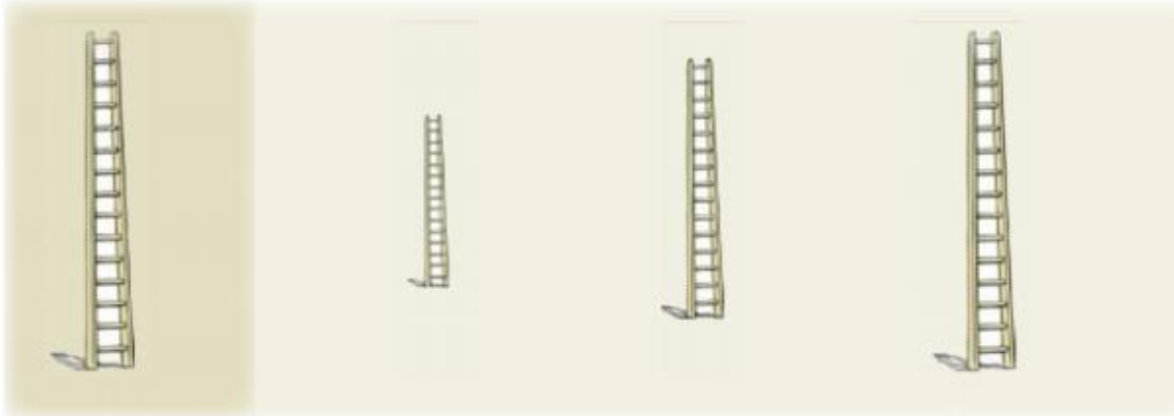
Which is smaller?





Student's name: \_\_\_\_\_

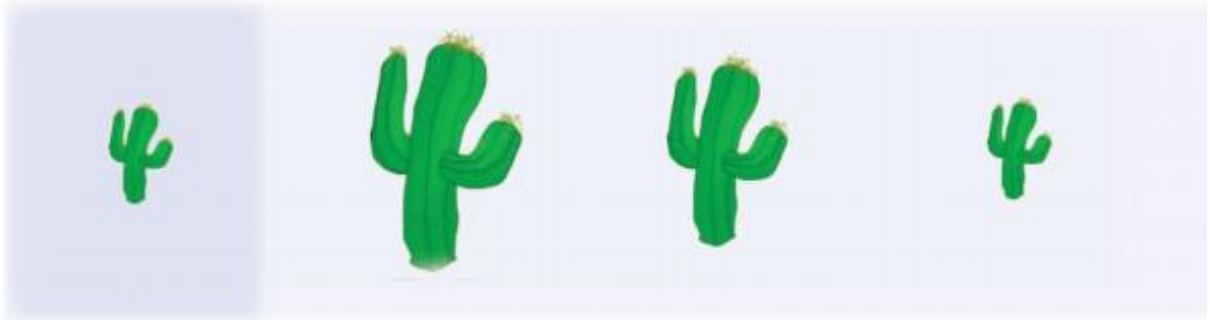
○ Circle the picture that is the same size as the one on the left.





Student's name: \_\_\_\_\_

○ Circle the picture that is the same size as the one on the left.



Student's name: 

- Answer the questions by circling the correct picture.



Which is shorter?



Student's name: 

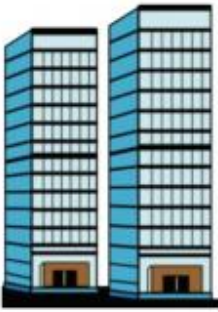
○ Circle the shortest item in each row.



Student's name: \_\_\_\_\_

- Answer the questions by circling the correct picture.

Which is taller?



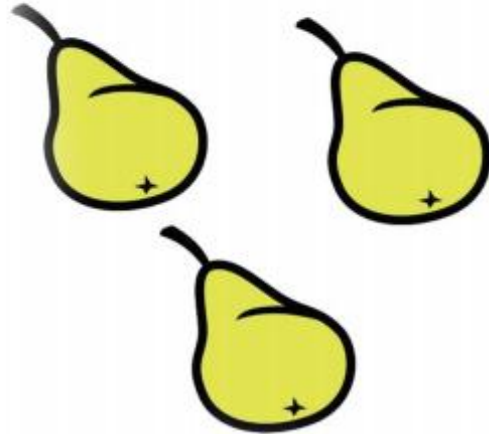
Which is taller?



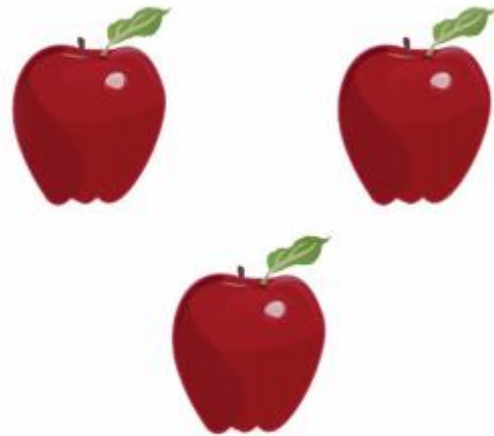


Student's name: More/Fewer objects

- Circle the group with **more** pears.



- Circle the group with **fewer** apples.



Student's name: \_\_\_\_\_

### Patterns with geometric shapes

○ Complete the patterns:

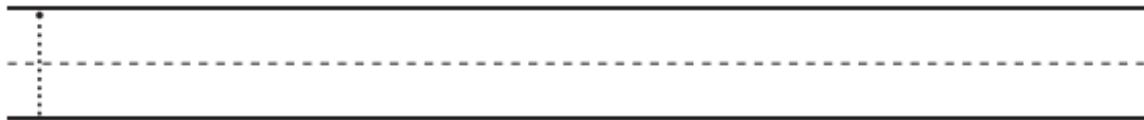
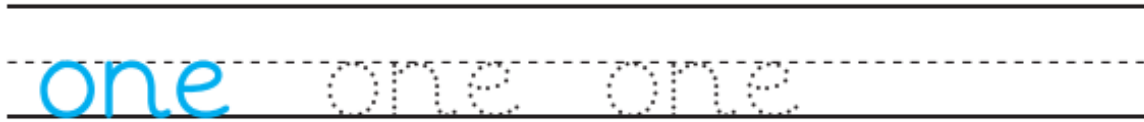




Student's name: \_\_\_\_\_

Writing the number 1 (one)

- Practice writing the number 1 and the word "one".



one

*One Ball*



Student's name: \_\_\_\_\_

Writing the number 2 (two)

- Practice writing the number 2 and the word "two".

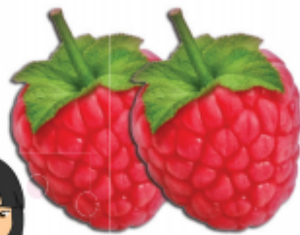
2      2      2

two    two    two

2

two

2



two

*Two Blueberries*

Student's name: \_\_\_\_\_

Writing the number 5 (five)

- Practice writing the number 5 and the word "five".

5      5      5

five      five      five

5

five

5



five

*Five Balls*



Student's name: \_\_\_\_\_

Writing the number 8 (eight)

- Practice writing the number 8 and the word "eight".

8

8

8

eight

eight

eight

8

eight

8



eight

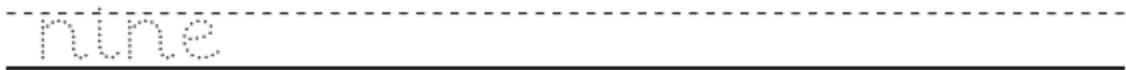
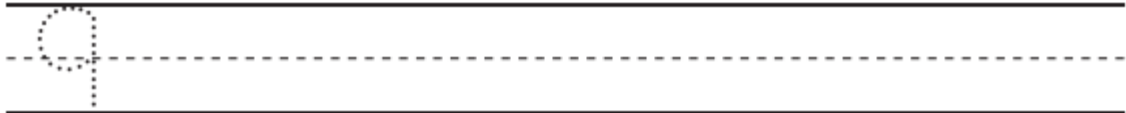
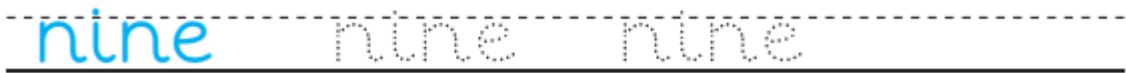
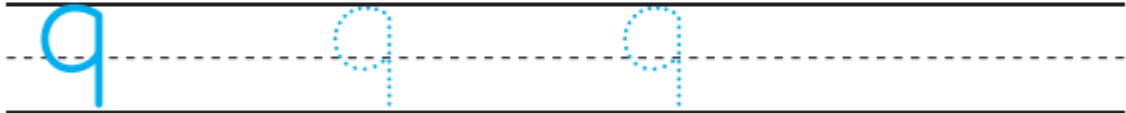
*Eight Blueberries*



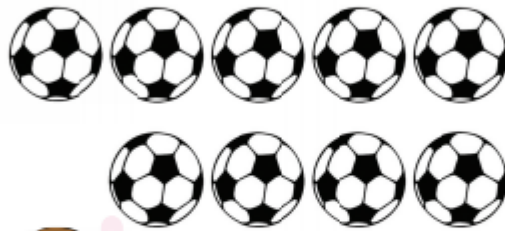
Student's name: \_\_\_\_\_

### Writing the number 9 (nine)

- Practice writing the number 9 and the word "nine".



9



nine



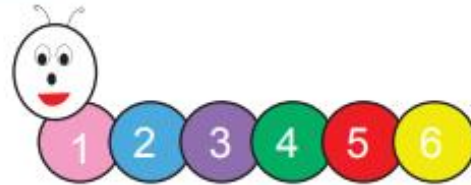
*Nine Balls*



Student's name: \_\_\_\_\_

### Counting practice from 1 to 20

- Count by 1 from 1 to 20



①

1					7			10
		13	14					



②

1		3		5				10
	12							20



③

1				6				
11			14			17		19 20





Student's name: Ordinal numbers-matching

- Draw a line between each fish's position and the ordinal number.

○ third

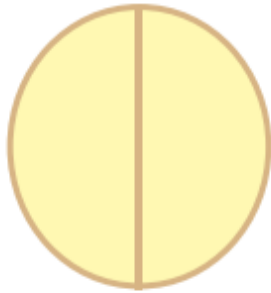
○ first

○ second

Student's name: 

### Identifying “Halves” and “quarters”

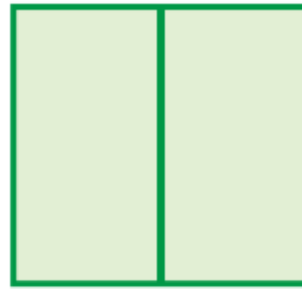
- Is the shape split into halves or quarters?  
Circle the correct answer.



---

Halves/Quarters

---



---

Halves/Quarters

---



---

Halves/Quarters

---



---

Halves/Quarters

---

Student's name: 

### Adding with pictures, sums up to 20

○ Add the objects and write the sum.

1  +  =

2  +  =

3  +  =

4  +  =

5  +  =

6  +  =

7  +  =



Student's name: \_\_\_\_\_

### Adding

- Count/draw the circles, write/read the numbers and find the sum.

$$\begin{array}{c} \bullet \quad \bullet \\ \bullet \quad \bullet \end{array} + \begin{array}{c} \bullet \quad \bullet \\ \bullet \quad \bullet \end{array} \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\begin{array}{c} \bullet \\ \bullet \quad \bullet \end{array} + \begin{array}{c} \bullet \\ \bullet \quad \bullet \end{array} \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$+ \quad \quad \quad 2 + 2 = \underline{\quad}$$

$$\begin{array}{c} \bullet \quad \bullet \quad \bullet \\ \bullet \quad \bullet \end{array} + \begin{array}{c} \bullet \\ \bullet \quad \bullet \end{array} \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$+ \quad \quad \quad 5 + 5 = \underline{\quad}$$

Student's name: 

### Adding with pictures

○ Add the objects and write the sum.

1  +  =

2  +  =

3  +  =

4  +  =

5  +  =





Student's name: \_\_\_\_\_

### Place Value

- Fill in the correct tens and ones for the given numbers.

___ tens	___ ones	=	<b>37</b>
----------	----------	---	-----------

___ tens	___ ones	=	<b>43</b>
----------	----------	---	-----------

___ tens	___ ones	=	<b>81</b>
----------	----------	---	-----------

___ tens	___ ones	=	<b>72</b>
----------	----------	---	-----------

___ tens	___ ones	=	<b>44</b>
----------	----------	---	-----------

___ tens	___ ones	=	<b>56</b>
----------	----------	---	-----------

___ tens	___ ones	=	<b>87</b>
----------	----------	---	-----------

___ tens	___ ones	=	<b>10</b>
----------	----------	---	-----------

___ tens	___ ones	=	<b>24</b>
----------	----------	---	-----------

Student's name: 

### Place Value

- Find in the correct tens and ones for the given numbers.

$$76 = \quad \square \quad \text{tens and} \quad \square \quad \text{ones}$$

$$12 = \quad \square \quad \text{tens and} \quad \square \quad \text{ones}$$

$$50 = \quad \square \quad \text{tens and} \quad \square \quad \text{ones}$$

$$52 = \quad \square \quad \text{tens and} \quad \square \quad \text{ones}$$

$$65 = \quad \square \quad \text{tens and} \quad \square \quad \text{ones}$$

$$89 = \quad \square \quad \text{tens and} \quad \square \quad \text{ones}$$

$$74 = \quad \square \quad \text{tens and} \quad \square \quad \text{ones}$$

$$27 = \quad \square \quad \text{tens and} \quad \square \quad \text{ones}$$

$$64 = \quad \square \quad \text{tens and} \quad \square \quad \text{ones}$$



Student's name: \_\_\_\_\_

Single digit subtraction

○ Find the difference.

①  $9 - 4 = \underline{\quad}$

③  $5 - 4 = \underline{\quad}$

⑤  $8 - 7 = \underline{\quad}$

⑦  $4 - 3 = \underline{\quad}$

⑨  $10 - 8 = \underline{\quad}$

⑪  $6 - 3 = \underline{\quad}$

⑬  $8 - 6 = \underline{\quad}$

⑮  $6 - 5 = \underline{\quad}$

⑰  $2 - 1 = \underline{\quad}$

⑲  $7 - 6 = \underline{\quad}$

②  $3 - 3 = \underline{\quad}$

④  $8 - 5 = \underline{\quad}$

⑥  $3 - 2 = \underline{\quad}$

⑧  $4 - 2 = \underline{\quad}$

⑩  $5 - 5 = \underline{\quad}$

⑫  $6 - 4 = \underline{\quad}$

⑭  $1 - 1 = \underline{\quad}$

⑯  $2 - 2 = \underline{\quad}$

⑱  $7 - 5 = \underline{\quad}$

⑳  $8 - 2 = \underline{\quad}$



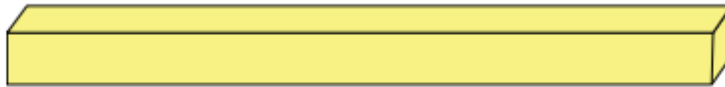


Student's name: \_\_\_\_\_

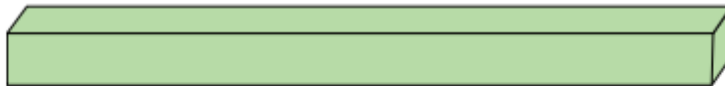
○ Measure the bar and colour the length shown.



1



4



2



3



5

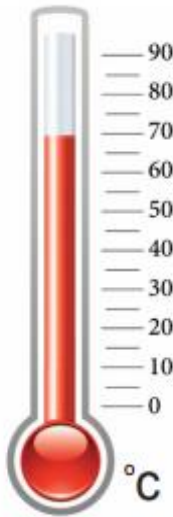




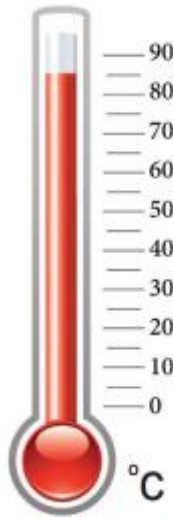
Student's name: \_\_\_\_\_

### Thermometer (Celsius)

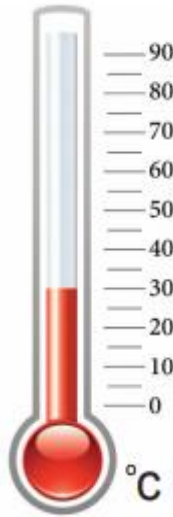
- Write the temperature shown on each thermometer.



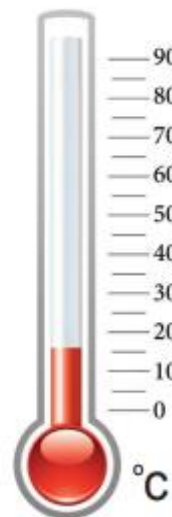
\_\_\_\_\_ °C



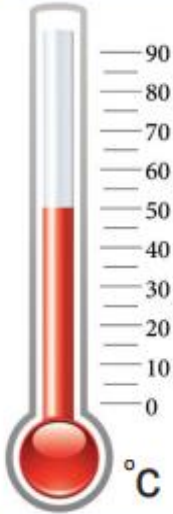
\_\_\_\_\_ °C



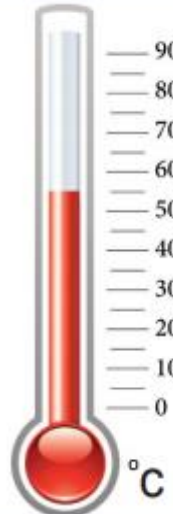
\_\_\_\_\_ °C



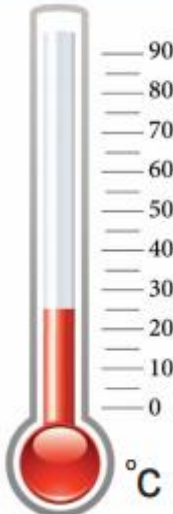
\_\_\_\_\_ °C



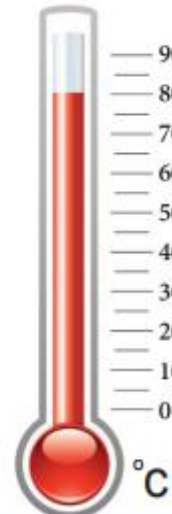
\_\_\_\_\_ °C



\_\_\_\_\_ °C



\_\_\_\_\_ °C



\_\_\_\_\_ °C