

Name: _____ Date: _____

Note: Instructions may be read aloud to the student.

Number and place value

1 Complete the following counting patterns.

7, 8, 9, 10, 11, _____, _____, _____, _____, _____

27, 26, 25, 24, 23, _____, _____, _____, _____, _____

37, 38, 39, 40, 41, _____, _____, _____, _____, _____

52, 53, 54, 55, 56, _____, _____, _____, _____, _____

39, 38, 37, 36, 35, _____, _____, _____, _____, _____

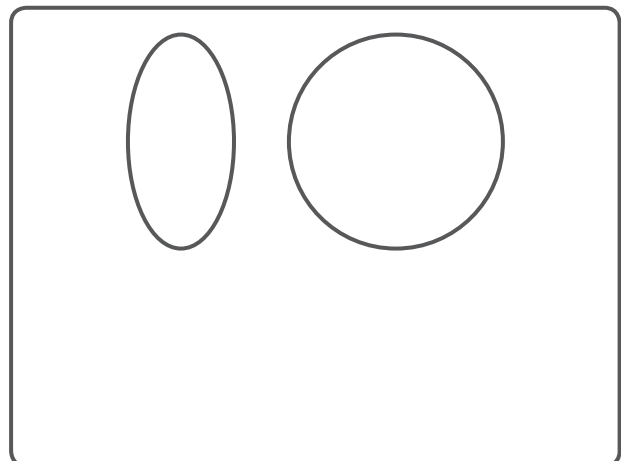
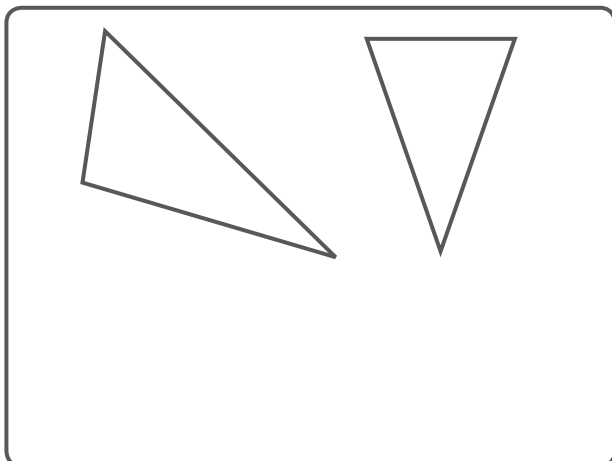
0, 5, 10, 15, 20, 25, _____, _____, _____, _____, _____

0, 2, 4, 6, 8, _____, _____, _____, _____, _____

0, 10, 20, 30, 40, _____, _____, _____, _____, _____

Shape

2 Look at the groups of shapes. Draw another shape that would belong to the group.



3 Draw a shape that has 4 edges.

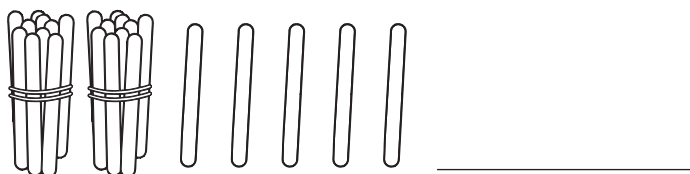
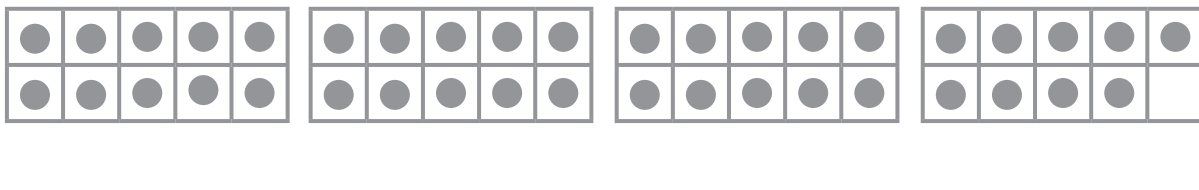
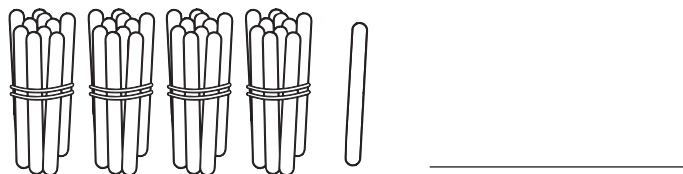
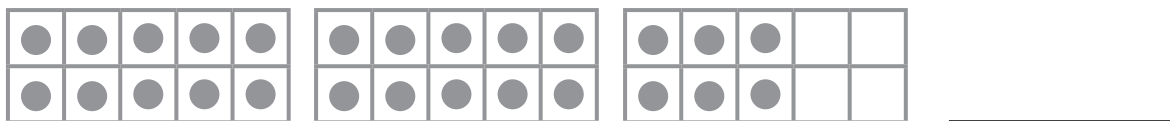
What is its name? _____

4 Draw another shape that has 4 edges.

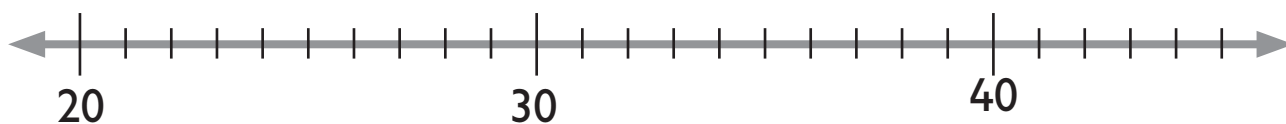
What is its name? _____

Number and place value

5 Write the number for each model.







6 Write the numbers from Question 5 on the number line.




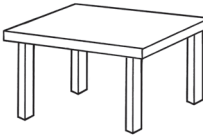
Location and transformation

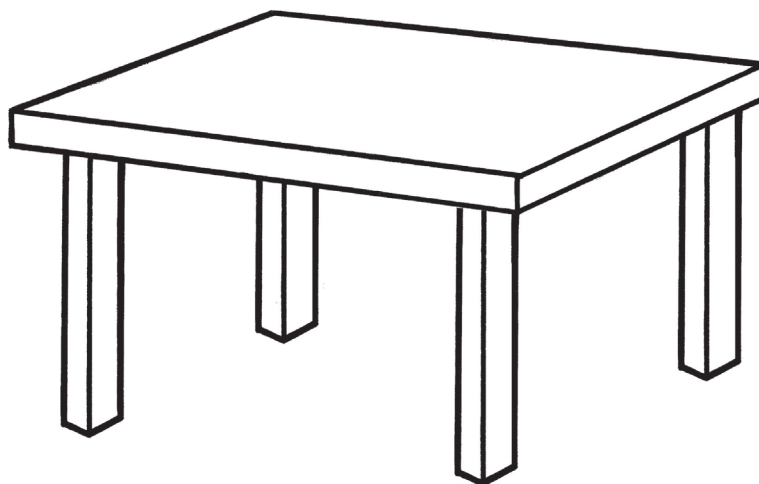
7 Draw the following:

- a  under the 

- a  next to the 

- a  on the 

- a  behind the 



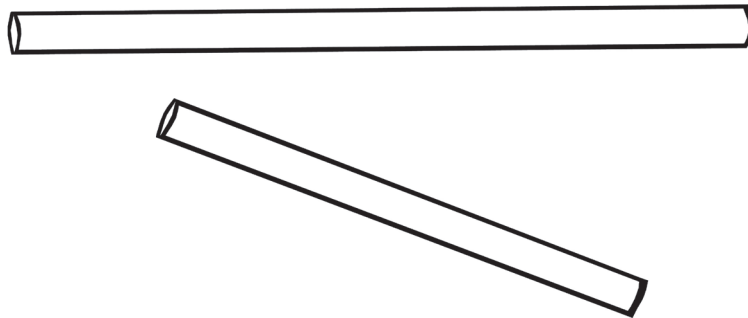
8 Draw a picture to show how you would get from your classroom to the office.

Using units of measurement

You will need: paperclips



9 Colour the **longest** straw green.

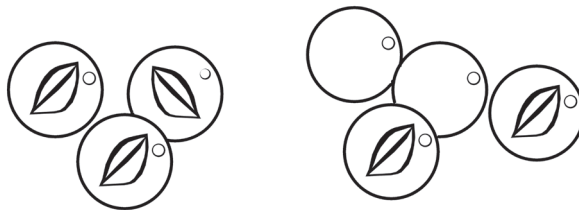


10 If you measured the longest straw with paperclips, how many do you think you would need? _____

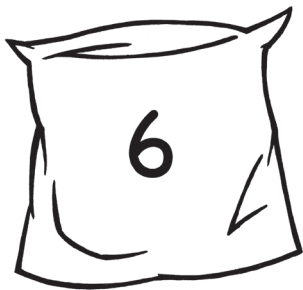
11 Use paperclips to find out. How many paperclips long was the longest straw? _____


Number and place value

- 12** Write the number sentence and work out how many marbles Kim had altogether.



- 13** Lee had 6 marbles in a bag. Jo gave him 3 more. How many marbles did Lee have altogether?



- 14** Ali had  and Jo gave her 5 more. How many marbles did Ali have altogether?

15 Show how you can use the number line to solve:

$$9 + 4 = \underline{\quad}$$



16 First, circle the problems that **equal 10**.

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

$$2 + 9 = \underline{\quad}$$

$$3 + 5 = \underline{\quad}$$

$$8 + 2 = \underline{\quad}$$

$$3 + 6 = \underline{\quad}$$

$$4 + 5 = \underline{\quad}$$

$$2 + 7 = \underline{\quad}$$

$$1 + 9 = \underline{\quad}$$

$$4 + 4 = \underline{\quad}$$

$$9 + 1 = \underline{\quad}$$

$$4 + 6 = \underline{\quad}$$

$$7 + 3 = \underline{\quad}$$

$$6 + 4 = \underline{\quad}$$

$$2 + 8 = \underline{\quad}$$

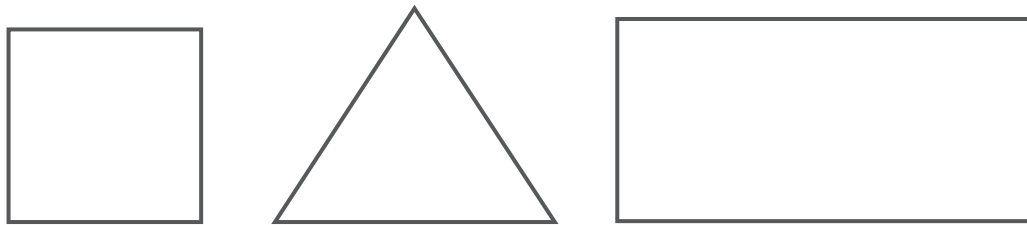
$$8 + 3 = \underline{\quad}$$

$$6 + 6 = \underline{\quad}$$

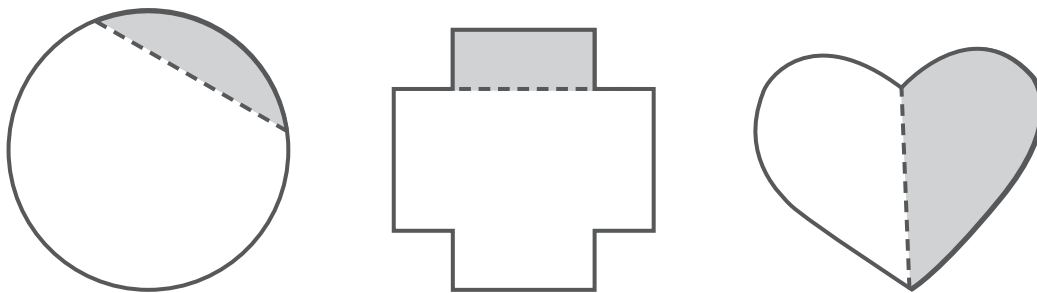
17 Now, solve the other problems.

Fractions and decimals

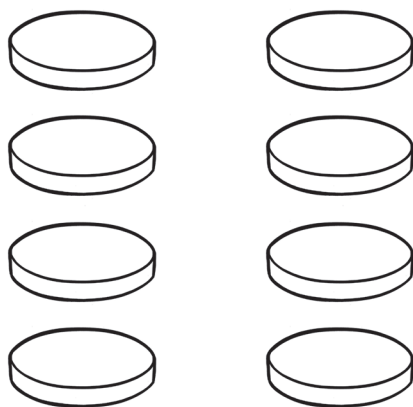
18 Colour half of each shape.



19 Circle the shapes that have **not** been cut in half.



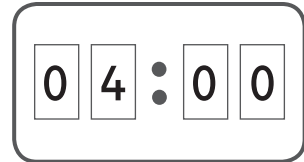
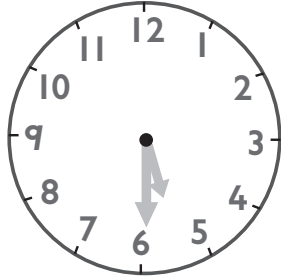
20 Colour half of the counters.

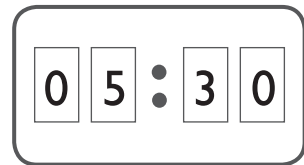
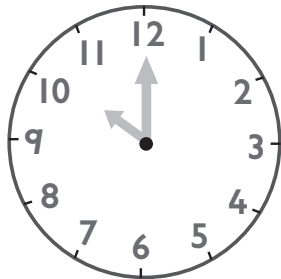


$\frac{1}{2}$ of 8 is _____

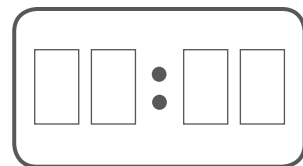
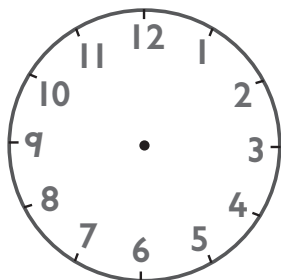
Using units of measurement

21 Write the time for each clock.



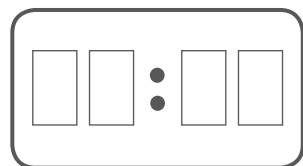
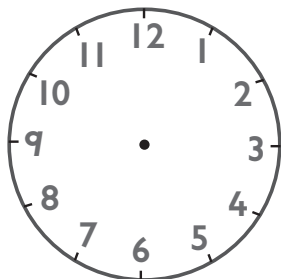


22 Show these times on the clocks.



half past 11

6 o'clock



2:30

half past 1