

Math Review Task

Grade 1

Mathletics

Chance and Data:

Chance – possibilities

Some things are **more likely** to happen than others.



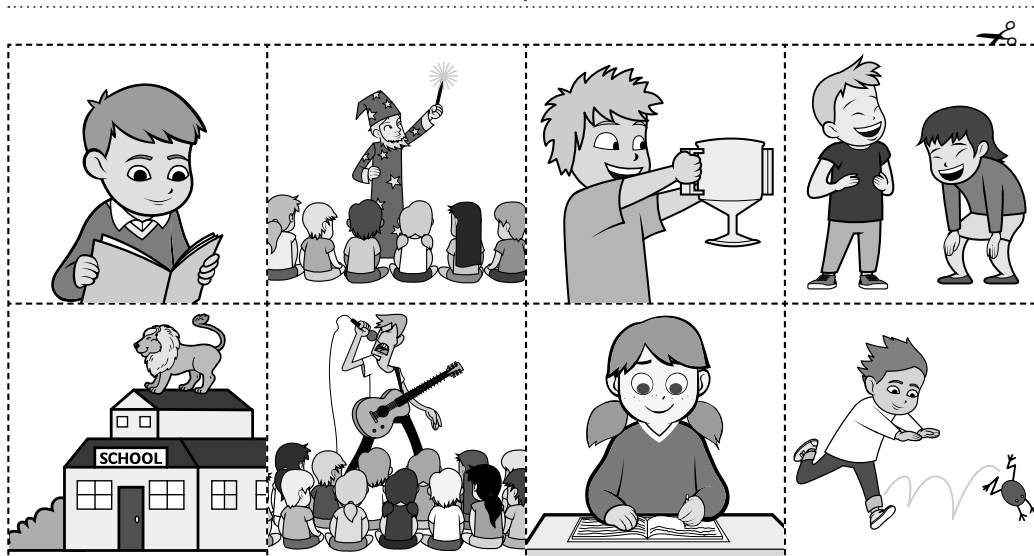
- 1 Think about what usually happens at school. Cut out the pictures below and stick them where you think they might go.

less likely

more likely

Teacher check.

Teacher check.



Math Review Task

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Chance and Data:

Data – collecting and representing data

Grids are useful for collecting and showing data.

- 1 Write your first name in the grid below, with 1 letter per box. Write the names of 5 friends or family members in as well.

				Teacher check.							

- 2 Answer these questions.

a Whose name has the most letters?

b Whose name has the least letters?

c Whose names have the same amount of letters?

**Answers
will vary.**

- 3 Was it easy to work out the answers using a grid? Why or why not?

Yes because the letters are lined up so it's easier to count.

Math Review Task

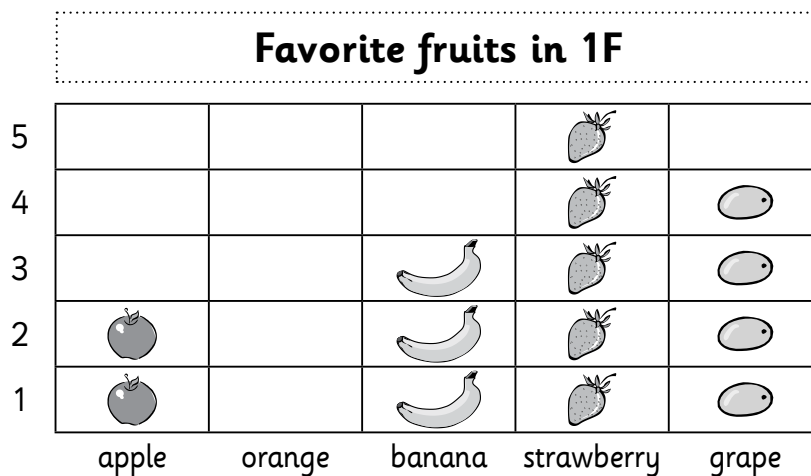
Grade 1



Chance and Data:

Data – analysing data

Once we have collected and recorded our data, we can look at it more closely and learn from it.

1 Use the pictograph to answer these questions.



- a How many children like  the best?
- b How many children like  the best?
- c Which is the **most** popular fruit? Draw it.

2

4



- d How many children are in 1F?
- e Tell someone how you worked this out.

14

I counted each fruit picture.

- f If you ran the school cafeteria which fruit would you stock the least of? Why?

Oranges because no one in 1F likes them.

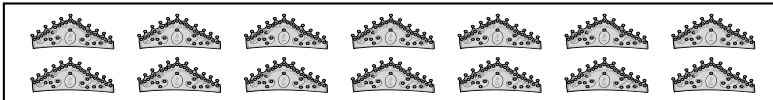
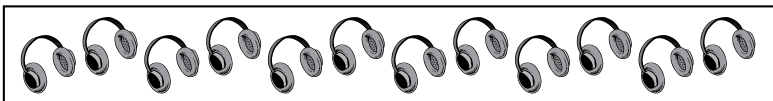

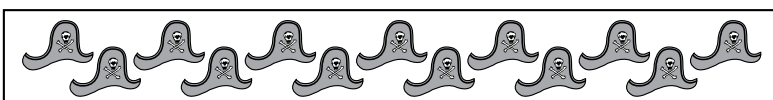
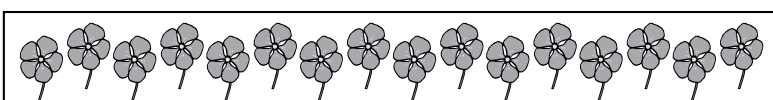
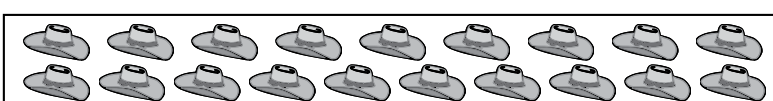

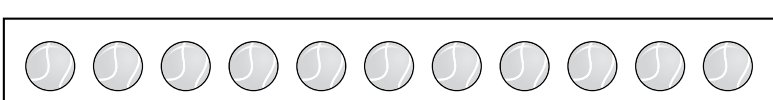
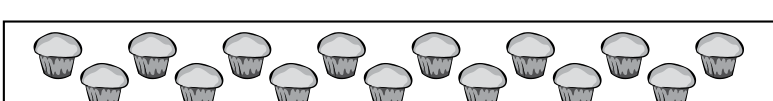
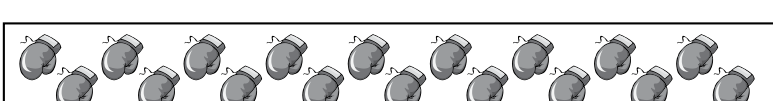
Math Review Task

Grade 1

Numbers:

Numbers to 20 – matching numbers and amounts

1 Write the number that matches the amount.

a		14
b		12
c		10
d		13
e		16
f		19
g		17
h		11
i		15
j		18



10 11 12 13 14 15 16 17 18 19

Math Review Task

Grade 1

Numbers:

Numbers to 20 – counting from different starting points

1 Count forwards along these paths. Fill in the gaps.

a

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

b

7	8	9	10	11	12	13
---	---	---	----	----	----	----

c

5	6	7	8	9	10	11
---	---	---	---	---	----	----

Watch out!
The paths start at different numbers.



2 Count backwards along these paths. Fill in the gaps.

a

10	9	8	7	6	5	4	3	2	1	0
----	---	---	---	---	---	---	---	---	---	---

b

19	18	17	16	15	14	13
----	----	----	----	----	----	----

3 Work with a friend. Choose a number that is 20 or less. Close your eyes and together, count back from that number to zero. Every time you do it correct, give yourselves a backwards check mark!

Answers will vary.

20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1

Math Review Task

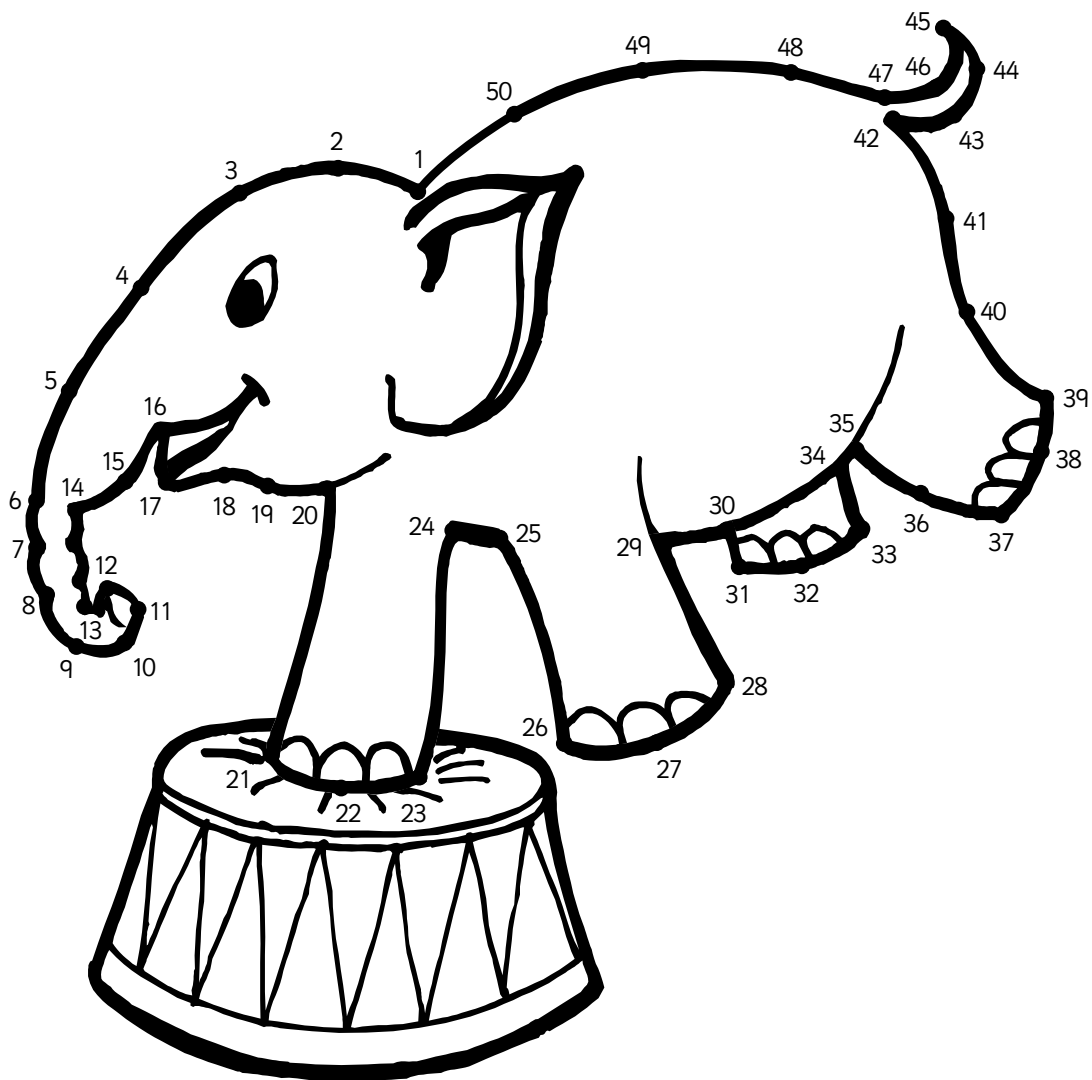
Grade 1

Mathletics

Numbers:

Numbers to 50 – counting by 1s

1 Connect the dots from 1 to 50 to create this picture.



Math Review Task

Grade 1

Mathletics

Numbers:

Numbers to 100 – numerals and words

1 Which is the correct number for the words? Color the correct one.

twenty-three	23	32
forty-six	64	46
seventy-nine	97	79
forty-five	45	54
eighty-six	68	86

Say the word
out loud.
That gives you
a clue.



2 Practice writing these number words.

	Look	Trace	Write
60	sixty	sixty	<u>sixty</u>
70	seventy	seventy	<u>seventy</u>
80	eighty	eighty	<u>eighty</u>
90	ninety	ninety	<u>ninety</u>
100	one hundred	one hundred	<u>one hundred</u>

Math Review Task

Grade 1

Mathletics

Numbers:

Place value to 99 – identifying place values

You will need:  a partner  popsicle sticks

What to do:

Work together to answer these questions. You can use popsicle sticks to help.

- a How many **tens** in 50? 5
- b How many **ones** in 46? 6
- c How many **tens** in 23? 2
- d How many **ones** in 65? 5
- e Do we write twenty-three like 23 or 32? 23

What to do next:

Make up your own questions. Swap with your partner and answer their questions. Check each other's thinking.

- a How many **tens** in _____? _____
- b How many **ones** in _____? _____
- c How many **tens** in _____? _____
- d How many **ones** in _____? _____
- e Do we write forty-seven like _____ or _____? _____

**Answers
will
vary.**



tens



ones



Math Review Task

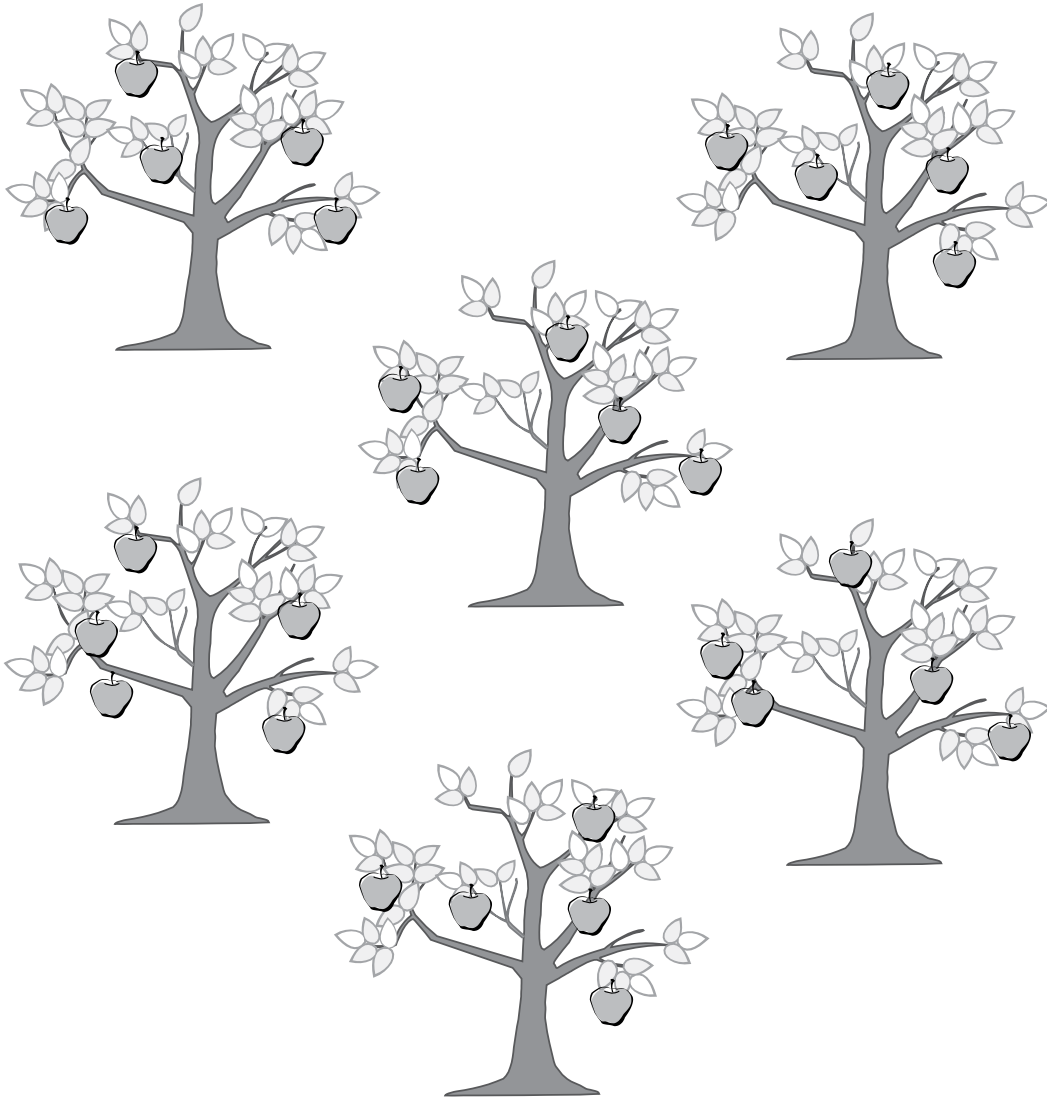
Grade 1

Mathletics

Numbers:

Skip counting – by 5s

1 Draw 5 delicious apples on each apple tree.



2 How many apples are there altogether?

30

3 If the farmer picks all the apples from 2 trees how many does he pick?

10

4 How many apples would be left on the trees?

20

Math Review Task

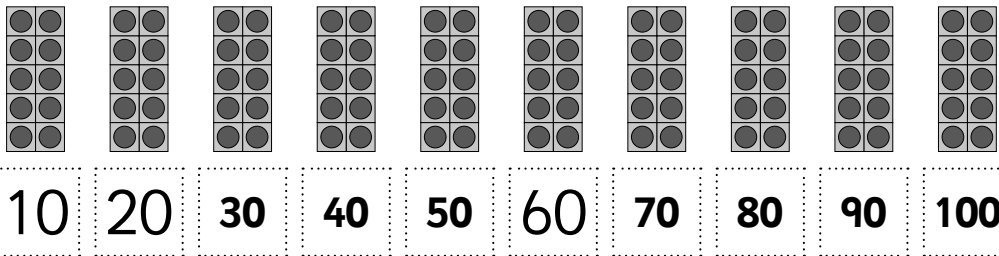
Grade 1

Mathletics

Numbers:

Skip counting – by 10s

1 Count by 10s to find how many.



2 Count by 10s to help the puppy find the path home.
Color the squares.



10	2	3	25	32	17	19
5	20	30	36	11	9	14
13	12	40	0	27	21	15
27	85	50	60	70	56	72
95	17	23	7	80	90	100



3 Get 10 popsicle sticks. Write 10 on one, 20 on the next, all the way to 100. Mix them up and then put them back in order.
Race against a friend. Who can put them in order first?

<input type="text" value="10"/>	<input type="text" value="60"/>
<input type="text" value="20"/>	<input type="text" value="70"/>
<input type="text" value="30"/>	<input type="text" value="80"/>
<input type="text" value="40"/>	<input type="text" value="90"/>
<input type="text" value="50"/>	<input type="text" value="100"/>

Answers will vary.


Math Review Task

Grade 1


Numbers:

Ordinal numbers – days and dates

1 Mark the special days on the calendar.

a Claire's birthday is on the 1st of December. Draw .




b Maggie got a new cat on the last day of December.

Draw a .

c Khalaf's birthday is on the 5th Wednesday of December.

Draw .

d Do you know any other special days? Mark them.

December						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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		

Math Review Task

Grade 1

Mathletics

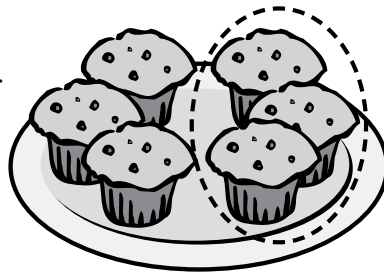
Numbers:

Fractions – halves of groups

We can also have halves of groups.

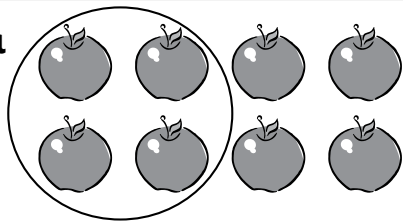
There are 6 cakes on the plate.

Half of this is 3 cakes.



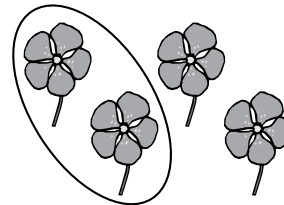
1 Find and circle half of each group.

a



One half of 8 is 4.

b



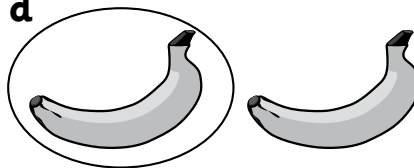
One half of 4 is 2.

c



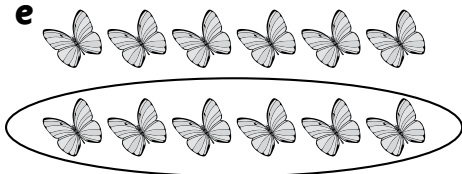
One half of 10 is 5.

d



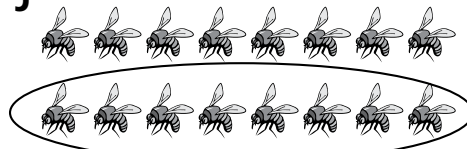
One half of 2 is 1.

e



One half of 12 is 6.

f



One half of 16 is 8.

or equivalent

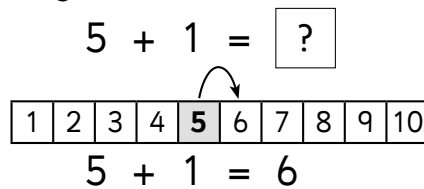
Math Review Task

Grade 1

Operations with Number:

Addition – counting on strategy

Counting on is one way to solve addition number facts.



1 Use the number track to count on 1 more. Finish the facts.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

a $1 + 1 = \boxed{2}$

b $3 + 1 = \boxed{4}$

c $4 + 1 = \boxed{5}$

d $2 + 1 = \boxed{3}$

e $9 + 1 = \boxed{10}$

f $6 + 1 = \boxed{7}$

g $7 + 1 = \boxed{8}$

h $8 + 1 = \boxed{9}$

2 Count on.

1	2	3	4	5	6	7	8	9
+1	+1	+1	+1	+1	+1	+1	+1	+1
2	3	4	5	6	7	8	9	10

Math Review Task

Grade 1

Mathletics

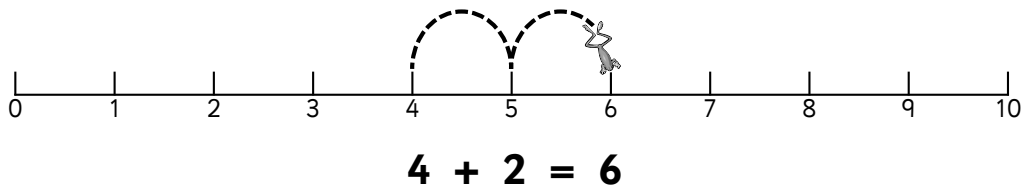
Operations with Number:

Addition – using number lines

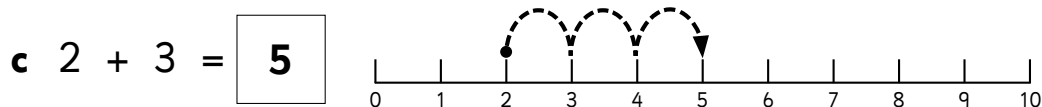
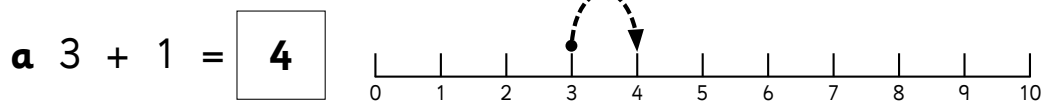
Number lines are handy tools to use when adding.

Look at $4 + 2 = \boxed{?}$

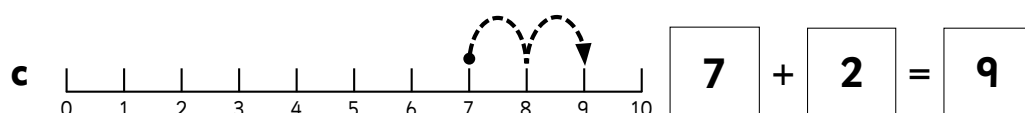
We start at 4 and jump 2 spaces.



1 Jump along the number line and finish the number fact.



2 The jumps are on the line. Write the number fact to match.



Math Review Task

Grade 1

Operations with Number:

Addition – missing addend problems

1 Solve these problems. You can draw pictures or use counters to help.

a $2 + \boxed{3} = 5$

b $3 + \boxed{5} = 8$

c $\boxed{2} + 8 = 10$

d $6 + \boxed{5} = 11$

e $3 + \boxed{7} = 10$

f $\boxed{9} + 4 = 13$

2 The answer is 14. How many different adding facts can you think of? Here is one to get you started.

$\boxed{13} + \boxed{1} = 14$

$6 + 8 = 14$

$5 + 9 = 14$

$12 + 2 = 14$

$4 + 10 = 14$

$11 + 3 = 14$

$3 + 11 = 14$

$10 + 4 = 14$

$2 + 12 = 14$

$9 + 5 = 14$

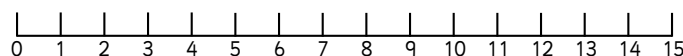
$1 + 13 = 14$

$8 + 6 = 14$

$14 + 0 = 14$

$7 + 7 = 14$

$0 + 14 = 14$



Math Review Task

Grade 1

Operations with Number:

Subtraction – take away

One way to subtract is to take things away or cross them out and count how many are left.



$$6 - 2 = 4$$

There are 6 milkshakes. 2 milkshakes are sold. 4 are left.

1 Cross out the pictures to match these number facts.



$$6 - 2 = 4$$



$$7 - 6 = 1$$



$$4 - 2 = 2$$



$$9 - 3 = 6$$

2 Show these picture stories as number facts.



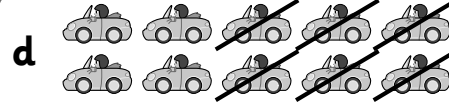
$$\boxed{5} - \boxed{3} = \boxed{2}$$



$$\boxed{4} - \boxed{1} = \boxed{3}$$



$$\boxed{7} - \boxed{4} = \boxed{3}$$



$$\boxed{10} - \boxed{6} = \boxed{4}$$

Math Review Task

Grade 1

Mathletics


Operations with Number:

Subtraction – find the difference

When we subtract, we can compare 2 groups or numbers and ask ourselves, “What is the difference? Does one group have more than the other? Does one group have less than the other?”

Look at these 2 trains. What is the difference?

 **5** This train has 5 train cars.

 **3** This train has only 3 train cars.

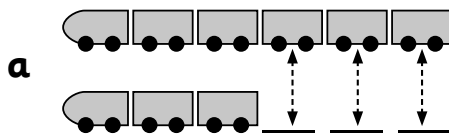
If they both had 3 train cars, they would be the same.

If they both had 5 train cars, they would be the same.

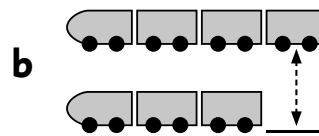
What is the difference?

The difference is 2 train cars.

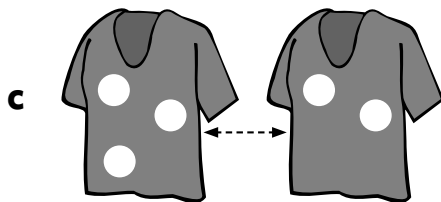
1 What is the difference?



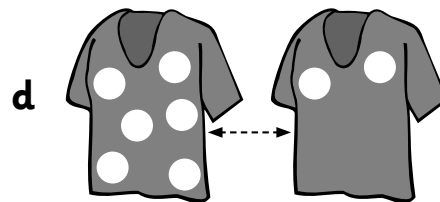
The difference is



The difference is



The difference is



The difference is

Math Review Task

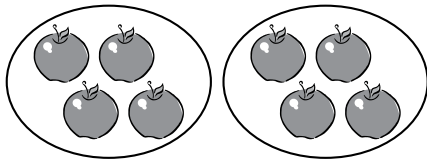
Grade 1

Operations with Number:

Multiplication – groups and arrays

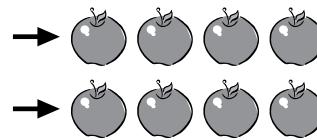
We can arrange objects into **groups** or into **rows**.

This is **2** groups of **4** apples.



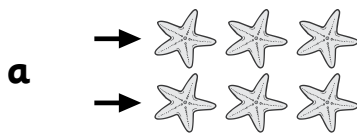
There are **8** apples altogether.

This is **2** rows of **4** apples.

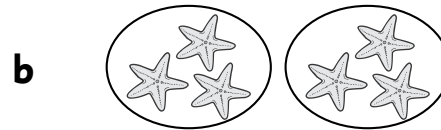


There are still **8** apples altogether.

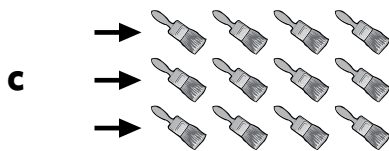
1 How many are there?



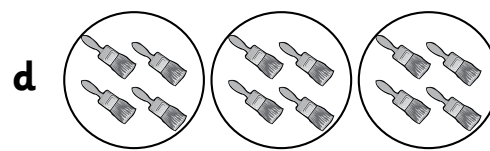
2 rows of **3** is **6**



2 groups of **3** is **6**



3 rows of **4** is **12**



3 groups of **4** is **12**

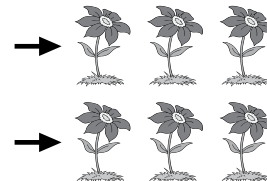
2 Draw:

a 2 groups of 3 flowers



How many flowers? **6**

b 2 rows of 3 flowers



How many flowers? **6**

Math Review Task

Grade 1

Mathletics

Operations with Number:

Division – remainders



Sometimes we have leftovers when we try to make fair shares.

Here are **8** cupcakes.



Here are **3** children.



When we give them out, we can give 2  to each .

The shares are fair.

But we have



2 left over.



- 1 Use counters or draw pictures to work out whether we can make fair shares without leftovers.

a Share 5  between 2 . Can we make fair shares?

No. Each girl gets 2 pencils with 1 left over.

b 7  go on a . They sit in pairs. Does everyone have a partner?

No. From 7 you can make 3 pairs.

1 person will not have a partner.

Math Review Task

Grade 1

Time and Money:

Time – language of time

1 Draw or write what you did or might do ...

yesterday

Answers will vary.

today

tomorrow

2 What is something you enjoyed doing a year ago?

Answers will vary.

3 What is something you might enjoy doing 10 years from now?

Answers will vary.

Math Review Task

Grade 1

Mathletics

Time and Money:

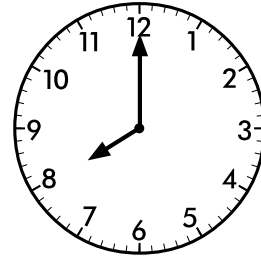
Time – o'clock

Look at this clock.

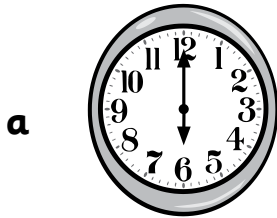
The minute (big) hand is pointing to the 12.
When this happens we know that it is
an **o'clock** time.

The hour (little) hand is pointing to the 8.

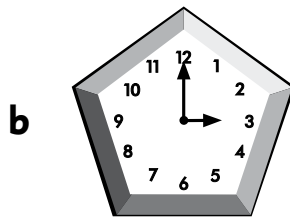
The time is **8 o'clock**.



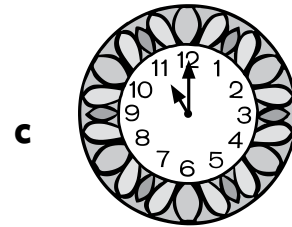
1 What's the time, Mr Wolf?



6 o'clock



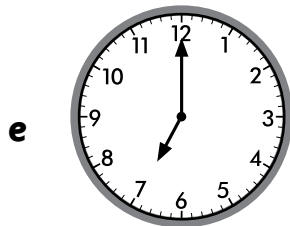
3 o'clock



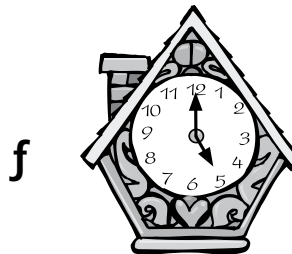
11 o'clock



10 o'clock



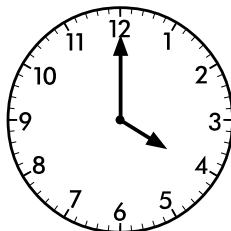
7 o'clock



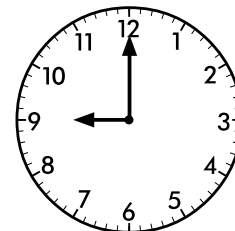
5 o'clock

2 Draw the hour hands on the clocks to show the times.

a 4 o'clock



b 9 o'clock



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Mathletics

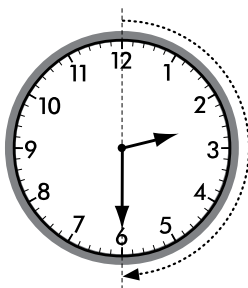
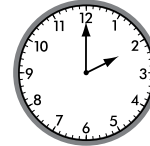
Time and Money:

Time – half past

The time shown on this clock is **2 o'clock**.

The minute (big) hand is on the 12.

The hour (little) hand is on the 2.

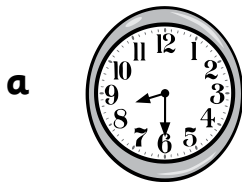


The time shown on this clock is **half past 2**.

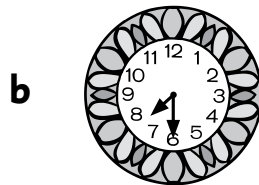
The minute hand has moved halfway to the next hour. It is pointing to the 6.

The hour hand has also moved halfway to the next hour. It is halfway between the 2 and the 3.

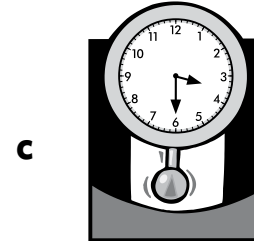
1 What is the time?



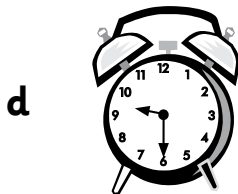
half past 8



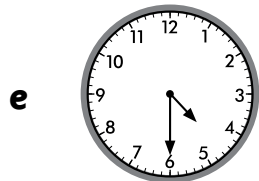
half past 7



half past 3



half past 9



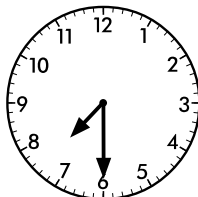
half past 4



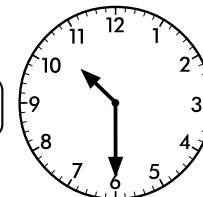
half past 10

2 Draw the missing hands on the clocks to finish the times.

a half past 7



b half past 10



Math Review Task

Grade 1

Mathletics

Time and Money:

Money – bartering

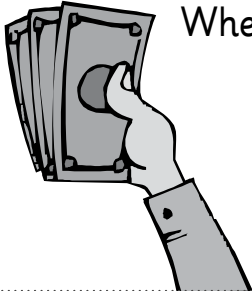
When or why do we use money? We use it to buy goods such as ice creams and houses, or services such as haircuts and swimming lessons.

1 When do you use money?



Answers will vary.

2 When does your mom or dad use money?



Answers will vary.

3 What are some different ways we can pay for things?

Answers will vary.

4 Some kids get an allowance. Do you? If so, how much?

5 How much do you think is a lot of money?