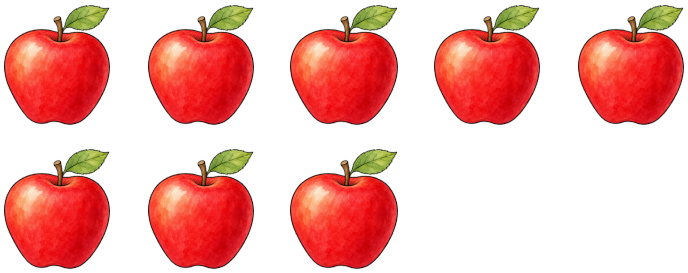
Count, match and draw

Name _____ Date _____

1 Count the apples. Write how many there are.



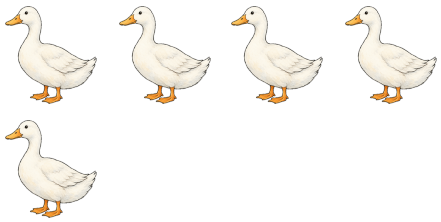
2 Count each group. Draw a line to its matching number.

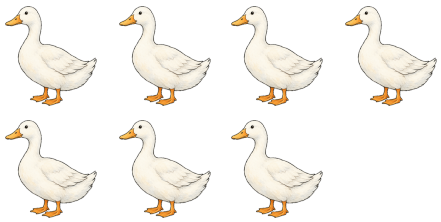
3 •

5 •

7 •







Count, match and draw

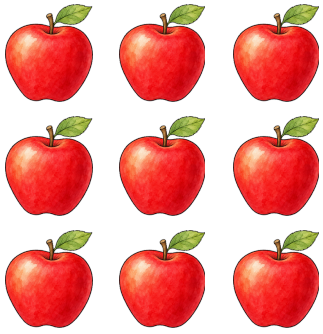
Name _____ Date _____

3 Draw 5 dots on the tray.

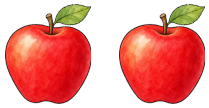


4 Circle the group with more. If they are equal, circle Same number.

1



2

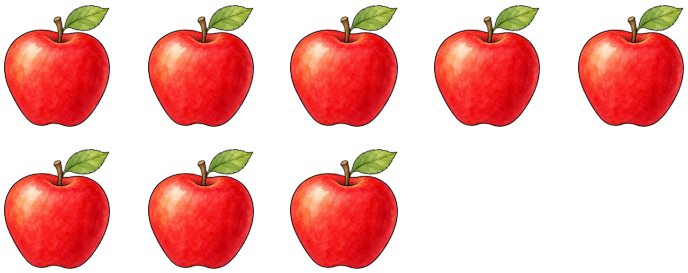


3

Same number

Count, match and draw

1 **Count the apples. Write how many there are.**



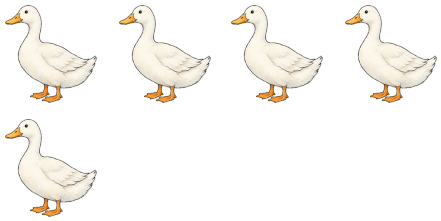
8

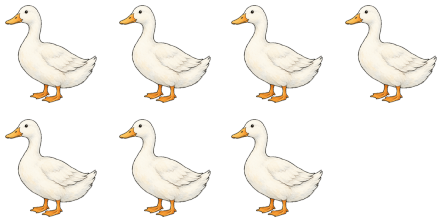
Accept: Write 8. Observe counting separately if checking one-to-one correspondence.

Count, match and draw

2 **Count each group. Draw a line to its matching number.**

3 —— 

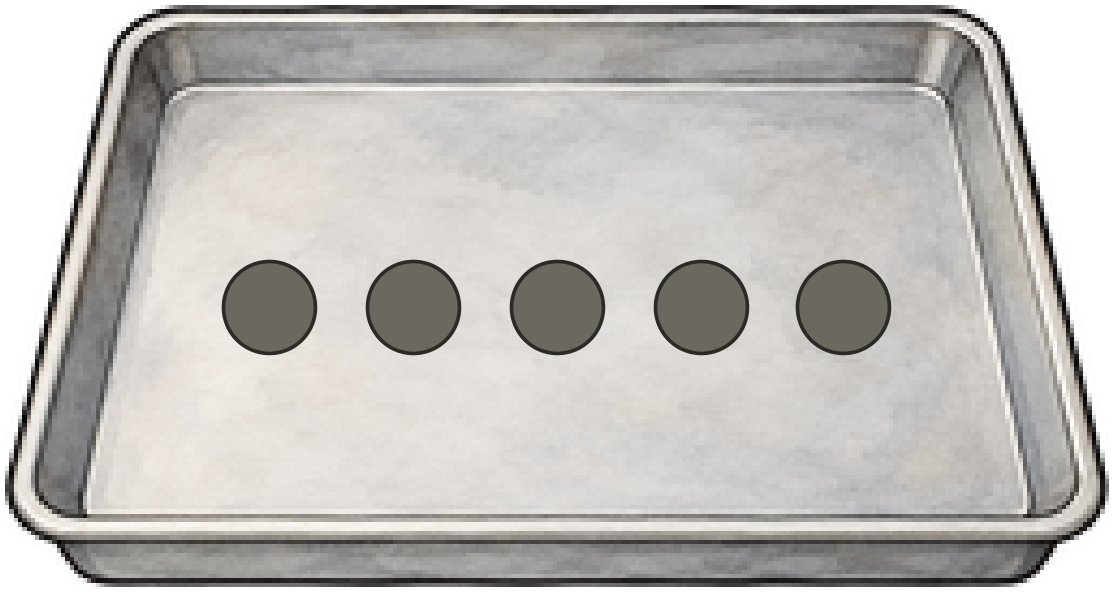
5 —— 

7 —— 

Accept: 3 to group 1 (top to bottom); 5 to group 2 (top to bottom); 7 to group 3 (top to bottom).

Count, match and draw

3 Draw 5 dots on the tray.

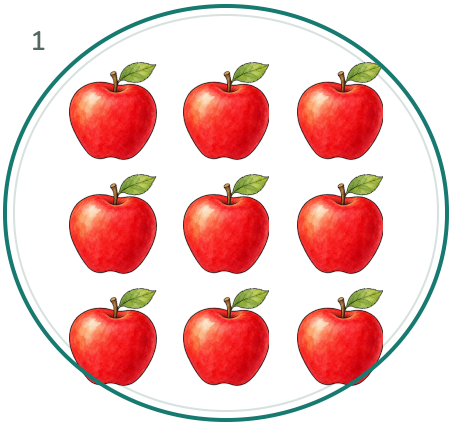


Accept: Exactly 5 dots, in any arrangement. Accept recognizable marks; do not assess drawing skill.

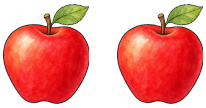
Count, match and draw

4 **Circle the group with more. If they are equal, circle Same number.**

1



2



3

Same number

Accept: Circle the left group (9 objects).

Count, match and draw

Alberta Kindergarten · Version 1

Before you begin

Give the child only the student pages. Read each instruction aloud once; repeat it if needed. Use an ordinary pencil or crayon. Let the child try the questions without demonstrating their answers.

These pages are for practice. Use the observation prompts below to check the child's thinking. Mark the mathematical response, not colouring neatness or handwriting.

What to look for

Activity	Marking and acceptable responses
1	Write 8. Observe counting separately if checking one-to-one correspondence.
2	3 to group 1 (top to bottom); 5 to group 2 (top to bottom); 7 to group 3 (top to bottom).
3	Exactly 5 dots, in any arrangement. Accept recognizable marks; do not assess drawing skill.
4	Circle the left group (9 objects).

Observe separately

Give up to 10 real counters. Ask the child to count them and say how many there are. Observe whether each object is counted once. For comparison, let the child pair real objects. A written total alone does not show the counting process.

Existing skills and curriculum links

S22.NUM.030: Count up to 10 objects one to one · S22.NUM.080: Match a numeral to a set of that many objects · S22.NUM.090: Compare two sets of up to 10 by pairing

AXIS:AB.MAT.K.NUM.1

Recognize that a group of familiar objects represents a quantity (how many there are). · Show the same amount up to 10 in different ways: with objects, a drawing, fingers, spoken number words or a numeral. · Relate numerals to quantities up to 10.