

# Kindergarten Review Activities

## Review Activity 1

### Activity 1 Materials

Pages 1-2 of Student Braille Document: GK-Review-Student.brf

### Activity 1 Teacher Notes

- The first number search game focuses on numbers 0-50, and the second number search game emphasizes the numbers 51-100.
- For these games, choose different numbers to locate, beginning with numbers that the student knows well, and then moving to numbers that your student needs to continue practicing. If desired, multiple copies of the number searches can be embossed in order to practice all of the numbers.

### Activity 1 Teacher Script

Find the first line of braille on page 1. It is at the top of the page. Softly glide your fingers across the line.

It says Number Search 1. Now move your hands down to the second line of braille on the page. There is just one symbol on the second line. It is on the left side of the page.



This symbol is called an opening Nemeth Code indicator. It tells us that we are going to read math or science.

Let's play a number search game. Whenever you find the number that I call, you can make your favorite bicycle sound, stomp your foot, or place a small sticker on top of the number each time.

[Make sure the student is viewing the seven lines of Nemeth numbers on page 1.]

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 32  
 33 34 35 36 37 38 39 40  
 41 42 43 44 45 46 47 48  
 49 50 51 52 53 54 55 56

On the last line of braille, there is a special symbol called a Nemeth Code terminator. It tells us that we are done reading math or science. Dots 4-5-6 are in the first cell, and dots 1-5-6 are in the second cell.

Now turn to page 2 and let's play another game. The numbers start on the third line of braille.

[Make sure the student is viewing the eight lines of Nemeth numbers on page 2.]

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 32 33 34 35  
 36 37 38 39 40 41 42  
 43 44 45 46 47 48 49

## Review Activity 2

## Activity 2 Materials

Pages 3-5 of Student Braille Document: GK-Review-Student.brf

## Activity 2 Teacher Notes

- This number search game includes the numbers from 0-100.
- For this game, have the student identify the missing number that the general omission symbol is representing in each list of numbers on pages 3-4. Then find that same missing number each time on page 5.

## Activity 2 Teacher Script

Try a number search game. This time you must find the missing number that the general omission symbol is representing in each list of numbers on pages 3 and 4. Then find that same number on the number search game board on page 5 and place a sticker on top of it. Afterwards, we will connect the stickers with Wikki Stix® to form a special shape! I am hoping that you will be able to tell me what shape it is! Let's get started! The first problem is on the third line of braille on page 3.

[Make sure the student completes problems 1-10 on page 3.]

Turn to page 4 and try some more!

[Make sure the student completes problems 11-20 on page 4.]

Figure 1 shows four 3x3 grids of dots, labeled (a) through (d). Each grid has a central dot and eight surrounding dots. The configurations are as follows:

- (a) 10 black dots, 2 white dots. The central dot is black. The dots at positions (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), and (3,2) are black. The dots at positions (1,3) and (2,3) are white.
- (b) 11 black dots, 1 white dot. The central dot is black. The dots at positions (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), and (3,2) are black. The dot at position (1,3) is white.
- (c) 12 black dots, 0 white dots. The central dot is black. The dots at positions (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), and (3,2) are black.
- (d) 13 black dots, 0 white dots. The central dot is black. The dots at positions (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), and (3,2) are black.

Figure 1 shows five 5x5 dot patterns labeled (a) through (e). Each pattern consists of black dots on a grid of 25 positions. Pattern (a) has 10 dots, (b) has 12 dots, (c) has 14 dots, (d) has 16 dots, and (e) has 18 dots. The patterns are arranged horizontally from left to right.

Figure 1 shows four 3x3 dot patterns. Pattern (a) has 10 dots: top row (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), (3,2), (3,3). Pattern (b) has 12 dots: top row (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), (3,2), (3,3). Pattern (c) has 14 dots: top row (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), (3,2), (3,3). Pattern (d) has 8 dots: top row (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), (3,2), (3,3).

The Number Search Game Board is on page 5.

## Review Activity 3

### Activity 3 Materials

- Work tray
- Braillewriter
- Braille paper
- Several 2-dimensional circles, triangles, rectangles, and square available in or created from:
  - American Printing House for the Blind (APH) MathBuilders, Unit 1: Matching, Sorting, and Patterning Kit
  - APH MathBuilders, Unit 6 Geometry Kit
  - APH Focus in Mathematics Kit
  - APH Feel 'n Peel Sheets: Carousel of Textures

### Activity 3 Teacher Notes

- Place all of the shapes into a work tray.
- Begin the activity with an example.
- Remind the student that circles do not have sides.
- Provide other assistance as needed.
- The activity can also be completed with snack items that are circles, triangles, rectangles, or squares, such as crackers, graham crackers, banana slices, candies, and cereal.

### Activity 3 Teacher Script

We will use our shapes in this activity to help us create equations.

[Give the student a triangle and a circle.]

Explore these two shapes and tell me what they are. Yes, you are exploring a triangle and a circle. How many sides does the triangle have? That's right! The triangle has 3 sides. How many sides does the circle have? You got it! The circle does not have any sides. That means that a circle has 0 sides.

We can write an equation for how many sides both shapes contain. Since there are 3 sides in a triangle and no sides in a circle, what would the equation be? That's right! It would be  $3+0 = 3$ . Now write the equation using your braillewriter and braille paper.

[Place the triangle and circle back in the work tray.]

Move the shapes all around the work tray. Then select two shapes and tell me if each is a square, rectangle, triangle, or circle.

How many sides does one of the shapes have? How many sides does the other shape have?

Then write an equation about how many sides both shapes contain.

## **Review Activity 4**

### **Activity 4 Materials**

- Large piece of construction paper
- Glue stick
- APH Consumable Hundreds Charts

### **Activity 4 Teacher Notes**

- If you don't have an APH Consumable Hundreds Chart, you can use 1-inch graph paper to create a Grid Board and use a braillewriter with 1-inch pieces of index cards or APH Feel 'n Peel Stickers: Nemeth Braille-Print Numbers to create the number cards.
- Cut the Consumable Hundreds Chart into 10 different pieces. The first piece should include the numbers 1-10, and the second piece should include the numbers 11-20. The third piece should include the numbers 21-30, and the fourth piece should include the numbers 31-40. The fifth piece should include the numbers 41-50, and the sixth piece should include the numbers 51-60. The seventh piece should include the numbers 61-70, and the eighth piece should include the numbers 71-80. The ninth piece should include the numbers 81-90, and the tenth piece should include the numbers 91-100. Place all of the pieces into a work tray or large zippered plastic bag.
- Responses to questions will vary.
- If needed, briefly provide the hundreds chart as a refresher and motivator for beginning the activity.
- Offer assistance as needed.

### **Activity 4 Teacher Script**

In this activity, we are going to rebuild a hundreds chart that has been cut into 10 puzzle pieces.

Before we begin, tell me what you know about a hundreds chart.

Yes, the hundreds chart begins with 1 and ends with 100. There are 10 rows and 10 columns. All of the numbers on the right side of the chart end with 0.

We can also skip count by using our hundreds chart. Smaller numbers are at the top of the chart, and the largest numbers are at the bottom of the chart.

I think you are ready to rebuild the hundreds chart! Good luck, Nemeth superstar!

Now that you can easily re-build the hundreds chart, glue the pieces in order on a large piece of construction paper!

## Review Activity 5

### Activity 5 Materials

- Large piece of construction paper
- Glue stick
- APH Consumable Hundred Charts (Alternative: 1-inch graph paper to create a Grid Board and use a braillewriter with 1-inch pieces of index cards or APH Feel 'n Peel Stickers: Nemeth Braille-Print Numbers to create the number cards.

### Activity 5 Teacher Notes

- Cut a second Consumable Hundreds Chart into 6 pieces. This time the pieces will be different sizes. The first piece should contain the following numbers: 1-4, 11-14, 21-24, 31-34, 41-44, 51-54, 61-64, and 71-74. The second piece should contain the following numbers: 5-10, 15-20, 25-30, and 35-40. The third piece should contain the following numbers: 45-50, 55-60, 65-70, and 75-77. The fourth piece should contain the following numbers: 78-80, 88-90, and 98-100. The fifth piece should contain the following numbers: 81-87 and 91-92. The sixth piece should contain the following numbers: 93-97. Place all of the pieces into a work tray or large zippered plastic bag.

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77			
81	82	83	84	85	86	87	78	79	80
91	92						88	89	90
		93	94	95	96	97	98	99	100

- Offer assistance as needed.
- Once the student is able to easily re-build each hundreds chart, have the student glue the pieces in order on a large piece of construction paper.
- This activity can easily be completed with the student and one of their friends. Another option is to have the student cut one of the Consumable Charts into pieces and assist a friend in rebuilding the chart.
- If desired, cut a third Consumable Hundreds Chart into 8-12 pieces that are of different sizes. Depending on your student's understanding of numeric order and patterns, you will cut the pieces to include numbers spanning across more than one row and/or column. For example, one of the pieces might include the numbers 11-13, 21-23, 31-33, 41-43, and 51-53. Once you are finished cutting, place all of the pieces into a work tray or large zippered plastic bag. Then have the student re-build the hundreds chart.

## **Activity 5 Teacher Script**

In this activity, we are going to rebuild a hundreds chart that has been cut into 6 puzzle pieces. Notice this time that the puzzle pieces are different sizes! Have fun, puzzle master!