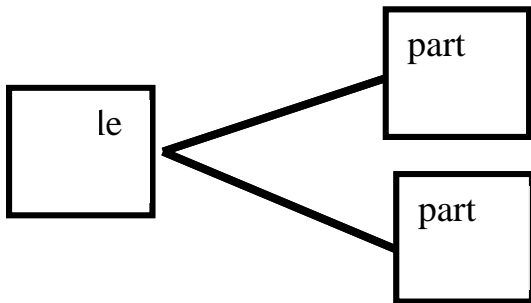# Unit 3 Test Review

The Unit 3 math test will take place this Thursday September 22nd. Please review the follow concepts to help your child prepare for the test:
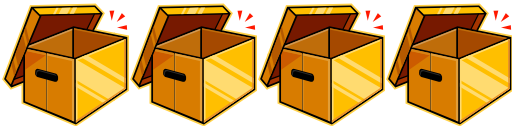
<u>Vocabulary</u>:

- plus (+)
- equals (=)
- addition sentence (1+2=3)
- number bond

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<u>Addition Problems</u>:

- Some of the problems will ask students to determine how many in each group and then how many altogether. For example:

There are _____open boxes.

There are _____closed boxes.
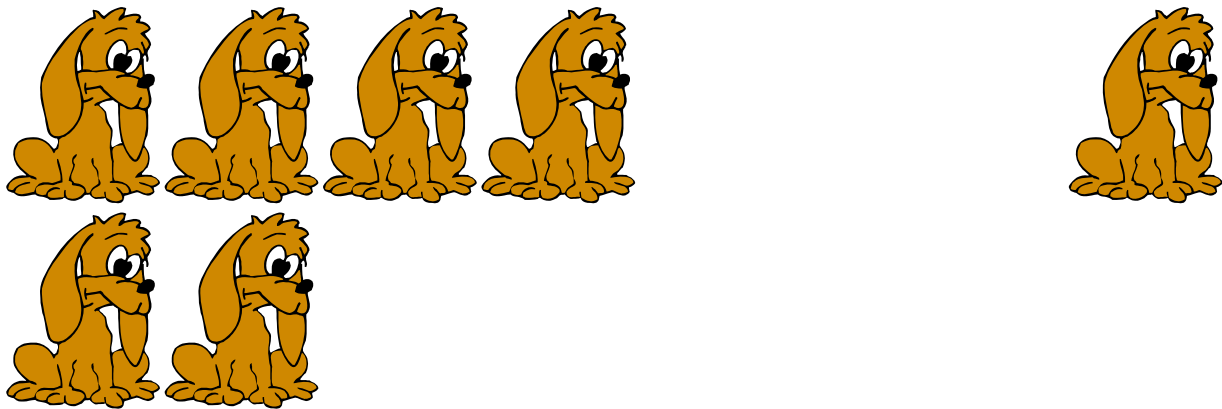
There are _____boxes altogether.

- Some problems will tell how many objects the students begin with. The students will then be asked to add more and determine how many objects altogether. For example:

There are 5 flowers.

Add _____more.

There are _____flowers altogether.

- Some problems will ask the students to complete the addition sentence. For example:

$$\boxed{} \; + \; \boxed{} \; = \; 7$$
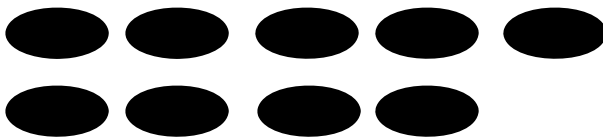
- Students will also be asked to write a number sentence for a picture shown. In class, students have been drawing their own pictures and then writing number sentences and number bonds for them. You may want to have your child practice on a separate sheet of paper. We have been working with sums to 10 in class, but students may work with sums up to 20 if able.
- The math workbook is a great resource to use to review for the test. The test will include problems similar to the ones found on pages 25-37. There will be a test question like the ones found on page 33.

Addition Strategies

- It is appropriate for students to memorize addition math facts within 10. If students have not memorized these facts, they may use a number line to help them "count on" or use counters.
- When your child is using the "count on" strategy, please remind him or her to not include the number he or she is counting on from. For example, for 2+3, your child might say, 2, 3, 4, and stop counting since he or she has counted three numbers.   You may want to have them clap, pat their knees, etc. for 2 and then count up 3: 3, 4, 5.
- The students are also learning the "doubles +1" strategy; 5+4 may be solved this way with counters:

4+4=8

8+1=9

5+4=9

Count out a group of four counters and a group of 5 counters (they can be anything from around the house). First, have your child make two equal groups (4 and 4) and find the total (8). Then have him or her add the extra counter to find the answer (8+1=9). Finally, review the addition sentence (5+4=9).