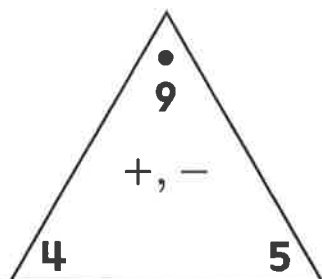




Unit 3 Assessment

- ① Write the fact family.



$$\begin{array}{rcl} \underline{\quad} & + & \underline{\quad} = \underline{\quad} \\ \underline{\quad} & + & \underline{\quad} = \underline{\quad} \\ \underline{\quad} & - & \underline{\quad} = \underline{\quad} \\ \underline{\quad} & - & \underline{\quad} = \underline{\quad} \end{array}$$

- ② Beth is playing *Salute!*

The dealer says 12.

Her partner has a 5 on his forehead.

What number does Beth have? _____

How do you know? Explain your thinking.

- ③ José is playing *Subtraction Top-It*. He takes a 16 and a 9.

Write the subtraction fact. _____

- ④ Solve.

a. $12 - 3 =$ _____

b. $9 - 7 =$ _____

c. Explain how you solved **one** of the facts above.

**Unit 3 Assessment** (continued)

⑤ Solve.

Rule
+5

in	out
5	
9	
11	
25	

⑥ Martin made a 10 to figure out the sum for $8 + 4$. Explain Martin's thinking.

⑦ Subtract.

a. $5 - 0 = \underline{\quad}$

b. $7 - \underline{\quad} = 6$

c. $\underline{\quad} - 0 = 10$

d. $\underline{\quad} - 1 = 8$



Unit 3 Challenge

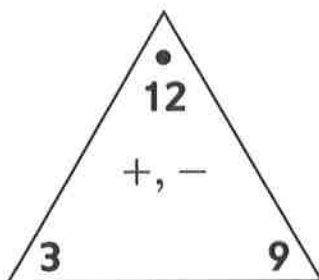
- ① Zoe wrote the fact family below and said it matches this Fact Triangle.

$$3 + 9 = 12$$

$$9 + 3 = 12$$

$$9 - 3 = 6$$

$$9 - 6 = 3$$



Do you agree with Zoe? _____

Write an argument that explains why you agree or disagree with Zoe.

**Unit 3 Challenge** (continued)

- ② a. Four children shared their strategies for solving $17 - 8$. Fill in the circle next to the strategy that **does not** work.
- Ⓐ Jack said, "I know that $8 + 8 = 16$, so I also know that $16 - 8 = 8$. Since 17 is one more than 16, $17 - 8 = 9$."
 - Ⓑ Susan said, "I counted up 2 from 8 to 10, and then I counted up 7 more to get 9."
 - Ⓒ Jessica said, "I subtracted 7 from 17 to get 10. Then I subtracted 1 more to get to 9."
 - Ⓓ Angel said, "I pointed at 8 and said '1' and then counted up until I got to 17. I counted 10."
- ② b. What must the child do differently so that the strategy **does** work?
