Unit

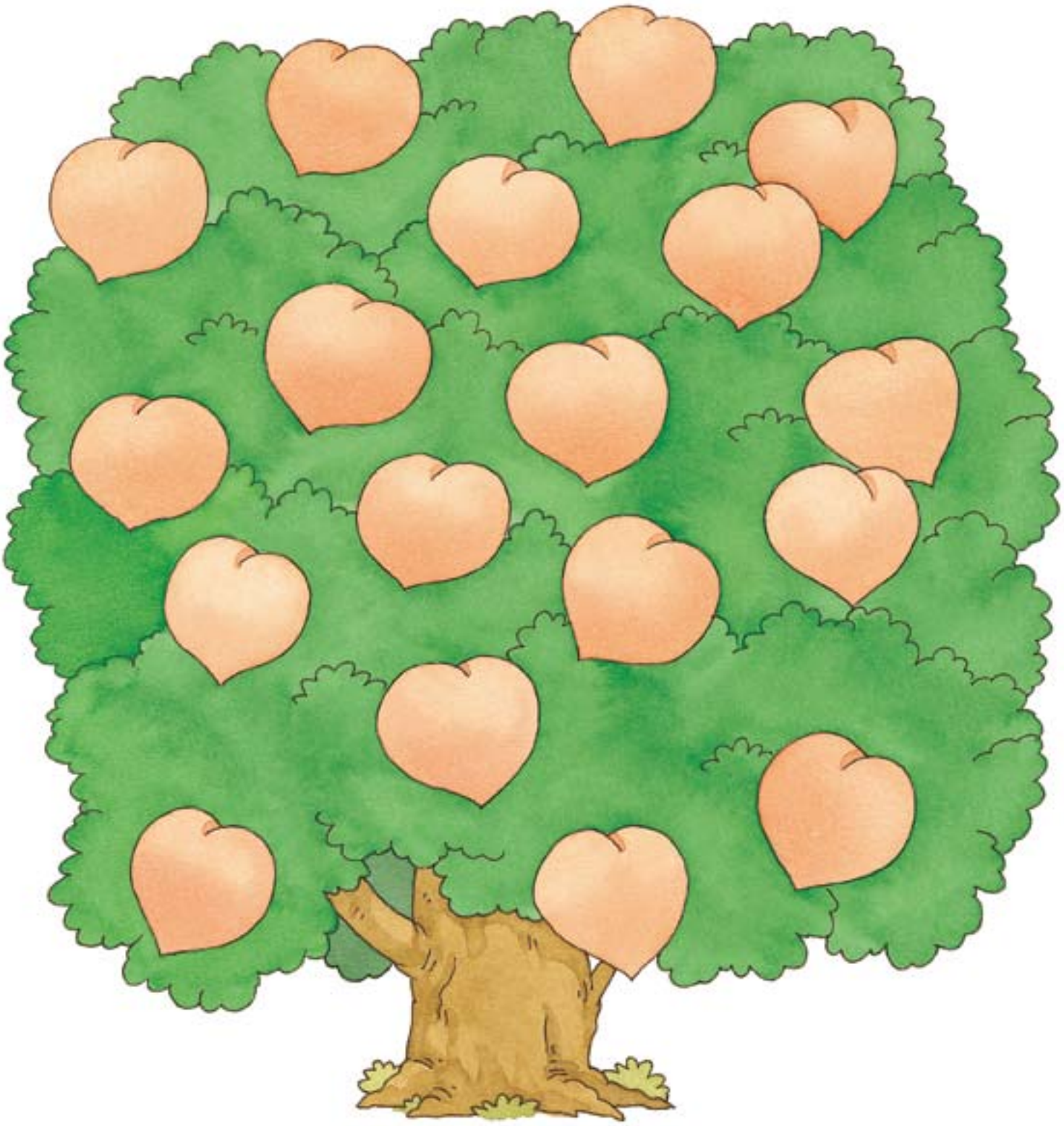
# 1 Review

## Review 1 to 20.

1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten
11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen
16 sixteen
17 seventeen
18 eighteen
19 nineteen
20 twenty

- Prepare lots of cut-out fish with magnetic strips attached on the back. Draw some fish tanks on the blackboard and write a number in each fish tank from 1-20 randomly. Invite children or have children take turns to place the correct number of fish in the tanks.
- Useful phrase: "How many fish are there in the tank?"

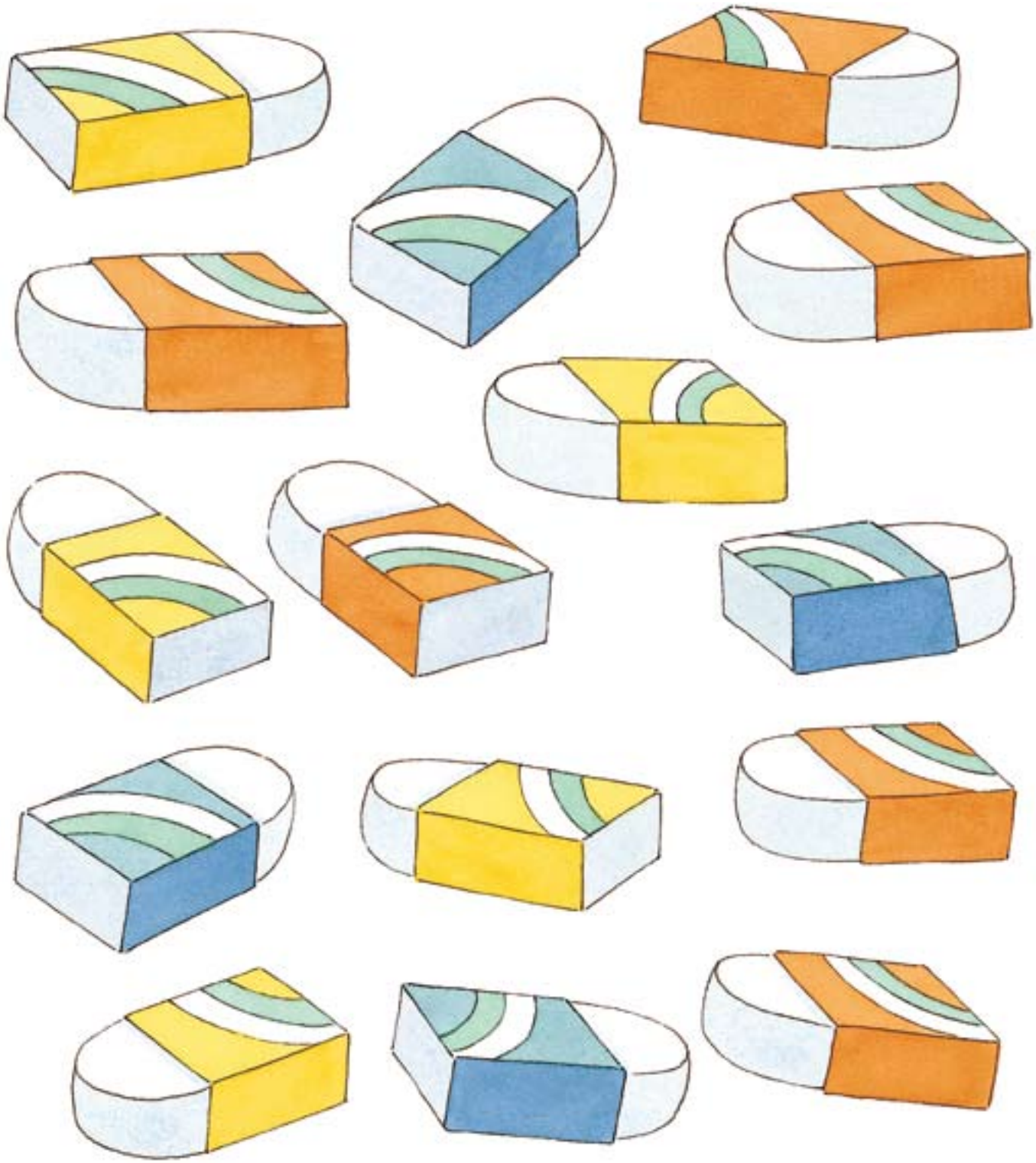
## Circle the peaches in 2s.



There are _____ groups of **peaches**.

- Invite two volunteers to come forward. Give both children equal numbers of marbles/buttons. Have them race to see who can group the marbles/buttons into 2s the quickest.
- Useful phrase: "We were the fastest."

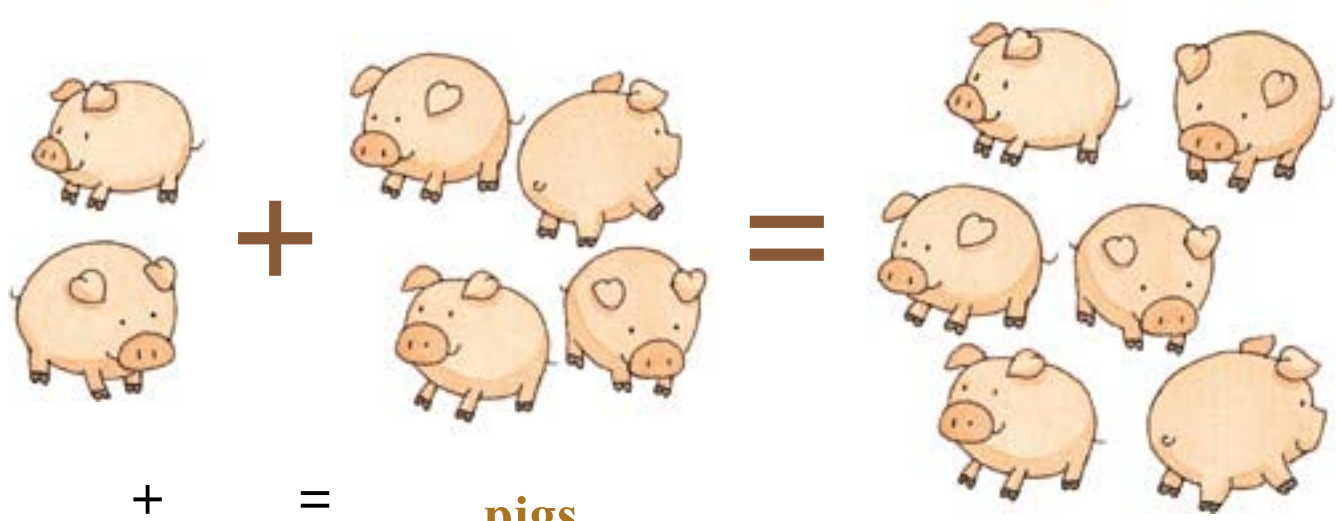
## Circle the erasers in 3s.



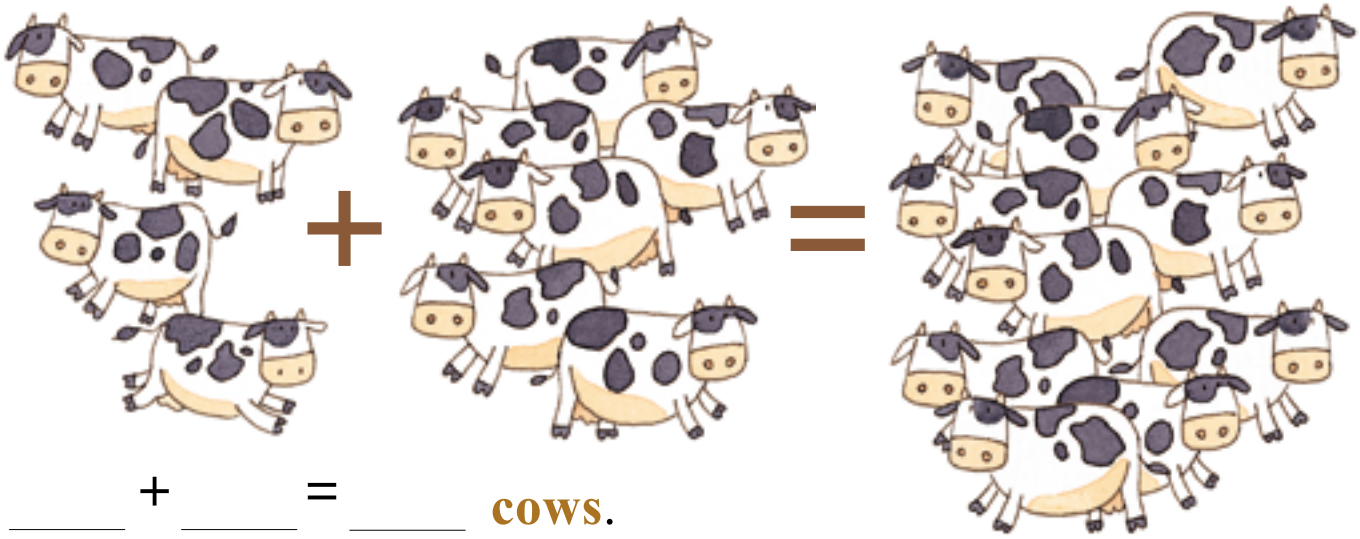
There are _____ groups of **erasers**.

- Draw two apple trees with apples on the board. Invite two volunteers to come forward. Give them each a marker. Have them race to see who can group the apples into 3s the quickest.

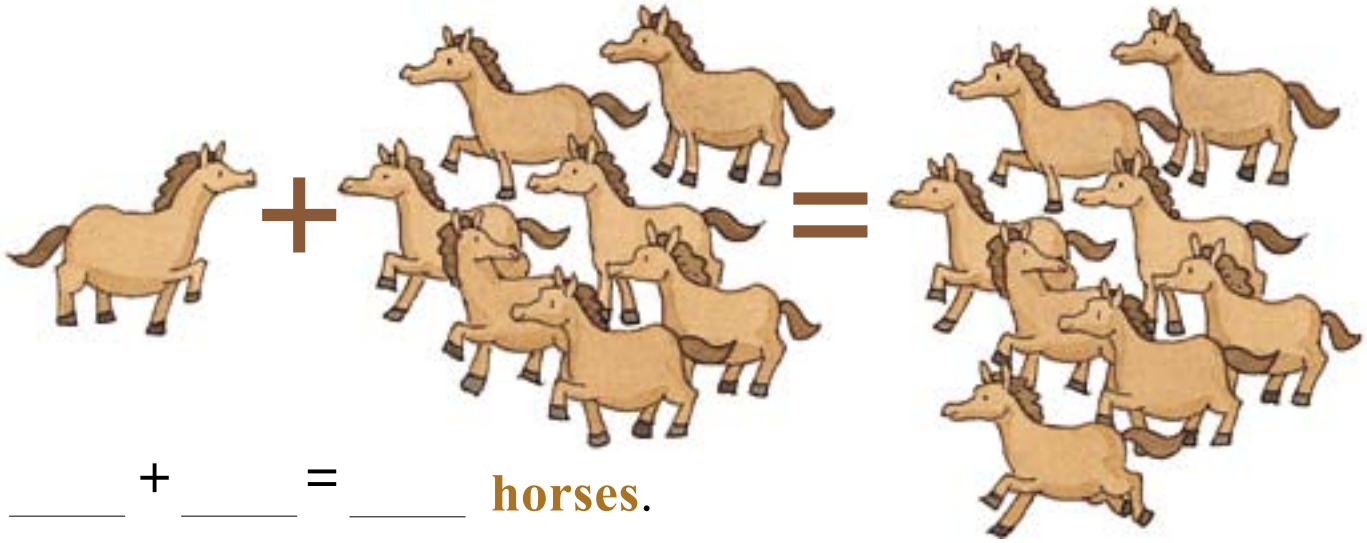
## Add.



_____ + _____ = _____ pigs.



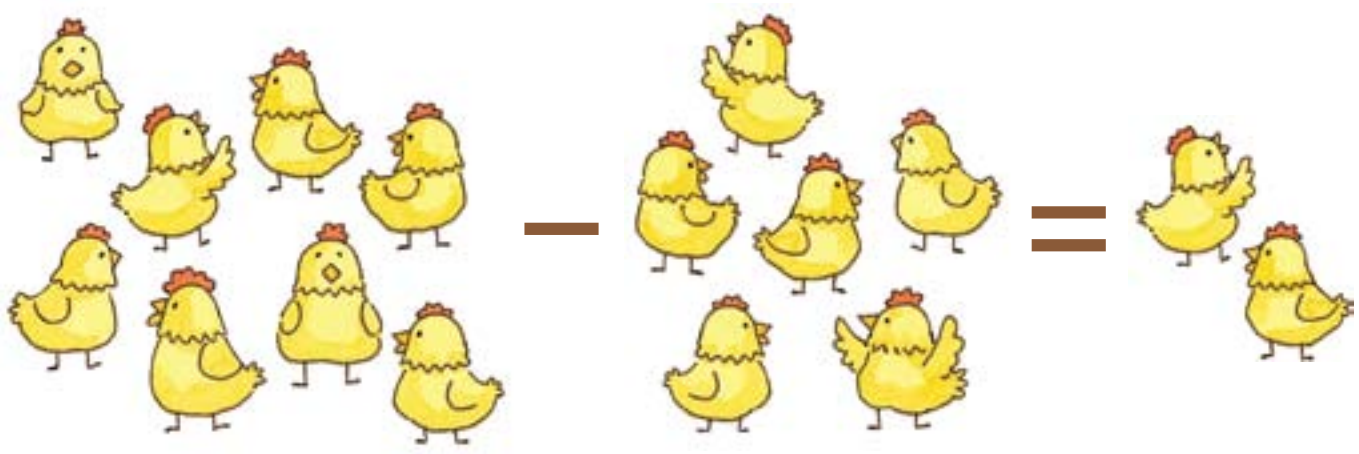
_____ + _____ = _____ cows.



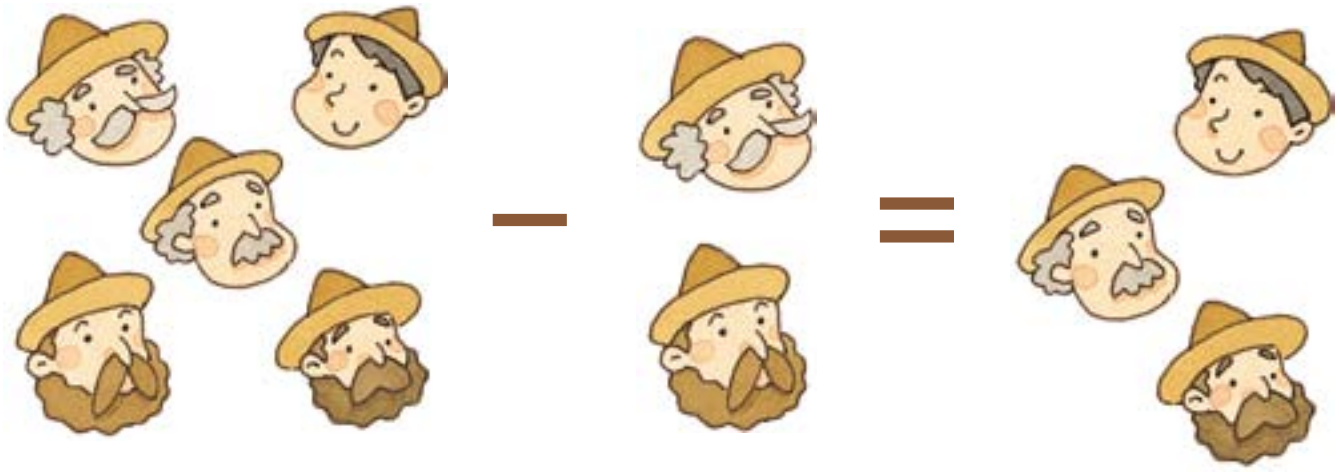
_____ + _____ = _____ horses.

- Cover up the six on two die and have two volunteers each throw a dice and the first person who adds the two numbers together gets a point for their team.
- Useful phrase: “We got a point!”

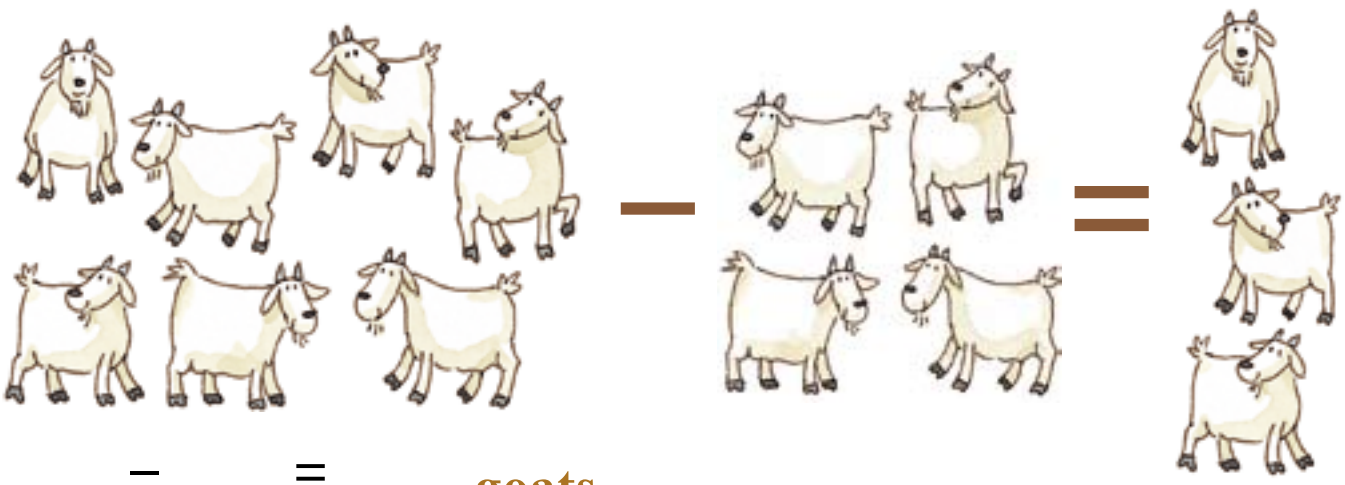
## Subtract.



_____ − _____ = _____ **chickens.**



_____ − _____ = _____ **farmers.**



_____ − _____ = _____ **goats.**

- Draw birds on the board. Invite a volunteer to be the hunter. Ask him to shoot the birds, and then cross some birds out. Ask another volunteer or have the class count together the birds on the board. Ask them "How many birds are gone?" or "How many birds are left?"
- Useful phrases: "How many birds are gone?" "How many birds are left?"

Get a partner. Roll the dice. Answer the questions.

Start

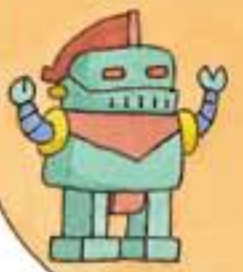
1 + 1 = _____

2 − 1 = _____

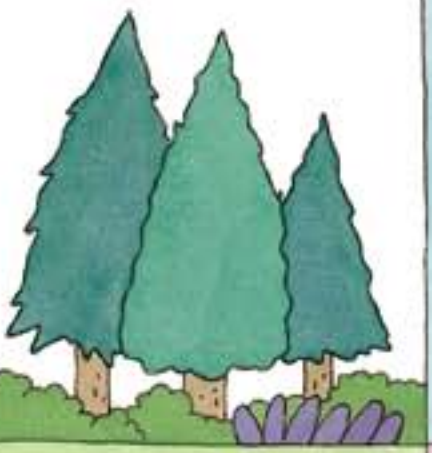
3 + 2 = _____

5 − 4 = _____

6 + 3 = _____



5 + 1 = _____



4 − 2 = _____

3 − 2 = _____

4 + 3 = _____

6 − 4 = _____

9 − 5 = _____

Finish

7 + 2 = _____

9 + 1 = _____

8 − 6 = _____

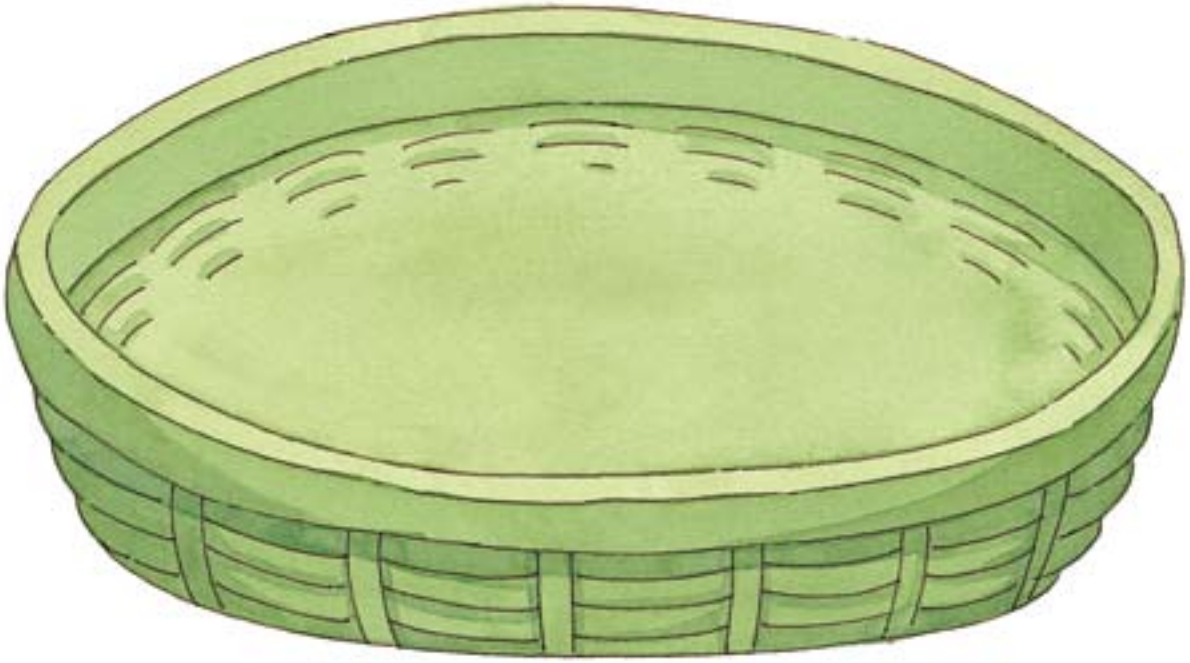
7 − 1 = _____

8 + 1 = _____

- Put students in groups of two or three. Give them each a small object to move on the game board. Have them take turns rolling the dice and then answering the math question or identifying the picture (or both) on the block on which they land. The first person to the finish wins.
- Useful phrases: "I got a three." "I can go three spaces." "It is a shark."

## Put the stickers with even numbers in the basket. Put the stickers with odd numbers on the table.

even



odd

- Write numbers 1-20 on small pieces of paper. Fold them in half and put them into a box. Have children take turns drawing from the box. Tell them, “Those who get even numbers pretend to be cats, and those who get odd numbers pretend to be dogs.”
- Useful phrases: “I got an odd number.” “I am pretending to be a cat.”