

Lesson 39

EXERCISE 1: MENTAL MATH

- a. Time for some mental math.
- Listen: Count by 2s to 20. (Signal.) 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.
 - Count by 20s to 100. (Signal.) 20, 40, 60, 80, 100. (Repeat until firm.)
- b. Count by 9s to 36. (Signal.) 9, 18, 27, 36.
- Count by 90s to 360. (Signal.) 90, 180, 270, 360. (Repeat until firm.)
- c. Listen: What's 90 times 2? (Signal.) 180.
- What's 90 times 4? (Signal.) 360.
 - What's 90 times 3? (Signal.) 270. (Repeat until firm.)
- d. Listen: What's 8 divided by 2? (Signal.) 4.
- So what's 80 divided by 2? (Signal.) 40.
 - What's 120 divided by 2? (Signal.) 60.
 - What's 180 divided by 2? (Signal.) 90. (Repeat until firm.)
- e. Listen: What's 2 times 6? (Signal.) 12.
- So what's 20 times 6? (Signal.) 120.
 - What's 40 times 6? (Signal.) 240.
 - What's 50 times 5? (Signal.) 250. (Repeat until firm.)
- f. My turn to count by 50s to 300: 50, 100, 150, 200, 250, 300.
- Count by 50s to 300. (Signal.) 50, 100, 150, 200, 250, 300.
 - Count by 50s to 500. (Signal.) 50, 100, 150, 200, 250, 300, 350, 400, 450, 500. (Repeat until firm.)

EXERCISE 2: EQUATIONS

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[39:2B]

$$\left(\frac{3}{1}\right) \frac{1}{3}$$



$$\frac{1}{3} R = \frac{8}{1} \left(\frac{3}{1}\right)$$

$$1 R =$$

- What does 1R equal? (Signal.) 24. (Add to show:)

[39:2D]

$$\left(\frac{3}{1}\right) \frac{1}{3} R = \frac{8}{1} \left(\frac{3}{1}\right)$$

$$1 R = \frac{24}{1} = \boxed{24}$$

WORKBOOK PRACTICE

- a. Open your workbook to Lesson 39 and find part 1. (Teacher reference:)
- a. $\frac{2}{5}$

b. Check your work.

(Display:)

[39:2E]

$$\text{a. } \left(\frac{5}{2}\right) \frac{2}{5} P = 20 \left(\frac{5}{2}\right)$$

$$1 P =$$

Here's what you should have.

c. Touch P in the top equation.

- How many Ps are on that side? (Signal.) 1.
- Complete the equation for 1 P. Figure out the fraction that equals 1 P. Then figure out the whole-number answer.

(Observe students and give feedback.)

- Everybody, what fraction equals 1 P? (Signal.) $\frac{2}{5}$.
- What's the whole-number answer? (Signal.) 50.

(Add to show:)

[38:2F]

$$\text{a. } \left(\frac{5}{2}\right) \frac{2}{5} P = \frac{20}{1} \left(\frac{5}{2}\right)$$

$$1 P = \frac{100}{2} = \boxed{50}$$

Here's what you should have.

d. Read problem B. (Signal.) $\frac{3}{2} J = 6$.

- Raise your hand when you know what you multiply both sides by.
- What do you multiply by? (Signal.) $\frac{2}{3}$.
- Multiply both sides by $\frac{2}{3}$. Then stop.

e. Check your work.

(Display:)

[39:2G]

$$\text{b. } \left(\frac{2}{3}\right) 3$$

c. Say the problem for the tens column.

(Signal.) $9 - 2$.

• What's the answer? (Signal.) 7.

(Add to show:)

[39:3D]

$$\begin{array}{r} 59 \\ \cancel{6}05 \\ - 327 \\ \hline 78 \end{array}$$

d. Say the problem for the hundreds column.

(Signal.) $5 - 3$.

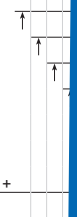
• What's the answer? (Signal.) 2.



EXERCISE
MILLION

a. Find pa
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4, 1 9 2



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- b. You're g
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- Say the
- Say the
- What's
- Say the
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- What's
- Say the
- What's
-

- c. Work a second problem with the correct answer. Stop when you have worked the subtraction problem.

(Observe students and give feedback.)

- Everybody, what's the answer to the subtraction problem? (Signal.) 33.

(Display:)

[39:5A]

$$\begin{array}{r} 5 \overline{)308} \\ \underline{-330} \\ \end{array}$$

$$\begin{array}{r} 5 \overline{)308} \\ \underline{-275} \\ 33 \end{array}$$

Here's what you should have.

- Write the remainder as a fraction and box the answer.

(Add to show:)

[39:5B]

$$\begin{array}{r} 5 \overline{)308} \\ \underline{-330} \\ \end{array}$$

$$\begin{array}{r} 5 \overline{)308} \\ \underline{-275} \\ 33 \end{array}$$

Here's what you should have.

- What's the whole answer? (Signal.) 5 and 33/55.

- d. Copy problem B. Multiply and write the subtraction problem. Raise your hand when you know if the answer is too large.

(Observe students and give feedback.)

- Everybody, is the answer too large? (Signal.) No.

- e. Work the subtraction problem and write the remainder as a fraction.

(Observe students and give feedback.)

- Everybody, what's the whole answer?

(Signal.) 6 and 20/25.

(Display:)

[39:5C]

$$\begin{array}{r} 2 \overline{)170} \\ \underline{-150} \\ 20 \end{array}$$

Lesson 39

Part 1

Figure out what each letter equals.

a

Lesson

Part 4 Write each number.

- a. 5 million 760 thousand thirteen.
- b. 2 million 4 thousand 24.

Part 4	
a.	

Part 5 Work each problem. Write the answer as a whole number or mixed number.

- a. What's $\frac{4}{3}$ of 65?
- b. What's $\frac{4}{3}$ of 30?

Part 5	
a.	

Part 6 Work each problem.

- a. R is 112 more than V. R is 127. What number is V?
- b. B is 168. K is 98 more than B. What number is K?

Part 7 Write each fraction as a division problem. Figure out the whole number or mixed number it equals.

- a. $\frac{78}{3}$
- b. $\frac{794}{6}$

Part 7	
a.	

