

► EXERCISE 5

Operations: Underlining Rule for Working Problems

- a. (Continue with worksheet Part 3.) In problems A, B, and C, we're dividing 5 into a number with many digits. You have to figure out how many of the digits to use. Here's the rule. If the first digit is at least as big as 5, you underline the first digit. If the first digit is not as big as 5, you underline the first two digits.
- b. Look at problem A again. It says that 5 goes into 6 hundred 38. Read the first digit we're dividing 5 into. (Signal.) 6.
 - Is 6 at least as big as 5? (Signal.) Yes.
 - So underline the 6. ✓
- c. Look at problem B. It says that 5 goes into 4 thousand 6 hundred 27. What's the first digit we're dividing 5 into? (Signal.) 4.
 - Is 4 at least as big as 5? (Signal.) No.
 - So underline the first two digits. Read the first two digits. (Signal.) 46.
 - 46 is at least as big as 5. Underline 46. ✓
- d. Look at problem C. It says that 5 goes into 5 hundred 32. What's the first digit we're dividing 5 into? (Signal.) 5.
 - Is 5 at least as big as 5? (Signal.) Yes.
 - So what are you going to underline? (Signal.) 5.
 - Underline it. ✓
- e. I'll read the underlined problem. 5 goes into 5. Now you read the underlined problem. (Signal.) 5 goes into 5.
- f. (Repeat steps b–e until firm.)
- g. Now we're going to divide 9 into a number. Look at problem D. What does problem D say? (Signal.) 9 goes into 4 hundred 67.
 - What's the first digit we're dividing 9 into? (Signal.) 4.
 - Is 4 at least as big as 9? (Signal.) No.
 - So what are you going to underline? (Signal.) 46.
 - (Repeat all steps in g until firm.)
 - Underline 46. ✓

- h. I'll read the underlined problem. 9 goes into 46. Now you read the underlined problem. (Signal.) 9 goes into 46.

► EXERCISE 6

Operations: Writing the Answer Above the Last Underlined Digit

- a. (Continue with worksheet Part 3.) Look at problem D again. When you work this kind

EXERCISE 12

Workcheck

- a. Count the number of facts you got wrong in Part 5.
- b. Find the beginning of your worksheet for Lesson 21.
- c. If you got 0, 1, or 2 wrong, you get 3 points. If you got 3 wrong, you get 1 point. If you got more than 3 wrong, you get 0 points.
- d. Write the number of points you earned in

Lesson 21

- i. Take turns answering the problems until I say "Stop." You will play for five minutes.
- j. After I say "Stop," the judge will count up the team's lines.
- k. (Pick a team and model the game for the rest of the students.) I'll play the game with this team. Everybody else should watch how we play.
- l. (After you finish demonstrating the game, say:) When I signal, start playing. I'll tell you to stop at the end of five minutes. If you have any questions, raise your hand. (Signal.)
- m. (Check each group during the game.)
- n. (After five minutes are up, say:) Stop playing.
- o. Judges, count the number of lines the team got and write the total at the top of the sheet of paper.
- p. If your team got 30, 31, 32, 33, 34, 35, 36, 37, 38, or 39 lines, you get 1 point. If your team has 40 or more lines, you get 2 points. All judges get 2 points.

1

A $7 \overline{) 0}$ B $2 \overline{) 0}$ C $9 \overline{) 0}$ D $5 \overline{) 0}$ E $3 \overline{) 0}$

2

A B C D

3

A $5 \overline{) 638}$ B $5 \overline{) 4627}$ C $5 \overline{) 532}$ D $9 \overline{) 467}$

4

A A student used 3 papers every lesson. She did 50 lessons. How many papers did the student use?

B A seal balanced 5 balls in every show. It balanced 40 balls in shows. How many times was the seal in a show?

