

Lesson 42

- d. Touch item A. (Pause.) Did you write a comma? (Signal.) Yes.
- How many thousands are there? (Signal.) 42.
 - Read item A. (Signal.) *Forty-two thousand thirty-eight.*
- e. Touch item B. (Pause.) Did you write a comma? (Signal.) No.
- How many thousands are there? (Signal.) 7.
 - Read item B. (Signal.) *Seven thousand one hundred forty-nine.*
- f. Touch item C. (Pause.) Did you write a comma? (Signal.) Yes.
- How many thousands are there? (Signal.) 30.
 - Read item C. (Signal.) *Thirty thousand eight hundred twenty.*
- g. Touch item D. (Pause.) Did you write a comma? (Signal.) Yes.
- How many thousands are there? (Signal.) 41.
 - Read item D. (Signal.) *Forty-one thousand three hundred fifty-two.*
- h. Touch item E. (Pause.) Did you write a comma? (Signal.) No.
- How many thousands are there? (Signal.) 7.
 - Read item E. (Signal.) *Seven thousand nine hundred four.*

► EXERCISE 3

Operations: Which Box to Carry to

- In the next lesson you're going to work problems that have more than two digits on top. You need to learn a new rule for carrying numbers to work these problems.
- Find Part 3 on your worksheet.
- Here's a rule for carrying numbers. The number you carry always goes in the box in front of the top number.
- Look at problem A. Touch the 2. If you're multiplying the 2, you carry to the box in front of the 2. That's the box above the 5. Touch that box. ✓

- Touch the 5. If you're multiplying the 5, you carry to the box in front of the 5. Touch that box. ✓
 - What number is below that box? (Signal.) 3.
- Touch the 3. Now touch the box you'd carry to when you multiply the 3. What number is below that box? (Signal.) 8.
- Touch the 2 again. Now touch the box you'd carry to when you multiply the 2. What number is below that box? (Signal.) 5.
- Touch the 5. Now touch the box you'd carry to when you multiply the 5. What number is below that box? (Signal.) 3.
- Touch the 3. Now touch the box you'd carry to when you multiply the 3. What number is below that box? (Signal.) 8.

New Problem

- Look at problem B. Touch the 9. If you're multiplying the 9, you carry to the box in front of the 9. That's the box above the 2. Touch that box.
- Touch the 2. If you're multiplying the 2, you carry to the box in front of the 2. Touch that box.
 - What number is below that box? (Signal.) 8.
- Touch the 8. Now touch the box you'd carry to when you multiply the 8. What number is below that box? (Signal.) 4.
- Touch the 9. Now touch the box you'd carry to when you multiply the 9. What number is below that box? (Signal.) 2.
- Touch the 2 again. Now touch the box you'd carry to when you multiply the 2. What number is below that box? (Signal.) 8.
- Touch the 8. Now touch the box you'd carry to when you multiply the 8. What number is below that box? (Signal.) 4.

► EXERCISE 4

Facts: Practicing Carrying and Noncarrying Addition Preskills

- I'm going to read some problems. You tell me the answers.
- 30 (Pause.) 6 plus 3. Listen again. 36 plus 3. What's the answer? (Signal.) 39.

- k. What's the big number for number family D?
(Signal.) 6.
- Say the multiplication fact that begins with 6.
(Signal.) *6 times 1 equals 6.*
 - Say the multiplication fact that begins with 1.
(Signal.) *1 times 6 equals 6.*
- l. What's the big number for number family E?
(Signal.) 18.
- Say the multiplication fact that begins with 6.
(Signal.) *6 times 3 equals 18.*
 - Say the multiplication fact that begins with 3.
(Signal.) *3 times 6 equals 18.*

► EXERCISE 7

Story Problems:

Introducing Subtraction Problems

- a. Multiplication has number families.
Addition and subtraction have number families too. Addition and subtraction number families have a big number and two small numbers. The big number is the number you end up with when you add the two small numbers. Today we're going to work addition, subtraction, and multiplication problems.
- b. You already know how to tell whether a problem is a multiplication problem. Most multiplication problems use the word **each** or **every**. If a problem doesn't use the word **each** or **every**, it's probably an addition or subtraction problem.
- c. Here are rules about addition and subtraction problems. If the big number is not given, it's an addition problem. If the big number is given, it's a subtraction problem.
- d. Remember, when you add, you add only the two small numbers. When you subtract, you start with the big number and take away one of the small numbers.
- e. What kind of problem is it if the word **each** or **every** is used? (Signal.) *Multiplication.*
- f. Listen. I'll tell you about a problem. **Each** or **every** is not used in the problem and the big number is not given. What kind of prob

- s. Let's check your work. Put an **X** next to any problems you got wrong.
- t. Problem A. What's the answer?
(Signal.) *33 photographs.*
- u. Problem B. What's the answer?
(Signal.) *42 crates.*
- v. I'll read story C. A flower shop near a train station sold 14 bunches of daisies on Monday and 5 bunches on Tuesday. How many bunches did it sell in all?
 - Read the problem and say the answer.
(Signal.) *14 plus 5 equals 19 bunches.*
- w. I'll read story D. In an art class, 22 students are working with clay and 5 are painting pictures. How many students in all are there in the art class?
 - Read the problem and say the answer.
(Signal.) *22 plus 5 equals 27 students.*
- x. I'll read story E. Mrs. Arcano bought 14 pieces of wood to repair her porch. She needs 38 pieces of wood. How many more pieces does Mrs. Arcano need?
 - Read the problem and say the answer.
(Signal.) *38 minus 14 equals 24 pieces.*

EXERCISE 8

Preparation for Mastery Test: Facts

- a. When we do the next lesson, you're going to have a test on multiplication facts. Let's go over some facts together.
- b. I'll say the problems and you give the answers. What does 4 times 5 equal? Get ready. (Signal.) *20.*
- c. (Repeat step b for the following problems:
 4×6 , 4×7 , 4×8 , 4×9 , 4×5 , 6×1 ,
 6×2 , 6×3 , 6×4 , 6×5)
- d. Remember those facts for the test.

EXERCISE 9

Independent Work

Do Part 8. (The students can work this part without supervision.)

EXERCISE 10

Workcheck

- a. Now we're going to figure out the number of points you earned for this lesson.
- b. Count the number of facts you got wrong in Parts 5 and 6.
- c. Find the beginning of your worksheet for Lesson 42.
- d. If you got 0 or 1 wrong, you get 3 points. If you got 2 wrong, you get 1 point. If you got more than 2 wrong, you get 0 points.
- e. Write the number of points you earned in the box labeled "Facts."
- f. Now we'll check all of the problems in Part 8.
- g. Put an **X** next to each problem you got wrong.
- h. (Read the answers from the *Answer Key* for Lesson 42, Part 8.)
 - i. Now count the number of problems you got wrong in Parts 7 and 8.
 - j. Once again find the beginning of your worksheet for Lesson 42. You are going to write the number of points you earned in the box labeled "Problems."
- k. If you got 0 or 1 wrong, you get 5 points. If you got 2 or 3 wrong, you get 3 points. If you got more than 3 wrong, you get 0 points.
 - l. Write the number of points you earned in the box labeled "Problems."
- m. (If Fact Game bonus points are to be added to the "Bonus" box in this lesson, do not do steps n and o.)
- n. Add up all of the points in the boxes and put the answer in the box labeled "Total." This is the number of points you earned for this lesson.
- o. Turn to the Point Summary Charts on the inside back cover of your workbook. Find the empty box below Lesson 42. Write the total number of points you earned in that box.

EXERCISE 11

Fact Game

- a. (When you're ready to begin playing, divide the class into groups. Depending on the size of your class, there will be four or fewer students in each group plus a student who will be a judge. For each group you will need one die or spinner numbered from 1 through 6, a score sheet, and a pencil. Write the answers to the facts shown in

Lesson 4.2

1

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

2

A 42038 B 7149 C 30820 D 41352 E 7904

3

A

8	3	5	2
×	7	9	

B

4	8	2	9
×	3	5	

4

A ----- B ----- C ----- D ----- E ----- F -----

5

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$