

## EXERCISE 1

### Facts: Practicing New Facts

- Open your workbook to Lesson 30. Find Part 1.
- Touch the first problem. Read the problem and say the answer. (Signal.)  $12 \text{ minus } 9 \text{ equals } 3$ .
- Touch the next problem. Read the problem and say the answer. (Signal.)  $17 \text{ minus } 9 \text{ equals } 8$ .
- (Repeat step c until firm for the rest of the problems in the first row. See *Answer Key*.)
- This time just tell me the answers.
- First problem. What's the answer? (Signal.) 3.
- Next problem. What's the answer? (Signal.) 8.
- (Repeat step g until firm for the rest of the problems. See *Answer Key*.)
- Now write the answers to the problems in Part 1. Get ready. Go.
  - (Check and correct. See *Answer Key*.)
- Let's check your work. Read each problem and say the answer. Put an **X** next to each problem you got wrong.
- First problem. (Signal.)  $12 \text{ minus } 9 \text{ equals } 3$ .
- Next problem. (Signal.)  $17 \text{ minus } 9 \text{ equals } 8$ .
- (Repeat step l for the rest of the problems in Part 3. See *Answer Key*.)

## EXERCISE 2

### Facts: Filling in Numbers in Number Families

- Find Part 2 on your worksheet.
- Each problem gives two numbers of a number family. I'll read problem A. The big number is 7. A small number is 4.
- What kind of number is 7? (Signal.) *The big number.*
  - Write 7 in the box for the big number. ✓
- What kind of number is 4? (Signal.) *A small number.*
  - Write 4 in the top box for small numbers. ✓

- I'll read problem B. A small number is 10. Another small number is 5.
- Both numbers are small numbers. Write them in the boxes for the small numbers. ✓
- Write the numbers for the rest of the number families in Part 2 where they belong. Don't write the problems.
  - (Check and correct. See *Answer Key*.)
- Let's check your work. I'll put the answers on the board. Put an **X** next to each problem you got wrong. (Write the answers on the board. See *Answer Key*.)

## EXERCISE 3

### Story Problems: Rules for Adding and Subtracting

- (Continue with worksheet Part 2.) Touch number family A again. ✓
  - Is the big number given? (Signal.) Yes.
  - So what kind of problem are you going to write? (Signal.) *Subtraction.*
- I'll say the problem without the answer.  $7 \text{ minus } 4 \text{ equals how many?}$  Say the problem. (Signal.)  $7 \text{ minus } 4 \text{ equals how many?}$
- Write the problem and draw a box for how many. ✓

#### New Problem

- Touch number family B. ✓
  - Is the big number given? (Signal.) *No.*
  - So what kind of problem are you going to write? (Signal.) *Addition.*
- Say the problem without the answer. (Signal.)  $10 \text{ plus } 5 \text{ equals how many?}$ 
  - (Repeat step b until firm.)
- Yes,  $10 \text{ plus } 5 \text{ equals how many?}$  Write the problem and draw a box for how many. ✓

#### New Problem

- Touch number family C. ✓
  - Is the big number given? (Signal.) *No.*
  - So what kind of problem are you going to write? (Signal.) *Addition.*
- Say the problem without the answer. (Signal.)  $7 \text{ plus } 3 \text{ equals how many?}$ 
  - (Repeat step b until firm.)

## Lesson 30

- c. Write the problem and draw a box for how many. ✓
- d. Write the rest of the problems in Part 2 on your own. Then figure the answers.
  - (Check and correct. See *Answer Key*.)
- e. Let's check your work. Read each problem and say the answer. Put an **X** next to each problem you got wrong.
- f. Number family A. Say the number problem you wrote. (Signal.)  $7 \text{ minus } 4 \text{ equals } 3$ .
- g. (Repeat step f for the rest of the problems in Part 2. See *Answer Key*.)

### EXERCISE 4

#### Timing Format

- a. Find Part 3 on your worksheet.
- b. You're going to say the answers to some facts. Touch the first problem and get ready to tell me the answer. (Pause.) What's the answer? (Signal.) 4.
- c. Next problem. (Pause.) What's the answer? (Signal.) 4.
- d. (Repeat step c until firm for the rest of the problems in the first row. See *Answer Key*.)
- e. Let's see how fast you can work these problems. You have one minute. Get ready. Go.
- f. (After one minute, say:) Stop. Put an **X** next to each problem you didn't get to.
- g. Let's check your work. You're going to read each problem and say the answer. If you have the wrong answer, put an **X** next to the problem.
- h. First problem. (Signal.)  $12 \text{ minus } 8 \text{ equals } 4$ .
- i. Next problem. (Signal.)  $7 \text{ minus } 3 \text{ equals } 4$ .
- j. (Repeat step i for the rest of the problems in Part 3. See *Answer Key*.)

### EXERCISE 5

#### Mastery Test: Number Families

- a. Today you're going to have a test on writing a problem for each number family.
- b. Find Part 4 on your worksheet. Don't start until I signal.

- c. You'll have one and a half minutes to complete Part 4.
- d. You may start working now. (Signal.)
- e. (At the end of one and a half minutes, say:) Stop.
- f. Let's check your work. I'll read the answers to the problems in Part 4. Put an **X** next to each problem you got wrong.
- g. Problem A. The fact is 4 plus 3 equals 7.
- h. (Repeat step g for the rest of the problems in Part 4. See *Answer Key*.)
- i. Count the number of facts you got wrong.
- j. (Draw the following on the board:)

Test



- k. Find the beginning of your worksheet for Lesson 30.
- l. If you got all of the facts correct, you get 2 points. If you got any facts wrong, you get 0 points.
- m. Write the number of points you earned in the box like this. (Point to the box you've drawn on the board. Check to see that the students have recorded their points correctly.)

#### Remediation Directions

- a. (Record the number of errors each student made on the Mastery Test Record Chart.)
- b. (If more than 20 percent of the students missed 2 or more items, you should review Lesson 27, Exercise 7 and Lesson 28, Exercise 5. Because students will have already used their worksheets, duplicates appear in the back of the *Workbook*. Ask the students to find the heading "Mastery Test Review—Lesson 30" at the back of their workbooks. Part 1 corresponds to Lesson 27, Exercise 7, and Part 2 to Lesson 28, Exercise 5. Use the new part numbers when presenting the exercises.)
- c. (If no more than 20 percent of the students missed 2 or more items, present Lesson 31 during the next class period.)

## EXERCISE 6

### Facts: Practicing New Facts

- Find Part 5 on your worksheet.
- Touch the first problem. Read the problem and say the answer. (Signal.) *16 minus 7 equals 9.*
- Touch the next problem. Read the problem and say the answer. (Signal.) *8 minus 5 equals 3.*
- (Repeat step c until firm for the rest of the problems. See *Answer Key*.)
- This time just tell me the answers.
- First problem. What's the answer? (Signal.) 9.
- Next problem. What's the answer? (Signal.) 3.
- (Repeat step g until firm for the rest of the problems. See *Answer Key*.)
- Now write the answers to the problems in Part 5. Get ready. Go.
  - (Check and correct. See *Answer Key*.)
- Let's check your work. Read each problem and say the answer.
- First problem. (Signal.) *16 minus 7 equals 9*
- Next problem. (Signal.) *8 minus 5 equals 3.*
- (Repeat step l for the rest of the problems in Part 5. See *Answer Key*.)

## EXERCISE 7

### Place Value: Reading Thousands Numbers

- Find Part 6 on your worksheet.
- These are thousands numbers. Thousands numbers have four digits. I'll read the first thousands number. You'll read the rest of them.
- Item A is one thousand thirty-five.
- Everybody, read item B. (Signal.) *Two thousand four hundred six.*
  - Read item C. (Signal.) *Three thousand six.*
  - Read item D. (Signal.) *Five thousand seventy-one.*
  - Read item E. (Signal.) *Three thousand four hundred one.*
  - (Repeat step d until firm.)
- (Call on individual students. Each student is to read all the numbers in Part 6.)

## EXERCISE 8

### Story Problems:

#### Determining What Kind of Number Is Given—Written Practice

- Find Part 7 on your worksheet.
- Problem A.
  - Ann had 9 oranges. She gave 4 oranges to her friends.
    - What kind of problem is it? (Signal.) *Subtraction.*
- If it's a subtraction problem, is the big number given? (Signal.) Yes.
- I'll read the problem again.
  - Ann had 9 oranges. She gave 4 oranges to her friends.
    - Is 9 the big number or a small number? (Signal.) *The big number.*
    - What kind of number is 4? (Signal.) *A small number.*
- (Repeat steps b–d until firm.)
- Fill in the blanks for problem A. ✓

#### New Problem

- Problem B.
  - Jack has 7 books. He buys 2 books.
    - What kind of problem is it? (Signal.) *Addition.*
- If it's an addition problem, is the big number given? (Signal.) No.
- I'll read the problem again.
  - Jack has 7 books. He buys 2 books.
    - Is 7 the big number or a small number? (Signal.) *A small number.*
    - What kind of number is 2? (Signal.) *A small number.*
- (Repeat steps a–c until firm.)
- Fill in the blanks for problem B. ✓
- Fill in the blanks for the rest of the problems in Part 7 on your own.
  - (Check and correct. See *Answer Key*.)
- Let's check your work. Read the sentences you filled in. Put an X next to each problem you got wrong.
- Problem C. (Signal.) *4 is the big number. 1 is a small number.*
- (Repeat step h for the rest of the problems in Part 7. See *Answer Key*.)

## EXERCISE 9

### Operations: Determining When to Borrow from Two Digits

- a. Find Part 8 on your worksheet.
- b. All the problems in Part 8 have zeroes, but in some of the problems you don't have to borrow from two digits.
- c. Look at problem A. (Pause.) Read the problem in the ones column. (Signal.)  $2 \text{ minus } 4$ .
  - Do you have to borrow? (Signal.) Yes.
  - What do you borrow from? (Signal.) 80.
- d. Look at problem B. (Pause.) Read the problem in the ones column. (Signal.)  $4 \text{ minus } 3$ .
  - Do you have to borrow? (Signal.) No.
- e. Read the problem in the tens column. (Signal.)  $0 \text{ minus } 5$ .
  - Do you have to borrow? (Signal.) Yes.
  - What do you borrow from? (Signal.) 7.
- f. (Repeat steps c–e until firm.)
- g. Look at problem C. (Pause.) Read the problem in the ones column. (Signal.)  $4 \text{ minus } 1$ .
  - Do you have to borrow? (Signal.) No.
- h. Read the problem in the tens column. (Signal.)  $8 \text{ minus } 9$ .
  - Do you have to borrow? (Signal.) Yes.
  - What do you borrow from? (Signal.) 60.
- i. (Repeat steps g and h until firm.)
- j. Look at problem D. (Pause.) Read the problem in the ones column. (Signal.)  $3 \text{ minus } 3$ .
  - Do you have to borrow? (Signal.) No.
- k. Read the problem in the tens column. (Signal.)  $6 \text{ minus } 5$ .
  - Do you have to borrow? (Signal.) No.
- l. Read the problem in the hundreds column. (Signal.)  $0 \text{ minus } 1$ .
  - Do you have to borrow? (Signal.) Yes.
  - What do you borrow from? (Signal.) 8.
- m. (Repeat steps j–l until firm.)
- n. Work the problems in Part 8 on your own.
  - (Check and correct. See *Answer Key*.)
- o. Let's check your work. Put an **X** next to each problem you got wrong.

- p. Problem A. What's the answer? (Signal.) 618.
- q. (Repeat step p for the rest of the problems in Part 6. See *Answer Key*.)

## EXERCISE 10

### Independent Work

- Do Part 9. (The students can work this part without supervision.)

## EXERCISE 11

### Workcheck

- a. Now we're going to figure out the number of points you've earned for this lesson.
- b. Count the number of facts you got wrong in Parts 1, 2, and 3.
- c. Find the beginning of your worksheet for Lesson 30.
- 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 9.
- g. Put an **X** next to each problem you got wrong.
- h. (Read the answers from the *Answer Key* for Lesson 30, Part 9.)
  - i. Now count the number of problems you got wrong in Parts 7, 8, and 9.
  - j. Once again find the beginning of your worksheet for Lesson 30. 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, 3, or 4 wrong, you get 3 points. If you got more than 4 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–p.)



## Lesson 30

- 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've 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 30. Write the total number of points you earned in that box.
- p. (Have the students total their points for Lessons 26–30.)

### EXERCISE 12

#### 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 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 step b on a blank sheet of paper. This paper will also serve as the group's score sheet.)
- b. (Write the following problems on the board:  

1. 12	2. 12	3. 12	4. 12	5. 12	6. 12
- 3	- 4	- 5	- 7	- 8	- 9

)
- c. (Give each team a die or spinner and give each judge a pencil and a sheet of paper with the answers.)
- d. We're going to play a game called the Fact Game. You can earn up to 2 bonus points each day we play.
- e. These are the rules of the game. All of the teams play the game at the same time. Each team starts by having one player roll the die or spin the spinner. The number that comes up tells which problem on the board that player must give the answer for. For example, if a 4 comes up on the spinner or die, you read problem 4, 4 minus 1, and then give the answer. What do you do if a 2 comes up? (Signal.) *Read problem 2 and give the answer.*
- f. If the answer is correct, the judge draws 1 line on the sheet of paper.
- g. If the answer is incorrect, the judge crosses out 2 lines. (Be aware that when the first turn is taken there will be no lines to cross out.)
- h. How many lines does a judge draw for the correct answer? (Signal.) 1.
  - How many lines does a judge cross out for the wrong answer? (Signal.) 2.
- 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. Everyone 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 up the number of lines your team got and write the total at the top of your 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.
- q. Write your points in the "Bonus" box at the beginning of your lesson for today.
- r. (You might want to write numbers in the boxes on the board and demonstrate this next step.) 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.
- s. Turn to the Point Summary Charts on the inside back cover of your workbook. ✓ Find the empty box below Lesson 30. Write the total number of points you earned in that box. ✓
- t. (Have the students total their points for Lessons 26–30.)

## Lesson 30

Test + Facts + Problems + Bonus = TOTAL

1

$$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$

2

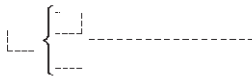
A The big number is 7. A small number is 4.



B A small number is 10. Another small number is 5.



C A small number is 7. Another small number is 3.



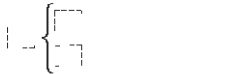
D The big number is 10. A small number is 2.



E The big number is 5. A small number is 4.



F A small number is 8. Another small number is 2.



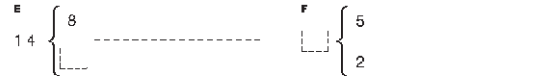
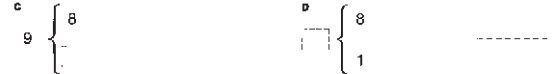
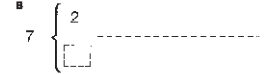
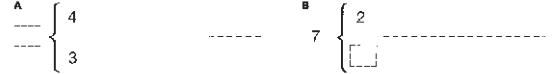
## Lesson 30 (continued)

3

$$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

4



5

$$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

6

A 1035      B 2406      C 3006      D 5071      E 3401

## Lesson 30 (continued)

7

A Ann had 9 oranges. She gave 4 oranges to her friends.  
9 is a \_\_\_\_\_ number.  
4 is a \_\_\_\_\_ number.

B Jack has 7 books. He buys 2 books.  
7 is a \_\_\_\_\_ number.  
2 is a \_\_\_\_\_ number.

C Gloria has 4 pens. She gives away 1 pen.  
4 is a \_\_\_\_\_ number.  
1 is a \_\_\_\_\_ number.

D 6 children are in the park. 4 children go home.  
6 is a \_\_\_\_\_ number.  
4 is a \_\_\_\_\_ number.

E Roy ate 8 strawberries. Then he ate 5 more.  
8 is a \_\_\_\_\_ number.  
5 is a \_\_\_\_\_ number.

F Jane has 5 cats. 3 cats run away.  
5 is a \_\_\_\_\_ number.  
3 is a \_\_\_\_\_ number.

8

A  $\begin{array}{r} 802 \\ - 184 \\ \hline \end{array}$       B  $\begin{array}{r} 704 \\ - 553 \\ \hline \end{array}$       C  $\begin{array}{r} 6084 \\ - 4191 \\ \hline \end{array}$       D  $\begin{array}{r} 8063 \\ - 6153 \\ \hline \end{array}$       E  $\begin{array}{r} 306 \\ - 48 \\ \hline \end{array}$

9

A  $\begin{array}{r} 7496 \\ - 1895 \\ \hline \end{array}$       B  $\begin{array}{r} 4825 \\ + 1362 \\ \hline \end{array}$       C  $\begin{array}{r} 90 \\ + 45 \\ \hline \end{array}$       D  $\begin{array}{r} 70 \\ - 45 \\ \hline \end{array}$       E  $\begin{array}{r} 420 \\ - 402 \\ \hline \end{array}$

F  $\begin{array}{r} 4826 \\ - 850 \\ \hline \end{array}$       G  $\begin{array}{r} 7428 \\ - 4357 \\ \hline \end{array}$       H  $\begin{array}{r} 3245 \\ - 724 \\ \hline \end{array}$       I  $\begin{array}{r} 528 \\ - 418 \\ \hline \end{array}$       J  $\begin{array}{r} 9638 \\ - 829 \\ \hline \end{array}$