

EXERCISE 1

Facts: Independent Practice

- Open your workbook to Lesson 30. Find Part 1.
- Touch the first problem. Read the problem and say the answer. (Signal.) $7 \text{ plus } 3 \text{ equals } 10$.
- Touch the next problem. Read the problem and say the answer. (Signal.) $7 \text{ plus } 1 \text{ equals } 8$.
- Touch the next problem. Read the problem and say the answer. (Signal.) $7 \text{ plus } 5 \text{ equals } 12$.
- Touch the next problem. Read the problem and say the answer. (Signal.) $7 \text{ plus } 4 \text{ equals } 11$.
- Touch the next problem. Read the problem and say the answer. (Signal.) $7 \text{ plus } 2 \text{ equals } 9$.
- (Repeat steps b–f until firm.)
- Write the answers to all of the problems in Part 1. You have one minute. Get ready. Go.
- (After one minute, say:) Stop. Raise your hand if you worked all the problems. If you didn't finish, put an **X** next to each problem you didn't get to. (Pause.) Now work the rest of the problems.
- 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.) $7 \text{ plus } 3 \text{ equals } 10$.
- Next problem. (Signal.) $7 \text{ plus } 1 \text{ equals } 8$.
- (Repeat step l for the rest of the problems in Part 1. See *Answer Key*.)
- Raise your hand if you answered all the problems in one minute and didn't get any wrong. (Praise students.)

EXERCISE 2

Facts: Number Families in a Series

- Find Part 2 on your worksheet.
- In all these number families, the big number is not given. For each number family, say the fact that starts with 5.

- Look at family A. Say the fact. (Signal.) $5 \text{ plus } 9 \text{ equals } 14$.
- Family B. Say the fact. (Signal.) $5 \text{ plus } 6 \text{ equals } 11$.
- Family C. Say the fact. (Signal.) $5 \text{ plus } 8 \text{ equals } 13$.
- Family D. Say the fact. (Signal.) $5 \text{ plus } 7 \text{ equals } 12$.
- (Repeat steps c–f until firm.)
- Write the big number for each of the number families in Part 2. Then write both the facts.
 - (Check and correct. See *Answer Key*.)
- Let's check your work. Put an **X** next to each fact you got wrong.
- Family A. Read the fact that starts with 5. (Signal.) $5 \text{ plus } 9 \text{ equals } 14$.
 - Read the fact that starts with 9. (Signal.) $9 \text{ plus } 5 \text{ equals } 14$.
- (Repeat step j for the rest of the number families in Part 2. See *Answer Key*.)

EXERCISE 3

Facts: Figuring Out Complex Facts

- Find Part 3 on your worksheet.
- Read problem A. (Signal.) $15 \text{ plus } 3$.
 - Read the ones column and say the answer. (Signal.) $5 \text{ plus } 3 \text{ equals } 8$.
 - Read problem A and say the answer. (Signal.) $15 \text{ plus } 3 \text{ equals } 18$.
- Read problem B. (Signal.) $12 \text{ plus } 5$.
 - Read the ones column and say the answer. (Signal.) $2 \text{ plus } 5 \text{ equals } 7$.
 - Read problem B and say the answer. (Signal.) $12 \text{ plus } 5 \text{ equals } 17$.
- Read problem C. (Signal.) $41 \text{ plus } 7$.
 - Read the ones column and say the answer. (Signal.) $1 \text{ plus } 7 \text{ equals } 8$.
 - Read problem C and say the answer. (Signal.) $41 \text{ plus } 7 \text{ equals } 48$.
- Read problem D. (Signal.) $11 \text{ plus } 3$.
 - Read the ones column and say the answer. (Signal.) $1 \text{ plus } 3 \text{ equals } 4$.
 - Read problem D and say the answer. (Signal.) $11 \text{ plus } 3 \text{ equals } 14$.

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- f. Read problem E. (Signal.) $74 \text{ plus } 5$.
 - Read the ones column and say the answer. (Signal.) $4 \text{ plus } 5 \text{ equals } 9$.
 - Read problem E and say the answer. (Signal.) $74 \text{ plus } 5 \text{ equals } 79$.
- g. Let's see if you can figure out the answers without looking at the problems. Close your workbook. Listen. $15 \text{ plus } 3$. What does $15 \text{ plus } 3$ equal? (Signal.) 18 .
 - $12 \text{ plus } 5$. What does $12 \text{ plus } 5$ equal? (Signal.) 17 .
 - $41 \text{ plus } 7$. What does $41 \text{ plus } 7$ equal? (Signal.) 48 .
 - $11 \text{ plus } 3$. What does $11 \text{ plus } 3$ equal? (Signal.) 14 .
 - $74 \text{ plus } 5$. What does $74 \text{ plus } 5$ equal? (Signal.) 79 .
- h. Open your workbook again to Lesson 30. Find Part 3.
- i. Write the answers to all of the problems in Part 3.
 - (Check and correct. See *Answer Key*.)
- j. (Review answers orally with the entire group. See *Answer Key*.)

EXERCISE 4

Timing Format

- a. Find Part 4 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.) 11 .
- c. Next problem. (Pause.) What's the answer? (Signal.) 13 .
- 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.) $5 \text{ plus } 6 \text{ equals } 11$.

- i. Next problem. (Signal.) $5 \text{ plus } 8 \text{ equals } 13$.
- j. (Repeat step i for the rest of the problems in Part 4. See *Answer Key*.)

EXERCISE 5

Place Value: Determining Number of Tens—Verbal

- a. I'll say some numbers. You tell me how many tens are in each number. You have to think about how each number is written.
- b. 21. How many tens are in 21? (Signal.) 2.

► To Correct

Think how you write 21. How many tens are in the tens column? (Signal.) 2. ◀

- c. 18. How many tens are in 18? (Signal.) 1.
- d. 14. How many tens are in 14? (Signal.) 1.
- e. 36. How many tens are in 36? (Signal.) 3.
- f. 24. How many tens are in 24? (Signal.) 2.
- g. 17. How many tens are in 17? (Signal.) 1.
- h. 13. How many tens are in 13? (Signal.) 1.
- i. (Repeat steps b–h until firm.)
- j. (Call on individual students. Each student is to tell the number of tens in randomly selected numbers.)

EXERCISE 6

Place Value: Reading Hundreds and Thousands Numbers

- a. Find Part 5 on your worksheet.
- b. How many digits are in item A? (Signal.) 4.
 - Read that number. (Signal.) *Four thousand*.
- c. How many digits are in item B? (Signal.) 3.
 - Read that number. (Signal.) *Four hundred*.
- d. How many digits are in item C? (Signal.) 3.
 - Read that number. (Signal.) *Three hundred eighteen*.
- e. How many digits are in item D? (Signal.) 4.
 - Read that number. (Signal.) *One thousand one hundred fifty*.
- f. How many digits are in item E? (Signal.) 4.
 - Read that number. (Signal.) *Two thousand three hundred fourteen*.

- g. Read item F. (Signal.) *One hundred seven.*
- h. Read item G. (Signal.) *Two thousand three hundred sixty.*
- i. (Call on individual students. Each student is to read all the numbers in Part 5.)

EXERCISE 7

Operations: Renaming the Ones Column and Working the Problem

- a. Find Part 6 on your worksheet.
- b. You have to carry to work the problems in Part 6. I'll work two problems with you.
- c. Look at problem A. When you add numbers in columns, which column do you start with? (Signal.) *The ones column.*
- d. Add the ones column and get ready to tell me the answer. (Pause.) What's the answer for the ones column? (Signal.) *15.*
- e. What do you write in the ones column? (Signal.) *5.*
- f. What do you carry to the tens column? (Signal.) *1 ten.*
- g. Do it and finish working the problem. ✓
- h. What's the answer to problem A? (Signal.) *105.*

New Problem

- a. Look at problem B. When you add numbers in columns, which column do you start with? (Signal.) *The ones column.*
- b. Add the ones column and get ready to tell me the answer. (Pause.)
 - What's the answer for the ones column? (Signal.) *20.*
- c. What do you write in the ones column? (Signal.) *0.*
 - What do you carry to the tens column? (Signal.) *2 tens.*
- d. Do it and finish working the problem. ✓
- e. What's the answer to problem B? (Signal.) *100.*
- f. Work the rest of the problems in Part 6 on your own.
 - (Check and correct. See *Answer Key*.)
- g. Let's check your work. I'll read the answers. Put an **X** next to each problem you got wrong.

- h. Problem C. The answer is 124.
 - Problem D. The answer is 120.

EXERCISE 8

Story Problems: Practicing the Addition-Subtraction Discrimination

- a. Find Part 7 on your worksheet. These problems are tricky. Some of the sentences don't tell about adding. They tell about subtracting or taking away things.
- b. Look at problem A. Find the directions. (Pause.) Read the directions. (Signal.) *Add the things that Sharon got.*
 - You have to think about the different ways you can get things.
- c. Read sentence 1. (Signal.) *Sharon lost 4 pencils.*
 - Is that about Sharon getting things? (Signal.) *No.*
 - Draw a line through it. ✓
- d. Read sentence 2. (Signal.) *Sharon gave away 9 pencils.*
 - Is that about Sharon getting things? (Signal.) *No.*
 - Draw a line through it. ✓
- e. Read sentence 3. (Signal.) *Sharon found 2 pieces of paper.*
 - Is that about Sharon getting things? (Signal.) *Yes.*
- f. Read sentence 4. (Signal.) *Sharon threw away 5 crayons.*
 - Is that about Sharon getting things? (Signal.) *No.*
 - Draw a line through it. ✓
- g. Read sentence 5. (Signal.) *Sharon bought 8 pens.*
 - Is that about Sharon getting things? (Signal.) *Yes.*
- h. Write the numbers you are going to add. Then work the problem. Don't forget to write the word that's part of the answer.
- i. Read the answer. (Signal.) *10 things.*
- j. Work the rest of the problems in Part 7 on your own.
 - (Check and correct. See *Answer Key*.)

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- k. Let's check your work. I'll read the answers. Put an **X** next to each problem you got wrong.
- l. Problem B. The answer is 19 things.
 - Problem C. The answer is 54 games.
 - Problem D. The answer is 117 times.

EXERCISE 9

Preparation for Mastery Test: Facts

- a. When we do the next lesson, you're going to have a test on addition facts. Let's go over some facts together.
- b. I'll say the problems and you give the answers. What does 4 plus 10 equal? Get ready. (Signal.) 14.
- c. (Repeat step b for the following problems:)

$$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

- d. Remember those facts for the test.

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 1, 2, and 4.
- 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 count the number of problems you got wrong in Parts 6 and 7.
- g. 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."

- h. If you got 0 wrong, you get 5 points. If you got 1 wrong, you get 3 points. If you got more than 1 wrong, you get 0 points.
- i. Write the number of points you earned in the box labeled "Problems."
- j. (If Fact Game bonus points are to be added to the "Bonus" box in this lesson, do not do steps k and l.)
- k. 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.
- l. 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.
- m. (Have the students total their points for Lessons 26–30.)

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 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:)

$$\begin{array}{r} 1. 5 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 2. 5 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 3. 5 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 4. 5 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 5. 5 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 6. 5 \\ + 10 \\ \hline \end{array}$$

- 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

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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 plus 0, 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 one line on the sheet of paper.
- g. If the answer is incorrect, the judge crosses out two 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.) *One.*
 - How many lines does a judge cross out for the wrong answer? (Signal.) *Two.*
- 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.
- q. Write your points in the "Bonus" box at the beginning of your lesson for today. (Be aware that you might have already awarded some bonus points earlier in the lesson either for appropriate group behavior or for very good worksheet performance.)
- r. 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 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.)

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Facts + Problems + Bonus = TOTAL

1

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +4 \\ \hline \end{array}$$

2

A $\left\{ \begin{array}{l} 5 \\ 9 \end{array} \right.$ B $\left\{ \begin{array}{l} 5 \\ 6 \end{array} \right.$

C $\left\{ \begin{array}{l} 5 \\ 8 \end{array} \right.$ D $\left\{ \begin{array}{l} 5 \\ 7 \end{array} \right.$

3

A $\begin{array}{r} 15 \\ +3 \\ \hline \end{array}$ B $\begin{array}{r} 12 \\ +5 \\ \hline \end{array}$ C $\begin{array}{r} 41 \\ +7 \\ \hline \end{array}$ D $\begin{array}{r} 11 \\ +3 \\ \hline \end{array}$ E $\begin{array}{r} 74 \\ +5 \\ \hline \end{array}$

4

$$\begin{array}{r} 5 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +8 \\ \hline \end{array}$$

Lesson 30 (continued)

5

A 4000 B 400 C 318 D 1150

E 2314 F 107 G 2360

6

A $\begin{array}{r} \square \\ 35 \\ 59 \\ \hline 11 \end{array}$ B $\begin{array}{r} \square \\ 11 \\ 29 \\ \hline 49 \\ 11 \end{array}$ C $\begin{array}{r} \square \\ 45 \\ 25 \\ \hline 54 \end{array}$ D $\begin{array}{r} \square \\ 81 \\ 14 \\ \hline 25 \end{array}$

7

- A
- Sharon lost 4 pencils.
 - Sharon gave away 9 pencils.
 - Sharon found 2 pieces of paper.
 - Sharon threw away 5 crayons.
 - Sharon bought 8 pens.
- Add the things that Sharon got.

- B
- Pablo took 9 cups from the pile.
 - Pablo placed 14 pots on the pile.
 - Pablo set 5 plates on the pile.
 - Pablo took 4 glasses from the pile.
 - Pablo took 10 cups from the pile.
- Add the things that made the pile bigger.

Lesson 30 (continued)

C

- Team 1 won 13 games in May.
- Team 2 won 14 games in May.
- Team 1 won 20 games in June.
- Team 1 lost 8 games in June.
- Team 1 won 21 games in July.

Add the games team 1 won.

D

- The boys carried boxes 52 times.
- The boys raked leaves 42 times.
- The boys chopped wood 11 times.
- The boys played catch 18 times.
- The girls raked leaves 21 times.
- The boys piled wood 12 times.

How many times did the boys do work?