LESSON 71

Reminder: Do the entire-class activity at some other time during the day.

FACT DERIVATION

TASK 1   Saying addition statements

Group Activity A

a. Listen. 4 plus 1, 4 plus 2, 4 plus 3. You're going to say the whole statement with me, starting with 4 plus 1 equals 5. (Pause.) Get ready. Clap for each symbol as you respond with the children:
4 plus 1 equals 5. (Pause.)
4 plus 2 equals 6. (Pause.)
4 plus 3 equals 7. Repeat until firm.

b. Now say the statements by yourself, starting with 4 plus 1. (Pause.) Get ready. (Signal.) *4 plus 1 equals 5, 4 plus 2 equals 6, 4 plus 3 equals 7.*

To correct
1. Say the statement in which the error occurred.
2. Have the children say that statement.
3. Say all the statements with the children, starting with $4 + 1 = 5$.
4. Have the children say all the statements by themselves, starting with $4 + 1 = 5$.

Group Activity B

a. Now I'm going to mix up the facts. What does 4 plus 1 equal? 4 plus 1. (Pause.) Get ready. (Signal.) 5. Say the whole statement. (Pause and signal.) *4 plus 1 equals 5.*

b. What does 4 plus 3 equal? Think big. 4 plus 1 equals 5. 4 plus 2 equals 6. So, 4 plus 3 equals . . . (signal) 7.

c. What does 4 plus 3 equal? 4 plus 3. (Pause.) Get ready. (Signal.) 7. Say the whole statement. (Pause and signal.) *4 plus 3 equals 7.*
What does 4 plus 1 equal? 4 plus 1. (Pause.) Get ready. (Signal.) 5. Continue presenting $4 + 1$ and $4 + 3$ in random order until responses are firm.

Individual Test
If you are in doubt about any child's mastery of $4 + 1$ and $4 + 3$, call on that child for step *c*.

Group Activity C

a. Listen to this fact. 4 plus 2. Think big. 4 plus 1 equals 5. So, 4 plus 2 equals. . . (Signal) 6.

b. What does 4 plus 1 equal? (Pause and signal.) 5. What does 4 plus 2 equal? (Pause and signal.) 6. Say the whole statement. (Pause and signal.) *4 plus 2 equals 6.*

c. What does 4 plus 1 equal? (Pause and signal.) 5. What does 4 plus 3 equal? Think big. 4 plus 1 equals 5. 4 plus 2 equals 6. So, 4 plus 3 equals. . . (signal) 7.

d. Present $4 + 1$, $4 + 2$, and $4 + 3$ in random order until responses are firm.

To correct
1. For $4 + 1$, give the answer.
2. For $4 + 2$ and $4 + 3$, have the children say the series of statements, starting with $4 + 1$.

Individual Test
If you are in doubt about any child's mastery of $4 + 3$, $4 + 1$, and $4 + 2$, call on that child for step *d*.

Group Activity D

a. Listen to a new fact. 4 plus 4. Think big. 4 plus 1 equals 5. 4 plus 2 equals 6. 4 plus 3 equals 7. So, 4 plus 4 equals . . . (signal) 8. Say the whole statement. (Pause and signal.) *4 plus 4 equals 8.*

b. What does 4 plus 1 equal? (Pause and signal.) 5. What does 4 plus 4 equal? Think big. 4 plus 1 equals 5. 4 plus 2 equals 6. 4 plus 3 equals 7. So, 4 plus 4 equals . . . (signal) 8. Say the whole statement. (Pause and signal.) *4 plus 4 equals 8.*

c. What does 4 plus 1 equal? (Pause and signal.) 5. What does 4 plus 2 equal? (Pause and signal.) 6.

d. What does 4 plus 1 equal? (Pause and signal.) 5. What does 4 plus 3 equal? Think big. 4 plus 1 equals 5. 4 plus 2 equals 6. So, 4 plus 3 equals . . . (signal) 7.

e. Present $4 + 4$, $4 + 2$, $4 + 1$, and $4 + 3$ in random order until responses are firm.

To correct
1. For $4 + 1$, give the answer.
2. For $4 + 2$, $4 + 3$, and $4 + 4$, have the children say the series of statements, starting with $4 + 1$.

Individual Test
If you are in doubt about any child's mastery of $4 + 4$, $4 + 1$, $4 + 3$, and $4 + 2$, call on that child for step *e*.

TAKE-HOME 71

COLUMN ADDITION
Pass out take-homes and pencils.

TASK 2 Structured practice using the carrying strategy

a. Everybody, touch problem 1 on your take-home. Check responses. Now touch the dotted line between the tens and the small numbers. Check responses.

b. I'll clap; you read the problem. (Pause.) Get ready. Clap for each symbol as the children read: *48 plus 23 equals how many?*

c. Everybody, what are the two numbers you add first? (Pause and signal.) *8 plus 3.* What does 8 plus 3 equal? (Pause and signal.) *11.* Write your answer. *(The children write 1 in the ones column and 1^0 in the tens column.)* Check responses.

To correct
If any child writes 1^0 in the ones column, say:
1. I see a ten on the wrong side of the dotted line. Touch the ten that's on the wrong side. Check responses.
2. What do you say when there's a ten on the wrong side? (Pause and signal.) *Ten, go over to the other side.* Erase the ten and write it where it should be. *(The children write 1^0 above 4^0.)* Check responses.

d. You've added the small numbers. Now add the tens. Everybody, touch the two numbers you add first. *(The children touch 1^0 and 4^0.)* Check responses.

e. Add those numbers and get ready to tell me how many tens. (Pause.) How many tens? *5 tens.* Yes, 1 ten plus 4 tens equals 5 tens.

f. And how many tens are you going to add to 5 tens? (Pause and signal.) *2 tens.*

g. Everybody, say the two numbers you're going to add now. (Pause and signal.) *5 tens plus 2 tens.*

h. And what does 5 tens plus 2 tens equal? (Pause and signal.) *7 tens.*

i. Write the numeral below the line. *(The children write 7^0.)* Check responses.

j. What does 48 plus 23 equal? (Pause and signal.) *71.*

TASK 3 Structured practice using the carrying strategy

a. Everybody, touch problem 2 on your take-home. Check responses. Now touch the dotted line between the tens and the small numbers. Check responses.

b. I'll clap; you read the problem. (Pause.) Get ready. Clap for each symbol as the children read: *45 plus 37 equals how many?*

c. Everybody, what are the two numbers you add first? (Pause and signal.) *5 plus 7.* What does 5 plus 7 equal? (Pause and signal.) *12.* Write your answer. *(The children write 2 in the ones column and 1^0 in the tens column.)* Check responses.

To correct
If any child writes 1^0 in the ones column, say:
1. I see a ten on the wrong side of the dotted line. Touch the ten that's on the wrong side. Check responses.
2. What do you say when there's a ten on the wrong side? (Pause and signal.) *Ten, go over to the other side.* Erase the ten and write it where it should be. *(The children write 1^0 above 4^0.)* Check responses.

d. You've added the small numbers. Now add the tens. Everybody, touch the two numbers you add first. *(The children touch 1^0 and 4^0.)* Check responses.

e. Add those numbers and get ready to tell me how many tens. (Pause.) How many tens? *5 tens.* Yes, 1 ten plus 4 tens equals 5 tens.

f. And how many tens are you going to add to 5 tens? (Pause and signal.) *3 tens.*

g. Everybody, say the two numbers you're going to add now. (Pause and signal.) *5 tens plus 3 tens.*

h. And what does 5 tens plus 3 tens equal? (Pause and signal.) *8 tens.*

i. Write the numeral below the line. *(The children write 8^0.)* Check responses.

j. What does 45 plus 37 equal? (Pause and signal.) *82.*

WRITTEN STORY PROBLEMS

TASK 4 Adding three numbers (unstructured)

a. Hold up your take-home and point to problem 3. Everybody, touch problem 3 on your take-home. Check responses.

b. I'll clap; you read the problem. (Pause.) Get ready. Clap for each part of the problem as the children read.

c. Now I'll read the problem. Listen. Read the problem.

d. What do we have to find out in this problem? (Pause and signal.) *How many dogs did he end up with?*

e. Write the problem and figure out the answer. *(The children write $4 + 1 + 6 = \square$, then fill in $1^0 1$.)* Check responses.

To correct
1. I'll read the story and you write it. Read each sentence and tell the children to write that part of the problem. Check the children's responses for each part.
2. Work the problem and write the answer in the box. Check responses.

TASK 5 Adding three numbers (unstructured)

a. Hold up your take-home and point to problem 4. Everybody, touch problem 4 on your take-home. Check responses.
b. I'll clap; you read the problem. (Pause.) Get ready. Clap for each part of the problem as the children read.
c. Now I'll read the problem. Listen. Read the problem.
d. What do we have to find out in this problem? (Pause and signal.) *How many bikes did she end up with?*
e. Write the problem and figure out the answer. (*The children write $5 + 3 + 4 = \square$, then fill in 1°2.*) Check responses.

To correct

1. I'll read the story and you write it. Read each sentence and tell the children to write that part of the problem. Check the children's responses for each part.
2. Work the problem and write the answer in the box. Check responses.

TASK 6 Independent work on story problems

When you check the children's work on problems 5, 6, and 7, make sure they have discriminated between the different types of story problems.

a. Everybody, work problem 5. Check responses.
b. Everybody, work problem 6. Check responses.
c. Everybody, work problem 7. Check responses.

INDEPENDENT WORK

TASK 7 Summary of independent activity

a. Put your pencils down and listen. You're going to finish your take-home by yourself, but first let's talk about what you're going to do.
b. Look at the count-by problems in item 8 on your take-home. Remember—first look at the squares in each stack and write what you're going to count by. Then look at all the stacks and write how many times you're going to count. Then work the problem and figure out the answer.
c. The rest of the problems are ones we've talked about before. You know how to work all of these.
d. When you finish all the problems on both sides of your take-home, check your work carefully. If you get all the problems right, you'll earn points.
e. You are now free to move on to your next structured group presentation. Award points to the children after they have completed their take-homes and you have checked them.

END OF LESSON 71

LESSON 72

Reminder: Do the entire-class activity at some other time during the day.

FACTS

TASK 1 Getting more

a. Listen. You start with 10 and get 1 more. Again. You start with 10 and get 1 more. (Pause.) How many do you end up with? (Pause and signal.) *11.*
b. Listen. You start with 4 and get 2 more. (Pause.) How many do you end up with? (Pause and signal.) *6.* Yes, 6. What's 2 more than 4? (Pause and signal.) *6.*
c. Listen. You start with 7 and get 0 more. (Pause.) How many do you end up with? (Pause and signal.) *7.* Yes, 7. What's 0 more than 7? (Pause and signal.) *7.*

TASK 2 Getting more

a. Listen. You end up with 1 more than 10. (Pause.) Everybody, what's 1 more than 10? (Pause and signal.) *11.*

To correct

1. If you start with 10 and get 1 more, how many do you end up with? (Pause and signal.) *11.*
2. So, what's 1 more than 10? (Pause and signal.) *11.*

b. Listen. You end up with 0 more than 7. (Pause.) Everybody, what's 0 more than 7? (Pause and signal.) *7.*
c. Listen. You end up with 1 more than 8. (Pause.) Everybody, what's 1 more than 8? (Pause and signal.) *9.*