

Lesson 126

TASK 1 **ROTE COUNTING** Counting in the Teens

Group Activity

- a. **Listen. You're going to start with eight and count** (pause) **forward.**
 b. **Counting forward from eight. Get it going.** Raise your hand.
 When *eeeight* is firm, drop your hand.
 9, 10, 11, 12, 13. **Stop. Good counting forward.**

To correct	If the children stop counting before reaching 13, say: I didn't say stop. Let's try it again. Repeat a and b.
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Individual Test

Call on several children for *a* and *b*.

TASK 2 **FIGURING OUT FACTS** Completing Statements

Group Activity

- a. Write these problems on the board.

m	☺
$6 + 0 =$	<input type="checkbox"/>
$6 + \square =$	<input type="checkbox"/>
$6 + \square =$	<input type="checkbox"/>

You're going to figure out the answers to some problems.

- b. Point to each under *m*. **Some of my numerals are missing.** Point to each under the smiling face. **All your numerals are missing. Let's figure out the missing numerals.**
- c. Point to 0. **What's my first numeral?** Touch 0. **Zero.**
- d. Point to the first under 0. **So what's my next numeral going to be?** Touch . 1.
- e. Point to the next . **What's my last numeral going to be?** Touch . 2. **Again.** Repeat c, d, and e until firm.
- f. **I'll touch my boxes. You tell me what to write.** (Pause.) **Get ready.** Touch . 1. Touch . 2. Write the numerals in the boxes.

m	☺
$6 + 0 =$	<input type="checkbox"/>
$6 + \boxed{1} =$	<input type="checkbox"/>
$6 + \boxed{2} =$	<input type="checkbox"/>

- g. **Now let's figure out what numerals go in your boxes.**

Do not write in the children's numerals.

- h. Point to $6 + 0$. **Everybody, what's six plus zero?** Touch the first . 6. **So what numeral goes in the first box?** (Signal.) 6. **Yes, six.**
- i. **Six goes in the first box, so what goes in the next box?** Touch the second . 7. **And what goes in the last box?** Touch the last . 8. **Again.** Repeat *h* and *i* until firm—as many as ten times if needed.
- j. **Let's see if you can give the answers to the problems.** **Remember your numbers.**
- k. Touch the first problem. **What does six plus zero equal?** (Signal.) 6. Touch the second problem. **What does six plus one equal?** (Signal.) 7. Touch the third problem. **What does six plus two equal?** (Signal.) 8.

To correct	Point to each statement as you say it. Emphasize the answer to the problem. Then repeat <i>k</i> .
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- l. **Again.** Repeat *k* until firm—as many as ten times if needed.

Individual Test

Call on some children for *k*.

Group Activity

- m. **Everybody, say the whole statement when I touch it.** (Pause.) **Get ready.** As you touch each statement, the children read: *6 plus 0 equals 6, 6 plus 1 equals 7, 6 plus 2 equals 8.*

To correct	Give the answer and return to the beginning of the series.
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Individual Test

Call on several children for *m*. If any child makes a mistake, repeat *m* with the group.

Group Activity

- n. **Let's see if we can say the statements without looking.** **Close your eyes. Start with six plus zero.** (Pause.) **Get ready. Go.** Say the statements with the children until firm. **All by yourself.** Have the children say the statements until firm.

To correct	Look at the board. Repeat <i>m</i> . Then repeat <i>n</i> .
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Individual Test

Call on several children for $6 + 0$ and $6 + 2$.

TASK 3 **ROTE COUNTING** Large-Group Counting

Present this task to the entire class at some time during the day.

- a. **You're going to count to seventy. I'll stop you when you end up with seventy. Get ready. Count.**
(The children count to 70.) Stop.
Good counting and ending up with seventy.

To correct	Count with the children on the part of the series they are having trouble with. For example, if mistakes occur at 59, stop the children. Count with them from 55 to 61 until they can count this part of the series without assistance. Then repeat a.
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- b. Repeat a until the response is firm.

TASK 4 **SYMBOL IDENTIFICATION** The Race

- a. Draw this score form on the board.

m	
☺	

- b. **I'm smart. I bet I can beat you in a race.**
- c. Point to the *m* in the score form. **See this mmm? That's for me. I put my marks here.** Point to the top row.
Every time I win, I put a mark here.
- d. Point to the smiling face. **This is you. And your marks go here.** Point to the bottom row.
Every time you win, I put a mark here.
- e. **I'm going to write a symbol on the board. As soon as I write it, you tell me what it is.**
- f. The symbols in this race are 1^o6, 1^o8, 1^o4, 1^o9, and 1^o1.
 Write one symbol at a time on the board. Write the symbol quickly. Pause for a moment before you identify it. If the children identify the symbol first, they win. Score one mark for them. If you identify it first, you win. Score one mark for yourself. Erase the symbol before drawing the next one.

- g. Allow the children to win most of the time. If they have difficulty with a particular symbol, say: **I know how to beat you. I can with with _____** (name symbol) **every time.**
 Repeat troublesome symbols until all the children can beat you at identifying them.
- h. Stop racing after two or three minutes. If the children have more marks, try to fool them.
I won. I have more marks than you have.
- i. The children should object. Have them count the marks to prove that they have more. Then say, for example:
Five is more than ten, isn't it? No. I guess you did win!

TASK 5 **FIGURING OUT FACTS** Completing Statements

Group Activity

- a. Write these problems on the board.

m	☺
5 + 1 =	☐
5 + ☐ =	☐
5 + ☐ =	☐

- You're going to figure out the answers to some problems.**
- b. Point to each ☐ under *m*. **Some of my numerals are missing.** Point to each ☐ under the smiling face. **All your numerals are missing. Let's figure out the missing numerals.**
- c. Point to 1. **What's my first numeral?** Touch 1. 1.
- d. Point to the first ☐ under 1. **So what's my next numeral going to be?** Touch ☐. 2.
- e. Point to the next ☐. **What's my last numeral going to be?** Touch ☐. 3. **Again.** Repeat c, d, and e until firm.
- f. **I'll touch my boxes. You tell me what to write.** (Pause.)
Get ready. Touch ☐. 2. Touch ☐. 3.
 Write the numerals in the boxes.

m	☺
5 + 1 =	☐
5 + 2 =	☐
5 + 3 =	☐

TASK 5 CONTINUES ON THE NEXT PAGE.

- g. Now let's figure out what numerals go in your boxes.
Do not write in the children's numerals.
- h. Point to $5 + 1$. **Everybody, what's five plus one?**
 Touch the first . 6. **So what numeral goes in the first box?**
 (Signal.) 6. **Yes, six.**
- i. **Six goes in the first box, so what goes in the next box?**
 Touch the second . 7. **And what goes in the last box?**
 Touch the last . 8. **Again.** Repeat *h* and *i* until firm—
 as many as ten times if needed.
- j. **Let's see if you can give the answers to the problems.**
Remember your numbers.
- k. Touch the first problem. **What does five plus one equal?**
 (Signal.) 6. Touch the second problem. **What does five
 plus two equal?** (Signal.) 7. Touch the third problem.
What does five plus three equal? (Signal.) 8.

To correct	Point to each statement as you say it. Emphasize the answer to the problem. Then repeat <i>k</i> .
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- l. **Again.** Repeat *k* until firm—as many as ten times if needed.

Individual Test

Call on some children for *k*.

Group Activity

- m. **Everybody, say the whole statement when I touch it.** (Pause.)
Get ready. As you touch each statement, the children read:
 $5 \text{ plus } 1 \text{ equals } 6$, $5 \text{ plus } 2 \text{ equals } 7$, $5 \text{ plus } 3 \text{ equals } 8$.

To correct	Give the answer and return to the beginning of the series.
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Individual Test

Call on several children for *m*. If any child makes a mistake, repeat *m* with the group.

Group Activity

- n. **Let's see if we can say the statements without looking.**
Close your eyes. Start with five plus one. (Pause.)
Get ready. Go. Say the statements with the children until firm. **All by yourself.** Have the children say the statements until firm.

To correct	Look at the board. Repeat <i>m</i> . Then repeat <i>n</i> .
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Individual Test

Call on several children for $5 + 1$ and $5 + 3$.

Take-Home 126

The children will need Take-Home 126 and a pencil.

TASK 6 SYMBOL IDENTIFICATION Counting by Ten

- a. Hold up a take-home. Point to the numerals in problem 1.
Everybody, touch these numerals on your take-home.
 Check the children's responses.
- b. **These numerals tell you what to say when you count by ten.**
When you count by ten, you plus ten every time you count.
You touch the numerals; I'll count by ten. (Pause.)
Get ready. (Signal.) **Ten, twenty, thirty, forty, fifty,
 sixty, seventy, eighty, ninety, one hundred.**
That's counting by ten.

- c. **Let's touch and count the numerals together.** (Pause.)
Get ready. Count. (*The children touch the numerals and
 count by 10 to 100 with you.*) Repeat the series three times.

TASK 7 SYMBOL IDENTIFICATION Writing Multiples of Ten

Group Activity A

- a. Hold up a take-home. Point to problem 2. **Everybody,
 touch the first box in this problem.** Check responses.
- b. **Write three in the first box.** Check responses.
- c. **Now change three to thirty.** Check responses.

Group Activity B

- a. **Everybody, touch the next box.** Check responses.
- b. **Write six in the box.** Check responses.
- c. **Now change six to sixty.** Check responses.

TASK 8 SUMMARY OF INDEPENDENT ACTIVITY

Emphasize words in **boldface**

- Put your pencils down and listen. The rest of the problems on your take-home are ones we've talked about before. You know how to work all of these.
- 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 a point.
- Before you begin working on your take-home, let's do some more problems together. I'll bet you can tell me all the right answers. Let's see how smart you are.
- Proceed quickly to the mastery test. **Do not tell the children they are being tested.**

Mastery Test

This is a diagnostic test. The children will need Take-Home 126 and a pencil. Present the parts shaded in pink in task 9 to the group. Note mistakes, but do not correct them. **Make sure the children do not copy.**

If a child responds correctly, allow him to leave the group to go to another activity. It is suggested that the child be instructed to complete his take-home at this time.

All children who respond incorrectly should stay and work on **all** of tasks 9, 10, and 11. Have the children erase the incorrect responses on their take-homes before you begin. Concentrate on the problems that caused them to fail the test.

When all the children remaining have performed satisfactorily, you are 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.

TASK 9 STORY PROBLEMS Writing a Problem in One Step Group Activity A

- Hold up a take-home. Point to problem 3. Touch this space on your take-home. Check responses.
- I'm going to tell you a story. You're going to write the problem for the story in this space. Listen to this story about (boy's name) _____. He has eight quarters and he earns more. He earns four more. And we don't know how many he ends up with. Listen again. He has eight and he earns four more. And he ends up with how many?
- Say the story with me. Clap for each part of the story. (Pause.) Get ready. Clap. He has 8. (Pause.) Clap. He earns 4 more. (Pause.) Clap. And he ends up with how many?

Repeat until the response is firm.

- I'll clap and you say the story by yourself. Clap for each part of the story. (Pause.) Get ready. Clap. He has 8. (Pause.) Clap. He earns 4 more. (Pause.) Clap. And he ends up with how many?

Repeat until the response is firm.

Individual Test

Call on several children to say the story.

Group Activity B

- Write the problem. (The children write $8 + 4 = \square$.) Check the children's responses.

To correct	Have the children erase incorrect responses and repeat the story until firm. Then have them write the problem again.
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- Work the problem. Check the children's responses.
- Everybody, eight plus four equals how many? (Pause and signal.) 12. Yes, eight plus four equals twelve. Say the whole statement. (Signal.) 8 plus 4 equals 12.

TASK 10 STORY PROBLEMS Writing a Problem in One Step**Group Activity A**

- a. Hold up a take-home. Point to problem 4. **Touch this space on your take-home.** Check responses.
- b. **I'm going to tell you a story. You're going to write the problem for the story in this space.** Listen to this story about (girl's name) _____. **She has three hats and she makes more. She makes four more. And we don't know how many she ends up with. Listen again. She has three and she makes four more. And she ends up with how many?**
- c. **Say the story with me.** Clap for each part of the story. (Pause.) **Get ready.** Clap. **She has 3.** (Pause.) Clap. **She makes 4 more.** (Pause.) Clap. **And she ends up with how many?** Repeat until firm.
- d. **I'll clap and you say the story by yourself.** Clap for each part of the story. (Pause.) **Get ready.** Clap. **She has 3.** (Pause.) Clap. **She makes 4 more.** (Pause.) Clap. **And she ends up with how many?** Repeat until firm.

Individual Test

Call on several children to say the story.

Group Activity B

- a. **Write the problem.** (The children write $3 + 4 = \square$.)
Check the children's responses.
- | | |
|------------|--|
| To correct | Have the children erase incorrect responses and repeat the story until firm. Then have them write the problem again. |
|------------|--|
- b. **Work the problem.** Check the children's responses.
- c. **Everybody, three plus four equals how many?** (Pause and signal.) 7. **Yes, three plus four equals seven.**
Say the whole statement. (Signal.) *3 plus 4 equals 7.*

TASK 11 STORY PROBLEMS Writing a Problem in One Step**Group Activity A**

- a. Hold up a take-home. Point to problem 5. **Touch this space on your take-home.** Check responses.
- b. **I'm going to tell you a story. You're going to write the problem for the story in this space.** Listen to this story about (boy's name) _____. **He has five houses and he sells some. He sells four. And we don't know how many he ends up with. Listen again. He has five and he sells four. And he ends up with how many?**
- c. **Say the story with me.** Clap for each part of the story. (Pause.) **Get ready.** Clap. **He has 5.** (Pause.) Clap. **He sells 4.** (Pause.) Clap. **And he ends up with how many?** Repeat until firm.
- d. **I'll clap and you say the story by yourself.** Clap for each part of the story. (Pause.) **Get ready.** Clap. **He has 5.** (Pause.) Clap. **He sells 4.** (Pause.) Clap. **And he ends up with how many?** Repeat until firm.

Individual Test

Call on several children to say the story.

Group Activity B

- a. **Write the problem.** (The children write $5 - 4 = \square$.)
Check the children's responses.
- | | |
|------------|--|
| To correct | Have the children erase incorrect responses and repeat the story until firm. Then have them write the problem again. |
|------------|--|
- b. **Work the problem.** Check the children's responses.
- c. **Everybody, five minus four equals how many?** (Pause and signal.) 1. **Yes, five minus four equals one.**
Say the whole statement. (Signal.) *5 minus 4 equals 1.*