

18

16

14

19

EXERCISE 8: SYMBOL IDENTIFICATION—Teen Numbers

- a. (Display page and point to row.) [35:8A]
These are teen numbers. They all have two parts. For each teen number, you're going to tell me the underlined part. Then you'll tell me the whole number.
(Point to 18.) My turn: What's the underlined part? (Touch.) 8.
What's the whole number? (Touch.) 18.
- (Point to 8.) Your turn: What's the underlined part? (Touch.) 8.
 - What's the whole number? (Touch.) 18.
- b. (Point to 6.) What's the underlined part? (Touch.) 6.
- What's the whole number? (Touch.) 16.
 - (Repeat for 4 and 9.) 4, 14; 9, 19.

- c. Let's do those again. This time you'll just tell me the whole number.
- (Point to 18.) What's the whole number? (Touch.) 18.
 - (Point to 16.) What's the whole number? (Touch.) 16.
 - (Point to 14.) What's the whole number? (Touch.) 14.
 - (Point to 19.) What's the whole number? (Touch.) 19.
- (Repeat step c until firm.)

INDIVIDUAL TURNS

(Call on individual children to identify one or two of the numbers.)

Lesson 43

EXERCISE 1: FACTS

ADDITION/SUBTRACTION (SMALL NUMBER OF 2) REMEDY

a. (Display:) [43:1A]

$2 + 7$	$9 - 7$
$5 - 2$	$4 - 2$
$2 + 6$	$11 - 9$
$2 + 9$	$3 + 2$

All of these problems are from families with a small number of 2. Some of these problems minus and some of them plus. You'll tell me the missing number. Remember, if a problem minuses, the answer is a small number.

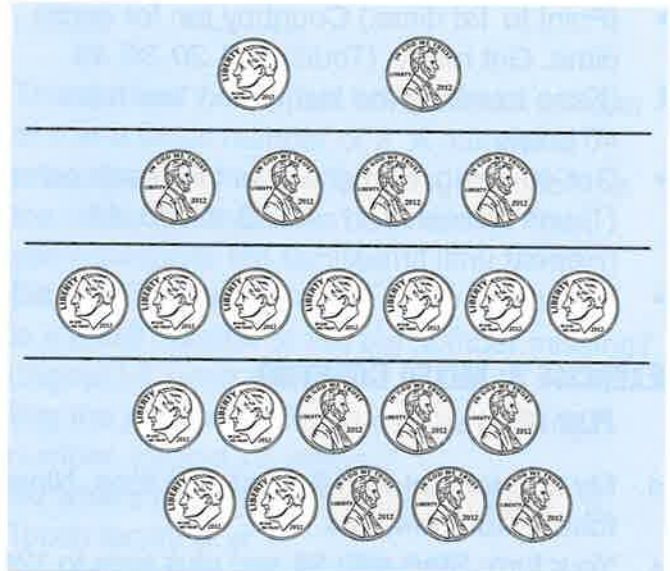
- (Point to $2 + 7$.) Read the problem. (Touch.) *2 plus 7.*
- Does the problem minus? (Signal.) *No.*
- So is the answer a small number? (Signal.) *No.*
- What's 2 plus 7? (Signal.) *9.*
- b. (Point to $5 - 2$.) Read the problem. (Touch.) *5 minus 2.*
- Does this problem minus? (Signal.) *Yes.*
- So is the answer a small number? (Signal.) *Yes.*
- What's 5 minus 2? (Signal.) *3.*
- c. (Repeat the following tasks for the remaining problems:)

(Point to __.) Read the problem.	Does the problem minus?	So is the answer a small number?	What's __?	
$2 + 6$	<i>No</i>	<i>No</i>	$2 + 6$	<i>8</i>
$2 + 9$	<i>No</i>	<i>No</i>	$2 + 9$	<i>11</i>
$9 - 7$	<i>Yes</i>	<i>Yes</i>	$9 - 7$	<i>2</i>
$4 - 2$	<i>Yes</i>	<i>Yes</i>	$4 - 2$	<i>2</i>
$11 - 9$	<i>Yes</i>	<i>Yes</i>	$11 - 9$	<i>2</i>
$3 + 2$	<i>No</i>	<i>No</i>	$3 + 2$	<i>5</i>

EXERCISE 2: COINS

DIMES AND PENNIES

a. (Display:) [43:2A]



- (Point to dime in 1st row.) What coin is this? (Touch.) *(A) dime.*
- How much is each dime worth? (Signal.) *10 cents.*
- What do you count by for each dime? (Signal.) *Ten.*
- b. (Point to penny.) What coin is this? (Touch.) *(A) penny.*
- How much is each penny worth? (Signal.) *1 cent.*
- What do you count by for each penny? (Signal.) *One.*
- c. (Point to 2nd row.) What are these coins? (Touch.) *Pennies.*
- What do you count by for each penny? (Signal.) *One.*
- (Point to 1st penny.) Count by one for each penny. Get ready. (Touch.) *1, 2, 3, 4.*
- How many cents is this row of pennies worth? (Signal.) *4.*
- d. (Point to 3rd row.) What are these coins? (Touch.) *Dimes.*
- What do you count by for each dime? (Signal.) *Ten.*
- (Point to 1st dime.) Count by ten for each dime. Get ready. (Touch.) *10, 20, 30, 40, 50, 60, 70.*
- How many cents is this row of dimes worth? (Signal.) *70.*

Lesson 55

EXERCISE 1: FACTS

ADDITION/SUBTRACTION

a. (Display:)

[55:1A]

$10 - 8$	$11 - 9$
$2 + 6$	$3 - 2$
$5 - 2$	$3 + 5$
$2 + 7$	$6 - 4$

Some of these problems are from the family with small numbers of 2 and 3. For each problem, you're going to tell me if the big number or a small number is missing. Then you're going to tell me the missing number and say the fact.

- (Point to $10 - 8$.) Read the problem. (Touch.) *10 minus 8.*
- Is the big number or a small number missing? (Signal.) *A small number.*
- What's 10 minus 8? (Signal.) *2.*
- Say the fact for 10 minus 8. (Signal.) $10 - 8 = 2$.
- b. (Point to $2 + 6$.) Read the problem. (Touch.) *2 plus 6.*
- Is the big number or a small number missing? (Signal.) *The big number.*
- What's 2 plus 6? (Signal.) *8.*
- Say the fact for 2 plus 6. (Signal.) $2 + 6 = 8$.

c. (Repeat the following tasks for remaining problems:)

(Point to __.) Read the problem.	Is the big number or a small number missing?	What's __?	Say the fact for __.
$5 - 2$	<i>A small number.</i>	$5 - 2$ 3	$5 - 2 = 3$
$2 + 7$	<i>The big number.</i>	$2 + 7$ 9	$2 + 7 = 9$
$11 - 9$	<i>A small number.</i>	$11 - 9$ 2	$11 - 9 = 2$
$3 - 2$	<i>A small number.</i>	$3 - 2$ 1	$3 - 2 = 1$
$3 + 5$	<i>The big number.</i>	$3 + 5$ 8	$3 + 5 = 8$
$6 - 4$	<i>A small number.</i>	$6 - 4$ 2	$6 - 4 = 2$

(Repeat problems that were not firm.)

EXERCISE 2: MIXED COUNTING

- Start with 140 and count backward to 130. Get 140 going. *One hundred fortyyy.* Count backward. (Tap.) 139, 138, 137, 136, 135, 134, 133, 132, 131, 130.
- Count by hundreds to 1000. Get ready. (Tap.) 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000.
- Start with 100 and count by tens to 200. Get 100 going. *One huuundred.* Count. (Tap.) 110, 120, 130, 140, 150, 160, 170, 180, 190, 200.
- Start with 100 and count backward by tens. Get 100 going. *One huuundred.* Count backward. (Tap.) 90, 80, 70, 60, 50, 40, 30, 20, 10.
(Repeat until firm.)
- Start with 100 and count backward by ones to 90. Get 100 going. *One huuundred.* Count backward. (Tap.) 99, 98, 97, 96, 95, 94, 93, 92, 91, 90.
- Count by fives to 50. Get ready. (Tap.) 5, 10, 15, 20, 25, 30, 35, 40, 45, 50.
- Start with 35 and count by fives to 80. Get 35 going. *Thirty-fiiive.* Count. (Tap.) 40, 45, 50, 55, 60, 65, 70, 75, 80.
(Repeat step e until firm.)

Lesson 76

EXERCISE 1: FACTS

PLUS/MINUS MIX

a. (Display:) [76:1A]

$3 + 6$	$3 + 2$	$6 + 1$
$9 - 1$	$4 + 6$	$4 + 2$
$7 - 5$	$11 - 2$	$9 - 2$

These problems are from number families you know.

- (Point to $3 + 6$.) Read this problem. Get ready. (Touch.) *3 plus 6.*
 - Is the answer the big number or a small number? (Signal.) *The big number.*
 - What's 3 plus 6? (Signal.) 9.
 - Say the fact. (Signal.) $3 + 6 = 9$.
 - b. (Point to $9 - 1$.) Read this problem. Get ready. (Touch.) *9 minus 1.*
 - Is the answer the big number or a small number? (Signal.) *A small number.*
 - What's 9 minus 1? (Signal.) 8.
 - Say the fact. (Signal.) $9 - 1 = 8$.
 - c. (Repeat the following tasks for the remaining problems:)
 - (Point to __.) Read the problem.
 - Is the answer the big number or a small number?
 - What's __?
 - Say the fact.
- (Repeat problems that were not firm.)

EXERCISE 2: COLUMN ADDITION

CARRYING

- a. If the answer for the ones column has two digits, you write the tens digit in the tens column and the ones digit in the ones column.
- Where do you write the ones digit? (Signal.) *In the ones column.*
 - Where do you write the tens digit? (Signal.) *In the tens column.*

b. (Display:) \boxed{W} [76:2A]

$$\begin{array}{r} 72 \\ + 18 \\ \hline \end{array}$$

- (Point to **72**.) Read the problem. (Touch.) *72 plus 18.*
- Say the problem for the ones. (Signal.) *2 plus 8.*
- What's the answer? (Signal.) 10.
- What's the tens digit of 10? (Signal.) 1.
- What's the ones digit of 10? (Signal.) Zero.
- Where do I write the tens digit? (Signal.) *In the tens column.*
- Where do I write the ones digit? (Signal.) *In the ones column.*

(Add to show:) [76:2B]

$$\begin{array}{r} & 1 & \\ & 72 & \\ + & 18 & \\ \hline & 90 & \end{array}$$

- c. Read the new problem in the tens column. (Touch.) *1 plus 7 plus 1.*
- What's 1 plus 7? (Signal.) 8.
 - What's 8 plus 1? (Signal.) 9.
- That's the answer for the tens column.

(Add to show:) [76:2C]

$$\begin{array}{r} & 1 & \\ & 72 & \\ + & 18 & \\ \hline & 90 & \end{array}$$

- Look at the answer. What's 72 plus 18? (Signal.) 90.
- Read the problem and the answer. (Signal.) $72 + 18 = 90$.

Lesson 1

EXERCISE 1: ROTE COUNTING—Count to 4

Note: (Do not display the page until step g.)

- a. Listen to me count: 1, 2, 3. I ended up with 3.
 - Once more: 1, 2, 3. What number did I end up with? (Signal.) 3. Yes, 3.
(Repeat step a until firm—children's response is correct and on cue.)
- b. Listen: 1, 2, 3, 4, 5, 6. What number did I end up with? (Signal.) 6. Yes, 6.
- c. Listen: 1, 2, 3, 4, 5. What number did I end up with? (Signal.) 5.
- d. Listen: 1, 2, 3, 4. What number did I end up with? (Signal.) 4.
 - Listen again: 1, 2, 3, 4. What number? (Signal.) 4.
- e. Let's all count and end up with 4. Every time I tap, you count. Get ready. (Tap 4 as you say with children:) **1, 2, 3, 4.**
(Repeat step e until firm.)

- f. Your turn: Count and end up with 4. Get ready. (Tap 4.) 1, 2, 3, 4.
(Repeat step f until firm.)
 - Do it once more, and I'll show you a picture of 4. Count and end up with 4. Get ready. (Tap 4.) 1, 2, 3, 4.
- g. (Display page.)
Here's a picture of 4. The picture shows 4 tigers.
What are these 4 things? (Signal.) *Tigers.*
Yes, these 4 things are tigers.
 - Listen: I know how many tigers there are. 4. I'll count them. (Touch and count:) 1, 2, 3, 4.
 - Everybody, how many tigers? (Signal.) 4.
(Repeat step g until firm.)



EXERCISE 6: NEXT NUMBER

- a. Listen to me count: 1, 2. What number did I end up with? (Signal.) 2.
Yes, I counted to 2.
- Listen: 1, 2, 3, 4, 5, 6, 7, 8. What number did I end up with? (Signal.) 8.
Yes, I counted to 8.
 - Listen: 1, 2, 3, 4, 5. What number did I end up with? (Signal.) 5.
Yes, I counted to 5.
- b. Let's all count and end up with 5. (Tap 5 as you say with children:)
1, 2, 3, 4, 5.
(Repeat step b until firm.)
- c. You're going to tell me what the next number is. Listen: 1. What's the next number? (Tap and say with children:) **2.**
- What's the next number? (Tap and say with children:) **3.**
 - What's the next number? (Tap and say with children:) **4.**
 - What's the next number? (Tap and say with children:) **5.**
- (Repeat step c until firm.)
- d. All by yourself: 1. What's the next number? (Signal.) 2.
- 2. What's the next number? (Signal.) 3.
 - 3. What's the next number? (Signal.) 4.
 - 4. What's the next number? (Signal.) 5.
- (Repeat step d until firm.)
- e. Now I'll count. When I point at you, say the next number.
- (Point to yourself.) Listen: 1, twooo. (Point at children.) 3.
 - (Point to yourself.) Listen: 1, 2, 3, fouuur. (Point at children.) 5.
 - (Point to yourself.) Listen: wuuun. (Point at children.) 2.
 - (Point to yourself.) Listen: 1, 2, threee. (Point at children.) 4.
- (Repeat step e until firm.)

f. Now I'll count numbers and you'll tell me the next number.

- Listen: 1. What's the next number? (Signal.) 2.
 - Listen: 1, 2. What's the next number? (Signal.) 3.
 - Listen: 1, 2, 3. What's the next number? (Signal.) 4.
 - Listen: 1, 2, 3, 4. What's the next number? (Signal.) 5.
- (Repeat until firm.)

g. Now I'll mix them up.

- Listen: 1, twooo. What's the next number? (Signal.) 3.

(To correct:)

When I point at you, tell me the next number.

- (Point to yourself.) 1, twooo. (Point at children.) 3.

Now answer the question.

- Listen: 1, twooo. What's the next number? (Signal.) 3.
 - Listen: 1, 2, 3, fouuur. What's the next number? (Signal.) 5.
 - Listen: 1, 2, threee. What's the next number? (Signal.) 4.
 - Listen: wuuun. What's the next number? (Signal.) 2.
- (Repeat until firm.)

INDIVIDUAL TURNS

(Call on individual children to perform one or two of the following)

- Listen: 1, twooo. What's the next number? 3.
- Listen: 1, 2, 3, fouuur. What's the next number? 5.
- Listen: 1, 2, threee. What's the next number? 4.
- Listen: wuuun. What's the next number? 2.

= 6 4 7

□ 7 2

EXERCISE 5: SYMBOL IDENTIFICATION

- a. (Display page and point to a 7.) [11P:5A]
This is a new number. It's 7. What's this number? (Touch.) 7.
Yes, 7.
- b. (Point to symbols.) Some of these are 7s. Some are not. Tell me the name of each thing as I touch it.
- (Point to =.) Get ready. (Touch.) (An) equals.
 - (Repeat for remaining symbols.) 6, 4, 7, box, 7, 2.

INDIVIDUAL TURNS

(Call on individual children to perform one or two of the following tasks.)

- (Touch =.) What's this? (Call on a child.) Equals.
- (Touch 6.) What's this? (Call on a child.) 6.
- (Touch 4.) What's this? (Call on a child.) 4.
- (Touch a 7.) What's this? (Call on a child.) 7.

EXERCISE 6: COUNTING EVENTS

Note: Clap at one-second intervals.

- a. You're going to count claps.
- Tell me to clap 6 times. (Signal.) Clap 6 times. (Repeat until firm.)
- b. Everybody, count the claps. Here I go. (Clap) 1, (clap) 2, (clap) 4, (clap) 5, (clap) 6. (Repeat until firm.)
- How many times did I clap? (Signal.) 6.
- c. Tell me to clap 3 times. (Signal.) Clap 3 times.
- Count the claps. Get ready. (Clap 3.) 1, 2, 3.
 - How many times did I clap? (Signal.) 3.
- d. Tell me to clap 7 times. (Signal.) Clap 7 times.
- Count the claps. Get ready. (Clap 7.) 1, 2, 3, 4, 5, 6, 7.
 - How many times did I clap? (Signal.) 7.
- e. This time you don't know how many times I'll clap.
- Count the claps. Get ready. (Clap 5.) 1, 2, 3, 4, 5.
 - How many times did I clap? (Signal.) 5.

INDIVIDUAL TURNS

(Call on individual children to perform one of the following tasks.)

- Count the claps. (Clap 7.) 1, 2, 3, 4, 5, 6, 7.
How many times did I clap? 7.
- Count the claps. (Clap 5.) 1, 2, 3, 4, 5.
How many times did I clap? 5.