

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 **16**.) 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.

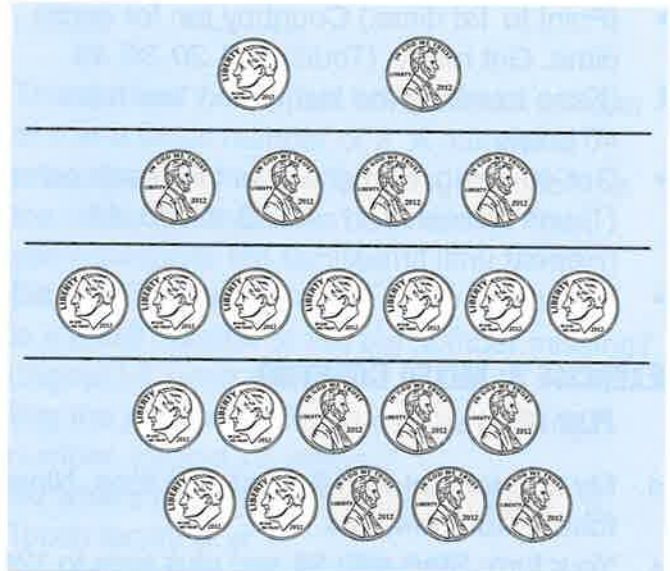
- (Point to $2 + 7$.) Read the problem. (Touch.) *2 plus 7.*
- Does the problem minus? (Signal.) *No.*
- So is the answer a small number? (Signal.) *No.*
- What's 2 plus 7? (Signal.) *9.*
- b. (Point to $5 - 2$.) Read the problem. (Touch.) *5 minus 2.*
- Does this problem minus? (Signal.) *Yes.*
- So 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 $\underline{\quad}$.) Read the problem.
 - Is the answer the big number or a small number?
 - What's $\underline{\quad}$?
 - 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 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.