

SRA

Connecting Math Concepts

COMPREHENSIVE EDITION



Mc
Graw
Hill

A DIRECT INSTRUCTION PROGRAM

Lesson 44

Note: Students will need a ruler that shows inches and centimeters for Independent Work, Workbook part 4.

EXERCISE 1: COLUMN SUBTRACTION

RENAMING

a. (Display:) [44:1A]

$$\begin{array}{r} 62 \\ -29 \\ \hline \end{array}$$

- Read the problem. (Signal.) $62 - 29$.
- Read the problem for the ones. (Signal.) $2 - 9$.
- Can you work that problem? (Signal.) No. So you have to rewrite a number.
- Read the number you'll rewrite. (Signal.) 62.
- b. Say the new place value for 62. (Signal.)

$$50 + 12.$$

(Add to show:)

[44:1B]

$$\begin{array}{r} 50 \\ \cancel{6}12 \\ -29 \\ \hline \end{array}$$

- Say the new problem for the ones. (Signal.) $12 - 9$.
What's the answer? (Signal.) 3.
- Say the new problem for the tens. (Signal.) $5 - 2$.
What's the answer? (Signal.) 3.

(Add to show:)

[44:1C]

$$\begin{array}{r} 50 \\ \cancel{6}12 \\ -29 \\ \hline 33 \end{array}$$

I'll read the problem we started with and the answer: $62 - 29 = 33$.

- Everybody, read the problem and the answer. (Signal.) $62 - 29 = 33$.
(Repeat until firm.)

c. (Display:)

[44:1D]

$$\begin{array}{r} 91 \\ -72 \\ \hline \end{array}$$

- Read the problem. (Signal.) $91 - 72$.
- Read the problem for the ones. (Signal.) $1 - 2$.
- Can you work that problem? (Signal.) No. So you have to rewrite a number.
- Read the number you'll rewrite. (Signal.) 91.
- d. Say the new place value for 91. (Signal.)

$$80 + 11.$$

(Add to show:)

[44:1E]

$$\begin{array}{r} 80 \\ \cancel{9}11 \\ -72 \\ \hline \end{array}$$

- Say the new problem for the ones. (Signal.) $11 - 2$.
What's the answer? (Signal.) 9.
- Say the new problem for the tens. (Signal.) $8 - 7$.
What's the answer? (Signal.) 1.

(Add to show:)

[44:1F]

$$\begin{array}{r} 80 \\ \cancel{9}11 \\ -72 \\ \hline 19 \end{array}$$

- Everybody, read the problem we started with and the answer. (Signal.) $91 - 72 = 19$.
(Repeat until firm.)

EXERCISE 2: GEOMETRY

2-DIMENSIONAL SHAPES

a. (Display:)

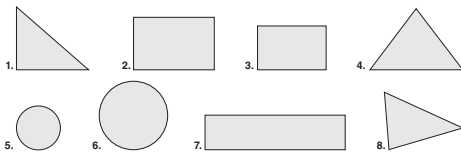
[44:2A]



- b. These are shapes you know.
- What's the name of the shape that has 4 straight sides? (Signal.) *Rectangle*.
 - What's the name of the shape that has 3 straight sides? (Signal.) *Triangle*.
 - What's the name of the shape that has no straight sides? (Signal.) *Circle*.
- c. Your turn to say the names of these shapes.
- (Point to **triangle**.) What's this shape? (Signal.) *Triangle*.
 - (Point to **circle**.) What's this shape? (Signal.) *Circle*.
 - (Point to **rectangle**.) What's this shape? (Signal.) *Rectangle*.
- (Repeat until firm.)

WORKBOOK PRACTICE

- a. Open your workbook to Lesson 44 and find part 1. ✓
(Teacher reference:)



- b. You're going to write the letter **R** inside all the rectangles.
- What letter goes inside each rectangle? (Signal.) *R*.
 - What letter goes inside each triangle? (Signal.) *T*.
- And **C** goes inside each circle.
- c. Write a letter in each shape.
(Observe students and give feedback.)
- d. Check your work.
- Shape 1. What's the name? (Signal.) *Triangle*.
What letter did you write? (Signal.) *T*.
 - Shape 2. What's the name? (Signal.) *Rectangle*.
What letter did you write? (Signal.) *R*.
 - Shape 3. What's the name? (Signal.) *Rectangle*.
What letter did you write? (Signal.) *R*.

- Shape 4. What's the name? (Signal.) *Triangle*.
What letter did you write? (Signal.) *T*.
- Shape 5. What's the name? (Signal.) *Circle*.
What letter did you write? (Signal.) *C*.
- Shape 6. What's the name? (Signal.) *Circle*.
What letter did you write? (Signal.) *C*.
- Shape 7. What's the name? (Signal.) *Rectangle*.
What letter did you write? (Signal.) *R*.
- Shape 8. What's the name? (Signal.) *Triangle*.
What letter did you write? (Signal.) *T*.

EXERCISE 3: FACT REVIEW

SMALL NUMBER OF 10 OR 9

- a. (Display:)

[44:3A]

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

- b. (Point to **left column**.) These families have a small number of 10.
- (Point to **right column**.) These families have a small number of 9.
- c. Here's a rule about families that have a small number of 9: The big number is 1 less than the family that has a small number of 10.

- d. (Point to $\overset{10}{\underset{1}{\rightarrow}}$.) What's the big number for this family? (Signal.) 11.
- (Point to $\overset{9}{\underset{1}{\rightarrow}}$.) The big number for this family is 1 less than 11. What's the big number? (Signal.) 10.
- e. (Point to $\overset{10}{\underset{2}{\rightarrow}}$.) What's the big number for this family? (Signal.) 12.
- (Point to $\overset{9}{\underset{2}{\rightarrow}}$.) What's 1 less than 12? (Signal.) 11.
- So what's the big number for this family? (Signal.) 11.
- f. (Point to $\overset{10}{\underset{3}{\rightarrow}}$.) What's the big number for this family? (Signal.) 13.
- (Point to $\overset{9}{\underset{3}{\rightarrow}}$.) So what's the big number for this family? (Signal.) 12.
- g. (Point to $\overset{10}{\underset{4}{\rightarrow}}$.) What's the big number for this family? (Signal.) 14.
- (Point to $\overset{9}{\underset{4}{\rightarrow}}$.) So what's the big number for this family? (Signal.) 13.
- h. (Point to $\overset{10}{\underset{5}{\rightarrow}}$.) What's the big number for this family? (Signal.) 15.
- (Point to $\overset{9}{\underset{5}{\rightarrow}}$.) So what's the big number for this family? (Signal.) 14.
- (Repeat until firm.)
- i. This time I'll tell you the small numbers. You'll tell me the big number.
- j. (Point to $\overset{10}{\underset{1}{\rightarrow}}$.) The small numbers are 10 and 1. What's the big number? (Signal.) 11.
- (Point to $\overset{9}{\underset{1}{\rightarrow}}$.) The small numbers are 9 and 1. What's the big number? (Signal.) 10.
- k. (Point to $\overset{10}{\underset{4}{\rightarrow}}$.) The small numbers are 10 and 4. What's the big number? (Signal.) 14.
- (Point to $\overset{9}{\underset{4}{\rightarrow}}$.) The small numbers are 9 and 4. What's the big number? (Signal.) 13.
- l. (Point to $\overset{10}{\underset{7}{\rightarrow}}$.) The small numbers are 10 and 7. What's the big number? (Signal.) 17.
- (Point to $\overset{9}{\underset{7}{\rightarrow}}$.) The small numbers are 9 and 7. What's the big number? (Signal.) 16.
- (Repeat until firm.)

WORKBOOK PRACTICE

- a. Find part 2 in your workbook. ✓

- Pencils down. ✓

(Teacher reference:)

a. $\overset{9}{\underset{3}{\rightarrow}}$ _____	d. $\overset{9}{\underset{7}{\rightarrow}}$ _____	g. $\overset{9}{\underset{4}{\rightarrow}}$ _____
b. $\overset{9}{\underset{8}{\rightarrow}}$ _____	e. $\overset{9}{\underset{9}{\rightarrow}}$ _____	h. $\overset{9}{\underset{2}{\rightarrow}}$ _____
c. $\overset{9}{\underset{5}{\rightarrow}}$ _____	f. $\overset{9}{\underset{1}{\rightarrow}}$ _____	i. $\overset{9}{\underset{6}{\rightarrow}}$ _____

These are number families that have a small number of 9. You're going to figure out the big number for each family.

- b. Family A: What are the small numbers? (Signal.) 9 and 3.
- Think of the family with 10 and 3. What's the big number for that family? (Signal.) 13.
- So what's the big number for the family with 9 and 3? (Signal.) 12.
- c. Family B: What are the small numbers? (Signal.) 9 and 8.
- Think of the family with 10 and 8. What's the big number for that family? (Signal.) 18.
- So what's the big number for the family with 9 and 8? (Signal.) 17.
- d. Family C: What are the small numbers? (Signal.) 9 and 5.
- Think of the family with 10 and 5. What's the big number for that family? (Signal.) 15.
- So what's the big number for the family with 9 and 5? (Signal.) 14.
- e. Family D: What are the small numbers? (Signal.) 9 and 7.
- Think of the family with 10 and 7. What's the big number for that family? (Signal.) 17.
- So what's the big number for the family with 9 and 7? (Signal.) 16.
- f. Remember, if a family has a small number of 9, think of the family with a small number of 10.
- Write the missing big number for each family. (Observe students and give feedback.)

- g. Check your work.
- Family A. What are the small numbers? (Signal.) 9 and 3.
What's the big number? (Signal.) 12.
 - Family B. What are the small numbers? (Signal.) 9 and 8.
What's the big number? (Signal.) 17.
 - C. What are the small numbers? (Signal.) 9 and 5.
What's the big number? (Signal.) 14.
 - D. What are the small numbers? (Signal.) 9 and 7.
What's the big number? (Signal.) 16.
 - E. What are the small numbers? (Signal.) 9 and 9.
What's the big number? (Signal.) 18.
 - F. What are the small numbers? (Signal.) 9 and 1.
What's the big number? (Signal.) 10.
 - G. What are the small numbers? (Signal.) 9 and 4.
What's the big number? (Signal.) 13.
 - H. What are the small numbers? (Signal.) 9 and 2.
What's the big number? (Signal.) 11.
 - I. What are the small numbers? (Signal.) 9 and 6.
What's the big number? (Signal.) 15.

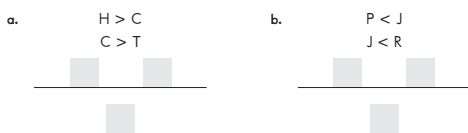
EXERCISE 4: TRANSITIVITY

WITH LETTERS

REMEDY

- a. Find part 3 in your workbook. ✓
(Teacher reference:)

R Part E



- b. Touch problem A. ✓
These statements tell about H, C, and T.
- Read the top statement. (Signal.) *H is more than C.*
 - Read the other statement. (Signal.) *C is more than T.*

- c. Write the three letters on the line. Write H as the first letter. Write the signs between the three letters.
(Observe students and give feedback.)
- d. Check your work.
(Display:)

[44:4A]

a. $H > C > T$

Here's what you should have.

H is more than C. C is more than T.

- On the line below, write the statement about H and T. ✓
(Add to show:)

[44:4B]

a. $H > C > T$
 $H > T$

Here's that you should have. H is more than T.

- e. Problem B: These statements tell about P, J, and R.
- Read the first statement. (Signal.) *P is less than J.*
 - Read the second statement. (Signal.) *J is less than R.*
- f. Write the three letters on the line. Write P as the first letter. Write the signs between the three letters.
(Observe students and give feedback.)
- g. Check your work.
(Display:)

[44:4C]

b. $P < J < R$

Here's what you should have.

P is less than J, and J is less than R.

- Below, write the statement about P and R. ✓
(Add to show:)

[44:4D]

b. $P < J < R$
 $P < R$

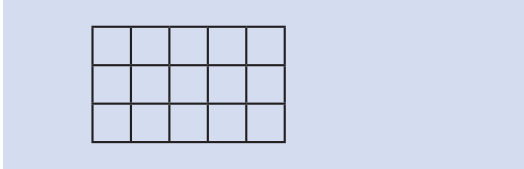
Here's what you should have.

- Read the statement. (Signal.) *P is less than R.*

EXERCISE 5: MULTIPLICATION

ARRAYS

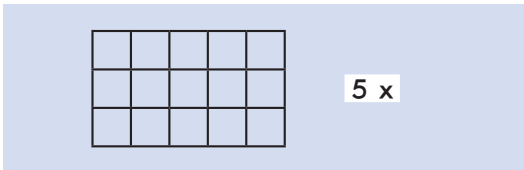
- a. (Display:) [44:5A]



You're going to figure out how many squares there are. But you won't count all of them. You'll work a count-by problem.

- b. Count the squares in the top row. Get ready. (Touch as students count:) 1, 2, 3, 4, 5.
- How many squares are in the top row? (Signal.) 5.
 - So how many squares are in the next row? (Signal.) 5.
 - How many squares are in the bottom row? (Signal.) 5.
- c. Listen: There are 5 squares in each row. So you count by 5.
- What do you count by? (Signal.) 5.

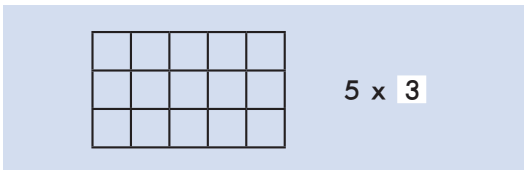
(Add to show:) [44:5B]



Yes, you count by 5.

- d. Listen: You count by 5 for each row because each row has 5 squares. Once more: You count by 5 for each row.
- How many rows are there? (Signal.) 3.
 - So how many times do you count by 5? (Signal.) 3.
- Yes, count by 5 three times.
- Say that. (Signal.) Count by 5 three times.

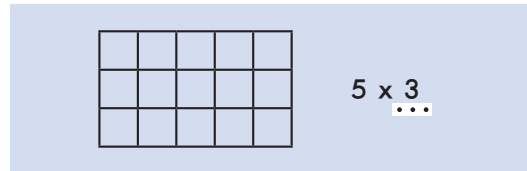
(Add to show:) [44:5C]



- e. I make a dot for each row.

(Add to show:)

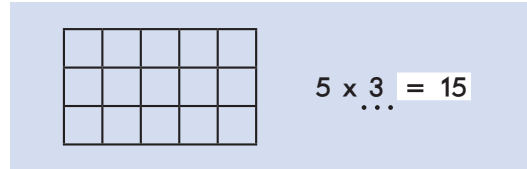
[44:5D]



- Everybody, count by 5 three times. (Signal.) 5, 10, 15.
- What's the answer? (Signal.) 15.

(Add to show:)

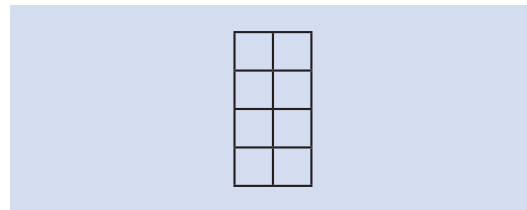
[40:5E]



- How many squares are there? (Signal.) 15.
- f. Let's see if the answer is right.
- I'll touch the squares. You count. (Touch squares as students count:) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.
 - How many squares are there? (Signal.) 15.
- You figured out that answer the fast way.

- g. (Display:)

[44:5F]

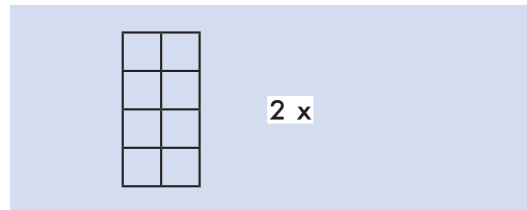


Here's a new problem.

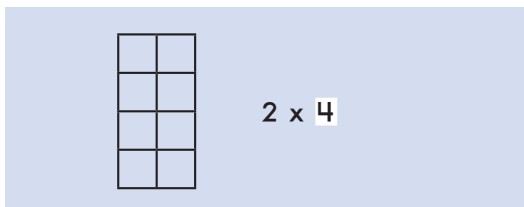
- Raise your hand when you know how many squares are in each row. ✓
- How many squares are in each row? (Signal.) 2.
- So what do we count by? (Signal.) 2.

(Add to show:)

[44:5G]

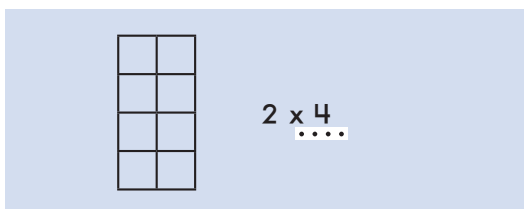


- h. Raise your hand when you know how many rows there are. ✓
- How many rows are there? (Signal.) 4.
- So how many times do we count? (Signal.) 4.
(Add to show:) [44:5H]

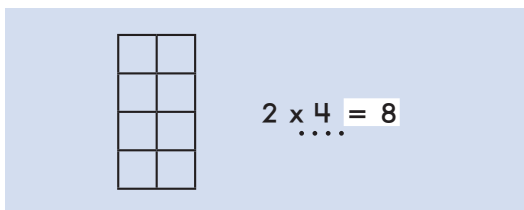


My turn to say the problem we'll work: 2 times 4.

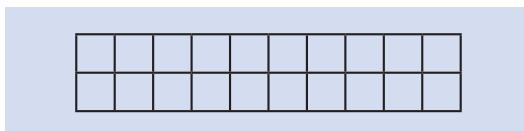
- Say the problem we'll work. (Signal.) 2×4 .
- i. I make a dot for each row.
(Add to show:) [44:5I]



- Everybody, count by 2 four times. (Signal.) 2, 4, 6, 8.
- What's the answer? (Signal.) 8.
(Add to show:) [44:5J]



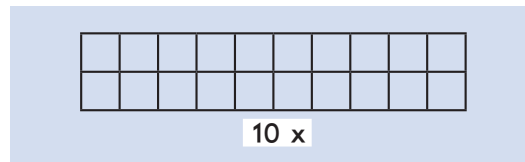
- Let's count all the squares and see if there are 8 squares. (Touch as students count:) 1, 2, 3, 4, 5, 6, 7, 8.
You figured out the answer the fast way.
- j. (Display:) [44:5K]



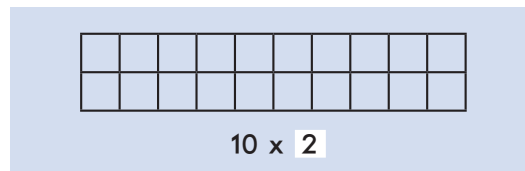
New problem.

- Raise your hand when you know how many squares are in each row. ✓

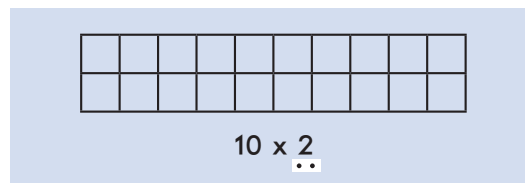
- How many squares are in each row?
(Signal.) 10.
(Add to show:) [44:5L]



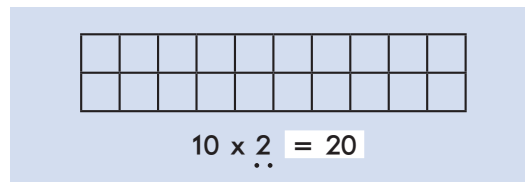
- k. Raise your hand when you know how many rows there are. ✓
- How many rows are there? (Signal.) 2.
We'll work the problem 10 times 2.
- Say the problem we'll work. (Signal.) 10×2 .
(Add to show:) [44:5M]



- l. I make a dot for each row.
(Add to show:) [44:5N]



- Everybody, count by 10 two times. (Signal.) 10, 20.
- What's the answer? (Signal.) 20.
(Add to show:) [44:5O]

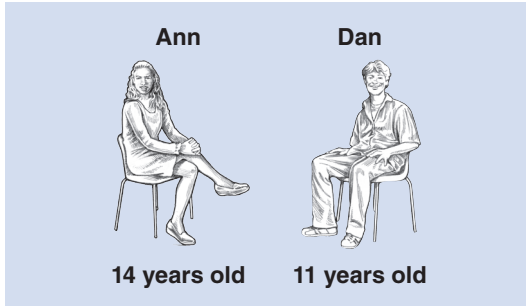


- Let's count all the squares and see if there are 20 squares. (Touch as students count:) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.
You figured out the answer the fast way.

EXERCISE 6: COMPARISON VOCABULARY

OLDER/LONGER/TALLER

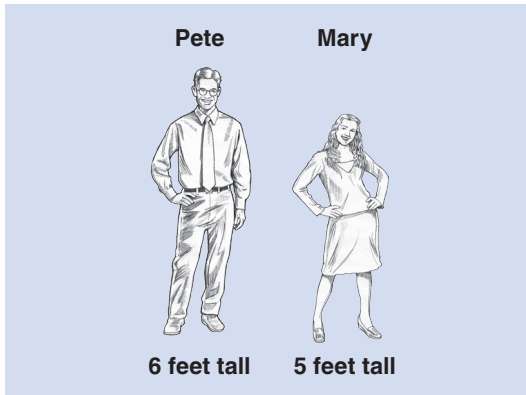
a. (Display:) [44:6A]



Listen: Ann is 14 years old.
Dan is 11 years old.

- How old is Ann? (Signal.) *14 years old.*
- How old is Dan? (Signal.) *11 years old.*
- b. Who is younger—Ann or Dan? (Signal.) *Dan.*
- Who is older—Ann or Dan? (Signal.) *Ann.*
Yes, Ann is older than Dan.
- Say the sentence. (Signal.) *Ann is older than Dan.*
Dan is younger than Ann.
- Say the sentence. (Signal.) *Dan is younger than Ann.*

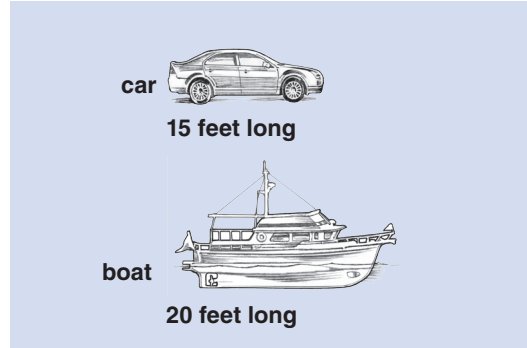
c. (Display:) [44:6B]



Listen: Pete is 6 feet tall.
Mary is 5 feet tall.

- How tall is Pete? (Signal.) *6 feet tall.*
- How tall is Mary? (Signal.) *5 feet tall.*
- Who is shorter—Pete or Mary? (Signal.) *Mary.*
- Who is taller? (Signal.) *Pete.*

d. (Display:) [44:6C]



Listen: The car is 15 feet long.
The boat is 20 feet long.

- How long is the car? (Signal.) *15 feet.*
 - How long is the boat? (Signal.) *20 feet.*
 - Which is longer—the car or the boat? (Signal.) *The boat.*
 - Which is shorter? (Signal.) *The car.*
- e. (Display:) [44:6D]

The house is 30 feet tall.
The garage is 11 feet tall.

(Touch and read:) The house is 30 feet tall.
The garage is 11 feet tall.

- How tall is the house? (Signal.) *30 feet.*
- How tall is the garage? (Signal.) *11 feet.*
- Which is shorter—the house or the garage? (Signal.) *The garage.*
- Which is taller? (Signal.) *The house.*

f. (Display:) [44:6E]

The bike was 6 feet long.
The bus was 60 feet long.

(Touch and read:) The bike was 6 feet long.
The bus was 60 feet long.

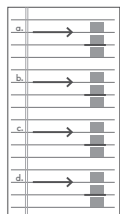
- How long was the bike? (Signal.) *6 feet.*
- How long was the bus? (Signal.) *60 feet.*
- Which was longer—the bike or the bus? (Signal.) *The bus.*
- Which was shorter? (Signal.) *The bike.*

EXERCISE 7: ACTION WORD PROBLEMS

START/END NUMBER GIVEN

- a. (Hand out textbooks and lined paper.)
- Write your name at the top of your lined paper. ✓
 - Open your textbook to Lesson 44 and find part 1. ✓
- (Teacher reference:)

- a. A train started out with 60 people.
Then 31 more people got on the train.
How many people ended up on the train?
- b. A train started out with some people.
Then 81 more people got on the train.
The train ended up with 194 people.
How many people started out on the train?
- c. A train started out with some people on it.
Then 12 people got off the train.
The train ended up with 100 people.
How many people started out on the train?
- d. A train started out with 90 people.
Then 40 people got off the train.
How many people ended up on the train?



You'll make a number family for each problem.

- Write **A** in front of the margin and make a number family arrow. ✓
 - Count 4 lines and make the arrow for **B**. Then count lines and make the arrows for **C** and **D**. Your arrows should look just like the picture in part 1.
- (Observe students and give feedback.)
- c. These are start-end problems. Some of these problems give a number for start. Some give a number for end.
- d. Problem A: A train started out with 60 people. Then 31 more people got on the train. How many people ended up on the train?
- Make the number family with letters for start and end and with two numbers. ✓

(Display:)

[44:7A]

$$\text{a. } \begin{array}{r} 60 \\ 31 \end{array} \xrightarrow{\text{S}} \text{E}$$

Here's what you should have.

- Touch where you'll write the column problem for family A. ✓
 - Write the problem and work it. Remember to put the answer in the number family.
- (Observe students and give feedback.)

- e. Check your work.

(Add to show:)

[44:7B]

$$\text{a. } \begin{array}{r} 60 \\ 31 \end{array} \xrightarrow{\text{S}} \text{E} \quad \begin{array}{r} 31 \\ + 60 \\ \hline 91 \end{array}$$

Here's what you should have.

- Everybody, read the problem and the answer. (Signal.) $31 + 60 = 91$.
- How many people ended up on the train? (Signal.) 91.
- Problem B: A train started out with some people. Then 81 more people got on the train. The train ended up with 194 people. How many people started out on the train?
- Make the number family with letters for start and end and with two numbers. ✓

(Display:)

[44:7C]

$$\text{b. } \begin{array}{r} 81 \\ \end{array} \xrightarrow{\text{S}} \text{E} \quad 194$$

Here's what you should have.

- Touch where you'll write the column problem for family B. ✓
- Write the problem and work it. Remember to put the answer in the number family. (Observe students and give feedback.)
- Check your work.

(Add to show:)

[44:7D]

$$\text{b. } \begin{array}{r} 113 \\ 81 \end{array} \xrightarrow{\text{S}} \text{E} \quad \begin{array}{r} 194 \\ - 81 \\ \hline 113 \end{array}$$

Here's what you should have.

- Everybody, read the problem and the answer. (Signal.) $194 - 81 = 113$.
- How many people started out on the train? (Signal.) 113.

- h. Problem C: A train started out with some people on it. Then 12 people got off the train. The train ended up with 100 people. How many people started out on the train?
- Make the number family with letters for start and end and with two numbers. ✓
- (Display:) [44:7E]

$$\text{c. } \begin{array}{r} 100 \\ 12 \quad \cancel{E} \rightarrow S \end{array}$$

Here's what you should have.

- Write the problem for family C and work it. (Observe students and give feedback.)
- Check your work. (Add to show:) [44:7F]

$$\text{c. } \begin{array}{r} 100 \quad 112 \\ 12 \quad \cancel{E} \rightarrow \cancel{S} \end{array} \quad \begin{array}{r} 12 \\ + 100 \\ \hline 112 \end{array}$$

Here's what you should have.

- Everybody, read the problem and the answer. (Signal.) $12 + 100 = 112$.
 - How many people started out on the train? (Signal.) 112.
 - Problem D: A train started out with 90 people. Then 40 people got off the train. How many people ended up on the train?
 - Make the number family with letters for start and end and with two numbers. ✓
- (Display:) [44:7G]

$$\text{d. } \begin{array}{r} 90 \\ 40 \quad \cancel{E} \rightarrow S \end{array}$$

Here's what you should have.

- Write the problem for family D and work it. (Observe students and give feedback.)
- Check your work. (Add to show:) [44:7H]

$$\text{d. } \begin{array}{r} 50 \quad 90 \\ 40 \quad \cancel{E} \rightarrow \cancel{S} \end{array} \quad \begin{array}{r} 90 \\ - 40 \\ \hline 50 \end{array}$$

Here's what you should have.

- Everybody, read the problem and the answer. (Signal.) $90 - 40 = 50$.
- How many people ended up on the train? (Signal.) 50.

EXERCISE 8: INDEPENDENT WORK

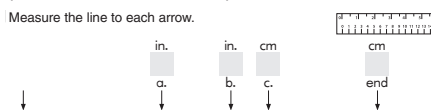
MULTIPLICATION/MEASUREMENT/INEQUALITY

- a. Find part 2 in your textbook. ✓
(Teacher reference:)

a.	$5 \times 4 =$
b.	$4 \times 5 =$
c.	$9 \times 6 =$

- Count 4 lines and write A. ✓
The picture shows how to skip lines for these problems. You'll copy and work these problems as part of your independent work.
- Find part 4 in your workbook. ✓
(Teacher reference:)

Measure the line to each arrow.

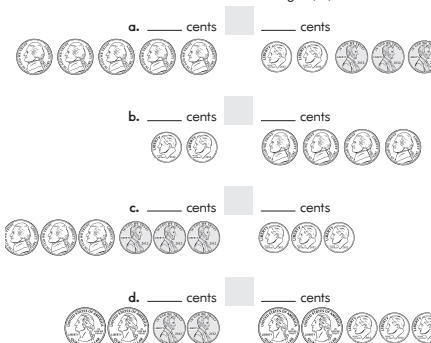


I'll read the directions: **Measure the line to each arrow.**

Be careful. For some, you'll write inches. For some, you'll write centimeters.

- Touch A. Do you measure in inches or centimeters? (Signal.) *Inches*.
- Touch C. Do you measure in inches or centimeters? (Signal.) *Centimeters*.
- Find part 5 in your workbook. ✓
(Teacher reference:)

Write the cents for each side. Then make the sign $>$, $<$, or $=$.



I'll read the directions: **Write the cents for each side. Then make the sign more than, less than, or equal to.**

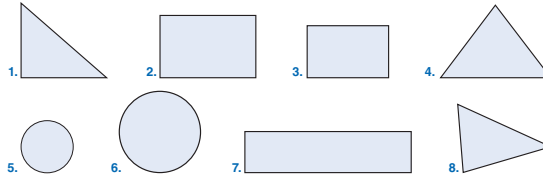
- d. You'll work these coin problems as part of your independent work.

Assign Independent Work, Textbook part 2 and Workbook parts 4–11.

Lesson 44

Name _____

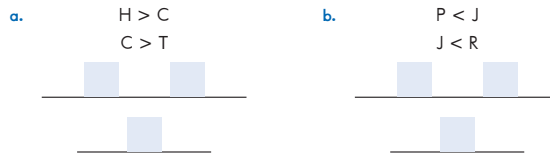
Part 1 Write the letter R, T, or C in each shape.



Part 2

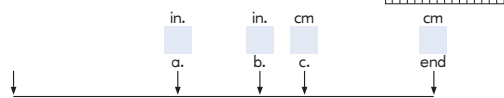
- | | | |
|------------------|------------------|------------------|
| a. 9 → 3 → _____ | d. 9 → 7 → _____ | g. 9 → 4 → _____ |
| b. 9 → 8 → _____ | e. 9 → 9 → _____ | h. 9 → 2 → _____ |
| c. 9 → 5 → _____ | f. 9 → 1 → _____ | i. 9 → 6 → _____ |

Part 3



Independent Work

Part 4 Measure the line to each arrow.



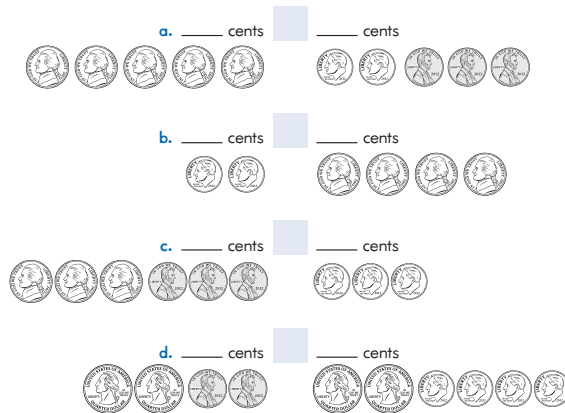
Connecting Math Concepts

Lesson 44 115

Lesson 44

Name _____

Part 5 Write the cents for each side. Then make the sign >, <, or =.



Part 6

- | | |
|-----------------------|-----------------------|
| a. $10 + 367 =$ _____ | b. $418 + 10 =$ _____ |
| c. $103 + 10 =$ _____ | d. $10 + 412 =$ _____ |

Part 7

- | | |
|--------------------------|-------------------------|
| a. $10 \times 6 =$ _____ | b. $4 \times 3 =$ _____ |
| c. $2 \times 5 =$ _____ | d. $5 \times 4 =$ _____ |

116 Lesson 44

Connecting Math Concepts

Lesson 44

Name _____

Part 8

a.
$$\begin{array}{r} 573 \\ -562 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 462 \\ +229 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 627 \\ -417 \\ \hline \end{array}$$

Part 9 Write 2 subtraction facts.

a. $\blacksquare \xrightarrow{3} 7$

b. $\blacksquare \xrightarrow{3} 11$

c. $\blacksquare \xrightarrow{3} 6$

d. $\blacksquare \xrightarrow{3} 8$

e. $\blacksquare \xrightarrow{3} 10$

f. $\blacksquare \xrightarrow{3} 9$

Part 10 Write the missing numbers.

a. $54 - 63 = \underline{\quad} \underline{\quad} \underline{\quad}$

b. $16 - 20 = \underline{\quad} \underline{\quad} \underline{\quad} \underline{\quad} \underline{\quad}$

Part 11

a.
$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 19 \\ -9 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

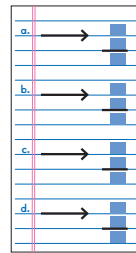
g.
$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$$

Lesson 44

Part 1

- A train started out with 60 people. Then 31 more people got on the train. How many people ended up on the train?
- A train started out with some people. Then 81 more people got on the train. The train ended up with 194 people. How many people started out on the train?
- A train started out with some people on it. Then 12 people got off the train. The train ended up with 100 people. How many people started out on the train?
- A train started out with 90 people. Then 40 people got off the train. How many people ended up on the train?



Independent Work

Part 2 Copy each problem and work it.

a. $5 \times 4 =$

b. $4 \times 5 =$

c. $9 \times 6 =$

Lesson 102

EXERCISE 1: DATA TABLES

COLUMNS AND ROWS

- a. Open your workbook to Lesson 102 and find part 1. ✓

(Teacher reference:)

	A	B	C
☆	8	5	11
△	2	10	6
⌒	9	0	7

- a. Circle the largest number in the △ row.
 b. Circle the smallest number in the ☆ row.
 c. Cross out the smallest number in column C.
 d. Cross out the largest number in column A.

- b. I'll read item A: Circle the largest number in the triangle row.
- What are you going to do with the largest number in the triangle row? (Signal.) *Circle it.*
 - Touch the triangle row. ✓
 - Read the numbers in the triangle row. (Signal.) 2, 10, 6.
 - Circle the largest number.

(Observe students and give feedback.)

(Display:)

[102:1A]

	A	B	C
☆	8	5	11
△	2	10	6
⌒	9	0	7

Here's what you should have.

- The numbers are 2, 10, and 6. Which number did you circle? (Signal.) 10.
- c. I'll read item B: Circle the smallest number in the star row.
- What are you going to do with the smallest number in the star row? (Signal.) *Circle it.*
 - Find the star row and circle the smallest number.

(Observe students and give feedback.)

(Add to show:)

[102:1B]

	A	B	C
☆	8	5	11
△	2	10	6
⌒	9	0	7

Here's what you should have.

- The numbers are 8, 5, and 11. Which number did you circle? (Signal.) 5.
- d. I'll read item C: Cross out the smallest number in column C.
- What are you going to do with the smallest number in column C? (Signal.) *Cross it out.*
 - Touch column C. ✓
 - Say the numbers in column C. (Signal.) 11, 6, 7.
 - Cross out the smallest number.

(Observe students and give feedback.)

(Add to show:)

[102:1C]

	A	B	C
☆	8	5	11
△	2	10	6
⌒	9	0	7

Here's what you should have.

- The numbers are 11, 6, and 7. Which number did you cross out? (Signal.) 6.
- e. I'll read item D: Cross out the largest number in column A.
- What are you going to do with the largest number in column A? (Signal.) *Cross it out.*
 - Find column A and cross out the largest number.

(Observe students and give feedback.)

(Add to show:)

[102:1D]

	A	B	C
☆	8	5	11
△	2	10	6
⌒	9	0	7

Here's what you should have.

- The numbers are 8, 2, and 9. Which number did you cross out? (Signal.) 9.

EXERCISE 2: EQUIVALENT UNITS

>, <, =

REMEDY

- You learned that there are 60 seconds in a minute.
 - How many seconds are in a minute? (Signal.) 60.
 - Yes, 60 seconds equals 1 minute. Say the rule. (Signal.) 60 seconds equals 1 minute.
- You learned that there are 100 centimeters in a meter.
 - How many centimeters are in a meter? (Signal.) 100. Yes, 100 centimeters equals 1 meter.
 - Say the rule. (Signal.) 100 centimeters equals 1 meter.
- Say the rule about seconds and minutes. (Signal.) 60 seconds equals 1 minute.
 - Say the rule about centimeters and meters. (Signal.) 100 centimeters equals 1 meter. (Repeat until firm.)

WORKBOOK PRACTICE

- Find part 2 in your workbook. ✓
(Teacher reference:)

R Part H

- | | |
|--|---|
| a. 25 seconds <input type="text"/> 1 minute | e. 110 centimeters <input type="text"/> 1 meter |
| b. 1 meter <input type="text"/> 65 centimeters | f. 1 yard <input type="text"/> 3 feet |
| c. 1 week <input type="text"/> 9 days | g. 1 gallon <input type="text"/> 3 quarts |
| d. 12 months <input type="text"/> 1 year | h. 95 cents <input type="text"/> 1 dollar |

You're going to write the missing sign for each item.

- Item A: 25 seconds, 1 minute.
 - Say the rule for seconds and minutes. (Signal.) 60 seconds equals 1 minute.
 - Is 25 seconds more than, less than, or equal to 1 minute? (Signal.) Less than 1 minute.
- Item B: 1 meter, 65 centimeters.
 - Say the rule for centimeters and meters. (Signal.) 100 centimeters equals 1 meter.
 - Is 65 centimeters more than, less than, or equal to 1 meter? (Signal.) Less than 1 meter.
- Your turn: Write the missing sign in each item.
 - Pencils down when you're finished. (Observe students and give feedback.)

- Check your work.
Here's what you should have for each item.

(Display:)

[102:2A]

- 25 seconds < 1 minute
- 1 meter > 65 centimeters
- 1 week < 9 days
- 12 months = 1 year

- (Point to A.) Everybody, read statement A. (Signal.) 25 seconds is less than 1 minute.
 - How many seconds are in a minute? (Signal.) 60.
- (Point to B.) Read statement B. (Signal.) 1 meter is more than 65 centimeters.
 - How many centimeters are in a meter? (Signal.) 100.
- (Point to C.) Read statement C. (Signal.) 1 week is less than 9 days.
 - How many days are in a week? (Signal.) 7.
- (Point to D.) Read statement D. (Signal.) 12 months equals 1 year. (Display:)

[102:2B]

- 110 centimeters > 1 meter
- 1 yard = 3 feet
- 1 gallon > 3 quarts
- 95 cents < 1 dollar

- (Point to E.) Read statement E. (Signal.) 110 centimeters is more than 1 meter.
 - How many centimeters are in a meter? (Signal.) 100.
- (Point to F.) Read statement F. (Signal.) 1 yard equals 3 feet.
- (Point to G.) Read statement G. (Signal.) 1 gallon is more than 3 quarts.
 - How many quarts are in a gallon? (Signal.) 4.
- (Point to H.) Read statement H. (Signal.) 95 cents is less than 1 dollar.
 - How many cents are in a dollar? (Signal.) 100.

EXERCISE 3: MONEY EQUIVALENCE

CENTS/DOLLARS AND CENTS

- a. Find part 3 in your workbook. ✓
(Teacher reference:)

a. 908 cents = b. 340 cents =
c. 779 cents = d. 215 cents =

You're going to write the dollars and cents number for each cents number.

- b. Problem A: Write the dollars and cents number for 908 cents. ✓

(Display:) [102:3A]

a. 908 cents = \$9.08

Here's what you should have.

- Problem B: Write the dollars and cents number for 340 cents. ✓

(Display:) [102:3B]

b. 340 cents = \$3.40

Here's what you should have.

- Problem C: Write the dollars and cents number for 779 cents. ✓

(Display:) [102:3C]

c. 779 cents = \$7.79

Here's what you should have.

- Problem D: Write the dollars and cents number for 215 cents. ✓

(Display:) [102:3D]

d. 215 cents = \$2.15

Here's what you should have.

EXERCISE 4: ADDITION FACTS

SMALL NUMBER OF 8

- a. (Hand out lined paper.)
• Pencils down. ✓

(Display:) [102:4A]

$\begin{array}{r} 8 \\ 3 \end{array} \rightarrow$ $\begin{array}{r} 8 \\ 4 \end{array} \rightarrow 12$ $\begin{array}{r} 8 \\ 5 \end{array} \rightarrow 13$

- b. (Point to $\begin{array}{r} 8 \\ 3 \end{array}$.) What are the small numbers in this family? (Signal.) 8 and 3.
• What's the big number? (Signal.) 11.
• Say the addition fact that starts with 8. (Signal.) $8 + 3 = 11$.
• Say the other addition fact. (Signal.) $3 + 8 = 11$.
c. (Point to $\begin{array}{r} 8 \\ 4 \end{array} \rightarrow 12$ and $\begin{array}{r} 8 \\ 5 \end{array} \rightarrow 13$.) Here are two new number families.
d. (Point to $\begin{array}{r} 8 \\ 4 \end{array} \rightarrow 12$.) What are the small numbers in this family? (Signal.) 8 and 4.
• Say the addition fact that starts with 8. (Signal.) $8 + 4 = 12$.
• Say the other addition fact. (Signal.) $4 + 8 = 12$. (Repeat until firm.)
e. (Point to $\begin{array}{r} 8 \\ 5 \end{array} \rightarrow 13$.) Say the addition fact that starts with 8. (Signal.) $8 + 5 = 13$.
• Say the other addition fact. (Signal.) $5 + 8 = 13$. (Repeat until firm.)
f. (Change to show:) [102:4B]

$\begin{array}{r} 8 \\ 3 \end{array} \rightarrow$ $\begin{array}{r} 8 \\ 4 \end{array} \rightarrow$ $\begin{array}{r} 8 \\ 5 \end{array} \rightarrow$

Here are the families without the big numbers.

- g. (Point to $\begin{array}{r} 8 \\ 3 \end{array}$.) Say the addition fact that starts with 8. (Signal.) $8 + 3 = 11$.
• (Point to $\begin{array}{r} 8 \\ 4 \end{array}$.) Say the addition fact that starts with 8. (Signal.) $8 + 4 = 12$.
• (Point to $\begin{array}{r} 8 \\ 5 \end{array}$.) Say the addition fact that starts with 8. (Signal.) $8 + 5 = 13$. (Repeat until firm.)
h. (Point to $\begin{array}{r} 8 \\ 3 \end{array}$.) What does 3 plus 8 equal? (Signal.) 11.
Say the fact. (Signal.) $3 + 8 = 11$.
• (Point to $\begin{array}{r} 8 \\ 4 \end{array}$.) Say the fact that starts with 4. (Signal.) $4 + 8 = 12$.
• (Point to $\begin{array}{r} 8 \\ 5 \end{array}$.) Say the fact that starts with 5. (Signal.) $5 + 8 = 13$. (Repeat until firm.)

- i. (Display:) [102:4C]

$$\begin{array}{c} 8 + 4 \\ 8 + 5 \\ 8 + 3 \\ 5 + 8 \\ 4 + 8 \\ 3 + 8 \end{array}$$

Here are problems that have a small number of 8.

- (Point to **8 + 4.**) Read the problem. (Signal.) 8 + 4.
What's the answer? (Signal.) 12.
- (Point to **8 + 5.**) Read the problem. (Signal.) 8 + 5.
What's the answer? (Signal.) 13.
- (Point to **8 + 3.**) Read the problem. (Signal.) 8 + 3.
What's the answer? (Signal.) 11.
- (Point to **5 + 8.**) Read the problem. (Signal.) 5 + 8.
What's the answer? (Signal.) 13.
- (Point to **4 + 8.**) Read the problem. (Signal.) 4 + 8.
What's the answer? (Signal.) 12.
- (Point to **3 + 8.**) Read the problem. (Signal.) 3 + 8.
What's the answer? (Signal.) 11.

(Repeat until firm.)

- j. (Change to show:) [102:4D]

$$\begin{array}{c} \text{a. } 5 + 8 \\ \text{b. } 8 + 4 \\ \text{c. } 3 + 8 \\ \text{d. } 8 + 5 \\ \text{e. } 8 + 3 \\ \text{f. } 4 + 8 \end{array}$$

Here are the problems in a different order.

- k. Write A through F on your lined paper. ✓
- Now write the answer to each problem. (Observe students and give feedback.)
- l. Check your work.
- Problem A: What's 5 plus 8? (Signal.) 13.
Say the fact for 5 plus 8. (Signal.) $5 + 8 = 13$.

- Problem B: What's 8 plus 4? (Signal.) 12.
Say the fact for 8 plus 4. (Signal.) $8 + 4 = 12$.
 - Problem C: What's 3 plus 8? (Signal.) 11.
Say the fact for 3 plus 8. (Signal.) $3 + 8 = 11$.
 - Problem D: What's 8 plus 5? (Signal.) 13.
Say the fact for 8 plus 5. (Signal.) $8 + 5 = 13$.
 - Problem E: What's 8 plus 3? (Signal.) 11.
Say the fact for 8 plus 3. (Signal.) $8 + 3 = 11$.
 - Problem F: What's 4 plus 8? (Signal.) 12.
Say the fact for 4 plus 8. (Signal.) $4 + 8 = 12$.
- m. (Display:) [102:4E]

$$\begin{array}{cc} 8 & 4 \\ \hline & \rightarrow \end{array} \quad \begin{array}{cc} 8 & 5 \\ \hline & \rightarrow \end{array}$$

Remember the two new families.

- (Point to $\begin{array}{cc} 8 & 4 \\ \hline & \rightarrow \end{array}$.) What are the small numbers in this family? (Signal.) 8 and 4.
What's the big number? (Signal.) 12.
- (Point to $\begin{array}{cc} 8 & 5 \\ \hline & \rightarrow \end{array}$.) What are the small numbers in this family? (Signal.) 8 and 5.
What's the big number? (Signal.) 13.

EXERCISE 5: MONEY WORD PROBLEMS

TOTAL PURCHASE

- a. (Hand out textbooks.)
- Open your textbook to Lesson 102 and find part 1. ✓
(Teacher reference:)



- a. You want to buy the boots and the gloves. How much money do you need?
- b. You want to buy the coat and the shirt. How much money do you need?
- c. You want to buy the boots, the shirt, and the gloves. How much money do you need?

The pictures show price tags for items in a store.

- Touch the boots. ✓
What's the price of the boots? (Signal.) \$31.60.
- Touch the coat. ✓
What's the price of the coat? (Signal.) \$44.25.
- Touch the shirt. ✓
What's the price of the shirt? (Signal.) \$12.95.
- Touch the gloves. ✓
What's the price of the gloves? (Signal.) \$10.00.
(Repeat until firm.)
- b. Listen: Raise your hand when you know how much money you need to buy the shirt. ✓
- How much money would you need? (Signal.) \$12.95.

- c. Raise your hand when you know how much you would need to buy the boots. ✓
- How much money would you need? (Signal.) \$31.60.
- d. Raise your hand when you know how much money you would need to buy the coat. ✓
- How much money would you need? (Signal.) \$44.25.
- e. Raise your hand when you know how much money you would need to buy the gloves. ✓
- How much money would you need? (Signal.) \$10.00.
- f. I'll read problem A: You want to buy the boots and the gloves. How much money do you need?
- You're going to figure out how much money you need to buy the boots and the gloves. Work problem A. (Observe students and give feedback.)
- g. Check your work. (Display:) [102:5A]

$$\begin{array}{r} \text{a. } \$31.60 \\ + \$10.00 \\ \hline \$41.60 \end{array}$$

Here's what you should have.

$\$31.60 + \$10.00 = \$41.60$. So you would need \$41.60 to buy the boots and the gloves.

- h. I'll read problem B: You want to buy the coat and the shirt. How much money do you need?
- You're going to figure out how much money you need to buy the coat and the shirt. Work problem B. (Observe students and give feedback.)
- i. Check your work. (Display:) [102:5B]

$$\begin{array}{r} \text{b. } \$44.25 \\ + \$12.95 \\ \hline \$57.20 \end{array}$$

Here's what you should have.

$\$44.25 + \$12.95 = \$57.20$. So you would need \$57.20 to buy the coat and the shirt.

- j. I'll read problem C: You want to buy the boots, the shirt, and the gloves. How much money do you need?
- You're going to figure out how much money you need to buy the boots, the shirt, and the gloves. Work problem C. (Observe students and give feedback.)

- k. Check your work.

(Display:)

[102:5C]

$$\begin{array}{r} \text{b. } \$31.60 \\ + \$12.95 \\ + \$10.00 \\ \hline \$54.55 \end{array}$$

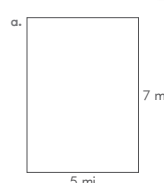
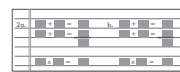
Here's what you should have.

$\$31.60 + \$12.95 + \$10.00 = \54.55 . So you would need \$54.55 to buy the boots, the shirt, and the gloves.

EXERCISE 6: AREA AND PERIMETER OF RECTANGLES

REMEDY

- a. Find part 2 in your textbook. ✓ (Teacher reference:)



You're going to find the area and the perimeter of each rectangle.

- b. Remember, when you find the **area**, the answer has **square** units. When you find the **perimeter**, the answer does **not** have square units.
- c. Touch rectangle A. ✓
- Listen: When you work the problem for the **perimeter**, what's the unit name in the answer? (Signal.) *Miles*.
 - When you find the **area**, what's the unit name in the answer? (Signal.) *Square miles*. (Repeat until firm.)
- d. Find the perimeter of rectangle A. Then stop. (Observe students and give feedback.)
- Everybody, read the equation for the top and bottom sides. (Signal.) $5 + 5 = 10$.
 - Read the equation for the up-and-down sides. (Signal.) $7 + 7 = 14$.
 - What's the perimeter? (Signal.) *24 miles*. Yes, 24 miles.

- e. Find the area of rectangle A.
(Observe students and give feedback.)
- You worked the problem 5 times 7. What's the area? (Signal.) 35 square miles.
Yes, 35 square miles.
- f. Touch rectangle B. ✓
- Listen: When you work the problem for the perimeter, what's the unit name in the answer? (Signal.) Feet.
- When you find the area, what's the unit name in the answer? (Signal.) Square feet.
(Repeat until firm.)
- g. Find the perimeter of rectangle B. Then stop.
(Observe students and give feedback.)
- Everybody, read the equation for the top and bottom sides. (Signal.) $4 + 4 = 8$.
- Read the equation for the up-and-down sides. (Signal.) $9 + 9 = 18$.
- What's the perimeter? (Signal.) 26 feet.
Yes, 26 feet.
- h. Find the area of rectangle B.
(Observe students and give feedback.)
- You worked the problem 4 times 9. What's the area? (Signal.) 36 square feet.
Yes, 36 square feet.

EXERCISE 7: INDEPENDENT WORK

MULTIPLICATION

- a. Find part 3 in your textbook. ✓
(Teacher reference:)

- a. $5 \times \blacksquare = 15$
- b. $10 \times \blacksquare = 40$
- c. $9 \times 6 = \blacksquare$
- d. $2 \times 8 = \blacksquare$
- e. $2 \times \blacksquare = 12$
- f. $4 \times 5 = \blacksquare$

3a.	d.
b.	e.
c.	f.

My turn to read problems A and B.

- Problem A: 5 times what number equals 15.
- Problem B: 10 times what number equals 40.
- b. Your turn: Read problem A. (Signal.) 5 x what number = 15.
- Read problem B. (Signal.) 10 x what number = 40.
- Read problem C. (Signal.) 9 x 6 = what number.
- c. You'll copy all the problems and work them when you do your independent work.

Assign Independent Work, Textbook parts 3–7 and Workbook parts 4–6.

Lesson 102

Name _____

Part 1

	A	B	C
☆	8	5	11
△	2	10	6
⋈	9	0	7

- Circle the largest number in the \triangle row.
- Circle the smallest number in the \star row.
- Cross out the smallest number in column C.
- Cross out the largest number in column A.

Part 2

- 25 seconds 1 minute
- 110 centimeters 1 meter
- 1 meter 65 centimeters
- 1 yard 3 feet
- 1 week 9 days
- 1 gallon 3 quarts
- 12 months 1 year
- 95 cents 1 dollar

Part 3

- 908 cents =
- 340 cents =
- 779 cents =
- 215 cents =

Independent Work

Part 4

Write the statement without the middle value.

- $B > T$
 $R > B$
- $J < T$
 $T < K$

Lesson 102

Name _____

Part 5

Work each estimation problem.

$$\begin{array}{r} 41 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 21 \\ \hline \end{array}$$

Part 6

- $\begin{array}{r} 8 \\ - 5 \end{array}$
- $\begin{array}{r} 11 \\ - 9 \end{array}$
- $\begin{array}{r} 10 \\ - 6 \end{array}$
- $\begin{array}{r} 9 \\ - 4 \end{array}$
- $\begin{array}{r} 12 \\ - 7 \end{array}$
- $\begin{array}{r} 11 \\ - 8 \end{array}$
- $\begin{array}{r} 3 \\ + 9 \end{array}$
- $\begin{array}{r} 8 \\ + 3 \end{array}$
- $\begin{array}{r} 7 \\ + 4 \end{array}$
- $\begin{array}{r} 4 \\ + 9 \end{array}$
- $\begin{array}{r} 6 \\ + 5 \end{array}$
- $\begin{array}{r} 7 \\ + 9 \end{array}$
- $\begin{array}{r} 7 \\ + 7 \end{array}$
- $\begin{array}{r} 9 \\ + 5 \end{array}$
- $\begin{array}{r} 9 \\ + 9 \end{array}$
- $\begin{array}{r} 11 \\ - 3 \end{array}$
- $\begin{array}{r} 11 \\ - 2 \end{array}$
- $\begin{array}{r} 5 \\ + 5 \end{array}$
- $\begin{array}{r} 11 \\ - 4 \end{array}$

Lesson 102

Part 1



\$31.60



\$44.25



\$12.95



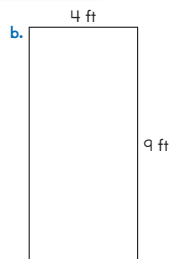
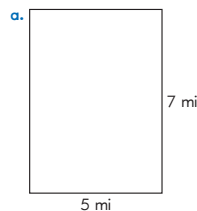
\$10.00

- You want to buy the boots and the gloves. How much money do you need?
- You want to buy the coat and the shirt. How much money do you need?
- You want to buy the boots, the shirt, and the gloves. How much money do you need?

1a.	1b.	1c.

Part 2

2a.	2b.



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Independent Work

Part 3

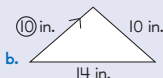
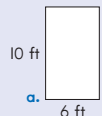
Copy and work each problem.

- $5 \times \square = 15$
- $10 \times \square = 40$
- $9 \times 6 = \square$
- $2 \times 8 = \square$
- $2 \times \square = 12$
- $4 \times 5 = \square$

3a.	3d.
3b.	3e.
3c.	3f.

Part 4

Find the perimeter of each figure.



4a.	4b.

Part 5

Copy each problem and figure out the answer.

- $\begin{array}{r} 734 \\ - 444 \\ \hline \end{array}$
- $\begin{array}{r} 524 \\ - 272 \\ \hline \end{array}$
- $\begin{array}{r} 458 \\ + 534 \\ \hline \end{array}$

5a.	5b.	5c.

Part 6

Work the column problem for each item.

- $\square + 47 = 74$
- $6 + \square = 11$
- $35 + \square = 140$
- $29 - \square = 12$

6a.	6b.	6c.	6d.

Part 7

Work each problem.

- There were 50 dogs in the park. 12 dogs were walking. The rest were running. How many dogs were running?
- Mary read 7 books in May and 13 books in June. How many books did she read altogether?
- There were 120 birds near the lake. 19 of them were red. The others were white. How many birds were white?

7a.	→
7b.	→
7c.	→

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Connecting Math Concepts