

Focus

Mathematics Skills

- understanding rotated figures
- rounding
- naming numeric expressions
- deriving operations
- understanding charts and graphs
- identifying information needed to solve a problem
- understanding perpendicular and parallel lines
- understanding symmetry

Test-taking Skills

- analyzing questions
- previewing items
- responding to items in order of difficulty
- identifying and using key words, numbers, or figures to find the answer
- referring to a graphic
- using logic
- understanding unusual item formats

Sample

Distribute scratch paper to the students.

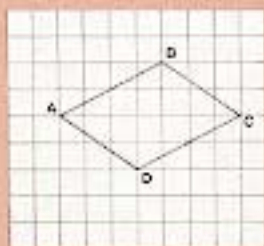
Say Turn to Lesson 7a on page 39. The page number is at the bottom of the page on the right.

Check to see that the students have found the right page.

Say In this lesson, you will do different kinds of mathematics problems. When you answer a question, mark the circle for the answer you think is right. Be sure your answer circle is completely filled in with a dark mark and that you have marked the correct circle for the answer you think is right. Don't make any other marks in your book. If you have to work a problem, use the scratch paper I gave you. Put your finger under the Sample.

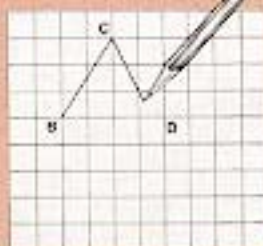
Check to see that the students have found the Sample.

SAMPLE The shape being drawn in Graph 2 will be congruent to the shape in Graph 1. What will be the coordinates for Point A in Graph 2?



Graph 1

- A (3, 1)
- B (4, 2)
- ☒ C (4, 1)
- D (5, 2)



Graph 2



- Try the easiest items first.
- Look for important words, numbers, and figures. They will help you find the answer.
- Think about what you are supposed to do before you start working.



Answer rows: 5 ☐ ☐ ☒ ☐ ☐

29

Say Read the Sample problem and look at the figure. Which answer is correct? (pause) The correct answer is C. Mark circle C for the Sample in the rows at the bottom of the page. Be sure your answer circle is completely filled in with a dark mark.

Check to see that the students have marked the correct circle. Explain how to find the coordinates of the missing point.

Say **Now let's look at the tips.**

Have a volunteer read the tips aloud.

Say **In this lesson, you should skim the items and do the easiest items first. Look for important words, numbers, and figures in the item, and be sure to look at every answer choice. Keep in mind that many of the items have a graph, chart, or other graphic as part of the item. Think carefully about what the question is asking you to do and always refer to key words, figures, and numbers as you try to answer the items.**

Say **Look at the next page, page 40.**

Check to be sure the students have found the right page.

Practice

Say **Now you will do more items. Read each problem and find the answer you think is correct. If you would like, you can work the problems on the scratch paper I gave you. Mark the circles for your answers and make sure you fill in your answer circles completely with dark marks. Completely erase any marks for answers you change. When you come to a GO sign at the bottom of a page, go on to the next page and continue working. Work until you come to the STOP sign on page 43. Do you have any questions? Let's begin.**

Allow time for the students to fill in their answers. Walk around the room encouraging the students and reminding them of the tips they learned in this lesson and previous lessons.

- 1 Nila rounded the number in the box to the nearest hundred thousand. Andelmo rounded it to the nearest million.

2,689,123

What was the difference between their answers?

- A 300
B 3,000
C 30,000
D 300,000
- 2 $(5 \times 10,000,000) + (9 \times 100,000) + (2 \times 100) + 1$

Which of these numbers equals the expression shown above?

- F 50,900,201
G 59,000,201
H 5,900,201
J 50,090,201
- 3 What rule is Brielle using to change "Now" numbers to "Later" numbers?

Now	7	18	30
Later	18	51	87

- A add 5, then multiply by 2
B subtract 2, then multiply by 3
C add 1, then multiply by 3
D subtract 1, then multiply by 3

40 ATTENTION 1 ● ● ● ● 3 ● ● ● ●
2 ● ● ● ●

Say **It's time to stop. You have finished Lesson 7a.**

Review the answers with the students. Discuss each item in depth, pointing out the principle that underlies each. Have the students identify the key words, numbers, or figures in each question. Ask volunteers to suggest solutions to the problems or suggest them yourself.

Have the students indicate completion of the lesson by entering their score for this activity on the progress chart at the beginning of the book. Provide the students with whatever help is necessary to record their scores.



Lesson 7a Mathematics Skills

- 10 These signs are on the boardwalk. Which sign has no right angles?



F



G



H



J

- 11 The guide book for the boardwalk has a star that extends from the front cover to the back cover. How many points are on the star when the book is open?

- A 5
- B 6
- C 7
- D 8



- 12 The amusements are located on a pier off the boardwalk. Which road runs parallel to the boardwalk?

- F Steeplechase Avenue
- G Ferris Wheel Drive
- H Roller-Coaster Way
- J Merry-Go-Round Street



Answer rows 10 ●●●●● 12 ●●●●●
11 ●●●●●