

#### **Focus**

### **Mathematics Skills**

- solving word problems
- adding, subtracting, multiplying, and dividing whole numbers, decimals, fractions, and integers

## **Test-taking Skills**

- transferring numbers accurately
- performing the correct operation
- converting items to a workable format
- · computing carefully
- indicating that the correct answer is not given
- working methodically

## Samples A and B

**Distribute** scratch paper to the students.

Say Turn to Lesson 6a on page 58. Read the directions at the top of the page to yourself while I read them out loud.

**Check** to see that the students have found the right page. Read the directions out loud.

Say In this lesson, you will solve mathematics computation problems. Find Sample A at the top of the page. Read the problem and the answer choices. Decide which answer is correct. If the correct answer is not one of the choices, choose the last answer, NG, for not given. You may work on scratch paper if you think this will help. (pause) Answer D is correct because the solution to the problem, 3717, is not given. Mark the space for Answer D in the rows at the bottom of the page. Be sure your answer space is completely filled in with a dark mark and that you have marked the correct answer space.

**Check** to see that the students have marked the correct space.

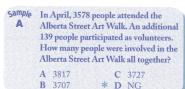
Say Now do Sample B. Work the problem and decide which answer is correct. You may work on scratch paper if you think this will help.

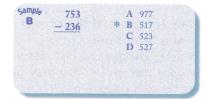


# **Mathematics Computation**

Lesson 6a Mathematics Computation

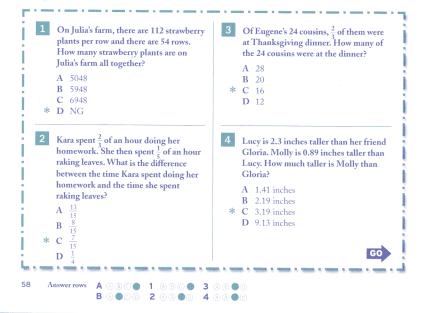
**Directions:** Read each problem. Then choose the answer you think is best. Mark the space for your answer. If the correct answer is not given, mark NG.







Work carefully on scratch paper. After you have solved a problem and marked your answer, cross out your work on scratch paper. This will help you avoid becoming confused.



(pause) Answer B, 517, is correct. Mark the space for Answer B in the rows at the bottom of the page. Be sure your answer space is completely filled in with a dark mark and that you have marked the correct answer space.

**Check** to see that the students have marked the correct space.

TIPS

Say Now let's look at the tip.

Read the tip aloud to the students.

Say Be sure to work neatly on scratch paper so you don't make accidental mistakes. When you have finished solving a problem, cross out your work on scratch paper. This will keep you from confusing one problem with another.

## **Practice**

Say Now we will do the Practice items in the same way we did the Samples. Work by yourself. For each problem, mark the space in the rows at the bottom of the page for the answer you think is correct. If the correct answer is not one of the choices, choose the last answer. NG, for not given. You may use the scratch paper I gave you to solve the problems. When you come to the GO sign at the bottom of the page, go on to the next page and continue working. Work until vou come to the STOP sign at the bottom of page 59. Do you have any questions? Let's begin.

Allow time for the students to fill in their answers. Walk around the room to be sure the students understand what they are supposed to do. Provide students with any help they need to solve the problems on scratch paper.

Say It's time to stop. You have finished Lesson 6a.

Review the answers with the students. Have volunteers solve the problems on the chalkboard. Spend extra time on problems involving fractions, decimals, and integers, making sure the students understand the underlying principles.

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 whatever help is necessary to record their scores.

