

Lesson 6a  
Mathematics  
Computation

## 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.

Sample A In April, 3578 people attended the Alberta Street Art Walk. An additional 139 people participated as volunteers. How many people were involved in the Alberta Street Art Walk all together?

A 3817                      C 3727  
B 3707                      \* D NG

Sample B 
$$\begin{array}{r} 753 \\ - 236 \\ \hline \end{array}$$

A 977  
\* B 517  
C 523  
D 527



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.

1	On Julia's farm, there are 112 strawberry plants per row and there are 54 rows. How many strawberry plants are on Julia's farm all together?	A 5048 B 5948 C 6948 * D NG
2	Kara spent $\frac{2}{3}$ of an hour doing her homework. She then spent $\frac{1}{5}$ of an hour raking leaves. What is the difference between the time Kara spent doing her homework and the time she spent raking leaves?	A $\frac{13}{15}$ B $\frac{8}{15}$ * C $\frac{7}{15}$ D $\frac{1}{4}$
3	Of Eugene's 24 cousins, $\frac{2}{3}$ of them were at Thanksgiving dinner. How many of the 24 cousins were at the dinner?	A 28 B 20 * C 16 D 12
4	Lucy is 2.3 inches taller than her friend Gloria. Molly is 0.89 inches taller than Lucy. How much taller is Molly than Gloria?	A 1.41 inches B 2.19 inches * C 3.19 inches D 9.13 inches

GO

58 Answer rows

A	<input type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>	D	<input type="radio"/>	1	<input type="radio"/>	A	<input type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>	D	<input type="radio"/>	3	<input type="radio"/>	A	<input type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>	D	<input type="radio"/>
B	<input type="radio"/>	A	<input type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>	D	<input type="radio"/>	2	<input type="radio"/>	A	<input type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>	D	<input type="radio"/>	4	<input type="radio"/>	A	<input type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>

(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.



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 you 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.

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Lesson 6a Mathematics Computation

- 5 Nikki had bought  $\frac{2}{3}$  of the wood that she needed for a carpentry project. Then she found  $\frac{1}{5}$  of the wood for the project in a scrap pile. What was the difference between the part of the wood Nikki bought and the part she found?

\* A  $\frac{7}{15}$   
B  $\frac{13}{15}$   
C  $\frac{1}{2}$   
D  $\frac{1}{15}$

- 6 Of 30 people on a bus,  $\frac{5}{6}$  were on their way to work. How many of the 30 people were on their way to work?

A 36  
\* B 25  
C 24  
D 20

- 7 Kareem is 6.8 centimeters taller than his brother Devon. Jamila is 0.95 centimeters taller than Kareem. How much taller is Jamila than Devon?

A 5.85 cm  
B 6.75 cm  
\* C 7.75 cm  
D 7.85 cm

- 8 A watermelon weighed  $10\frac{3}{4}$  pounds. A week later the melon weighed  $11\frac{2}{3}$  pounds. How much weight did the melon gain between these visits?

A  $21\frac{5}{7}$  lb  
B  $1\frac{1}{7}$  lb  
C  $1\frac{11}{12}$  lb  
\* D  $\frac{11}{12}$  lb

- 9  $\$57.45 + \$18.78 =$  A \$76.33  
\* B \$76.23  
C \$66.13  
D \$65.23

- 10  $7 - (-9) =$  A -16  
B -2  
C 2  
\* D 16

- 11  $5\frac{5}{7} + 2\frac{1}{4}$  \* A  $7\frac{27}{28}$   
B  $7\frac{25}{28}$   
C  $7\frac{13}{12}$   
D  $7\frac{6}{11}$

- 12  $(-2) + 4 + (-8) =$  A 14  
B 2  
\* C -6  
D -14

STOP

Answer rows 5 ● (A) (B) (C) (D) 7 (A) (B) (C) (D) 9 (A) (B) (C) (D) 11 ● (B) (C) (D)  
6 (A) (B) (C) (D) 8 (A) (B) (C) (D) 10 (A) (B) (C) (D) 12 (A) (B) (C) (D)

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