Focus
Mathematics Skills
- solving word problems
- adding, subtracting, multiplying, and dividing whole numbers
Test-taking Skills
- planning a solution strategy
- identifying and using key words, numbers, and pictures
- converting items to a workable format
- performing the correct operation
- indicating that the correct answer is not given

Samples A and B
Distribute scratch paper to the students.

Say Turn to Lesson 9a on page 61. 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 math computation problems. Find Sample A at the top of the page. Read the problem and the answer choices. Decide which answer is correct. You may work on scratch paper if you think this will help. (pause) Answer C, seventy-seven, is correct because thirty-two plus forty-five is seventy-seven. Mark the space the the third answer. Be sure that 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 Do Sample B. Read the problem and the answer choices. Decide which answer is correct. You may work on scratch paper if you think this will help. (pause) The third answer, forty-six, is correct because twenty-seven plus nineteen is forty-six. Mark the space for answer C. Be sure that 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 Read the problem carefully so you will know how to solve the problem. Most of the problems are addition or subtraction, but there are also a few multiplication and division problems.
Practice

Say Now you will do the Practice items in the same way we did the samples. Work by yourself. For each problem, mark the space 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 62. Do you have any questions? Let's begin.

Allow time for students to fill in their answers. Walk around the room and 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 9a.

Review the answers with the students. Have volunteers solve the problems, emphasizing the operation needed to find the answer.

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.
Lesson 9b
Mathematics Computation

Focus
Mathematics Skills
• solving word problems
• adding, subtracting, multiplying, and dividing whole numbers

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

Samples A and B
Distribute scratch paper to the students.

Say Turn to Lesson 9b on page 63. Read the directions at the top of the page to yourself.

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

Say In this lesson you will solve more computation problems. Find Sample A at the top of the page. Read the problem and the answer choices. Decide which answer is correct. You may work on scratch paper if you think this will help. (pause) Answer B, thirteen, is correct because twenty minus seven is thirteen. Mark the space for the second answer. Be sure that 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 Do Sample B. Read the problem and the answer choices. Decide which answer is correct. You may work on scratch paper if you think this will help. (pause) The last answer, thirty, is correct because eighteen plus twelve is thirty. Mark the space for answer D. Be sure that your answer space is completely filled in with a dark mark and that you have marked the correct answer space.
**Practice**

**Say** Now you will do the Practice items in the same way we did the samples. Work by yourself. For each problem, mark the space 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 64. Do you have any questions? Let’s begin.

**Allow** time for students to fill in their answers. Walk around the room and 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 9b.

**Review** the answers with the students. Have volunteers solve the problems on the chalkboard, emphasizing copying and aligning numbers carefully.

**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.
Test Yourself: Mathematics Computation

Focus
Mathematics Skills
- solving word problems
- adding, subtracting, multiplying, and dividing whole numbers

Test-taking Skills
- planning a solution strategy
- identifying and using key words, numbers, and pictures
- converting items to a workable format
- performing the correct operation
- indicating that the correct answer is not given
- transferring numbers accurately
- computing carefully

This lesson simulates an actual test-taking experience. Therefore, it is recommended that the directions be read verbatim and the suggested procedures be followed.

Directions
Administration Time:
approximately 25 minutes

Distribute scratch paper to the students.

Say Turn to the Test Yourself lesson on page 65. 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. Point out to the students that this Test Yourself lesson is like a real test, but that they will score it themselves to see how well they are doing. Explain that it is important to work carefully and to answer as many questions as possible.

Say This lesson will check how well you can solve math problems. You may use the scratch paper I gave you to solve problems. Remember to make sure that the spaces for your answer choices are completely filled in. Press your pencil firmly so that your marks come out dark. Completely erase any marks for answers that you change. Do not write anything except your answer choices in your books.

Find Sample A at the top of the page. Read the problem and the answer choices. Decide which answer is correct. If the right 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 A, sixty, is correct because twenty-six plus thirty-four is sixty. Mark the space for the first answer. Be sure that 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.
Focus

Mathematics Skills
- solving word problems
- adding, subtracting, multiplying, and dividing whole numbers

Test-taking Skills
- planning a solution strategy
- identifying and using key words, numbers, and pictures
- converting items to a workable format
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- computing carefully

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Directions

Administration Time: approximately 25 minutes

Distribute scratch paper to the students.

Say Turn to the Test Yourself lesson on page 65. 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. Point out to the students that this Test Yourself lesson is like a real test, but that they will score it themselves to see how well they are doing. Explain that it is important to work carefully and to answer as many questions as possible.

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Find Sample A at the top of the page. Read the problem and the answer choices. Decide which answer is correct. If the right 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 A, sixty, is correct because twenty-six plus thirty-four is sixty. Mark the space for the first answer. Be sure that 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.
Do Sample B. Read the problem and the answer choices. Decide which answer is correct. You may work on scratch paper if you think this will help. (pause) The last answer, four hundred seventy-five, is correct. Mark the space for answer D. Be sure that 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.

Now you will do more items in the same way we did the samples. Work by yourself. For each problem, mark the space 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 67. Do you have any questions? Let’s begin.

Allow time for students to fill in their answers. Walk around the room and 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 completed the Test Yourself lesson.

Check to see that the students have correctly filled in their answer spaces. At this point, go over the answers with the students. Work through any questions that caused difficulty. 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.