



# Lesson 77



## Concepts:

Counting by twos, time (5 minutes), equal and not equal, even and odd, multiplication readiness, addition, subtraction, and word problems

## Objectives:

1. The student shall be able to count out loud by twos to 24.
2. The student shall be able to write the correct symbol ( $=$  or  $\neq$ ) between the time displayed on the face of a clock and a given digital time.
3. The student shall be able to circle the word "even" or "odd" corresponding to a given number.
4. The student shall be able to write the number of objects in a given number of rows and the corresponding multiplication fact.
5. The student shall be able to write the sum of three triple digit numbers when the tens' column has a double digit answer.
6. The student shall be able to write the difference of two four digit numbers when borrowing from the tens' column.

## Teaching Tips:

1. When the student(s) write the subtraction problem in *Student Activity Six*, remind them to always write the larger number on the top. Also the name mentioned first in the question (How many more pages did Rod read than Rex?) will be the one that will be on the top.

## Materials, Supplies, & Equipment:

1. Flash cards for addition and multiplication facts
2. Clock model
3. Number charts 0–99 and 100–199

## Activities:

1. Drill subtraction facts using *Drill #2, Worksheet 37*.
2. Using *flash cards for addition facts*, drill 1–18 with the answers showing and covering one of the two addends.
3. Using *flash cards for multiplication facts*, drill 0's, 1's, and 10's without the answers showing and 5's with the answers showing. It is important for them to learn the facts in pairs every time (e.g.  $8 \times 5 = 40$ ,  $5 \times 8 = 40$ ).
4. Count out loud with the student(s) by twos to 24 from memory.
5. Have the student(s) write on a sheet of paper several 5 minute times that you display on the *clock model*. Discuss the meaning of the symbols  $=$  and  $\neq$  with the student(s). They should be able to complete *Student Activity One* on their own once they have a clear understanding of the directions.
6. Point to several numbers on the *number charts 0–99* and *100–199* and have the student(s) tell if the numbers are even or odd. After the student(s) read the directions, they should be able to complete *Student Activity Two* by themselves.
7. On the chalk board draw circles of 2 rows of 5 each and 5 rows of 2 each. Ask the student(s) to tell how many rows and how many in each row. Then have them express the 2 rows of 5 as a multiplication fact ( $2 \times 5$ ) and tell what the product equals (10). Do the same for 5 rows of 2 each. *Worksheet 38* will provide further practice for this concept. Complete *Student Activity Three* with the student(s).
8. The student(s) should be able to complete *Student Activity Four* and *Five* independently.
9. Ask the student(s) to tell the key word and if they add or subtract in the word problem for *Student Activity Six*. After they solve the problem by writing the fact vertically, check to see that the answers are labeled correctly.

## Worksheets:

1. *Worksheet 38* – Multiplication by twos
2. *Worksheet 37* – Addition and subtraction drill sheet

