

DOCUMENT RESUME

ED 036 151

24

EM 007 737

AUTHOR MOSHY, CLAIRE A.
TITLE TEACHING IN IPI. VOLUME IV. A PROGRAM OF TEACHER PREPARATION.
INSTITUTION RESEARCH FOR BETTER SCHOOLS, INC., PHILADELPHIA, PA.
SPONS AGENCY OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
BUREAU NO BR-6-2867
PUB DATE 68
CONTRACT OEC-1-7-062867-3053
NOTE 594P.

EDRS PRICE EDRS PRICE MF-\$2.25 HC-\$29.80
DESCRIPTORS GUIDES, *INDIVIDUALIZED INSTRUCTION, *INSTRUCTIONAL MATERIALS, MANUALS, PROGRAM GUIDES, *TEACHING GUIDES
IDENTIFIERS INDIVIDUALLY PRESCRIBED INSTRUCTION, IPI

ABSTRACT

A PROGRAMED FORMAT IS USED HERE TO INSTRUCT TEACHERS TO WRITE A PRESCRIPTION FOR A STUDENT USING THE INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI) PROGRAM. PRESCRIPTIONS ARE TO BE WRITTEN ON THE BASIS OF THE INFORMATION PROVIDED ABOUT A HYPOTHETICAL STUDENT AND ON A CONTINUAL EVALUATION OF HIS WORK. PRESCRIPTIONS MAY BE CHECKED AGAINST SAMPLES PROVIDED. THE STANDARD TEACHING SEQUENCE BOOKLETS FOR SKILLS 1-9 ARE PROVIDED. (JY)

ED036151

TEACHING IN IPI

Sheet 151

ED036151

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

TEACHING IN IPI
(A Program of Teacher Preparation)

by

Claire A. Moshy
Research Associate

Volume 4

Research for Better Schools, Inc.
Regional Educational Laboratory
James W. Becker, Executive Director
Robert G. Scanlon, Director of Instructional Systems

"PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL HAS BEEN GRANTED
BY *Research for
Better Schools, Inc.*
TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE OF
EDUCATION. FURTHER REPRODUCTION OUTSIDE
THE ERIC SYSTEM REQUIRES PERMISSION OF
THE COPYRIGHT OWNER."

© Research for Better Schools, Inc. (1968)

Section IV

DEVELOPING A PRESCRIPTION

CASE STUDY - TYPE 3

SANDY OWENS

B-NUM.

Directions

This case study has a programmed format.

You will write your prescriptions on the basis of the information provided about Sandy and on a continual evaluation of her work. You will be able to check your prescriptions against samples provided in this case study.

The sample prescriptions represent one way to deal with Sandy's learning needs. The samples are not, therefore, the only way to prescribe materials. You may prefer your prescriptions to the samples, due to your gain in knowledge and experience as you have worked through the training materials.

The STS booklets for Skills 1-9 are enclosed at the end of this case study.(pg. 139)

Before you prescribe a unit Pretest, you need to gain an overview of Sandy's work to this point.

Study her Placement Profile on page 3.

Review her B-Level Placement Test, beginning on page 4.

The Unit Test Record on pages 6 and 7 will provide information about Sandy's completed unit Pretests and Posttests.

ARITHMETIC PLACEMENT SCORE PROFILE



STUDENT NAME

Sandy Owens

STUDENT NUMBER

9	1	2	9
P-4	5	6	7

SCHOOL STAMP	P. 2-3
--------------	--------

GRADE

P.	1
9	

ROOM

109

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
			B	C	D	E	F	G	H	I		
	P. 10-13											
NUMERATION	9/20	01	MAX. PTS.	10								
			SCORE	0								A
			%	0								
PLACE VALUE		02	MAX. PTS.	10								
			SCORE	5								
			%	50								
ADDITION		03	MAX. PTS.	10								C
			SCORE	0								
			%	0								
SUBTRACTION		04	MAX. PTS.	10								C
			SCORE	0								
			%	0								
MULTIPLICATION		05	MAX. PTS.	10								D
			SCORE	0								
			%	0								
DIVISION		06	MAX. PTS.	10								D
			SCORE	0								
			%	0								
COMBINATION OF PROCESSES		07	MAX. PTS.	10								C
			SCORE	0								
			%	0								
FRACTIONS		08	MAX. PTS.	10								B
			SCORE	4								
			%	40								
MONEY		09	MAX. PTS.	10								B
			SCORE	7								
			%	70								
TIME		10	MAX. PTS.	10								B
			SCORE	6								
			%	60								
SYSTEMS OF MEASUREMENT		11	MAX. PTS.	10								B
			SCORE	4								
			%	40								
GEOMETRY		12	MAX. PTS.	10	10							C
			SCORE	8	2							
			%	80	20							
ADDITION AND SUBTRACTION		34	MAX. PTS.	10								B
			SCORE	6								
			%	60								

NAME AND NUMBER Sandy Owens 9129

unit page 1 of 2

DATE _____

CLASS _____

Skill 7 – Directions: Look at the sample box below. What number comes just before 2? Write the number on the line in front of the 2. Do the rest of the problems the same way.

SAMPLE
<u> 1 </u> , 2

X 41, 40 X 99, 98 X 34, 33

39
97
32

– Directions: Look at the sample box below. What number comes just after 2? Write the number on the line after the 2. Do the rest of the problems the same way.

SAMPLE
2, <u> 3 </u>

X 59, 58 X 99, 98

60
100

NAME AND NUMBER Sandy Owens 9/29

unit page 2 of 2

DATE _____

CLASS _____



Skill 8 – Directions: Draw a circle around the smallest number in each box below.

	<u>16</u>	19	15	X			
X	47	67	<u>57</u>	<u>96</u>	69	99	X

– Directions: Put > or < in the little boxes to show which number is greater and which is lesser.

16 61 X

98 89 X

**MATHEMATICS UNIT TEST
RECORD**

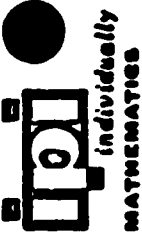
NAME Sandy Owens
NUMBER 91294

CLASS 1

NUMERATION (01)	Level A				Level B				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
PLACED AT LEVEL A	Max. Pts. <u>7/7</u> Score <u>4/3</u> Date <u>1/17</u>				7/7 6/1 4/1				Level B				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
PLACE VALUE (02)	Level				Level B				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
PLACED AT LEVEL B	Max. Pts. Score Date				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
ADDITION (03)	Level				Level				Level C				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
PLACED AT LEVEL C	Max. Pts. Score Date				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
SUBTRACTION (04)	Level				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
PLACED AT LEVEL C	Max. Pts. Score Date				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
MULTIPLICATION (05)	Level				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
PLACED AT LEVEL D	Max. Pts. Score Date				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
DIVISION (06)	Level				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
PLACED AT LEVEL D	Max. Pts. Score Date				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
COMBINATION OF PROCESSES (07)	Level				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
PLACED AT LEVEL C	Max. Pts. Score Date				Level				Level				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			

UPDATE AND PLACE IN STUDENT FOLDER.





Individually prescribed instruction
MATHEMATICS

MATHEMATICS UNIT TEST RECORD

NAME _____ CLASS / _____

NAME Sandy Owens
NUMBER 9129

Topic	Placed at Level	Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
FRACTIONS (86)																	
PLACED AT LEVEL	B																
MONEY (89)																	
PLACED AT LEVEL	B																
TIME (118)																	
PLACED AT LEVEL	B																
SYSTEMS OF MEASUREMENT (11)																	
PLACED AT LEVEL	B																
GEOMETRY (12)																	
PLACED AT LEVEL	C																
SPECIAL TOPICS (13)																	
PLACED AT LEVEL																	
ADDITION AND SUBTRACTION (34)																	
PLACED AT LEVEL	B																

UPDATE AND PLACE IN STUDENT FOLDER.

Based on your review of Sandy's records, you assign the Pretest for the next unit in which Sandy needs to work.

You will find a packet of blank Prescription Sheets on page 323 of this case study. Remove the first one and record the necessary information on the top of the Prescription Sheet.

Check the sample on page 9.

MATHEMATICS PRESCRIPTION SHEET I

SCHOOL STAMP
U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9129

U. S.	4	5	6	7
-------	---	---	---	---

GRADE 1 ROOM 109

U. S.	9
-------	---

UNIT B-Yum

U. S.	10	11	12
-------	----	----	----

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS						CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES		SCORE	%	SCORE	%			
S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71		S. 72-73		S. 74-75		S. 76-77			
1	<u>3/1</u>	<u>47B</u>	<u>Pretest</u>										
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
▼			▼		▼		▼		▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is a copy of Sandy's completed Pretest that has been corrected by the Aide.

In the role of the Aide, record the Pretest scores on Sandy's Prescription Sheet.

Identify the skills that require a prescription (under 85%) and record these skill numbers on the Prescription Sheet.

Check the sample on page 21.

SCHOOL CODE

[Empty box for School Code]

NAME

Sandy Owens

NUMBER

9129

CLASS

1

Pa. 109



[Faint text]

[Faint text]

LEVEL B

NUMERATION (01)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

Appleton-Century-Crofts



Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

Directions: Circle the numeral in each box which is named by the word.

C I R C L E C O R R E C T B O X	TL PTS	
	NO. OF PTS.	%
	10	100%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10

one

① 2 3 4

three

③ 4 7 8

nine

6 4 10 ⑨

six

10 5 ⑥ 3

ten

⑩ 2 5 6

four

2 ④ 5 7

five

9 6 ⑤ 4

eight

6 ⑧ 10 7

seven

5 ⑦ 9 8

zero

8 9 7 ①

GO TO YOUR TEACHER
THIS IS AN ORAL TEST

Teacher: Count by 1's from 1 to 100.
OK to 49

Teacher: Point to the listed numerals on the chart and ask the child to "Read these numerals, starting here and ending here"

From 11 to 22 *C*
From 34 to 46 *C*
From 53 to 67 *X*
From 75 to 88 *X*

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	59	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

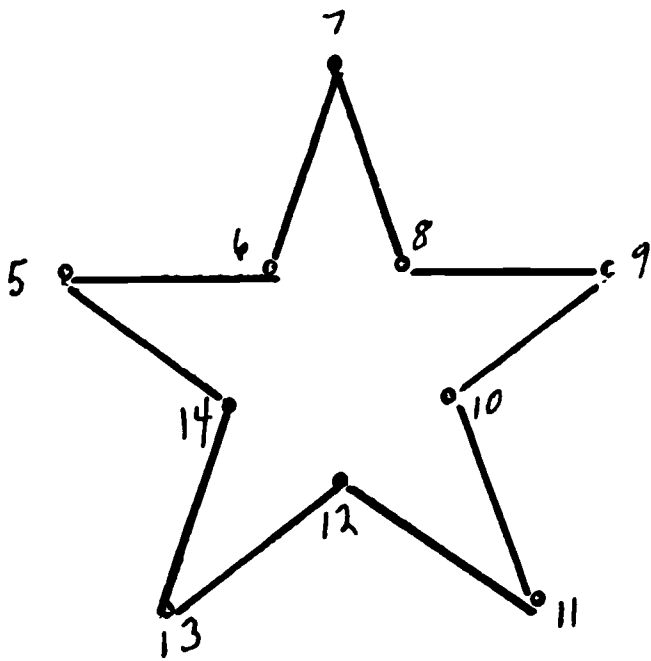
C I R C L E C O R R E C T B O X	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

B NUMERATION (01) PRE-TEST

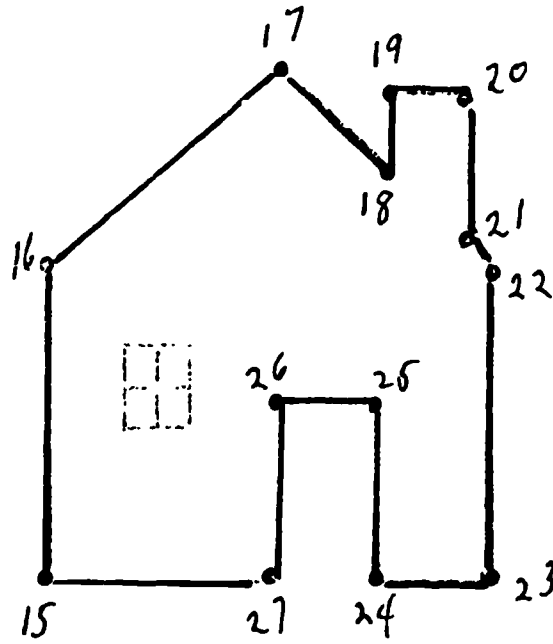
SKILL 3

Directions: Connect the dots to make a picture in each box.

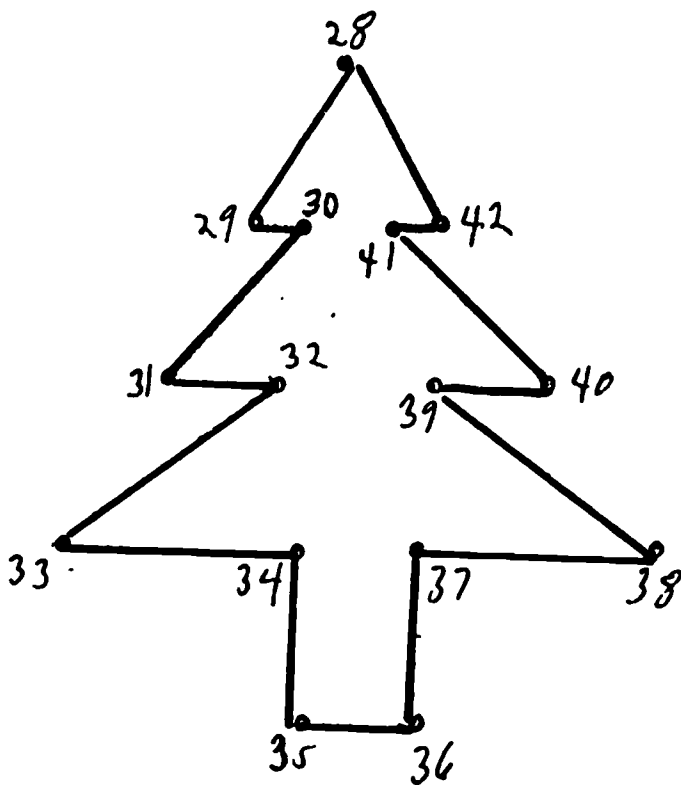
C I R C L E	TL. PTS.	
		4
	NO. OF PTS.	
	3	75
	2	50
	1	25
C O R R E C T		
B O X		



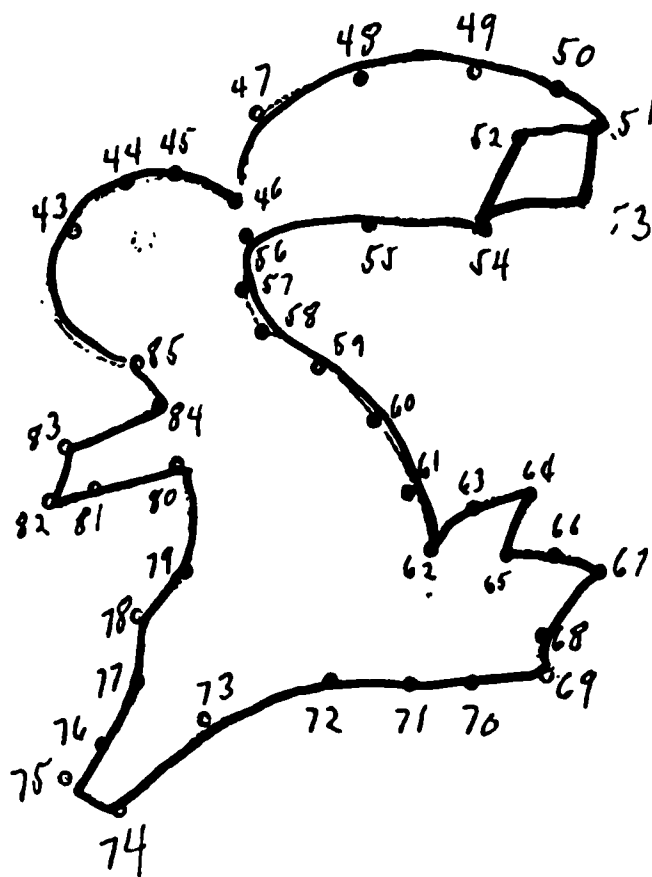
Start at 5.



Start at 15.



Start at 28.



Start at 43.

X

GO TO YOUR TEACHER
THIS IS AN ORAL TEST.

Teacher: Ask the child to count by tens.

From 15 to 65 (1 pt) C

From 8 to 58 (1 pt) X

From 27 to 87 (1 pt) X

From 32 to 72 (1 pt) X

From 46 to 96. (1 pt) X

C I R C L E	TL. PTS.	
	5	100%
C O R R E C T	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20
B O X		

Directions: Count from 1 to 100, and write in the numerals.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

C I R C L E C O R R E C T B O X	TL. PTS.	
		12
	NO. OF PTS.	
	11	92
	10	93
	9	75
	8	67
	7	53
	6	50
	5	42
	4	33
	3	25
	2	17
	1	8

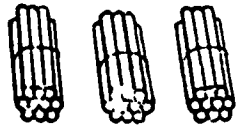
Could not complete

Directions: Count backward. Write the numerals in the blanks.

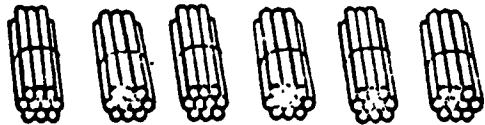
X 83 82 83 84 85 86 77

40 39 38 37 36 35 34 33

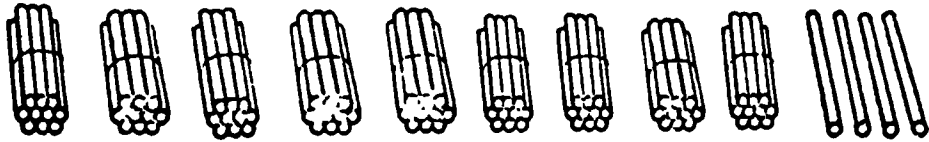
Directions: Write numerals in the blanks to tell how many sticks are in each row. There are 10 sticks in a bundle.



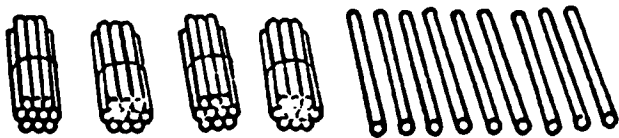
30



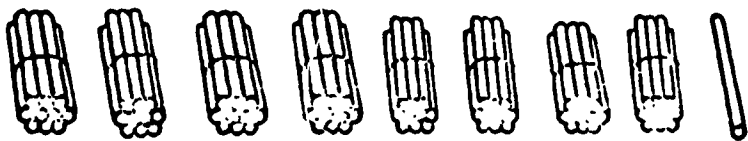
60



94



49



81

C I R C L E	T L P T S.	
	NO.	%
C O R R E C T	5	100%
	4	80
	3	60
	2	40
	1	20
B O X		

Directions: Write the number that comes just after each number below.

X 96, 95

X 59, 58

X 75, 74

X 99, 98

40, 41

Directions: Write the number that comes just before each number below.

37, 38

X 38, 40

97, 98

X 63, 62

13, 14

C I R C L E	TL. PTS.	
	10	10
C O R R E C T	NO. OF PTS.	%
		9
	8	80
	7	70
	6	60
	5	50
	<u>4</u>	<u>40</u>
	3	30
	2	20
	1	10
B O X		

Directions: Draw a circle around the smallest number in each box.

37	47	27
----	----	-----------

15 19 16	96 69 99
-----------------	-----------------

65 56 29	71 49 28
-----------------	-----------------

C I R C L E C O R R E C T B O X	TL. PTS.	
	10	100%
	NO. OF PTS.	
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
2	20	
1	10	

Directions: Write $>$ or $<$ in each circle to show whether the first number is greater or less than the second number.

19 $>$ 27

16 $>$ 61 33 $<$ 30

59 $<$ 58 68 $>$ 86

X

Directions: Count from the arrows and draw a big X on the object named.

seventh star → ☆ ☆ ☆ ☆ ☆ ☆ ~~☆~~ ☆

first square → ~~□~~ □ □ □ □ □ □ □ □

ninth dot → • • • • • • • ~~•~~ •

sixth circle → ○ ○ ○ ○ ○ ~~○~~

fifth triangle → △ △ △ △ ~~△~~ △ △

C I R C L E	TL PTS	
	NO. OF PTS.	%
C O R R E C T	5	100%
	4	80
	3	60
	2	40
	1	20
B O X		

SCHOOL STAMP U S 2-3

STUDENT NAME

Sandy Owens

STUDENT NUMBER

9 1 2 9
U. S. 4 5 6 7

GRADE

U. S.

1 9

ROOM

109

UNIT

LB-Team

U. S.

10

11

12

UNIT DATES

UNIT BEGAN

UNIT ENDED

3/1

U. 13-16

U. 17-20

DAYS WORKED*

U. 21-22

SCHOOL CALENDAR

BEGAN

ENDED

Worked

U. 23-25

U. 26-28

	SKILL BOOKLETS					SCORE	MAX. POINTS	CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL	NOTES
	DATE	PRES	SKILL	PAGE	INST. TECH			PART 1		PART 2				
	PRES. S. 13-16 INIT. S. 17-19	NO.	NO.	NO.	CODES			SCORE	% S. 72-73	SCORE	% S. 74-75			
1	3/1	MB	Pretest											
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

KEYPUNCH SAMPLE

SKILL PRE % POST %

29-31 U. 22-33 U. 34-35

TO 78 TO 95

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES								
		PRE	%	POST	%	POST	%	POST	%	
X 1	10	10	100							
X 2	5	5	100							
X 3	5	5	100							
X 4	5	5	100							
X 5	12	12	100							
X 6	5	5	100							
X 7	10	10	100							
X 8	5	5	100							
X 9	5	5	100							
X 10										
X 11										
X 12										
X 13										
X 14										
X 15										
X 16										
X 17										
X 18										
		66	40	61						

OVERFLOW U. & S. 79

UNIT CARD: "U" IN COLUMN 80



Analysis of Student Behavior

A. Describe the behaviors which facilitate Sandy's learning:

Sandy interacts well with other students and adults;
she seeks help when needed.

B. Describe the behaviors which hamper Sandy's learning:

Sandy has a record of poor achievement in testing situations and she is very uncomfortable when given a test.

C. Describe the new behaviors which Sandy should develop as she works with the IPI materials:

Sandy should learn to accept tests as a measure of what she needs to learn, and not as a personal evaluation.

State how your prescription will reflect the behavior analysis:

- A. Instructional settings which involve other people will be prescribed.**

- B. Prescriptions will include frequent teacher-pupil conferences with emphasis on testing situations.**

- C. Particular care will be taken to emphasize Sandy's progress as she completes the diagnostic tests; prescribed materials will include skill sheets that insure Sandy's success.**

Additional things you want to consider:

Select the first skill in this unit requiring a prescription.

Analyze Sandy's work in this skill on the Pretest (page 11).

Review what Sandy must learn (last page of STS booklet).

After examining all the materials available for this skill, you prescribe the following on / . :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 25-26.

You prescribed the following on 3/2:

<u>Page</u>	<u>Reason</u>
Student Page	Introduces skill; previews work
7 03*	Counting 41 to 50; bridging provided
14	" " " " " "

*This material will be completed in a small group setting; Sandy will receive reinforcement from the five other students in the group.

Estimate of time needed: 1 class period

These are the two skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 30-31.

Here are the numerals from 41 to 50. Look at each one and say it out loud.

41

42

43

44

45

46

47

48

49

50

Read these numerals out loud and slowly. Then say them again without looking at the page.

For extra practice, do Page 14.

Read these numerals and say them out loud.

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

Try to repeat them without looking at the page.

You prescribe the following on 3/3:

<u>Page</u>		<u>Reason</u>
9	12*	Saying and writing missing numerals 21-60
10		Counting 61-80

*A number chart of 1-100 will be used to focus on counting 1-80 with exposure to sequential numeration 81-100.

Estimate of time needed: 1 class period

SCHOOL STAMP: U. S. 2-3

STUDENT NAME: *Sandy Owens*

STUDENT NUMBER: *9 1 2 9*
U. S. : 4 5 6 7

GRADE: *1* ROOM: *109*
U. S. : 9

UNIT: *4B-4num*
2, 3, 4, 5, 7, 8 U. S. : 10 11 12

UNIT DATES:
UNIT BEGAN: *9/1* U. 13-16
UNIT ENDED: U. 17-20
DAYS WORKED*: U. 21-22

SCHOOL CALENDAR:
BEGAN: U. 23-25
ENDED: U. 26-28
Worked: //

DATE	SKILL BOOKLETS					CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL	NOTES			
	PRES.	PRES.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1	PART 2						
	S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31			SCORE	%				SCORE	%	S. 72-73
<i>9/1</i>	<i>4B</i>		<i>4</i>	<i>Pretest</i>											
<i>9/2</i>	<i>4B</i>	<i>2</i>	<i>1</i>	<i>Read Student Page</i>											
			<i>7</i>	<i>03</i>	<i>10</i>	<i>10</i>									
			<i>14</i>		<i>5</i>	<i>5</i>								<i>1</i>	
<i>9/3</i>	<i>4B</i>	<i>2</i>	<i>9</i>	<i>12</i>											
			<i>10</i>												

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PUNCH SAMPLE

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES			
		PRE	%	POST	%
X ✓ 1	10	10	100		
X ✓ 2	5	2	40		
X ✓ 3	4	3	75		
X ✓ 4	5	1	20		
X ✓ 5	12	5	42		
X ✓ 6	5	5	100		
X ✓ 7	10	4	40		
X ✓ 8	10	5	50		
X ✓ 9	5	5	100		
X					
X					
X					
X					
X					
X					
	66	40	61		

PRE % POST %
U. 32-33 U. 34-35 95
80

OVERFLOW

These are the two skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 35-36.

Read these numerals and as you say them, fill in
the missing numerals.

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

51 52 53 54 55 56 57 58 59 60

Now say all the numerals without looking at the
page.

These are the numerals that come after 60.

Read these numerals out loud.

61 62 63 64 65

66 67 68 69 70

71 72 73 74 75

76 77 78 79 80

Now read the numerals slowly over again.

You prescribed the following on 3/4:

<u>Page</u>		<u>Reason</u>
11	03*	Reading numerals 81-100
12		Writing missing numerals and reading numerals 1-100

Estimate of time needed: 1 class period

STUDENT NAME *Sandy Owens*

STUDENT NUMBER *9129*
U.S. *4 5 6 7*

SCHOOL STAMP U.S. 7-3

GRADE *1* ROOM *109*
U.S. *9*

UNIT *4B - Num*
2, 3, 4, 5, 7, 8 U.S. *10 11 12*

UNIT DATES
UNIT BEGAN *3/1* U. *13-16*
UNIT ENDED U. *17-20*
DAYS WORKED* U. *21-22*

SCHOOL CALENDAR
BEGAN U. *23-25*
ENDED U. *26-28*
Work.ed *///*

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2					
	PRES. S. 13-16	INIT. S. 17-19	NO. S. 20-21	NO. S. 22-57	TECH CODES S. 58-71			SCORE S. 72-73	% S. 74-75	SCORE S. 76-77	%				
1	<i>3/1</i>	<i>4MB</i>	<i>Pretest</i>												
2	<i>3/2</i>	<i>4MB</i>	<i>2</i>	<i>Lead Student Page</i>								<i>SS</i>			
3				<i>7</i>	<i>03</i>	<i>10</i>	<i>10</i>					<i>"</i>			
4				<i>14</i>		<i>5</i>	<i>5</i>					<i>"</i>	<i>1</i>		
5	<i>3/3</i>	<i>4MB</i>	<i>2</i>	<i>9</i>	<i>12</i>	<i>16</i>	<i>16</i>					<i>SS</i>			
6				<i>10</i>		<i>20</i>	<i>20</i>					<i>"</i>	<i>2</i>		
7	<i>3/4</i>	<i>4MB</i>	<i>2</i>	<i>11</i>											
8				<i>12</i>											
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES			
		PRE	%	POST	%
<i>✓</i>					
<i>X 1</i>	<i>10</i>	<i>10</i>	<i>100</i>		
<i>X 2</i>	<i>5</i>	<i>2</i>	<i>40</i>		
<i>X 3</i>	<i>4</i>	<i>8</i>	<i>75</i>		
<i>X 4</i>	<i>5</i>	<i>1</i>	<i>20</i>		
<i>X 5</i>	<i>12</i>	<i>5</i>	<i>42</i>		
<i>X 6</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>X 7</i>	<i>10</i>	<i>4</i>	<i>40</i>		
<i>X 8</i>	<i>10</i>	<i>5</i>	<i>50</i>		
<i>X 9</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>X</i>					
<i>X</i>					
<i>X</i>					
<i>X</i>					
<i>X</i>					
<i>X</i>	<i>66</i>	<i>40</i>	<i>61</i>		



These are the two skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 40-41.

These numerals come after 80 and go to 100.

Read them aloud.

81 82 83 84 85

86 87 88 89 90

91 92 93 94 95

96 97 98 99 100

For extra practice, do Page 15.

Fill in the missing numerals and read all the numerals aloud.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
X 80	81	83	82	83	86	87	88	89	80
X 91	92	93	94	95	97	96	98	99	100

Repeat the numbers while looking at the page.

Now say them again without looking at the page.

For extra practice, do Page 16.

You prescribed the following on 3/5:

<u>Page</u>	<u>Reason</u>
16 01*	Counting 1-100; write missing numerals

*Sandy will work in a teacher tutor setting.

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 U. S. 4 5 6

GRADE U. S. 1 ROOM 109

UNIT UB - Num 2, 3, 4, 5, 7, 8 U. S. 10 11 12

UNIT DATES UNIT BEGAN 3/1 UNIT ENDED U. 13-16 U. 17-20 DAYS WORKED* U. 21-22

SCHOOL CALENDAR BEGAN U. 23-25 ENDED U. 26-28 Worked

Table with columns: DATE, PRES. INIT., SKILL NO., PAGE NO., INST. TECH. CODES, SCORE, MAX. POINTS, CURRICULUM TEST PART 1, CURRICULUM TEST PART 2, SC'S INIT., DAYS WORKED IN SKILL. Contains handwritten entries for dates 3/1 to 3/5 and skill scores.

Table with columns: CODES, INSTRUCTIONAL TECHNIQUE. Lists codes 01-12 for techniques like TEACHER TUTOR, PEER TUTOR, SMALL GROUP, etc.

OVERFLOW 11 2 5 70

Table titled 'PRE AND POST TEST SCORES' with columns: ENTER SKILL NUMBER, ENTER POINTS PER SKILL, PRE, %, POST, % POST. Includes a 'PUNCH SAMPLE' section and a summary row at the bottom.

This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the score on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages _____.

Fill in the missing numerals and read all the numerals out loud.

51 52 **53** 54 **55** 56 57 58 59 60

61 **62** 63 **64** 65 66 **67** 68 69 **70**

71 72 73 **74** 75 **76** 77 **78** 79 80

81 82 **83** **84** 85 86 **87** 88 **89** 90

91 92 **93** 94 **95** 96 97 **98** 99 **100**

Now repeat all the numerals without looking at the page.

You prescribed the following on 3/8:

Page

Reason

13

CET to determine
mastery of Skill 2

Estimate of time needed: 1 class period

SCHOOL STAMP U. S. 2-3

STUDENT NAME **Sandy Owens**

STUDENT NUMBER **9129**
U. S. 4 5 6 7

GRADE **1** ROOM **109**
U. S. 9

UNIT **UB - Num**
2, 3, 4, 5, 7, 8 U. S. 10 11 12

UNIT DATES
UNIT BEGAN **3/1** U. 13-16
UNIT ENDED U. 17-20
DAYS WORKED* U. 21-22

SCHOOL CALENDAR
BEGAN U. 23-25
ENDED U. 26-28
Worked

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL
	DATE	PRES. INIT	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2			
	S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31			SCORE	% S. 72-73	SCORE	% S. 74-75		
1	3/1	UB	Pretest										
2	3/2	UB	2	7	03	10	10						SS
3				14		5	5						"
4				9	12	16	16						"
5	3/3	UB	2	10		20	20						SS
6				11		9	20						"
7	3/4	UB	2	12		8	10						SS
8				16	01	19	19						"
9	3/5	UB	2	13	CE								SS
10	3/8	UB	2										"
11													
12													
13													
14													
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES			
		PRE	%	POST	%
X 1	10	10	100		
X 2	5	2	40		
X 3	4	3	75		
X 4	5	1	20		
X 5	12	5	42		
X 6	15	5	100		
X 7	10	4	40		
X 8	10	5	50		
X 9	5	5	100		
X					
X					
X					
X					
X					
X					
X					
X	66	40	61		
X					
X					

KEYPUNCH SAMPLE

KILL PRE % POST %
29.31 U. 32-33 U. 34-35 TO 78
95
XD 80

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following
on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 48-49.

CET I

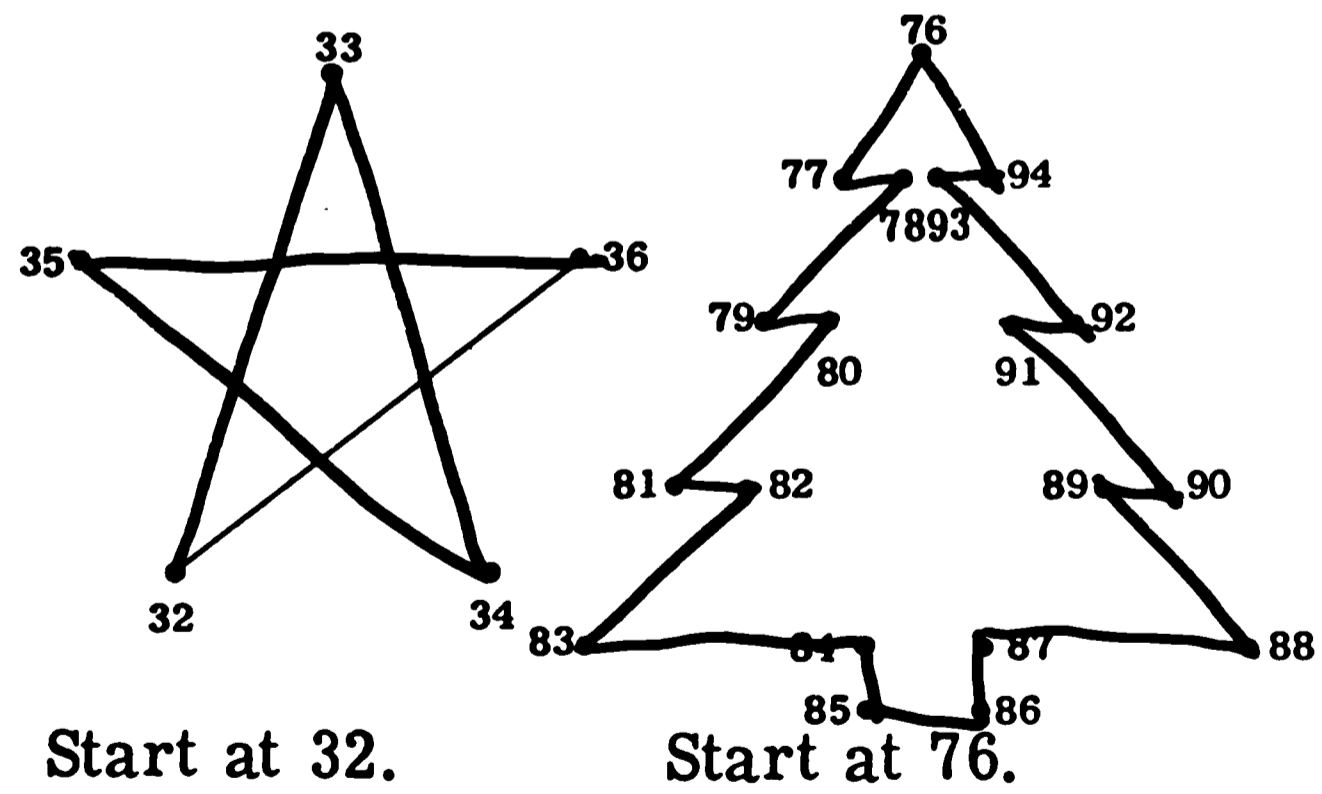
Oral Test. Read the numbers to the teacher.

- | | | | | | |
|----|----|----|----|----|-----|
| 7 | 8 | 9 | 10 | 11 | 12 |
| 21 | 22 | 23 | 24 | 25 | 26 |
| 45 | 46 | 47 | 48 | 49 | 50 |
| 69 | 70 | 71 | 72 | 73 | 74 |
| 83 | 84 | 85 | 86 | 87 | 88 |
| 95 | 96 | 97 | 98 | 99 | 100 |

C I R C L E C O R R E C T B O X	TL PTS.	6	100%
	NO. OF PTS.	2	
		5	83
		4	67
		3	50
		2	33
		1	17

Oral Test. Count from 1 to 100.

Connect the dots to make the pictures.



C I R C L E C O R R E C T B O X	TL PTS.	2	100%
	NO. OF PTS.	1	50

You prescribed the following on 3/9:

Page

Reason

6 P*

CET to determine
mastery of Skill 3

*P=Pad form of CET

Estimate of time needed: 1 class period

SCHOOL STAMP U. S. 2-3

STUDENT NAME *Sandy Owens*

STUDENT NUMBER *9129*
U. S. 4 5 6 7

GRADE *1* ROOM *109* UNIT *4B- Gum*
U. S. 9 U. S. 10 11 12
2, 3, 4, 5, 7, 8

UNIT DATES
UNIT BEGAN *9/1* U. 13-16
UNIT ENDED U. 17-20
DAYS WORKED* U. 21-22

SCHOOL CALENDAR
BEGAN U. 23-25
ENDED U. 26-28
Worked

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL	NOTES
	DATE	PRES	SKILL	PAGE	INST. TECH	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES	INIT.	NO.	NO.	CODES			SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31			S. 72-73	S. 74-75	S. 76-77				
1	<i>9/1</i>	<i>4MB</i>	<i>1</i>	<i>1</i>	<i>03</i>									
2	<i>9/2</i>	<i>4MB</i>	<i>2</i>	<i>1</i>	<i>03</i>						<i>SS</i>			
3				<i>7</i>	<i>03</i>	<i>10</i>	<i>10</i>				<i>"</i>			
4				<i>14</i>		<i>5</i>	<i>5</i>				<i>"</i>	<i>1</i>		
5	<i>9/3</i>	<i>4MB</i>	<i>2</i>	<i>9</i>	<i>12</i>	<i>16</i>	<i>16</i>				<i>SS</i>			
6				<i>10</i>		<i>20</i>	<i>20</i>				<i>"</i>	<i>2</i>		
7	<i>9/4</i>	<i>4MB</i>	<i>2</i>	<i>11</i>		<i>9</i>	<i>20</i>				<i>SS</i>			
8				<i>12</i>		<i>8</i>	<i>10</i>				<i>"</i>	<i>3</i>		
9	<i>9/5</i>	<i>4MB</i>	<i>2</i>	<i>16</i>	<i>01</i>	<i>19</i>	<i>19</i>				<i>SS</i>	<i>4</i>		
10	<i>9/8</i>	<i>4MB</i>	<i>2</i>	<i>13</i>	<i>CET</i>			<i>6/6</i>	<i>100</i>	<i>2/2</i>	<i>100</i>	<i>SS</i>	<i>5</i>	
11	<i>9/9</i>	<i>4MB</i>	<i>3</i>	<i>6P</i>	<i>CET</i>									
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE		POST	
		%	%	%	%
<i>1</i>	<i>10</i>	<i>10</i>	<i>100</i>		
<i>2</i>	<i>5</i>	<i>2</i>	<i>40</i>		
<i>3</i>	<i>4</i>	<i>3</i>	<i>75</i>		
<i>4</i>	<i>5</i>	<i>1</i>	<i>20</i>		
<i>5</i>	<i>12</i>	<i>5</i>	<i>42</i>		
<i>6</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>7</i>	<i>10</i>	<i>5</i>	<i>40</i>		
<i>8</i>	<i>10</i>	<i>5</i>	<i>50</i>		
<i>9</i>	<i>5</i>	<i>5</i>	<i>100</i>		
	<i>66</i>	<i>40</i>	<i>61</i>		

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following
on / :

Page

Reason

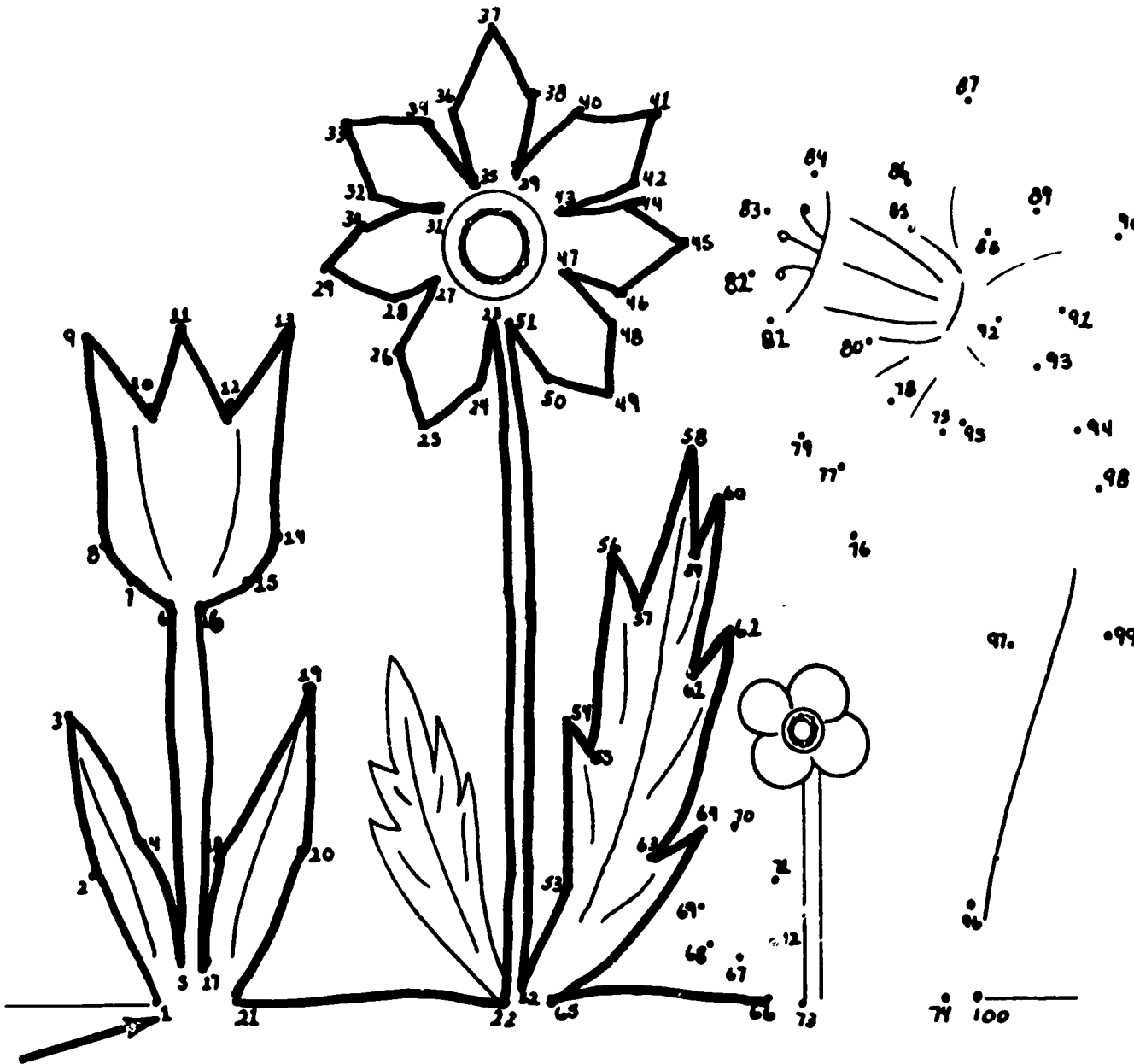
Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 52-53.

CET I

Connect the dots.



C I R C L E	TL. PTS.	
	NO. OF PTS.	%
	96	100%
	91-95	95
	86-90	90
	82-85	85
	77-81	80
	72-76	75
	67-71	70
	62-66	65
	58-61	60
	53-57	55
	48-52	50
	43-47	45
	38-42	40
	34-37	35
	29-33	30
	24-28	25
	19-23	20
	14-18	15
	10-13	10
	5-9	5
	0-4	0

See your teacher for the rest of the test.

Oral test.

1. Count by 10's from 5 to 85. *OK*
2. Count by 10's from 32 to 92. *X*
3. Count by 10's from 17 to 77. *X*

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
	3	100%
	2	67
	1	33

You prescribed the following on 3/10:

Page

Reason

5

The teacher felt that the CET was visually frustrating to Sandy; she chose a representative skill sheet to be used as a CET to determine mastery of Skill 3.

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on this CET.

Based on your analysis of Sandy's work, you prescribe the following
on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

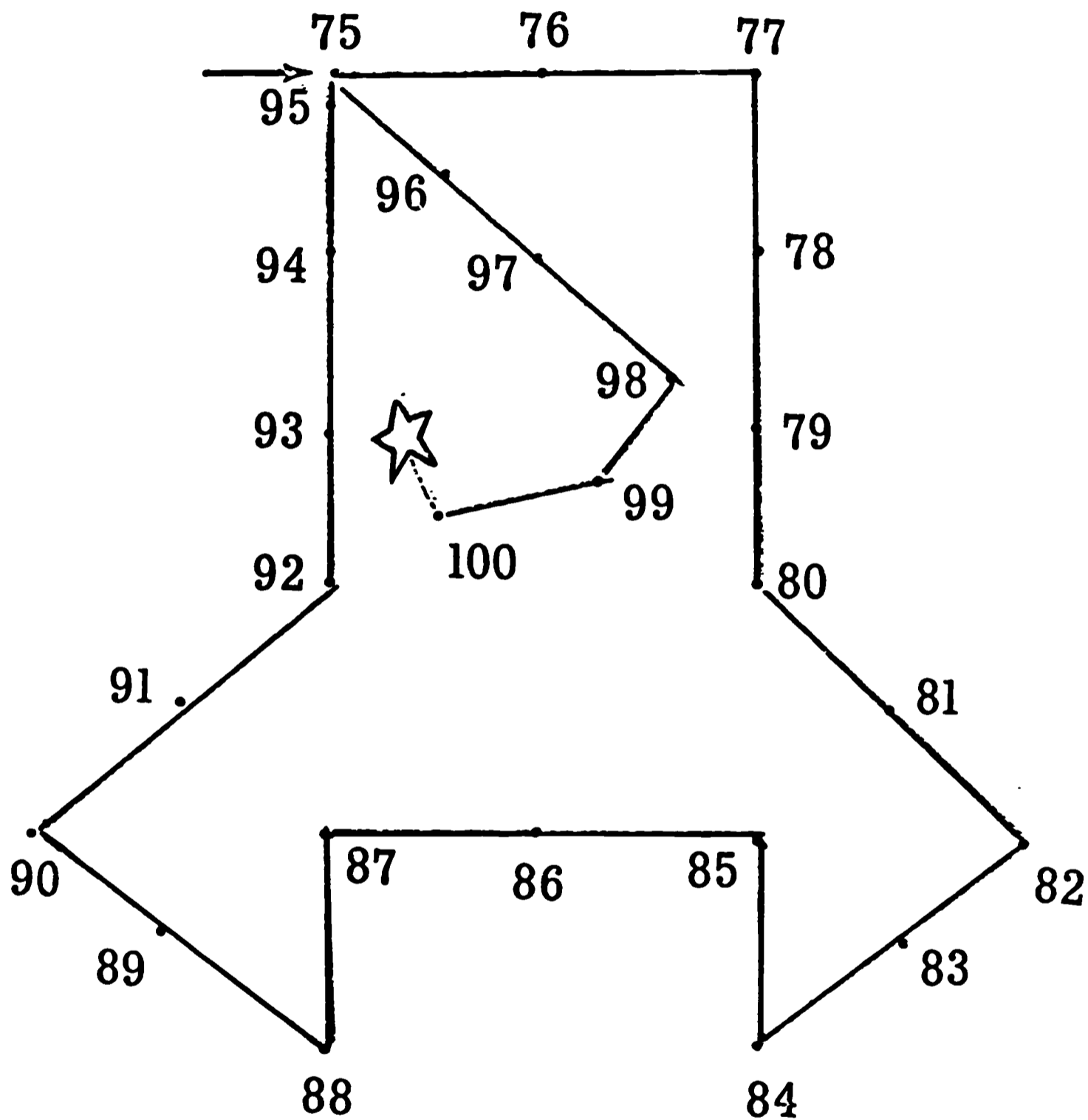
Estimate of time needed: _____

Check samples on pages 56-57.

2

54

Start from the arrow and follow the number trail to the star.



You prescribed the following on 3/10:

<u>Page</u>	<u>Reason</u>
Student Page	Introduces skill; previews work
1	Counting by 10's to 100
4	Counting by 1's from 30-40 and by 10's from 10-40
5	Counting by 1's from 28-38 and by 10's from 28-98
6	Using a number chart to count by 10's from 1-50
8	Counting by 10's in short sequences

Estimate of time needed: 2 class periods

SCHOOL STAMP U. S. 2-3

STUDENT NAME *Sandy Owens*

STUDENT NUMBER *9189*
U. S. 4 5 6 7

GRADE *1* ROOM *109* UNIT *LB - Year*
U. S. *9* *2, 3, 4, 5, 7, 8* U. S. 10 11 12

UNIT DATES
UNIT BEGAN *9/1* U. 13-16
UNIT ENDED U. 17-20
DAYS WORKED* U. 21-22

SCHOOL CALENDAR
BEGAN U. 23-25
ENDED U. 26-28
Worked

DATE	PRES. INIT.	SKILL BOOKLETS				CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL
		SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1 SCORE	PART 1 %	PART 2 SCORE		
<i>9/1</i>	<i>YMB</i>	<i>4</i>	<i>Pretest</i>								
<i>9/2</i>	<i>YMB</i>	<i>2</i>	<i>Read Student Page</i>							<i>SS</i>	
				<i>03</i>	<i>10</i>	<i>10</i>				<i>"</i>	
				<i>11</i>	<i>5</i>	<i>5</i>				<i>"</i>	<i>1</i>
<i>9/3</i>	<i>YMB</i>	<i>2</i>		<i>12</i>	<i>16</i>	<i>16</i>				<i>SS</i>	
				<i>10</i>	<i>20</i>	<i>20</i>				<i>"</i>	<i>2</i>
<i>9/4</i>	<i>YMB</i>	<i>2</i>		<i>11</i>	<i>9</i>	<i>20</i>				<i>SS</i>	
				<i>12</i>	<i>8</i>	<i>10</i>				<i>"</i>	<i>3</i>
<i>9/5</i>	<i>YMB</i>	<i>2</i>		<i>16</i>	<i>14</i>	<i>19</i>				<i>SS</i>	<i>4</i>
<i>9/8</i>	<i>YMB</i>	<i>2</i>		<i>13</i>	<i>CET</i>		<i>100</i>	<i>100</i>	<i>100</i>	<i>SS</i>	<i>5</i>
<i>9/9</i>	<i>YMB</i>	<i>3</i>		<i>6P</i>	<i>CET</i>		<i>65</i>	<i>33</i>	<i>33</i>	<i>SS</i>	<i>1</i>
<i>9/10</i>	<i>YMB</i>	<i>5</i>	<i>as a CET</i>				<i>100</i>			<i>SS</i>	<i>2</i>
<i>9/10</i>	<i>YMB</i>	<i>4</i>	<i>Read Student Page</i>								
				<i>1</i>							
				<i>4</i>							
				<i>5</i>							
				<i>6</i>							
				<i>8</i>							

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES			
		PRE	%	POST	%
<i>1</i>	<i>10</i>	<i>10</i>	<i>100</i>		
<i>2</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>3</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>4</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>5</i>	<i>10</i>	<i>5</i>	<i>50</i>		
<i>6</i>	<i>10</i>	<i>5</i>	<i>50</i>		
<i>7</i>	<i>10</i>	<i>5</i>	<i>50</i>		
<i>8</i>	<i>10</i>	<i>5</i>	<i>50</i>		
<i>9</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>10</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>11</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>12</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>13</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>14</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>15</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>16</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>17</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>18</i>	<i>5</i>	<i>5</i>	<i>100</i>		
<i>66</i>	<i>40</i>	<i>61</i>			

OVERFLOW



These are the five skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 60-62.

Say each number as you count by 10's.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

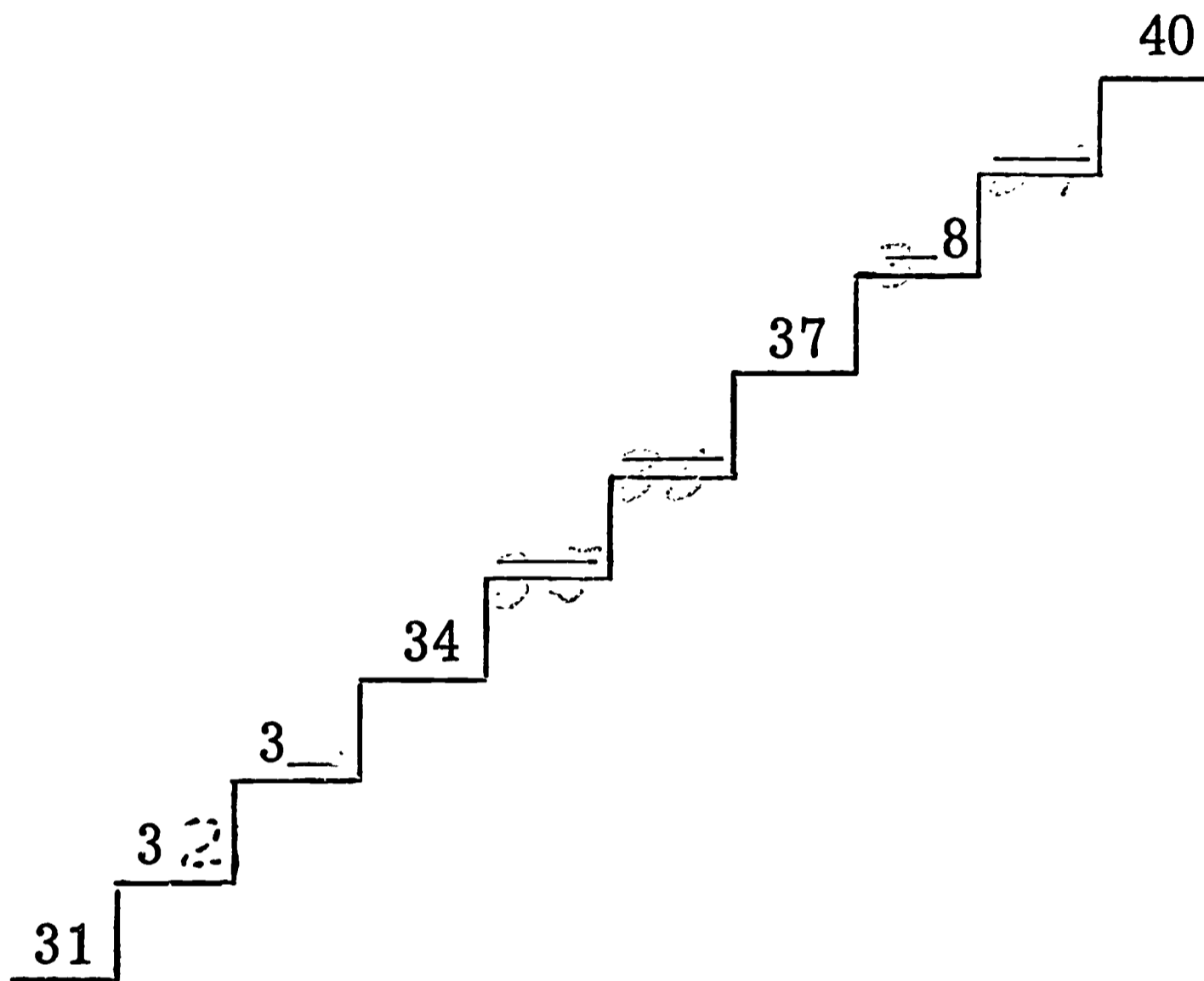
Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

TOTAL POINTS	NUMBER CORRECT
21	21

LEVEL	UNIT	SKILL	PAGE
B	01	4	1

Count by 1's from 30 to 40, and fill in the spaces.



How many steps are there from 30 to 40? 10

40 is 10 more than 30.

Count by 10's from 10 to 40.

10, 20, 30, 40

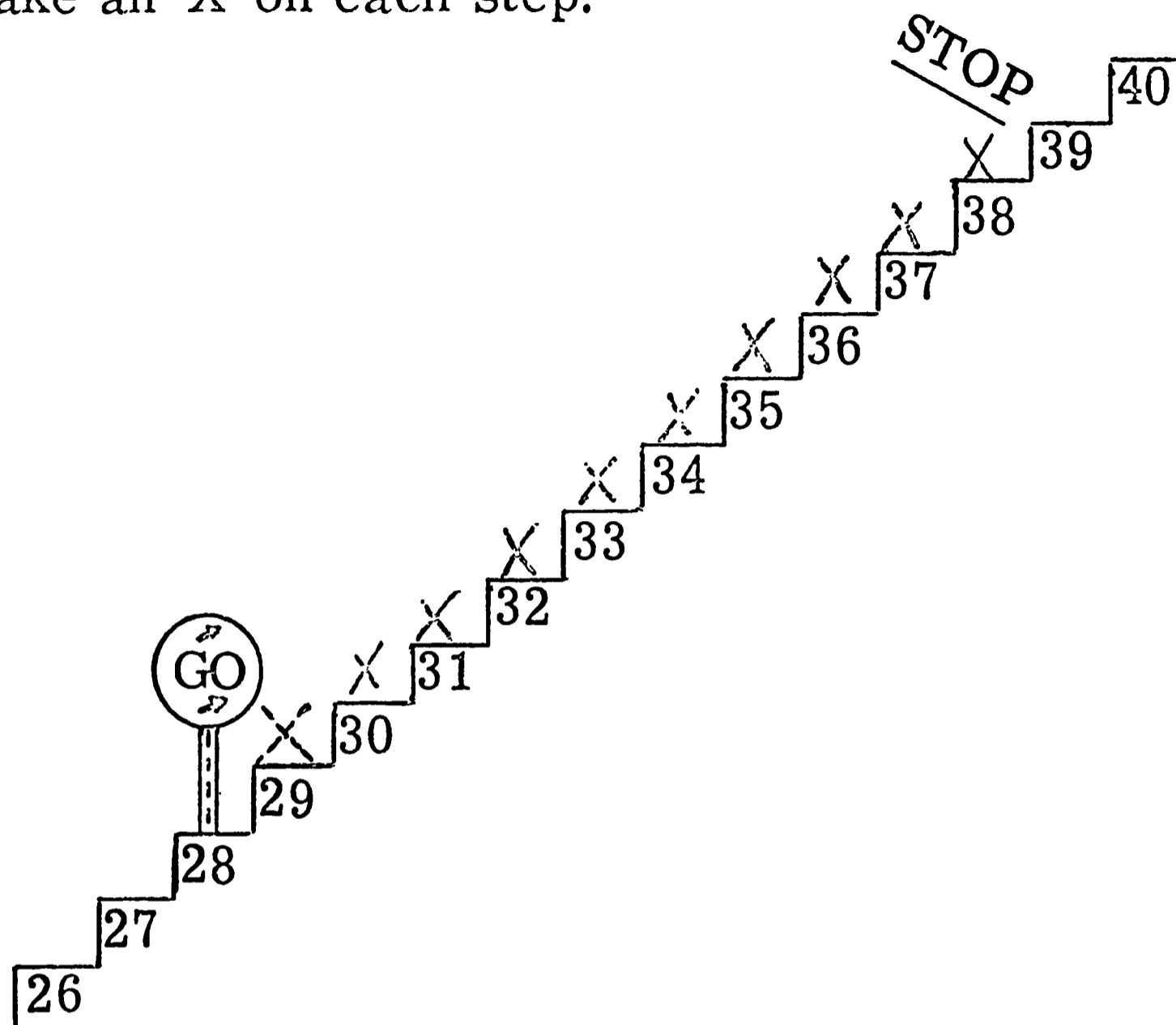
For more practice, do Page 11.

TOTAL POINTS	NUMBER CORRECT
10	10

LEVEL	UNIT	SKILL	PAGE
B	01	4	4

Start from step 28, and count by 1's to step 38.

Make an X on each step.



How many X's did you make? 10

38 is 10 more than 28. 10 more than 38 is 48.

Count by 10's from 28 to 98.

28, 38, 48, 58, 68, 78, 88, 98

For more practice, do Page 12.

TOTAL POINTS	NUMBER CORRECT
19	19

LEVEL	UNIT	SKILL	PAGE
B	01	4	5

What numerals are between the ☆'s?

Write them here.

4, 14, 24, 34, 44



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



What numerals are between the ○'s?

Write them here.

9, 19, 29, 39, 49

For more practice, do Page 13.

TOTAL POINTS	NUMBER CORRECT
8	8

LEVEL	UNIT	SKILL	PAGE
B	01	4	6

Count by 10's and fill in the blanks.

6, 16, 26, 36, 46

12, 22, 32, 42, 52, 62

X 3, 13, 23, 33, 34, 35, 36, 37

X 67, 68, 69, 70

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

For more practice, do Page 15.

You prescribed the following on 3/11:

<u>Page</u>	<u>Reason</u>
Teacher Page 12	The teacher made a skill sheet that Sandy will use to count by 10's from varied points in written and oral form.
01	Sandy will be tutored by the teacher before completing the material.

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP: U. S. 2-3

STUDENT NAME: Sandy Owens

STUDENT NUMBER: 9129
U. S. 4 5 6 7

GRADE: U. S. 1 ROOM: 109 UNIT: B-Num 2, 3, 4, 5, 7, 8

UNIT DATES: UNIT BEGAN 3/1 U. 13-16; UNIT ENDED 3/1 U. 17-20; DAYS WORKED* U. 21-22

SCHOOL CALENDAR: BEGAN U. 23-25; ENDED U. 26-28; Worked

DATE	PRES. PRES.	PRES. INIT.	SKILL BOOKLETS					CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES		
			SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2						
								S. 13-16	S. 17-19	S. 20-21	S. 22-27				S. 58-71	SCORE
1	3/1	NB	Pretest													
2	3/2	NB	2	Read Student Page										SS		
3			7	03	10	10							"			
4			14		5	5							"	1		
5	3/3	NB	2	9	12	16	16						SS			
6			10		20	20							"	2		
7	3/4	NB	2	11		9	20						SS			
8			12		8	10							"	3		
9	3/5	NB	2	16	01	19	19						SS	4		
10	3/8	NB	2	13	CET				6/6	100	2/2	100	SS	5		
11	3/9	NB	3	6P	CET				66/96	65	1/3	33	SS	1		
12	3/10	NB		5	000	CET			20/26	100			SS	2		
13	3/10	NB	4	Read Student Page												
14			1		21	21							SS			
15			4		10	10							"			
16			5		19	19							"	1		
17			6		8	8							SS			
18			8		18	25							"	2		

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

		PRE AND POST TEST SCORES							
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100						
X 2	5	2	40						
X 3	5	3	75						
X 4	5	1	20						
X 5	12	5	41						
X 6	5	5	100						
X 7	10	7	70						
X 8	10	5	50						
X 9	5	5	100						
X									
X									
X									
X									
X	66	40	61						



MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP U. S. 2-3

STUDENT NAME **Sandy Owens**

STUDENT NUMBER **9129**
 U. S. 4 5 6 7

GRADE **1** ROOM **109**
 U. S. 9

UNIT **8-Year**
 U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS						CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	PART 1		PART 2				
	PRES. →	INIT. →	NO. →	NO. ↓	TECH CODES ↓		SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 58-71		S. 72-73		S. 74-75		S. 76-77		
1	3/11	418	4	T. Page 12									
2					01								
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
▼			▼		▼		▼		▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									



This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 65-66.

Name Sandy Owens

Count by 10's and fill in the blanks.

16 26 36 45

23 33 43 53 63 73 83 93

38 48 58 68 78 88 98

77 87 97

51 61 71 81 91

19 29 39 49 59 69

Say each line to the Aide.

OK/CAM

You prescribed the following on 3/12:

<u>Page</u>	<u>Reason</u>
10	CET to determine mastery of Skill 4.

Estimate of time needed: 1 class period

STUDENT NAME *Sandy Owens*

STUDENT NUMBER *9129*

SCHOOL STAMP U S 2-3

GRADE *1* ROOM *109*

UNIT U. S. 10 11 12

UNIT DATES
 UNIT BEGAN U. 13-16
 UNIT ENDED U. 17-20
 DAYS WORKED* U. 21-22

SCHOOL CALENDAR
 BEGAN U. 23-25
 ENDED U. 26-28
 Worked

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST. TECH	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO	NO.	CODES			SCORE	%	SCORE	%			
1	<i>3/11</i>	<i>4TB</i>	<i>4</i>	<i>T. Page</i>	<i>12</i>	<i>27</i>	<i>27</i>					<i>SS</i>	<i>3</i>	
2					<i>01</i>									
3	<i>3/12</i>	<i>4TB</i>	<i>4</i>	<i>10</i>	<i>PET</i>									
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

PUNCH SAMPLE
 PRE % POST %
 U. 32-33 U. 34-35 TO 78 80 95



This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following
on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 69-70.

CET I

Your teacher will give you this test.

1. Count by 10's from 2 to 82.
2. Count by 10's from 26 to 76.
3. Count by 10's from 17 to 97.
4. Count by 10's from 43 to 93.

C I R C L E C O R R E C T B O X	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Write the missing numerals, counting by 1's.

3, 4, 5, 6, 7, 8

22, 23, 24, 25, 26, 27

68, 69, 70, 71, 72, 73

81, 82, 83, 84, 85

C I R C L E C O R R E C T B O X	TL. PTS.	
	30	100%
	NO. OF PTS.	%
	29	97
	28	93
	27	90
	26	87
	25	83
	24	80
	23	77
	22	73
	21	70
	20	67
	19	63
	18	60
	17	57
	16	53
	15	50
	14	47
	13	43
12	40	
11	37	
10	33	
9	30	
8	27	
7	23	
6	20	
5	17	
4	13	
3	10	
2	7	
1	3	

Write the missing numerals, counting backward by 1's.

7, 6, _____, _____, 3, _____, 1

33, _____, 31, _____, _____, _____

59, 58, _____, _____, _____, 54

96, _____, _____, _____, _____, _____

X

You prescribed the following on 3/15:

<u>Page</u>	<u>Reason</u>
Student Page	Introduces skill; previews work
10	Counting backward; writing numerals in reverse order
12	Writing numerals in reverse order, 79-65
14	Writing numerals in reverse order, 100-1, with written clues

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP U S 2-3

STUDENT NAME **Sandy Owens**

STUDENT NUMBER 9 1 2 9
U S 4 5 6 7

GRADE 1 ROOM **109**

UNIT **B-Yum** U S 10 11 12

UNIT DATES
 UNIT BEGAN U 13-16
 UNIT ENDED U 17-20
 DAYS WORKED* U 21-22

SCHOOL CALENDAR
 BEGAN U 23-25
 ENDED U 26-28
 Worked

DATE	SKILL BOOKLETS						CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	PRES. S.	INIT. S.	SKILL NO.	PAGE NO.	INST. TECH. CODES	SCORE	MAX. POINTS	PART 1		PART 2				
	13-16	17-19	20-21	22-57	58-71			SCORE	% S. 72-73	SCORE				% S. 74-75
3/11	YMB		4	T. Page	12	27	27					SS	3	
3/12	YMB		4	10	01			4/4	100	15/30	50	SS	4	
3/15	YMB		5	Read Student Page										
				10										
				12										
				14										

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
			▼		▼		▼		▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

PRE % POST %
 32-33 U 34-35 TO 78
 80 95



These are the three skill sheets completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 75-76.

Can you name the number that is one less than 6?

5.

What number is one less than 5?

4

one less than 3?

2

one less than 11?

10

one less than 10?

9

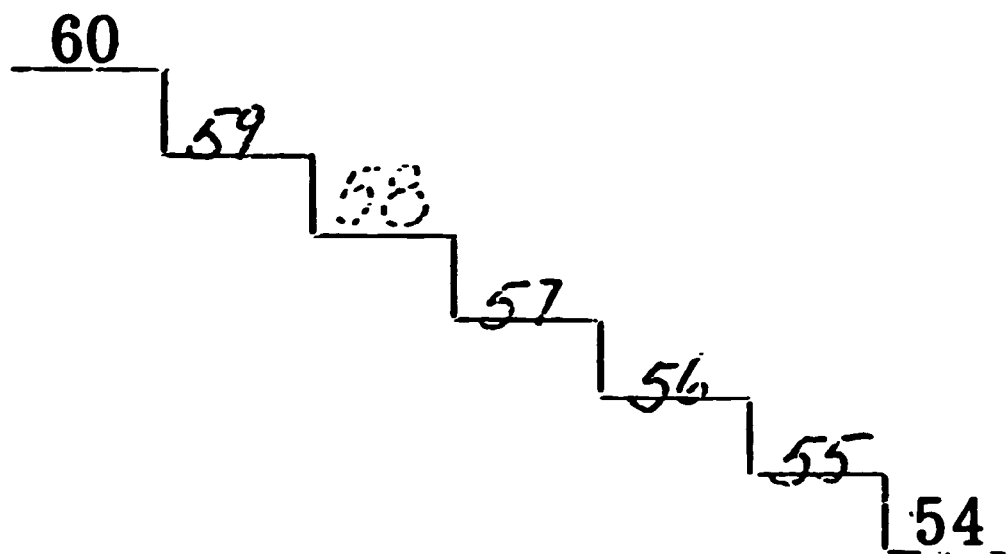
one less than 29?

28

Now count backward and write the missing numbers.

33 32 31 30 29 28

And then count down the number stairs.



For extra practice, do Page 20.

See if you can climb down this ladder.

Write the numerals that come before 79.

79
78
77
76
76
74
73
72
71
70
69
68
67
66
65

For extra practice, do Page 21 .

Fill in the chart, counting backward from 100.

100	99	98	97	96	95	94	93	92	91
90	89	88	87	86	85	84	83	82	81
80	79	78	77	76	75	74	73	72	71
70	69	68	67	66	65	64	63	62	61
60	59	58	57	56	55	54	53	52	51
50	49	48	47	46	45	44	43	42	41
40	39	38	37	36	35	34	33	32	31
30	29	28	27	26	25	24	23	22	21
20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1

For extra practice, do Page 22.

You prescribed the following on 3/16:

Page

Reason

15

CET to determine
mastery of Skill 5

Estimate of time needed: _____

MATHEMATICS PRESCRIPTION SHEET

STUDENT NAME

STUDENT NUMBER

U. S. 2-3

Sandy Owens

9	1	2	9
U. S.	4	5	6 7

GRADE	1	ROOM	109
U. S.	9		

UNIT	B-Year			
U. S.	10	11	12	

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX.	PART 1		PART 2					
	PRES. →	INIT. →	NO. →	NO. ↓	TECH CODES ↓		POINTS	SCORE	%	SCORE	%				
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71										
1	3/11	47B	4	T. Page	12	27	27					SS	3		
2					01										
3	3/12	47B	4	10	CET			4/4	100	15/30	50	SS	4		
4	3/15	47B	5	Read Student Page								SS			
5				10		15	15					"			
6				12		13	13					"			
7				14		86	86					"	1		
8	3/16	47B	5	15	CET										
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

PUNCH SAMPLE

PRE % POST %

U. 32-33 U. 34-35

80 95

TO 78



This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 79-80.

CET I

Fill in the missing numerals, counting forward.

29, 30, 31, 32, 33, 34, 35

65, 66, 67, 68, 69, 70, 71

18, 19, 20, 21, 22, 23, 24

Fill in the missing numerals, counting backward.

11, 10, 9, 8, 7, 6, 5

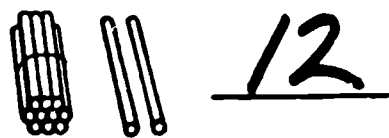
~~X~~ 78, 77, 75, 76, 77, 78, 72

~~X~~ 82, 81, 82, 83, 84, 85, 76

C I R C L E	TL PTS.	
	27	100%
C O R R E C T	NO. OF PTS.	%
		26
	25	93
	24	89
	23	85
	22	81
	21	78
	20	74
	19	70
	18	67
	17	63
	16	59
	15	56
	14	52
	13	48
	12	44
	11	41
	10	37
	9	33
	8	30
	7	26
	6	22
	5	19
	4	15
	3	11
	2	7
	1	4

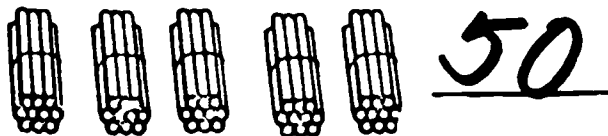
Write the numeral on the line that tells how many sticks are in the picture.

There are 10



12

sticks in each



50

bundle.



64

C I R C L E	TL PTS.	
	3	100%
C O R R E C T	NO. OF PTS.	%
		2
	1	33

You prescribed the following on 3/16:

<u>Page</u>	<u>Reason</u>
13 06*	Writing numerals in reverse order; 64-49, 90-83

*The classroom math workbook has a reverse order numeral chart which Sandy can use to correct her work.

Estimate of time needed: 30 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP	U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER	9	1	2	9
U. S.	4	5	6	7

GRADE	1	ROOM	<u>109</u>
U. S.	9		

UNIT	<u>4B-4rem</u>
U. S.	10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71		S. 72-73	S. 74-75	S. 76-77					
1	<u>3/11</u>	<u>4TB</u>	<u>4</u>	<u>T. Page</u>	<u>12</u>	<u>27</u>	<u>27</u>					<u>SS</u>	<u>3</u>	
2					<u>01</u>									
3	<u>3/12</u>	<u>4TB</u>	<u>4</u>	<u>10</u>	<u>CET</u>			<u>44</u>	<u>100</u>	<u>15/30</u>	<u>50</u>	<u>SS</u>	<u>4</u>	
4	<u>3/15</u>	<u>4TB</u>	<u>5</u>	<u>Read Student Page</u>								<u>SS</u>		
5				<u>10</u>		<u>15</u>	<u>15</u>					"		
6				<u>12</u>		<u>13</u>	<u>13</u>					"		
7				<u>14</u>		<u>86</u>	<u>86</u>					"	<u>1</u>	
8	<u>3/14</u>	<u>4TB</u>	<u>5</u>	<u>15</u>	<u>CET</u>			<u>19/27</u>	<u>70</u>	<u>3/3</u>	<u>100</u>	<u>SS</u>		
9				<u>13</u>	<u>06</u>									
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE		POST		POST		POST	
		%	%	%	%	%	%	%	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

CH SAMPLE
 RE % POST %
 32-33 U. 34-35 TO 78
 80 95

This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

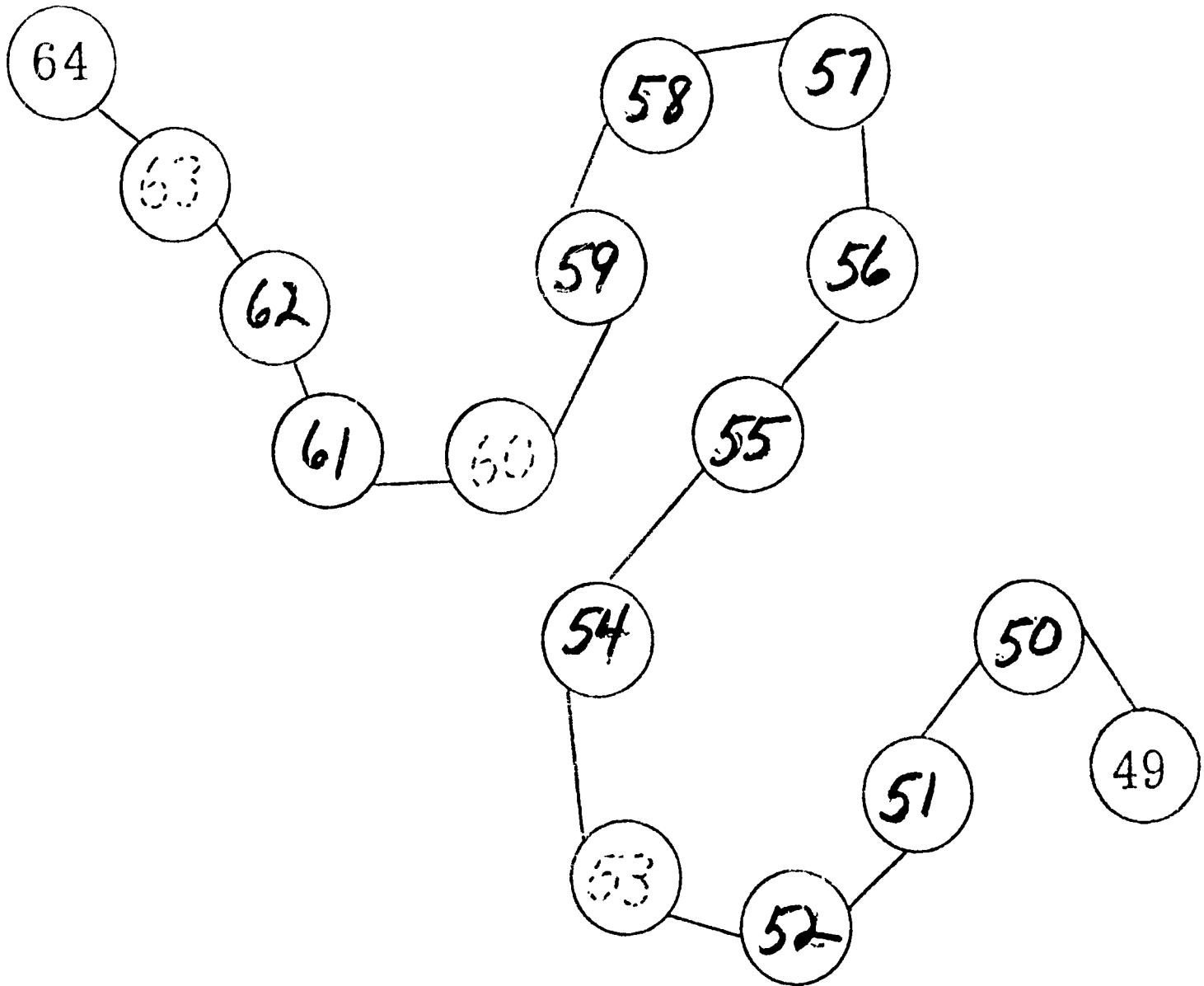
Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 83-84.

Number this chain backward from 64.



What numerals come before 90?

90, 89, 88, 87, 86, 85, 84, 83

You prescribed the following on 3/16:

<u>Page</u>	<u>Reason</u>
p. 74 - "One By One" - 06	Counting in reverse order from varied points

MATHEMATICS PRESCRIPTION SHEET

	U. S. 2-3
--	-----------

STUDENT NAME Sandy Owens

STUDENT NUMBER 9129

U. S.	4	5	6	7
-------	---	---	---	---

GRADE 1 ROOM 109

UNIT B-Team

U. S.	10	11	12
-------	----	----	----

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	////

SKILL BOOKLETS						
DATE	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31		
3/11	4TB	4	T. Page	12	27	27
				01		
3/12	4TB	4	10	CEJ		
3/15	4TB	5	Read Student Page			
			10		15	15
			12		13	13
			14		86	86
3/16	4TB	5	15	CEJ		
3/16	4TB	5	13	06		
			p. 14 One by One	06		

CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL	NOTES
PART 1		PART 2				
SCORE	% S. 72-73	SCORE	% S. 74-75		S. 76-77	
				SS	3	
4/4	100	15/30	50	SS	4	
				SS		
				"		
				"	1	
4/21	70	3/3	100	SS		
				SS	2	

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES					
		PRE	%	POST	%	POST	%
▼			▼		▼		▼
X							
X							
X							
X							
X							
X							
X							
X							
X							
X							
X							
X							
X							
X							
X							

CH SAMPLE
 RE % POST. %
 32-33 U. 34-35 TO 78
 80 95



This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 87-88.

Name Sandy Owens

GET "ONE BY ONE" FROM THE MATH SHELF. TURN TO PAGE 74 AND DO THESE PROBLEMS. WRITE YOUR ANSWERS BELOW:

1. 80 79 78 77 76

2. 97 96 95 94

3. 57 50 49 48 47 46

4. 12 11 10

5. 72 71 70 69

25	25
----	----

You prescribed the following on 3/17:

<u>Page</u>	<u>Reason</u>
23	CET II to determine mastery of Skill 5

Estimate of time needed: 25 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9129
 U. S. 4 5 6 7

GRADE 1 ROOM 109
 U. S. 9

UNIT B-Year
 U. S. 10 11 12

UNIT DATES

UNIT BEGAN	U. 13-16	
UNIT ENDED	U. 17-20	
DAYS WORKED*	U. 21-22	

SCHOOL CALENDAR

BEGAN	U. 23-25	
ENDED	U. 26-28	
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2					
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%				
	S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 58-71	S. 72-73	S. 74-75	S. 76-77							
1	3/11	YTB	4	T. Page	12	27	27					SS	3		
2					01										
3	3/12	YTB	4	10	CET			4/4	100	15/30	50	SS	4		
4	3/15	YTB	5	Read Student Page									SS		
5				10		15	15					"			
6				12		13	13					"			
7				14		86	86					"	1		
8	3/16	YTB	5	15	CET			19/27	70	3/3	100	SS			
9	3/16	YTB	5	13	06	20	20					SS	2		
10		p. 14	"One By One"	06	06	25	25					SS			
11	3/17	YTB	5	23	CET										
12															
13															
14															
15															
16															
17															
18															

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

NCH SAMPLE
 PRE % POST %
 J. 32-33 U. 34-35 TO 78
 80 95



This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following
on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 89B-90.

MATHEMATICS PRESCRIPTION SHEET

STUDENT NAME Sandy Owens

U. S. 2-3

STUDENT NUMBER 9129

U. S. 4 5 6 7

GRADE 1

U. S. 9

ROOM 109

UNIT 4B-Num

U. S. 10 11 12

UNIT DATES

UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR

BEGAN		U. 23-25
ENDED		U. 26-28
Worked		// // //

18	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INI.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 58-71	S. 72-73	S. 74-75	S. 76-77						
1	3/11	4MB	4	T. Page	12	27	27					SS	3	
2					01									
3	3/12	4MB	4	10	CET			4/4	100	15/30	50	SS	4	
4	3/15	4MB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/16	4MB	5	15	CET			19/27	70	3/3	100	SS		
9	3/16	4MB	5	13	06	20	20					SS	2	
10		p. 74	"One By One"		06	25	25					SS		
11	3/17	4MB	5	23	CET			27/27	100	3/3	100	SS		
12	3/17	4MB	6	9P	CET									
13														
14														
15														
16														
17														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

CH SAMPLE

RE % POST. %

32-33 U. 34-35 TO 78

80 95

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
		▼	▼	▼	▼	▼	▼	▼	
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									



This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following
on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 91B-92.

100

MATHEMATICS PRESCRIPTION SHEET

STUDENT NAME Sandy Owens

STUDENT NUMBER	9	1	2	9
U. S.	4	5	6	7

SCHOOL STAMP

U. S. 2-3

GRADE

1
9

ROOM

109

UNIT

B-Num

U. S.

10	11	12
----	----	----

UNIT DATES

UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR

BEGAN	U. 23-25
ENDED	U. 26-28
Worked	///

SKILL BOOKLETS

CURRICULUM TEST

NO.	SKILL BOOKLETS					CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES			
	DATE	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1					PART 2		
	S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31	S. 32-33	S. 34-35	SCORE	% S. 72-73				SCORE	% S. 74-75	S. 76-77
1	3/11	YMB	4	7. Page	12	27	27					SS	3		
2					01										
3	3/12	YMB	4	10	CET			4/4	100	15/30	50	SS	4		
4	3/15	YMB	5	Read Student Page									SS		
5				10		15	15					"			
6				12		13	13					"			
7				14		86	86					"	1		
8	3/16	YMB	5	15	CET			19/27	70	3/3	100	SS			
9	3/16	YMB	5	13	06	20	20					SS	2		
10		p. 74	"One By One"		06	25	25					SS			
11	3/17	YMB	5	23	CET			27/27	100	3/3	100	SS	3		
12	3/17	YMB	6	9P	CET			5/5	100	6/6	100	SS	1		
13	3/17	YMB	7	5P	CET										
14															
15															
16															
17															
18															

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
▼									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									



This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following
on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 95-97.

CET I

Write the numeral that comes after the numeral shown.

11 12 44 45 67 68 89 90

Write the numeral that comes before the numeral shown.

13 14 54 55 77 78 79 80

Write the numeral that comes between the numerals shown.

9 10 11 81 82 83
 24 25 26 96 97 98
 42 43 44 59 60 61

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T	14	100%
	13	93
	12	86
	11	79
	10	71
	9	64
	8	57
	7	50
	6	43
	5	36
	4	29
	3	21
	2	14
	1	7

Draw a > or < in the circle to show which of these numerals is smaller.

9	⊙	29	X
12	⊙	6	X
13	⊙	32	X
65	⊙	56	X
78	⊙	74	X
82	⊙	12	X

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T	6	100%
	5	83
	4	67
	3	50
	2	33
	1	17
	0	0
	0	0
	0	0
	0	0

You prescribed the following on 3/18:

<u>Page</u>	<u>Reason</u>
Student Page	Introduces skill; previews work
3	Writes symbol for "less than"
5	Uses $<$ to order two numbers
8	Writes symbol for "greater than"
10	Use $>$ to order two numbers
12	Writes $<$ and $>$ to order numbers

Estimate of time needed: 2 class periods

MATHEMATICS PRESCRIPTION SHEET

0-
PAGE: 2 OF

SCHOOL STAMP	U. S. 2-3
--------------	-----------

STUDENT NAME Sandy Owens

STUDENT NUMBER	9	1	2	9
U. S.	4	5	6	7

GRADE	1	ROOM	109
U. S.	9		

UNIT	4B-4num
U. S.	10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
							S. 13-16	S. 17-19	S. 20-21	S. 22-27			
3/11	4MB	4	T. Page	12	27	27					SS	3	
				01									
3/12	4MB	4	10	CET			4/4	100	15/30	50	SS	4	
3/15	4MB	5	Read Student Page								SS		
			10		15	15					"		
			12		13	13					"		
			14		86	86					"	1	
3/16	4MB	5	15	CET			19/27	70	3/3	100	SS		
3/16	4MB	5	13	06	20	20					SS	2	
		p. 74	'One By One'	06	25	25					SS		
3/17	4MB	5	23	CET			27/27	100	3/3	100	SS	3	
3/17	4MB	6	9P	CET			5/5	100	6/6	100	SS	4	
3/17	4MB	7	5P	CET			14/14	100	0/0	0	SS	1	
3/18	4MB	8	Read Student Page										
			3										
			5										
			8										
			10										

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE		POST		POST		POST	
		%	▼	%	▼	%	▼	%	▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									



MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP
U. S. 2-3

STUDENT NAME **Sandy Owens**

STUDENT NUMBER **9 1 2 9**

U. S.	4	5	6	7
-------	---	---	---	---

GRADE **1** ROOM **109**

U. S.	9			
-------	---	--	--	--

UNIT **B Yuen**

U. S.	10	11	12
-------	----	----	----

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS						CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE				%
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31	S. 32-35	S. 36-39	S. 40-43	S. 44-47	S. 48-51	S. 52-55	S. 56-59			
1	9/18	478	8	12										
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

UNCH SAMPLE	PRE %	POST %	PRE AND POST TEST SCORES										
			ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%			
			▼										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										
			X										



These are the five skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 104-106.

$<$ means less than.

4 is less than 6.

So 4 \square 6.

Read this as "four is less than 6."

Put a $<$ in the circle.

3 is less than 5.

So 3 \bigcirc 5.

Write the words in the blanks.

2 $<$ 4 means

2 is less than 4.

Which number of each pair is bigger? Write an answer using $<$.

Put your answers here.

41

22

22 $<$ 41

62

74

62 $<$ 74

97

99

97 $<$ 99

14

12

12 $<$ 14

47

74

47 $<$ 74

10

100

10 $<$ 100

87

77

77 $<$ 87

Fill in the correct symbol or word.

$>$ means greater than.

7 is greater than 2.

So 7  2.

Read this as "seven is greater than 2."

Put $>$ in the circle.

6 is greater than 3.

So 6  3.

4 $>$ 1 means

4 is greater than 1.

With both $<$ and $>$, the smaller end points toward the smaller number.

$$8 < 9$$

$$9 > 8$$

Which number of each pair is bigger? Write an answer using $>$.

Put your answers here.

72

74

$$\underline{74} > \underline{72}$$

88

83

$$\underline{88} > \underline{83}$$

13

31

$$\underline{31} > \underline{13}$$

97

93

$$\underline{97} > \underline{93}$$

11

100

$$\underline{100} > \underline{11}$$

45

46

$$\underline{46} > \underline{45}$$

0

10

$$\underline{10} > \underline{0}$$

Put $>$ or $<$ in the \bigcirc .

$$72 \bigcirc 99$$

$$66 \bigcirc 79 \times$$

$$53 \bigcirc 41 \times$$

$$32 \bigcirc 27 \times$$

$$10 \bigcirc 84 \times$$

$$75 \bigcirc 38 \times$$

$$17 \bigcirc 18 \times$$

$$26 \bigcirc 24 \times$$

For extra practice, do Page 21.

You prescribed the following on 3/21:

<u>Page</u>	<u>Reason</u>
23 R 09*	Write $>$ and $<$ to order numbers; makes sentences using these symbols
24 R 09*	Makes true sentences by writing the $<$ and $>$ symbols
21	Orders two numbers by writing $<$ and $>$

*Math discs with accompanying skill sheets.

Estimate of time needed: 2 class periods

SCHOOL STAMP

U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9129

U. S. 4567

GRADE 1 ROOM 109

U. S. 9

UNIT 4B-Num

U. S. 10 11 12

UNIT DATES

UNIT BEGAN U. 13-16

UNIT ENDED U. 17-20

DAYS WORKED* U. 21-22

SCHOOL CALENDAR

BEGAN U. 23-25

ENDED U. 26-28

Worked ////

SKILL BOOKLETS	DATE	PRES. PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			
1	3/11	4MB	4	7 Page	12		27	27
2					01			
3	3/12	4MB	4	10	CET			
4	3/15	4MB	5	Read Student Page				
5				10			15	15
6				12			13	13
7				14			86	86
8	3/16	4MB	5	15	CET			
9	3/16	4MB	5	13	06		20	20
10		p.74	"One By One"		06		25	25
11	3/17	4MB	5	23	CET			
12	3/17	4MB	6	9P	CET			
13	3/17	4MB	7	5P	CET			
14	3/18	4MB	8	Read Student Page				
15				3			4	4
16				5			7	7
17				8			3	3
18				10			7	7

CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
PART 1		PART 2				
SCORE	%	SCORE	%			
	S. 72-73		S. 74-75	SS	3	
4/4	100	15/30	50	SS	4	
				"		
				"	1	
19/27	70	3/3	100	SS		
				SS	2	
				SS		
27/27	100	3/3	100	SS	3	
5/5	100	6/6	100	SS	✓	
14/14	100	0/6	0	SS	✓	
				SS		
				"	1	
				SS		
				"	2	
				SS		

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									



SCHOOL STAMP
U. S. 2-3

STUDENT NAME **Sandy Owens**

STUDENT NUMBER **9 1 2**

U. S.	4	5	6	7
-------	---	---	---	---

GRADE **1** ROOM **109**

UNIT **B-YUM**

U. S.	10	11	12
-------	----	----	----

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS					CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES		
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1					PART 2	
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%				SCORE	%
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31	S. 32-35	S. 36-39	S. 40-43	S. 44-47	S. 48-51	S. 52-55	S. 56-59			
1	3/18	4TB	8	12			1	8				SS	3	
2	3/21	4TB	8	23R	09									
3				24R	09									
4				21										
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	P-ER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									



These are the three skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 111-112.

Get disc B - Num - 8 - 23R

1. 5 > 3

2. 3 < 5

3. 4 < 7

4. 6 > 2

5. 7 5

~~X~~ 6. 5 < 3

~~X~~ 7. 2 > 6

} any reasonable answer

Name KEY

Date _____
page 2

Room _____



Put $>$ or $<$ in the boxes to make the sentences true.

1. 7 9
2. 12 8
3. 24 27 X
4. 19 13 X
5. 87 83 X
6. 12 36
7. 100 51
8. 63 42 X
9. 21 77 X
10. 90 19 X

Put $<$ or $>$ in the circle.

$$17 \text{ (} < \text{) } 27$$

$$39 \text{ (} > \text{) } 25$$

$$79 \text{ (} > \text{) } 64$$

$$92 \text{ (} > \text{) } 29$$

$$41 \text{ (} < \text{) } 75$$

$$58 \text{ (} > \text{) } 28$$

$$64 \text{ (} < \text{) } 85$$

$$32 \text{ (} < \text{) } 69$$

You prescribed the following on 3/23:

<u>Page</u>	<u>Reason</u>
Teacher Page 12 01	The teacher made a skill sheet that Sandy will use to write the < and > symbols to order numbers.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP U. S. 2-3

STUDENT NAME **Sandy Owens**

STUDENT NUMBER **9129**
 U. S. 4 5 6 7

GRADE **1** ROOM **109**
 U. S. 9

UNIT **B-Yum**
 U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	S. 72-73	S. 74-75	S. 76-77						
1	3/18	YTB	P	12		1	8					SS	3	
2	3/21	YTB	8	23R	09	5	7					SS		
3				24R	09	4	10					"	4	
4				31		8	8					SS	5	
5	3/23	YTB	8	T. Page	12									
6					01									
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
▼			▼		▼		▼		▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

PUNCH SAMPLE
 PRE % POST. %
 U. 32-33 U. 34-35 TO 78
 80 95



This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 115-116.

SKILL 8

Name Sandy Owens

Put $<$ or $>$ in the circle.

19



21

76



84

22



15

18



91

32



15

98



27

43



34

25



52

You prescribed the following on 3/24:

<u>Page</u>	<u>Reason</u>
13	CET to determine mastery of Skill 8

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP	U. S. 2-3
--------------	-----------

STUDENT NAME Sandy Owens

STUDENT NUMBER 9129

U. S.	4	5	6	7
-------	---	---	---	---

GRADE 1 ROOM 109

U. S. 9

UNIT 13-4num

U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	S. 72-73	S. 74-75	S. 76-77						
1	3/18	4TB	8	12		1	8					SS	3	
2	3/21	4TB	8	23R	09	5	7					SS		
3				24R	09	4	10					"	4	
4				21		8	8					SS	5	
5	3/23	4TB	8	T. Page	12	8	8					"		
6					01							S	6	
7	3/24	4TB	8	13	CET									
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	% POST		POST	% POST		POST	% POST
			▼	▼		▼	▼		
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

NCH SAMPLE
 PRE % POST %
 U. 32-33 U. 34-35 TO 78
 80 95



This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following
on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 119-120.

CET I

Circle the greatest number in each group.

- 21 **26** 24
- 35 46 **60**
- 79** 63 74
- 85** 58 53

Circle the smallest number in each group.

- 18** 38 83
- 34 **21** 43
- 57 **52** 59
- 71 84 **60**

C I R C L E C O R R E C T B O X	TL. PTS	
	14	100%
	NO. OF PTS.	%
	13	93
	12	86
	11	79
	10	71
	9	64
	8	57
	7	50
	6	43
	5	36
	4	29
	3	21
2	14	
1	7	

Mark greater than, > or less than, <.

- 2 **<** 5 77 **<** 80
- 23 **>** 18 60 **>** 50
- 46 **>** 44 91 **<** 99

Put a check on the fifth tree.



C I R C L E C O R R E C T B O X	TL. PTS	
	2	100%
	NO. OF PTS.	%
	1	50

Put a check on the second leaf.



You prescribed the following on 3/24:

Page

Reason

9 P

CET to determine
mastery of Skill 9

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

-115-

	U. S. 2-3
SCHOOL STAMP	

STUDENT NAME Sandy Owens

STUDENT NUMBER 9129

4	5	6	7
---	---	---	---

GRADE 1 ROOM 109

UNIT 4B-4ra

10	11	12
----	----	----

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%			
S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			S. 72-73	S. 74-75	S. 76-77					
1	3/18	47B	8	12		1	8					SS	3	
2	3/21	47B	8	23R	09	5	7					SS		
3				24R	09	4	10					"	4	
4				21		8	8					SS	5	
5	3/23	47B	8	T. Page	12	8	8					"		
6					01							SS	6	
7	3/24	47B	8	13	CET			10/14	100	2/2	100	"	7	
8	3/24	47B	9	9P	CET									
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

NCH SAMPLE
 PRE % | POST %
 J. 32-33 U. 34-35 TO 78
 80 95



This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on this CET.

Based on your analysis of Sandy's work, you prescribe the following
on / :

Page

Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: _____

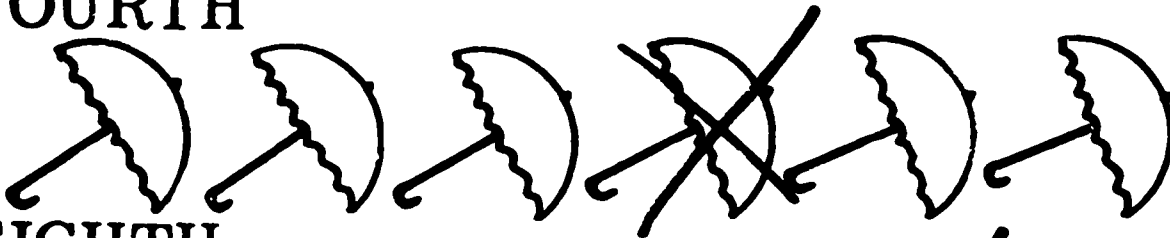
Check samples on pages 117-118.

CET I

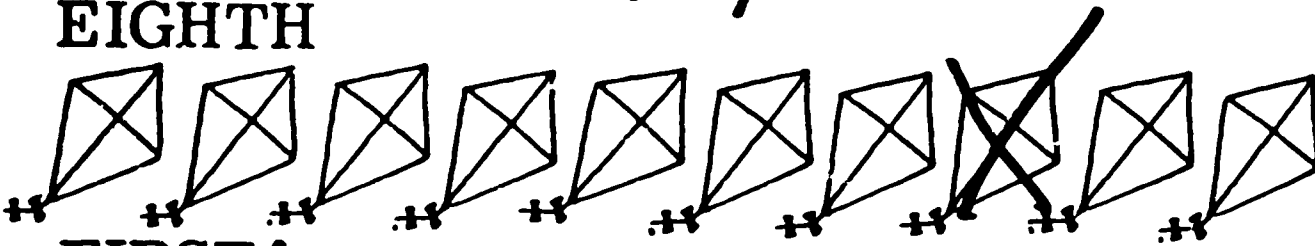
C I R C L E	T I M E	
	NO. OF P T S.	%
	8	100%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

Draw an X on the thing that is in the position shown by each name.

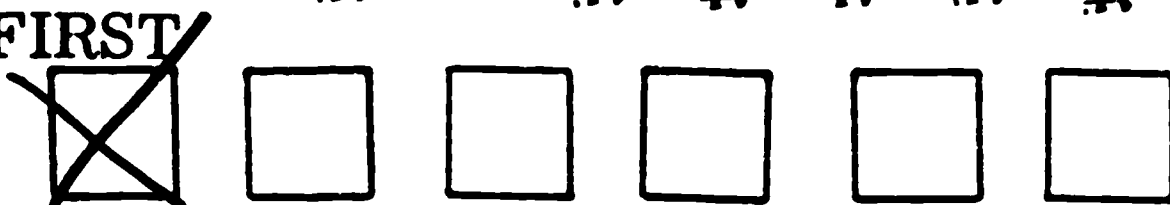
FOURTH



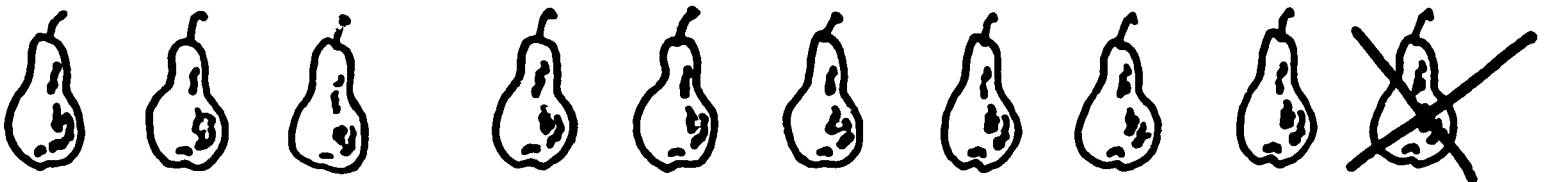
EIGHTH



FIRST



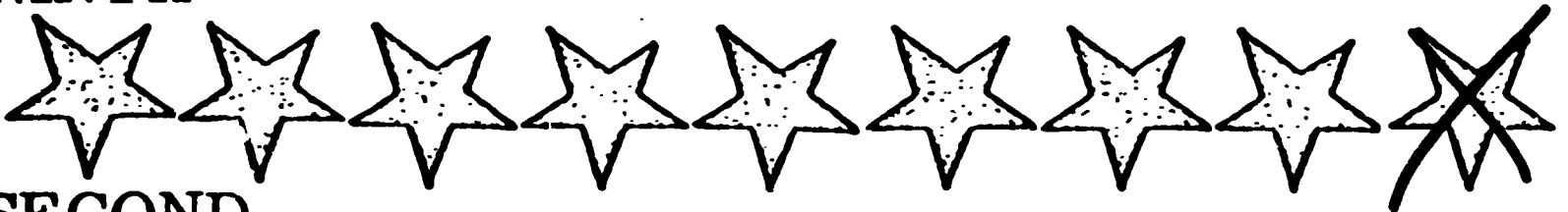
TENTH



THIRD



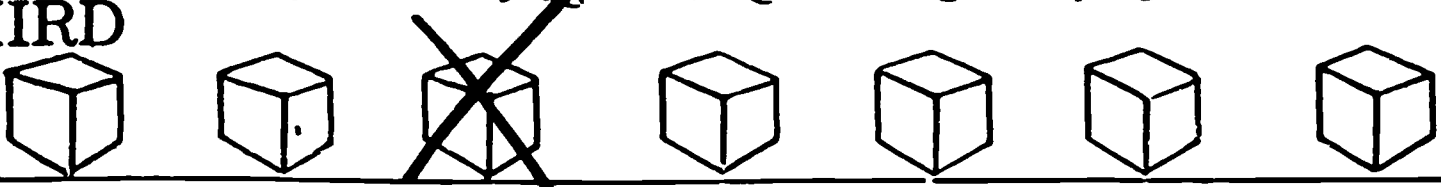
NINTH



SECOND



THIRD



You prescribed the following on 3/25:

<u>Page</u>	<u>Reason</u>
Review	To enable Sandy to review her unit work so that she will be confident in the posttesting situation.
Posttest	To determine mastery of the skills in this unit.

MATHEMATICS PRESCRIPTION SHEET

-119-

	U. S. 2-3
SCHOOL STAMP	

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9
U. S. 4 5 6 7

GRADE 1 ROOM 109
U. S. 9

UNIT B-Yum
U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

DATE PRES.	PRES. INIT.	SKILL BOOKLETS					CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
		SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2					
							S. 13-16	S. 17-19	S. 20-21	S. 22-27				S. 28-31
<u>3/18</u>	<u>YTB</u>	<u>8</u>	<u>12</u>		<u>1</u>	<u>8</u>						<u>SS</u>	<u>3</u>	
<u>3/21</u>	<u>YTB</u>	<u>8</u>	<u>23R</u>	<u>09</u>	<u>5</u>	<u>7</u>						<u>SS</u>		
			<u>24R</u>	<u>09</u>	<u>4</u>	<u>10</u>						<u>"</u>	<u>4</u>	
			<u>21</u>		<u>8</u>	<u>8</u>						<u>SS</u>	<u>5</u>	
<u>3/23</u>	<u>YTB</u>	<u>8</u>	<u>T. Page</u>	<u>12</u>	<u>8</u>	<u>8</u>						<u>"</u>		
				<u>01</u>								<u>SS</u>	<u>6</u>	
<u>3/24</u>	<u>YTB</u>	<u>8</u>	<u>13</u>	<u>CET</u>			<u>14/14</u>	<u>100</u>	<u>3/2</u>	<u>100</u>		<u>SS</u>	<u>7</u>	
<u>3/24</u>	<u>YTB</u>	<u>9</u>	<u>9P</u>	<u>CET</u>			<u>8/8</u>	<u>100</u>				<u>SS</u>	<u>1</u>	
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

UNCH SAMPLE
PRE % POST. %
U. 22-33 U. 34-35 TO 78 TO 78 80 95

OVERFLOW



This is a copy of Sandy's completed Posttest, that has been corrected by the Aide.

In the role of the Aide, record the Posttest scores on the first Prescription Sheet and on the Unit Test Record on pages

Analyze the entire Posttest and identify the skills in which Sandy does not demonstrate mastery.

Based on your analysis, you decide to:

Record your decision on Sandy's Prescription Sheet.

In the role of the Aide, complete the data required for a "mastered" unit on the Prescription Sheet.

Check your completed prescription with the samples beginning on page

Directions: Circle the numeral in each box which is named by the word.

one	eight
① 2 3 4	3 4 7 ⑧
ten	three
6 4 ⑩ 9	10 5 6 ③
two	six
10 ② 5 6	2 4 5 ⑥
four	zero
9 6 5 ④	① 6 8 10
five	seven
⑤ 7 9 8	8 9 ⑦ 0

C I R C L E C O R R E C T B O X	TL PTS	
	10	100%
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
2	20	
1	10	

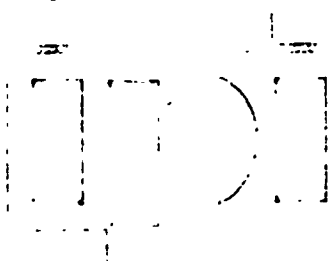
SCHOOL CODE

[Empty box for school code]

NAME Sandy Owens

NUMBER 9129

CLASS _____



LEVEL B

NUMERATION (01)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

Appleton-Century-Crofts



Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

GO TO YOUR TEACHER.
THIS IS AN ORAL TEST.

Teacher: This is an oral test. Count by 1's from 1 to 100.

Teacher: Point to the listed numerals on the chart and ask the child to "Read these numerals, starting here and ending here."

- From 8 to 21
- From 32 to 48
- From 51 to 69
- From 73 to 92

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

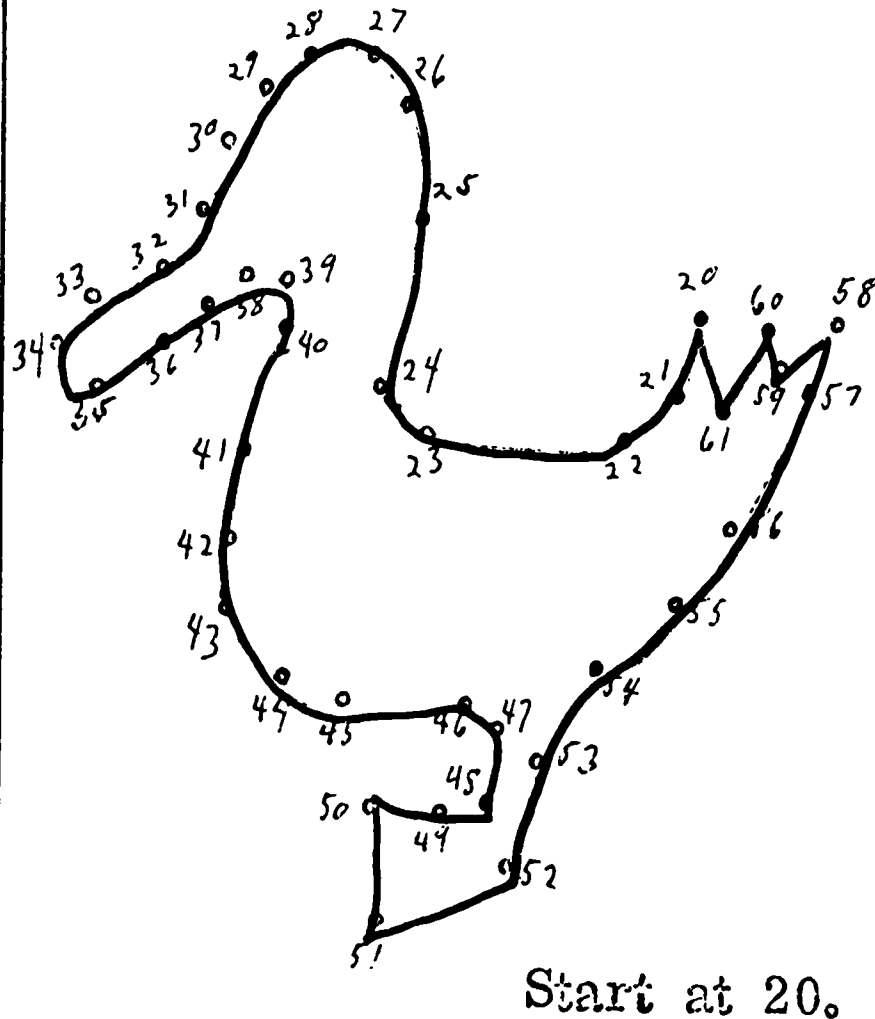
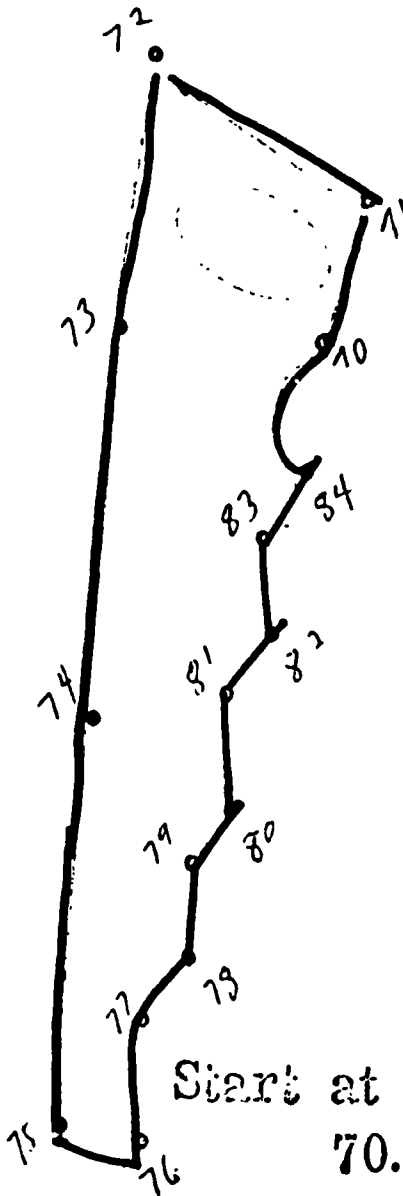
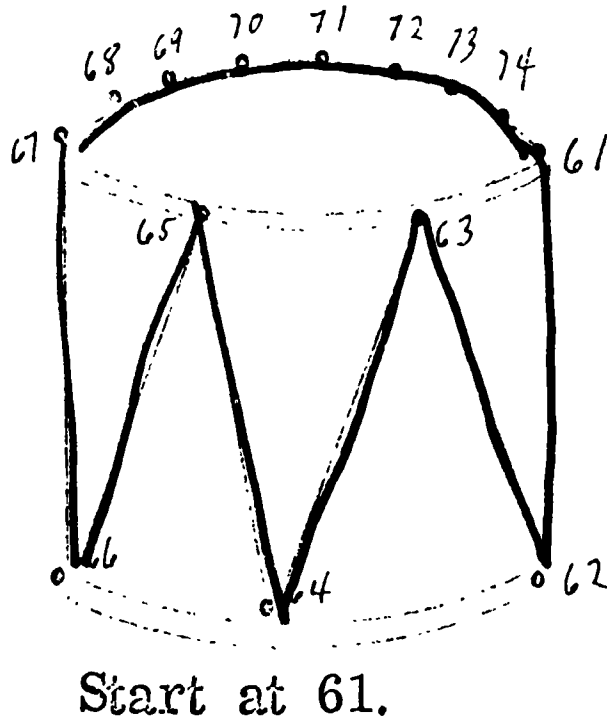
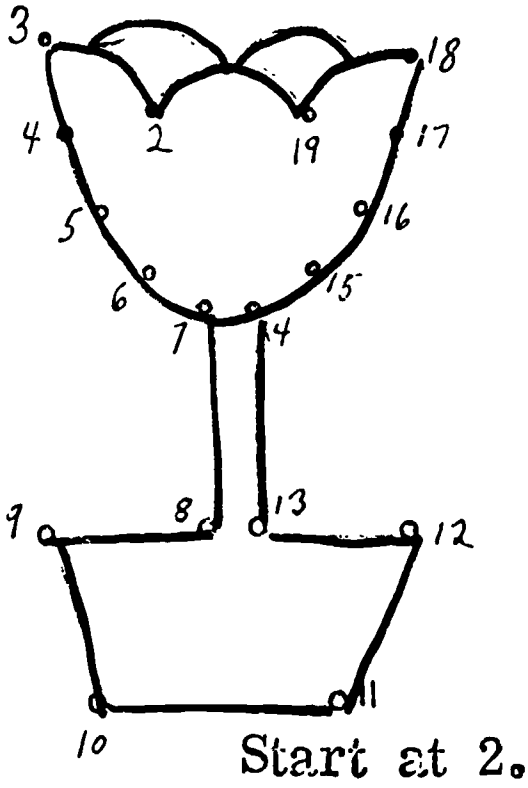
C I R C L E C O R R E C T B O X	TL PTS.	
	5	100%
	NO. OF	
	PTS.	%
	4	80
	3	60
	2	40
	1	20

B NUMERATION (01) PCST-TEST

SKILL 3

Directions: Connect the dots to make a picture in each box.

C I R C L E	TL. PTS.	
	4	100%
C O R R E C T	3	75
	2	50
	1	25
B O X		



GO TO YOUR TEACHER
THIS IS AN ORAL TEST.

Teacher: Ask the child to count by tens.

From 7 to 57

From 16 to 76

From 23 to 83

From 38 to 88

From 54 to 94.

C I R C L E C O R R E C T B O X	TL. PTS.	
	9	100
	NO. CORRECT	
	PTS.	
	4	50
	3	60
	2	40
	1	20

Directions: Count from 1 to 100, and write in the numerals.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

C I R C L E	TL PTS.	
	12	100%
C O R R E C T B O X	NO. OF PTS.	
	11	92
	10	83
	9	75
	8	67
	7	53
	6	50
	5	42
	4	33
	3	25
	2	17
1	8	

Directions: Count backward. Write the numerals in the blanks.

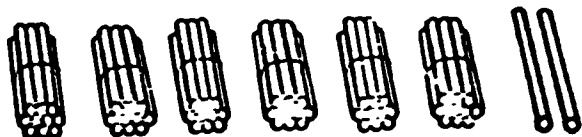
31 30 29 28 27 26 25

93 92 91 90 89 88 87 86

Directions: Write numerals in the blanks to tell how many sticks are in each row. There are 10 sticks in a bundle.

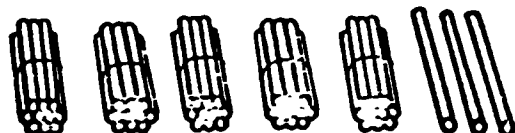


23

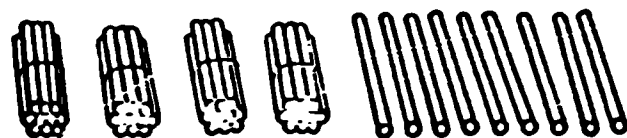


52

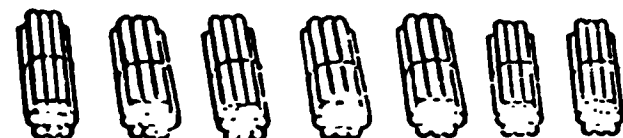
X



53



49



60

X

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T	5	100%
	4	80
	3	60
	2	40
	1	20
B O X		

Directions: Write the number that comes just after each number below.

82, 83

57, 58

39, 40

63, 64

95, 96

C I R C L E	T I P T S.	
	10	100%
C O R R E C T	N O O F	
	PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
1	10	
B O X		

Directions: Write the number that comes just before each number below.

21 , 22

45 , 46

73 , 74

18 , 19

92 , 93

Directions: Draw a circle around the smallest number in each box.

18	16	19
----	-----------	----

77	47	57
----	-----------	----

71	17	11
----	----	-----------

96	99	69
----	----	-----------

22	56	29
-----------	----	----

Directions: Write $>$ or $<$ in each circle to show whether the first number is greater or less than the second number.

39 **$<$** 44

14 **$<$** 41 78 **$<$** 80

49 **$>$** 47 97 **$>$** 79

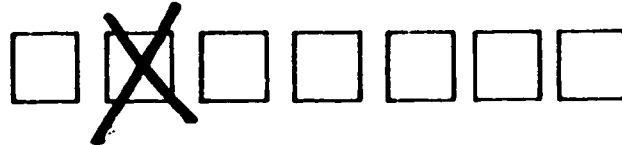
C I R C L E	T L P T S	
	10 ⁰	100%
C O R R E C T	NO. OF P T S.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10
B O X		

Directions: Count from the arrows and draw a big X on the object named.

sixth star →



second square →



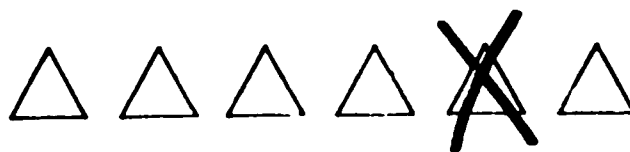
first dot →



third circle →



fourth triangle →



C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T	5	100
	4	80
	3	60
	2	40
	1	20
B O O X		



SCHOOL STAMP

U. S. 2-3

STUDENT NAME

Sandy Owens

STUDENT NUMBER

9 1 2 9
U. S. 4 5 6 7

Master MB

GRADE

1
9

ROOM

109

UNIT

2, 3, 4, 5, 7, 8

U. S. 10 11 12

UNIT DATES			
UNIT BEGAN	3/1	U. 13-16	
UNIT ENDED	3/29	U. 17-20	
DAYS WORKED*	24	U. 21-22	

SCHOOL CALENDAR			
BEGAN		U. 23-25	
ENDED		U. 26-28	
Worked			

	SKILL BOOKLETS						
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX.
	PRES.	INIT.	NO.	NO.	TECH		POINTS
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 58-71			
1	3/1	MB	Pretest				
2	3/2	MB	2	Read Student Page			
3			7	03	10	10	
4			14		5	5	
5	3/3	MB	2	9	12	16	16
6			10		20	20	
7	3/4	MB	2	11		9	20
8			12		8	10	
9	3/5	MB	2	16	01	19	19
10	3/8	MB	2	13	CET		
11	3/9	MB	3	6P	CET		
12	3/10	MB		5	as a CET		
13	3/10	MB	4	Read Student Page			
14			1		21	29	
15			4		10	10	
16			5		19	19	
17			6		8	8	
18			8		18	25	

	CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
	PART 1		PART 2				
	SCORE	% S. 72-73	SCORE	% S. 74-75			
					SS		
					"		
					"	1	
					SS		
					"	2	
					SS		
					"	3	
					SS		
					SS	4	
	6/6	100	3/2	100	SS	5	
	64/96	65	1/3	33	SS	1	
	24/26	100			SS	2	
					SS		
					"		
					"	1	
					SS		
					"	2	

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100	10	100				
X 2	5	2	40	5	100				
X 3	4	3	75	4	100				
X 4	5	1	20	5	100				
X 5	12	5	42	12	100				
X 6	5	5	100	3	60	TJ			
X 7	10	4	40	10	100				
X 8	10	5	50	10	100				
X 9	5	5	100	4	80	TJ			
X									
X									
X									
X									
X	66	40	61	63	93				

STUDENT NAME Sandy Owens

STUDENT NUMBER 9129
U. S. 4 5 6

SCHOOL STAMP U. S. 2-3

GRADE 1 ROOM 109
U. S. 9

UNIT 4B-4ua
U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	/ / / /

SKILL BOOKLETS						
DATE	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31		
3/11	4TB	4	T. Page	12	27	27
				01		
3/12	4TB	4	10	CET		
3/15	4TB	5	Read Student Page			
			10		15	15
			12		13	13
			14		86	86
3/16	4TB	5	15	CET		
3/16	4TB	5	13	06	20	20
	p. 74	"One by One"	06		25	25
3/17	4TB	5	23	CET		
3/17	4TB	6	9P	CET		
3/17	4TB	7	5P	CET		
3/18	4TB	8	Read Student Page			
			3		4	4
			5		7	7
			8		3	3
			10		7	7

CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
PART 1		PART 2				
SCORE	% S. 72-73	SCORE	% S. 74-75		S. 76-77	
				SS	3	
4/4	100	15/30	50	SS	4	
				"		
				"	1	
19/27	70	3/3	100	SS		
				SS	2	
				SS		
27/27	100	3/3	100	SS	3	
5/5	100	6/6	100	SS	1	
14/14	100	0/0	0	SS	1	
				SS		
				"	1	
				SS		
				"	2	
				SS		

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

OVERFLOW U. & S. 79
UNIT CARD: "U" IN COLUMN 80



MATHEMATICS PRESCRIPTION SHEET

-124-

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9129
U. S. 4 5 6 7

GRADE 1 ROOM 109
U. S. 9

UNIT B-Year
U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	/ / / /

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2					
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%				
	S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31	S. 32-33	S. 34-35	S. 72-73	S. 74-75	S. 76-77					
1	3/15	YTB	8	12			1	8					SS	3	
2	3/21	YTB	8	23R	09		5	7					SS		
3				24R	09		4	10					"	4	
4				21			8	8					SS	5	
5	3/23	YTB	8	T. Page	12		8	8					"		
6					01								SS	6	
7	3/24	YTB	8	13	CET				14/14	100	2/2	100	"	7	
8	3/24	YTB	9	9P	CET				8/8	100			SS	1	
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

KEYPUNCH SAMPLE
ILL PRE % POST %
29-31 U. 32-33 U. 34-35 TO 78
01 80 95

UNIT CARD: "U" IN COLUMN 80



SCHOOL CODE

[]

NAME _____

NUMBER _____ CLASS _____



Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL B

NUMERATION (01)

SKILL 1

Based upon materials developed by The Mathematics Curriculum Staff,
 Learning Research and Development Center, University of Pittsburgh; Joseph
 I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of
 Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Supp STS - 1 page

Appleton-Century-Crofts  Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

Read these numerals.

6, 2, 4, 0, 9

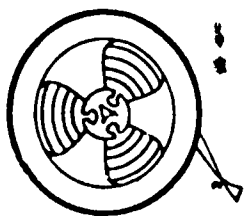
Now read these number words for the numerals.

six, two, four, zero, nine

Read these numerals and the number words for the numerals.

1, 5, 8, 3, 7

one, five, eight, three, seven



There is a precorded tape for this booklet.

● Read the words for the numerals.

Numerals

Number Words

0 —————▶ zero

1 —————▶ one

● 2 —————▶ two

3 —————▶ three

4 —————▶ four

● 5 —————▶ five

Write the numeral for each number word.

zero



one



two



three



four



five



● Write the numeral for each number word.

three

3

five

one

zero

four

two

● For extra practice, do Page 17.

Draw a line from the numeral to the correct number word.

4 ——— three
 ——— two
 ——— four

0 ——— two
 ——— one
 ——— zero

1 ——— five
 ——— one
 ——— three

2 ——— one
 ——— three
 ——— two

3 ——— three
 ——— two
 ——— five

4 ——— four
 ——— three
 ——— five

5 ——— one
 ——— five
 ——— two

0 ——— five
 ——— zero
 ——— two

For extra practice, do Page 18.

● Match the numerals with the number words.

4 ----- one
1 ----- three
3 ----- four

1 ----- one
3 ----- five
5 ----- three

2 ----- three
3 ----- two
1 ----- one

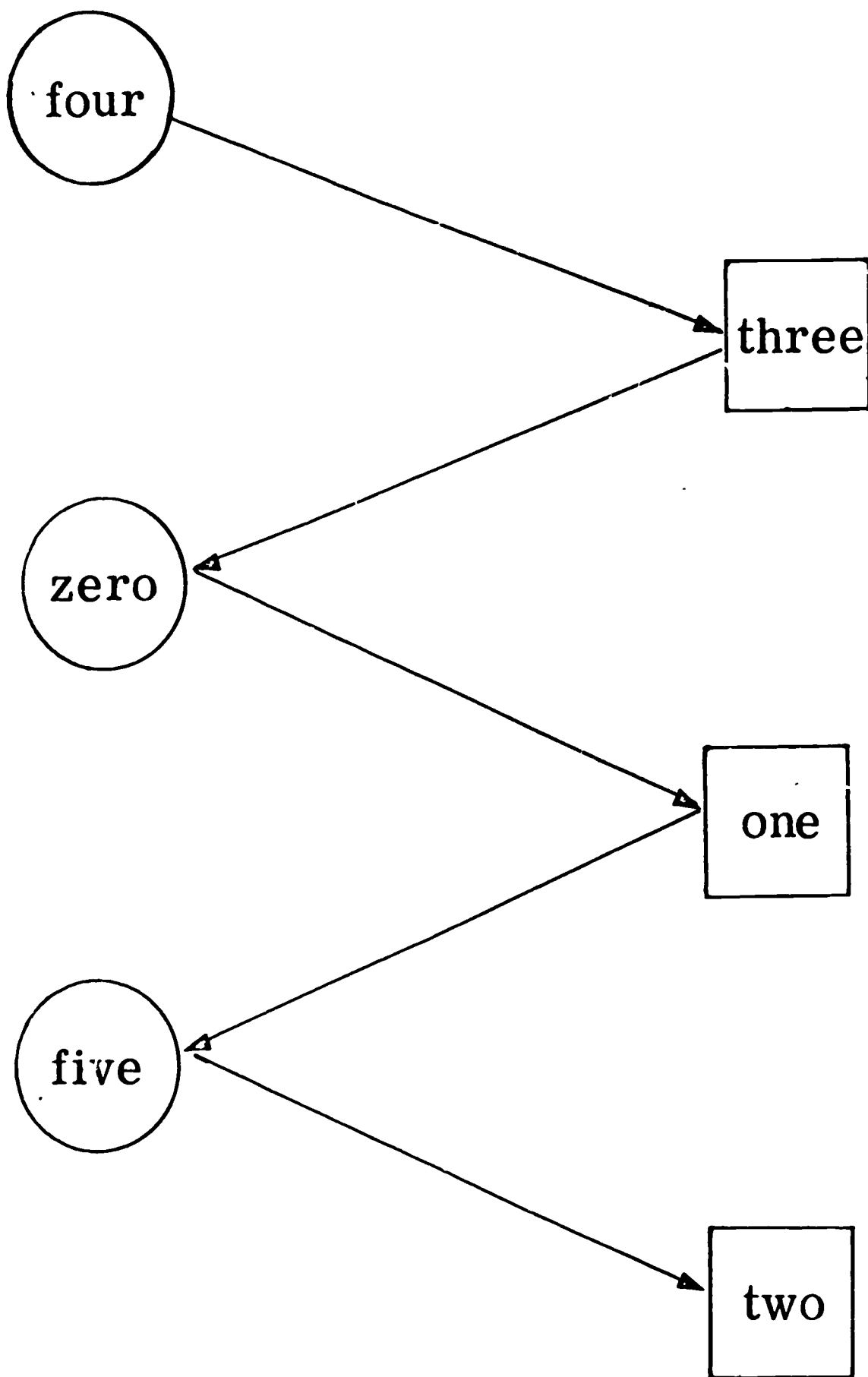
4 ----- zero
0 ----- two
2 ----- four

0 ----- four
5 ----- zero
4 ----- five

1 ----- one
5 ----- five
2 ----- two

● For extra practice, do Page 19.

Say these number words out loud.





For extra practice, do Page 20.


Read the words for the numerals.


Numerals

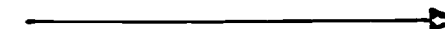
Number Words

6  six

7  seven

8  eight

9  nine

10  ten

Write the numeral for each number word.

six



6

seven



7

eight



8

nine



9

ten



10

● Write the numeral for each number word.

eight

8

ten

10

six

6

six

6

nine

9

nine

9

seven

7

four

Draw a line from the numeral to the correct number word.

9	eight seven nine	7	seven six eight
6	six eight ten	9	ten eight nine
8	ten seven eight	6	seven six ten
10	six ten seven	8	six nine eight

For extra practice, do Page 21.

Match the numerals with the number words.

9	-----	eight
6	-----	nine
8	-----	six

10	-----	nine
9	-----	seven
7	-----	ten

7	-----	six
10	-----	ten
6	-----	seven

4	-----	four
8	-----	two
2	-----	eight

8	-----	ten
7	-----	eight
10	-----	seven

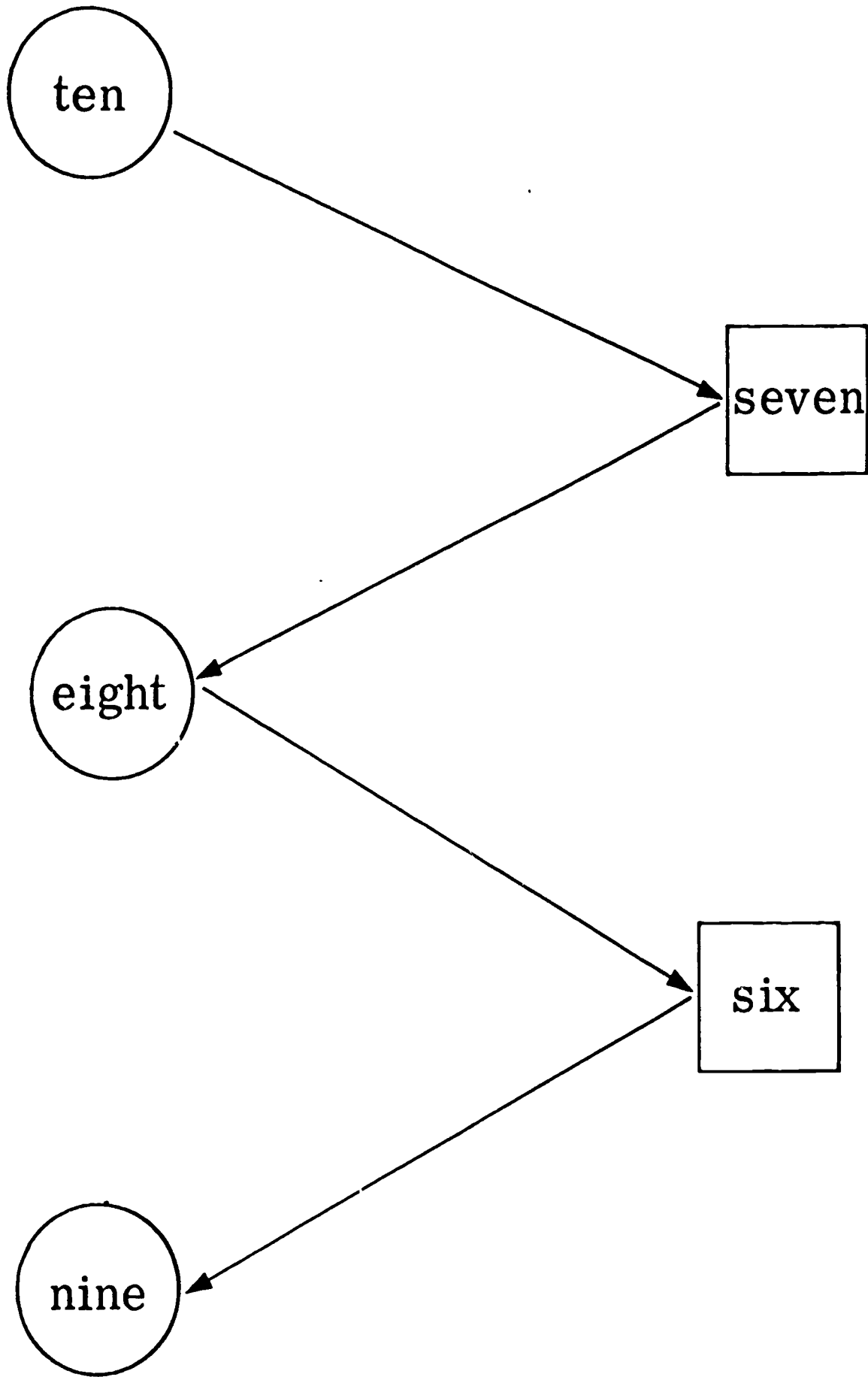
9	-----	six
3	-----	three
6	-----	nine

6	-----	nine
9	-----	six
7	-----	seven

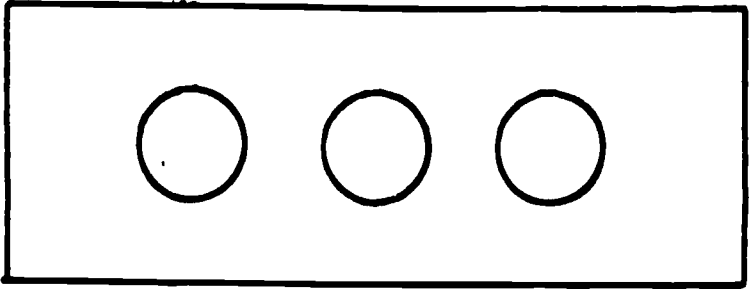
10	-----	one
7	-----	ten
1	-----	seven

For extra practice, do Page 22.

Say these number words out loud.



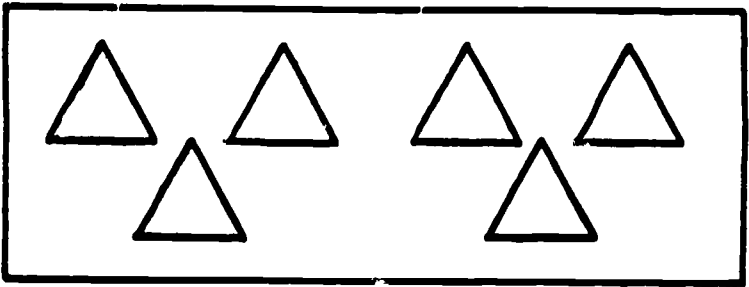
● Match each set with the correct number word.



two

three

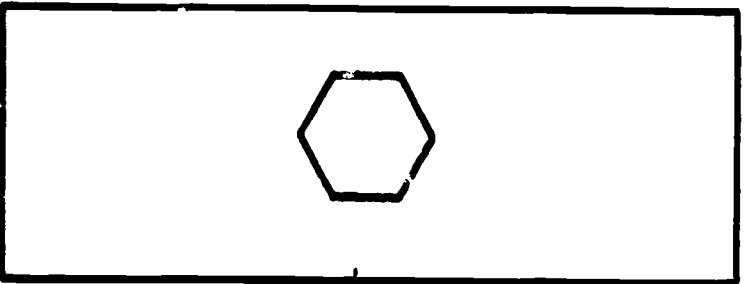
ten



six

four

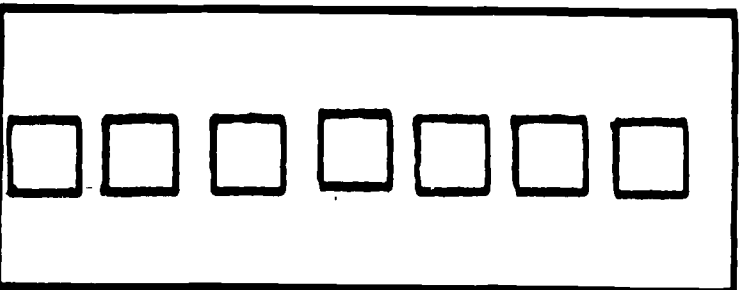
seven



two

one

zero

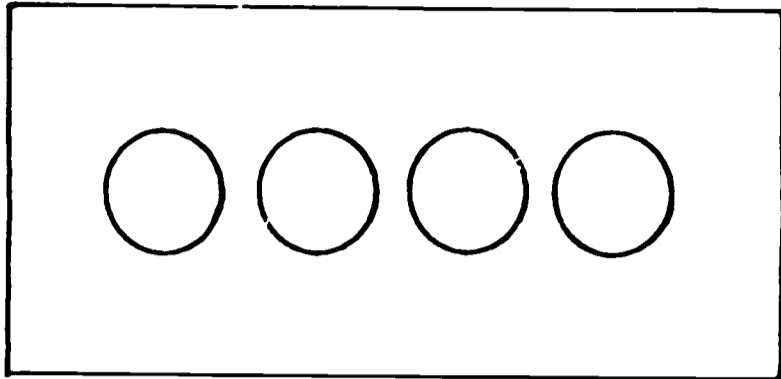


eight

nine

seven

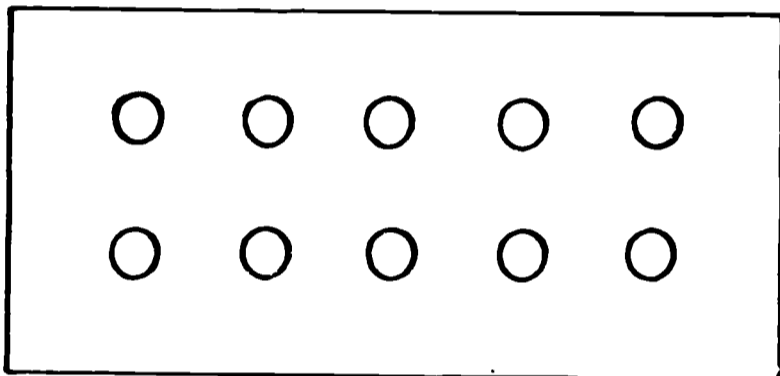
Match each set with the correct number word.



two

four

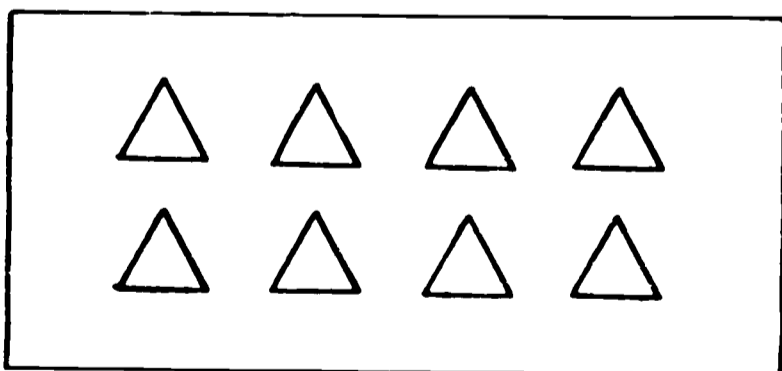
six



ten

two

three

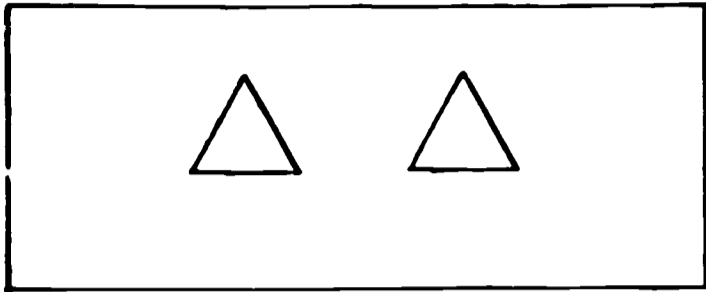


seven

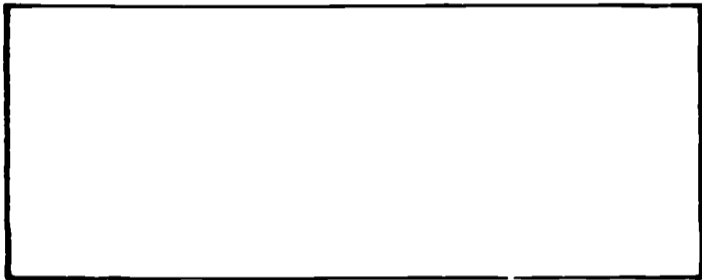
nine

eight

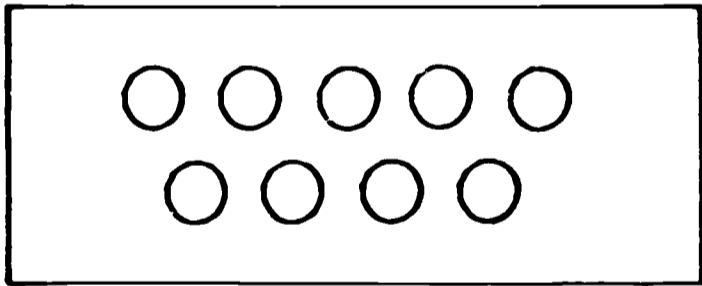
Match each set with the correct number word.



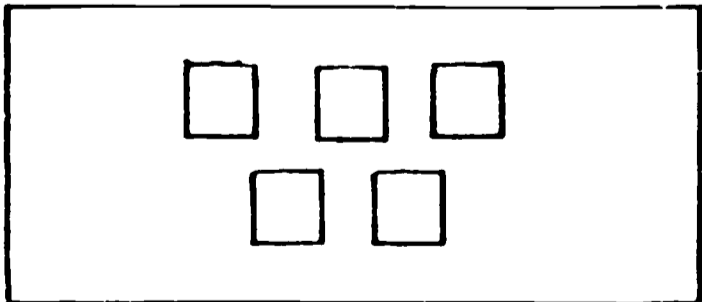
four
two
one



one
four
zero



six
three
nine



five
four
six

CET I

Circle the numeral that matches the word in each box.

	1		0		4
eight	3	zero	10	three	3
	8		6		9

C I R C L E C O R R E C T B O X	TL. PTS.	
	15	100
	NO. OF PTS.	
	14	93
	13	87
	12	80
	11	73
	10	67
	9	60
	8	53
	7	47
	6	40
	5	33
	4	27
	3	20
2	13	
1	7	

Circle the word that tells how many in each group.

○ ○ zero ○ ○ ○ ○ two ○ ○ ○ ○ ten	△ ^ three nine	two eight □ □ □ six □ □ □ seven
--	----------------------	--

Oral test. Read each word to the teacher.

seven	ten	two
one	eight	nine
four	six	five

C I R C L E C O R R E C T B O X	TL. PTS.	
	18	100%
	NO. OF PTS.	
	17	94
	16	89
	15	83
	14	78
	13	72
	12	67
	11	61
	10	56
	9	50
	8	44
	7	39
	6	33
5	28	
4	22	
3	17	
2	11	
1	6	

Oral test. Read the numerals to the teacher.

9,	10,	11,	12,	13,	14
35,	36,	37,	38,	39,	40
77,	78,	79,	80,	81,	82

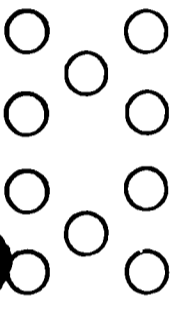

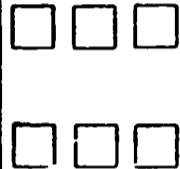
CET I

C I R C L E C O R R E C T B O X	TL. PTS.	
	15	100
	NO. OF PTS.	
	14	93
	13	87
	12	80
	11	73
	10	67
	9	60
	8	53
	7	47
	6	40
	5	33
	4	27
	3	20
2	13	
1	7	

Circle the numeral that matches the word in each box.

1	0	4
eight	3	zero
8	10	three
	6	3
		9

Circle the word that tells how many in each group.

		
zero	two	eight
two	three	six
ten	nine	seven

Oral test. Read each word to the teacher.

seven	ten	two
one	eight	nine
four	six	five

C I R C L E C O R R E C T B O X	TL. PTS.	
	18	100%
	NO. OF PTS.	
	17	94
	16	89
	15	83
	14	78
	13	72
	12	67
	11	61
	10	56
	9	50
	8	44
	7	39
	6	33
5	28	
4	22	
3	17	
2	11	
1	5	

Oral test. Read the numerals to the teacher.

9,	10,	11,	12,	13,	14
35,	36,	37,	38,	39,	40
77,	78,	79,	80,	81,	82

Match the numeral with the correct number word.

two ~~-----~~ 1
one ~~-----~~ 2

four ----- 4

zero ----- 0

three ~~-----~~ 5
five ~~-----~~ 3

Draw a line from the numeral to the correct number word.

0

one

zero

3

three

one

1

one

two

4

five

four

2

four

two

5

two

five

Circle the correct numeral for each number word.

five

4

2

(5)

four

2

0

4

three

3

4

0

one

5

1

0

zero

5

0

1

five

4

5

0

two

2

3

4

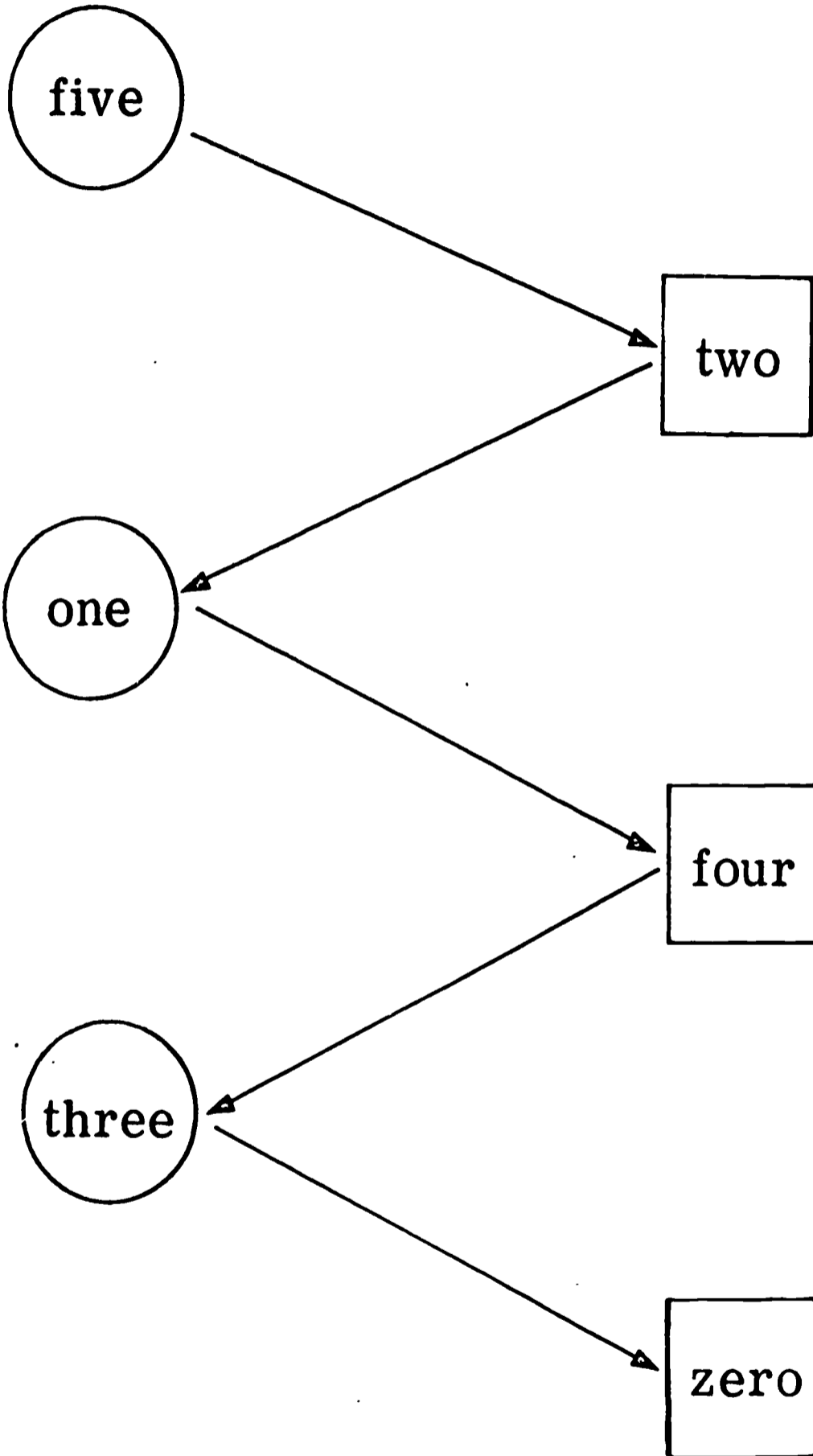
four

4

3

5

Say these number words out loud.



Draw a line from the numeral to the correct number word.

6
six eight ten

10
 |
eight ten seven

8
 /
seven six eight

7
 |
nine seven ten

9
 /
six ten nine

Circle the correct numeral for the number word.

seven

7

9

nine

9

10

ten

10

8

six

9

6

eight

8

7

CET II

Circle the numeral that matches the word in each box.

	2	1	10
two	4	nine	9
	6	7	0

C I R C L E C O R R E C T B O X	TL. PTS.	
	15	100
	NO. OF PTS.	
	14	93
	13	87
	12	80
	11	73
	10	67
	9	60
	8	53
	7	47
	6	40
	5	33
	4	27
	3	20
2	13	
1	7	

Circle the word that tells how many in each group.

○ ○ five	□ □ □ two	△ △ △ two
○ six	□ seven	△ △ △ nine
○ ○ three	□ □ □ five	△ △ △ eight

Oral test. Read each word to the teacher.

zero	one	five
ten	three	seven
six	eight	two

C I R C L E C O R R E C T B O X	TL. PTS.	
	18	100
	NO. OF PTS.	
	17	94
	16	89
	15	83
	14	78
	13	72
	12	67
	11	61
	10	56
	9	50
	8	44
	7	39
	6	33
5	28	
4	22	
3	17	
2	11	
1	6	

Oral test. Read the numerals to the teacher.

3,	4,	5,	6,	7,	8
15,	16,	17,	18,	19,	20
33,	34,	35,	36,	37,	38

CET II

Circle the numeral that matches the word in each box.

	②		1		⑩
two	4	nine	⑨	ten	0
	6		7		9

C I R C L E C O R R E C T B O X	TL. PTS.	
	15	100%
	NO. OF PTS.	%
	14	93
	13	87
	12	80
	11	73
	10	67
	9	60
	8	53
	7	47
	6	40
	5	33
	4	27
	3	20
2	13	
1	7	

Circle the word that tells how many in each group.

○ ○ five ○ ○ ○ ○ ○	□ □ □ two □ seven □ □ □ five	△ △ △ two △ △ △ nine △ △ △ eight
------------------------------------	---	---

Oral test. Read each word to the teacher.

zero	one	five
ten	three	seven
six	eight	two

C I R C L E C O R R E C T B O X	TL. PTS.	
	18	100%
	NO. OF PTS.	%
	17	94
	16	89
	15	83
	14	78
	13	72
	12	67
	11	61
	10	56
	9	50
	8	44
	7	39
	6	33
5	28	
4	22	
3	17	
2	11	
1	6	

Oral test. Read the numerals to the teacher.

3,	4,	5,	6,	7,	8
15,	16,	17,	18,	19,	20
33,	34,	35,	36,	37,	38

Standard Teaching Sequence, Con't.

1967 - 68

Teaching Aids:

- Milton Bradley Understand Numbers - reverse side of cards
- Milton Bradley Count to Ten Game
- Dolch First Arithmetic Game
- Scott-Foresman Arithmetic Readiness Cards - Set ?
- Instructo Flannel Board Cut-outs
- Judy Basic No. Facts: 1-10

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1966 <u>Let's Begin</u> (Primer)		56, 62
Harcourt, Brace, & World, 1965 <u>One By One</u> (Grade 1)		11
Harcourt, Brace, & World, 1965 <u>Two By Two</u> (Grade 2)		5

OBJECTIVE: Given number words for numbers zero to ten, reads words orally and matches words with numerals or structured groups.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Reads numerals and corresponding number words in sequence orally, 0-5.	
2. Writes numerals in sequence for number words with pictures, 0-5.	
3. Writes numerals for number words, 0-5.	17
4. Matches numeral with correct number word, 0-5.	18
5. Matches numerals with correct number words, 0-5.	19
6. Reads number words 0-5 orally.	20
7. Reads numerals and corresponding number words in sequence orally, 6-10.	
8. Writes numerals in sequence for number words with pictures, 6-10.	
9. Writes numerals for number words, 6-10.	
10. Matches numeral with correct number word, 6-10.	21
11. Matches numerals with correct number words, 1-10.	22
12. Reads number words 6-10 orally.	
13. Matches structured group with correct number word. 0-10.	
14. Matches structured group with correct number word. 0-10.	
15. Matches structured group with correct number word. 0-10.	
16. CET I. CET II.	23



There is a prerecorded tape for this booklet.

Circle pages that are to be done.

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



MATHEMATICS

Standard Teaching Sequence Booklet

<p>LEVEL B</p> <p>NUMERATION (01)</p> <p>SKILL 2</p>

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kehut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

© 1977 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

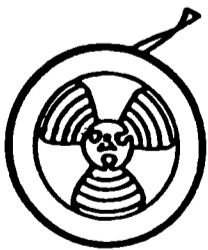
TO THE STUDENT

You have learned the number words for numerals from 1 to 10 and how to read and count them.

This booklet will show you how to read and count numerals from 1 to 100.

Read these numerals out loud. Say the missing numerals, then write them.

51, 52, 53, _____, 55,
56, _____, 58, 59



There is a prerecorded
tape for this booklet.

Answers

<u>54</u>
<u>57</u>

You have learned to count the numerals from 1 to 10. Now read them out loud.

1

2

3

4

5

6

7

8

9

10

Now say them again without looking at the page.

Here are the numerals which follow 10. Read them out loud.

11

12

13

14

15

16

17

18

19

20

Now repeat the numerals slowly.

Look at the first line of numerals. Say them slowly. Do the same with the second line. Say the missing numerals out loud. Then write them in the blanks.

1	2	3	4	5	6	7	8	9	10
1	2		4	5		7		9	

Say the first line of numerals. Say the missing numerals, then write them in the spaces.

11	12	13	14	15	16	17	18	19	20
11		13		15		17			20

Say these numerals out loud and say the missing numerals as you go. Then write them.

1	2		4	5		7		9	10
	12	13		15			18		20

After counting

11 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20,

you can count from 20 to 30.

21 22 23

24 25

26 27 28

29 30

Read the numerals out loud. Say them again without looking at the page. Now try saying all the numerals from 10 to 30, without looking at the page.

Read these numerals out loud. Say the missing numerals, then write them.

11 12 13 14 15

16 18 20

21 22 24

26 28 30

Read the numerals and say them aloud. Here are the numerals which follow 30.

31 32 33

34 35 36

37 38 39

40

Now repeat them slowly.

Here are the numerals from 41 to 50. Look at each one and say it out loud.

41 42 43 44

45 46 47 48

49 50

Read these numerals out loud and slowly. Then say them again without looking at the page.

For extra practice, do Page 14.

Read out loud. Say the missing numerals, then write them.

31 32 33 34 35

36 38 40

41 42 44

46 48 49 50

Read these numerals and as you say them, fill in
the missing numerals.

21 22

24

26 27

29 30

31

33

35 36

38

40

42

44 45

47

49 50

51

54

57

59 60

Now say all the numerals without looking at the
page.

These are the numerals that come after 60.

Read these numerals out loud.

61 62 63 64 65

66 67 68 69 70

71 72 73 74 75

76 77 78 79 80

Now read the numerals slowly over again.

These numerals come after 80 and go to 100.

Read them aloud.

81 82 83 84 85

86 87 88 89 90

91 92 93 94 95

96 97 98 99 100

For extra practice, do Page 15.

Fill in the missing numerals and read all the numerals aloud.

	2	4	5	7	8	9		
11		14			18	19	20	
	22		25	26		28	30	
31		33		36			39	
	42		45	46		48	50	
51	52		55		57		59	
61		64	65	66		68	69	
	72		74			78	79	80
		83		86		88	89	
91	92		95			98	100	

Repeat the numbers while looking at the page.

Now say them again without looking at the page.

For extra practice, do Page 16.

CET I

Oral Test. Read the numbers to the teacher.

7	8	9	10	11	12
21	22	23	24	25	26
45	46	47	48	49	50
69	70	71	72	73	74
83	84	85	86	87	88
95	96	97	98	99	100

C I R C L E C O R R E C T B O X	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

Oral Test. Count from 1 to 100.

Connect the dots to make the pictures.

Start at 32. Start at 76.

C I R C L E C O R R E C T B O X	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

Read these numerals and say them out loud.

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

Try to repeat them without looking at the page.

Read all the numerals from 1 to 100 out loud.

Now try saying them without looking at the page.

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

51 52 53 54 55 56 57 58 59 60

61 62 63 64 65 66 67 68 69 70

71 72 73 74 75 76 77 78 79 80

81 82 83 84 85 86 87 88 89 90

91 92 93 94 95 96 97 98 99 100

Fill in the missing numerals and read all the numerals out loud.

51 52 54 56 57 58 59 60

61 63 65 66 68 69

72 73 75 77 79 80

82 85 86 88 90

91 92 94 96 97 99

Now repeat all the numerals without looking at the page.

CET II

Go to your teacher.

Oral Test. Read these numbers to the teacher.

- 9 10 11 12 13 14 15
 16 17 18 19 20
 28 29 30 31 32 33 34 35 36
 52 53 54 55 56
 69 70 71 72 73 74 75 76 77 78
 97 98 99 100

C I R C L E C O R R E C T B O X	TL. PTS	
	6	100%
	NO. OF PTS	%
	5	83
	4	67
	3	50
	2	33
	1	17

Now count from 1 to 100.

Connect the dots to make the pictures.

Start at 1

Start at 75

C I R C L E C O R R E C T B O X	TL. PTS.	
	2	100%
	NO. OF PTS	%
	1	50

OBJECTIVE: Presented with an ordered arrangement of numerals from 0 to 100, reads them on request from any starting point. Counts orally by 1's to 100.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Counts from 1 to 10.	
2. Counts from 11 to 20.	
3. Counts from 1 to 10 and 11 to 20; says missing numerals and writes them.	
4. Counts from 20 to 30 and writes numerals.	
5. Counts from 11 to 30 and writes numerals.	
6. Counts from 31 to 40.	
7. Counts from 41 to 50.	14
8. Counts from 31 to 50; says missing numerals and writes them.	
9. Counts from 21 to 60; says missing numerals and writes them.	
10. Counts from 61 to 80.	
11. Counts from 81 to 100.	15
12. Counts from 1 to 100; says missing numerals and writes them.	16
13. CET I.	
CET II.	17

There is a prerecorded tape for this booklet.



Circle pages that are to be done.

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



INTEGRATED
MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL B
NUMERATION (01)
SKILL 3

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



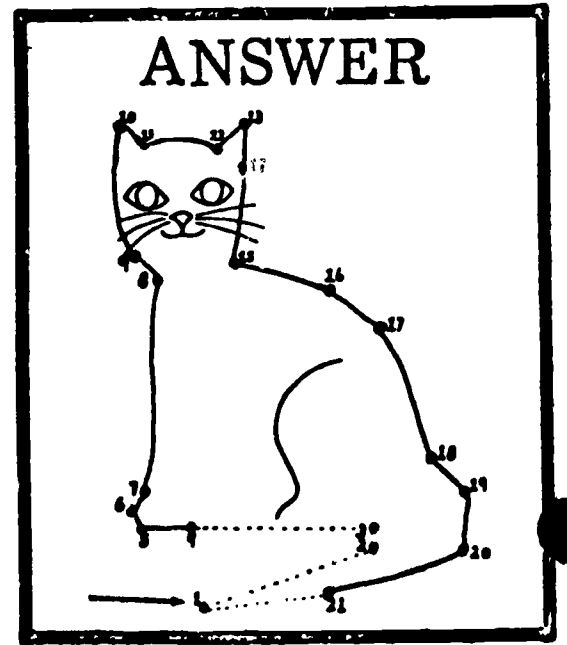
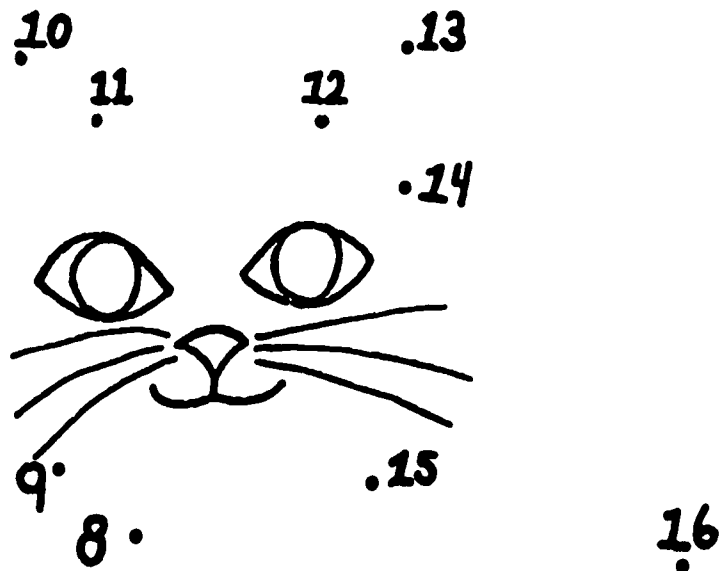
Division of Meredith Publishing Company

© 1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America

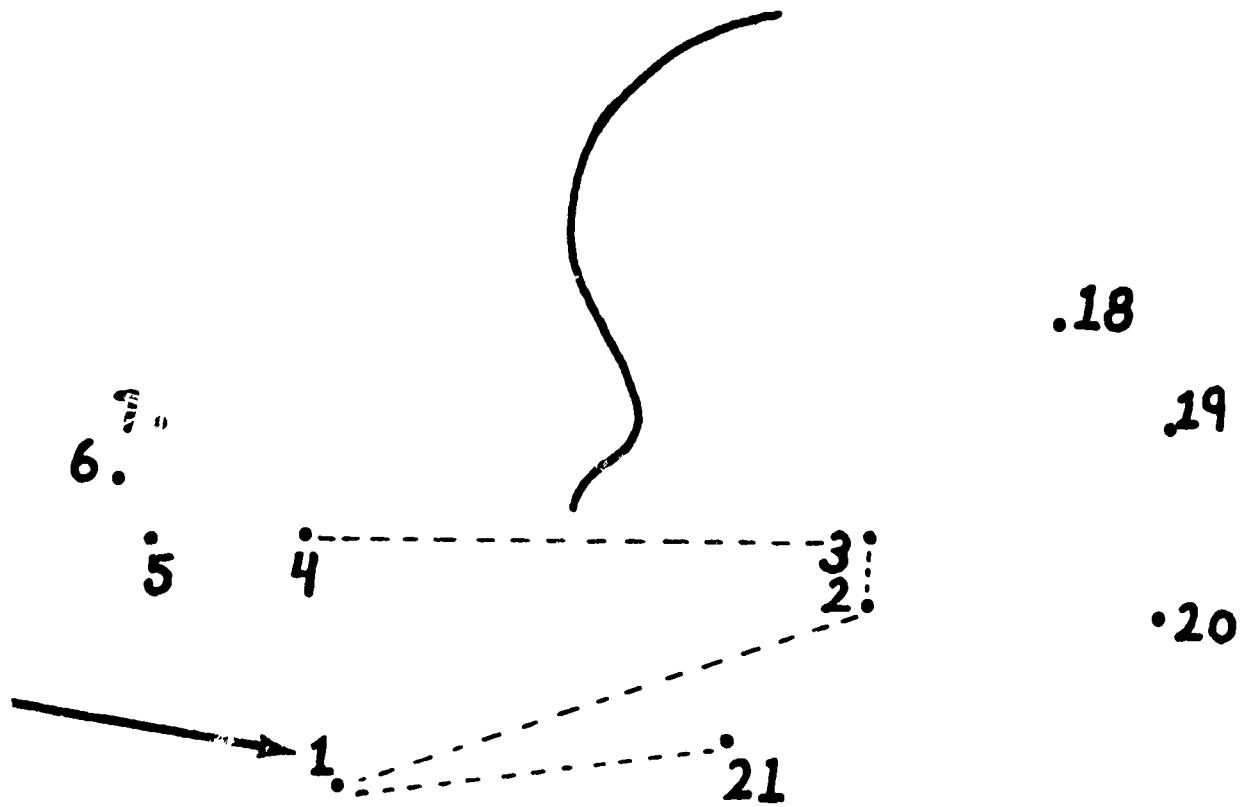
DEVELOPMENTAL EDITION

TO THE STUDENT

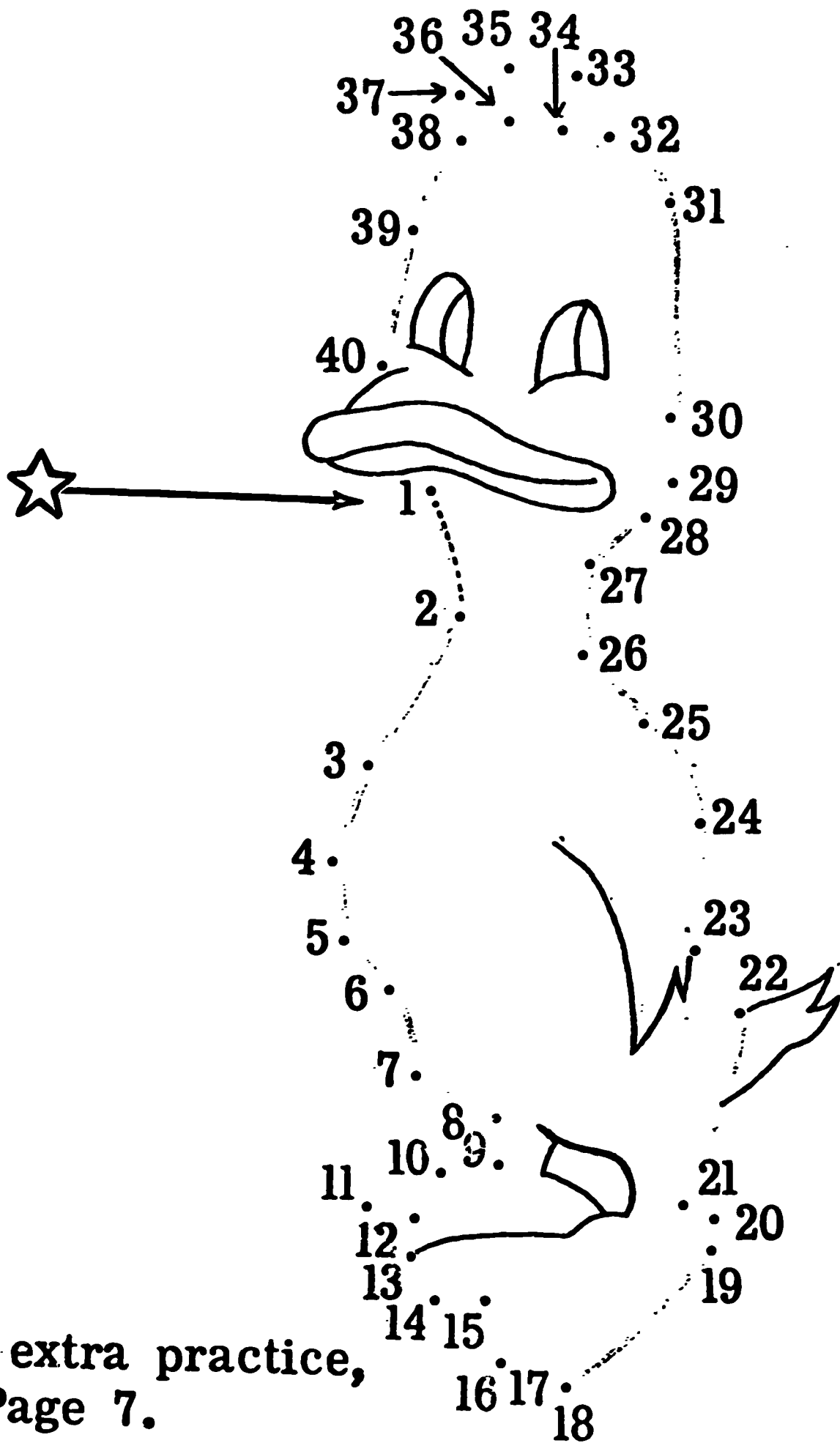
Can you draw the picture below? Starting from the arrow, count from 1, and draw lines from dot to dot as you count.



.17

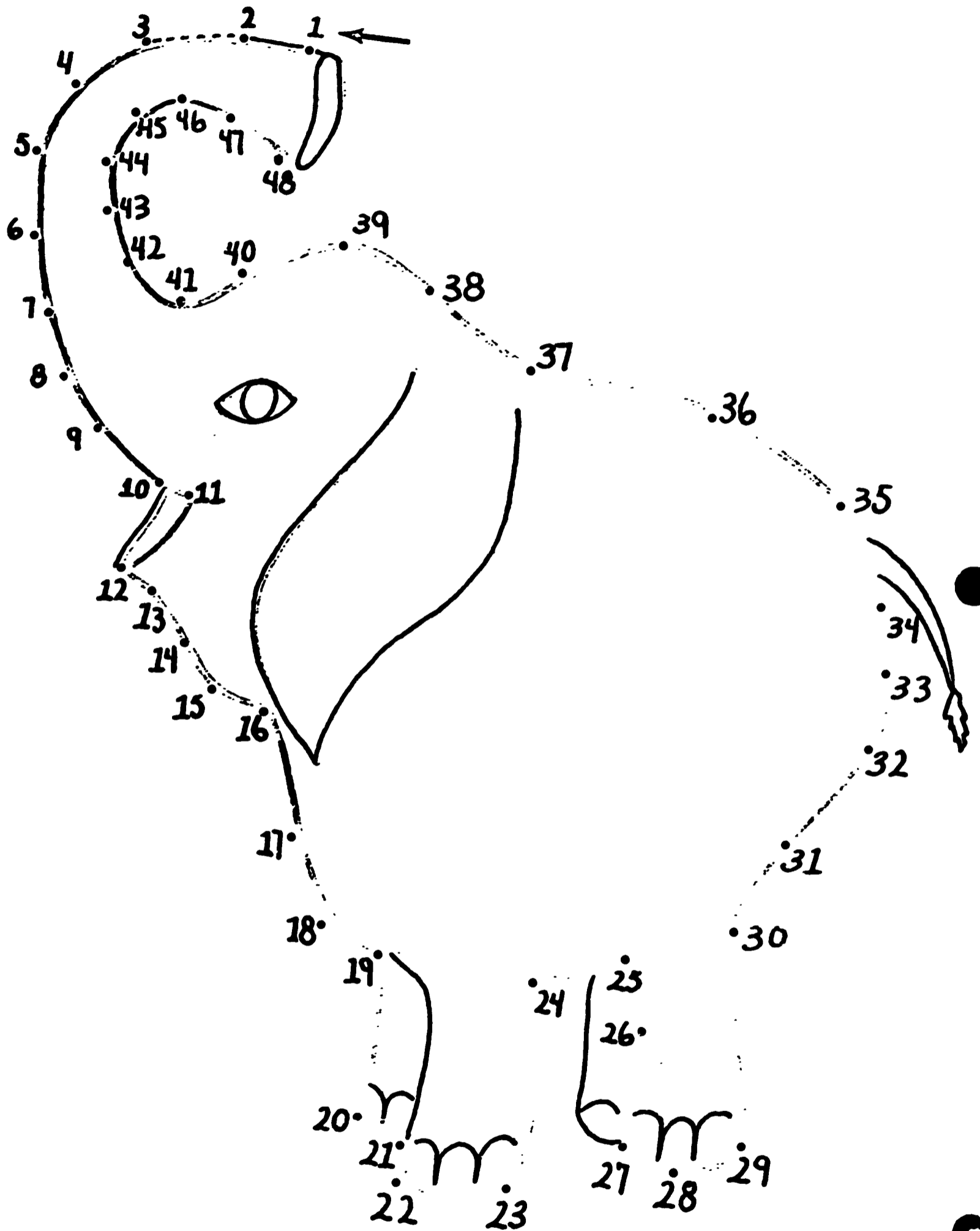


Connect the dots to make a picture.
Start where the big arrow is pointing.



For extra practice,
do Page 7.

Connect the dots.

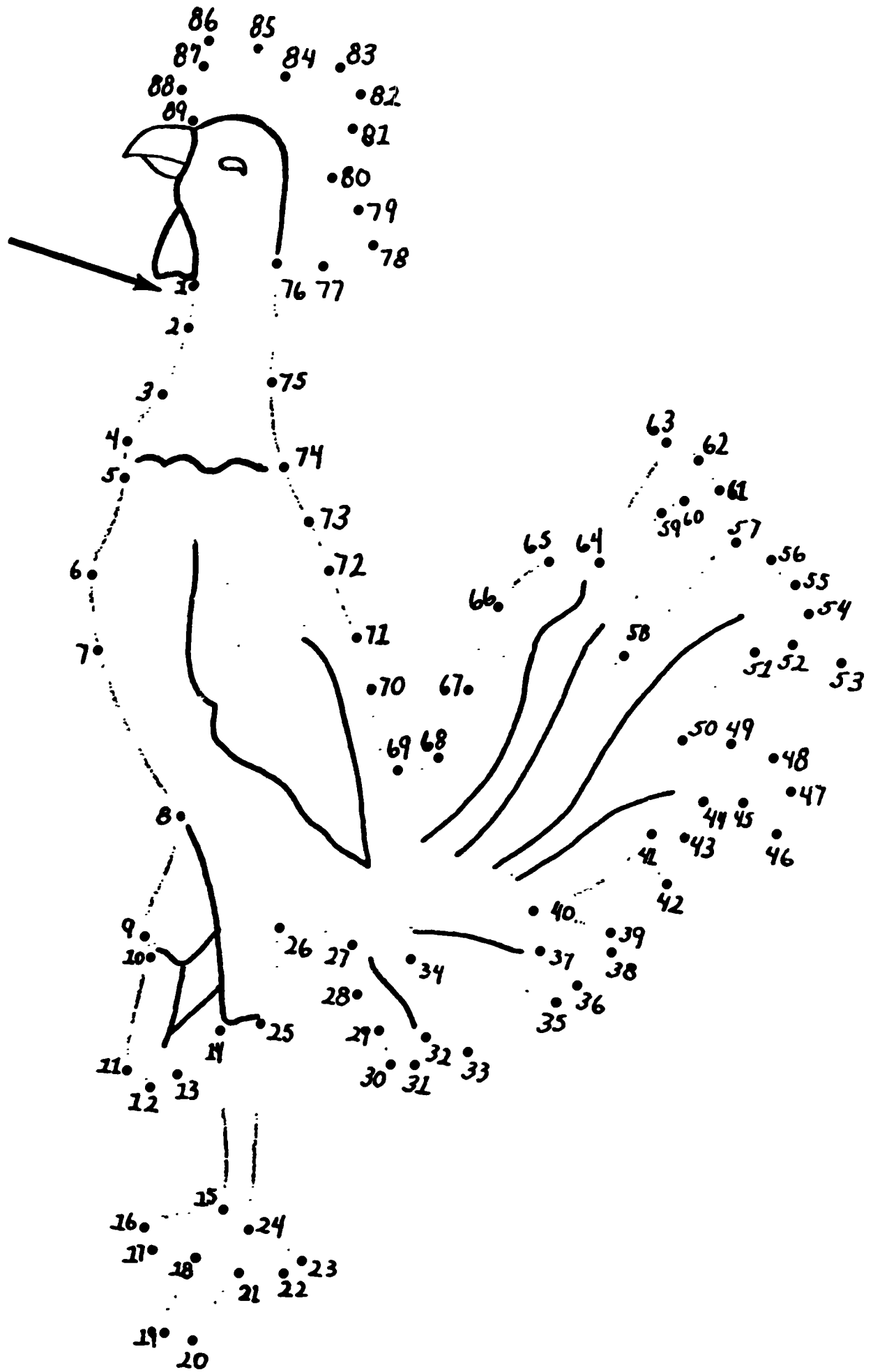


200
191

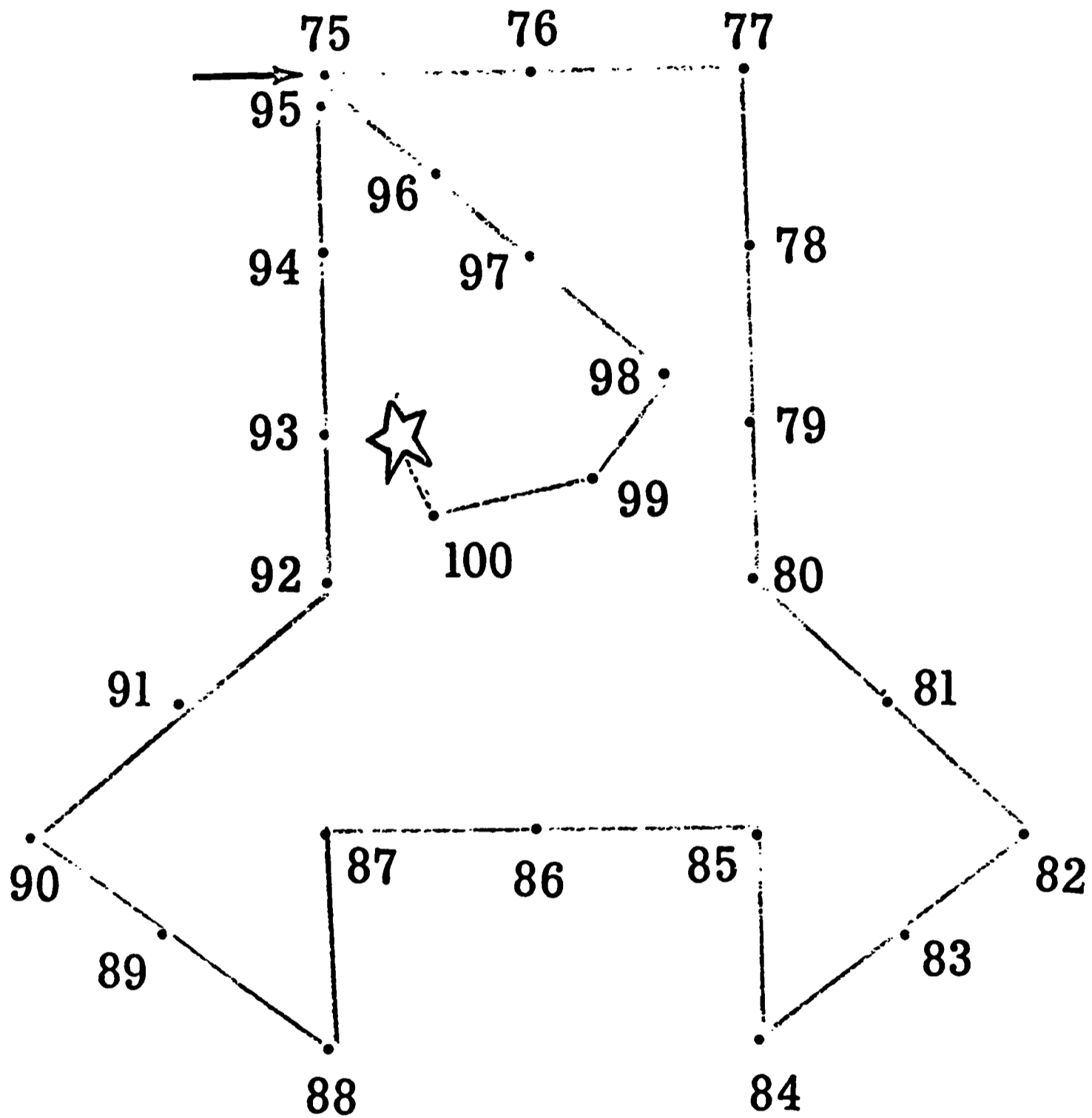
Connect the dots.



Connect the dots.



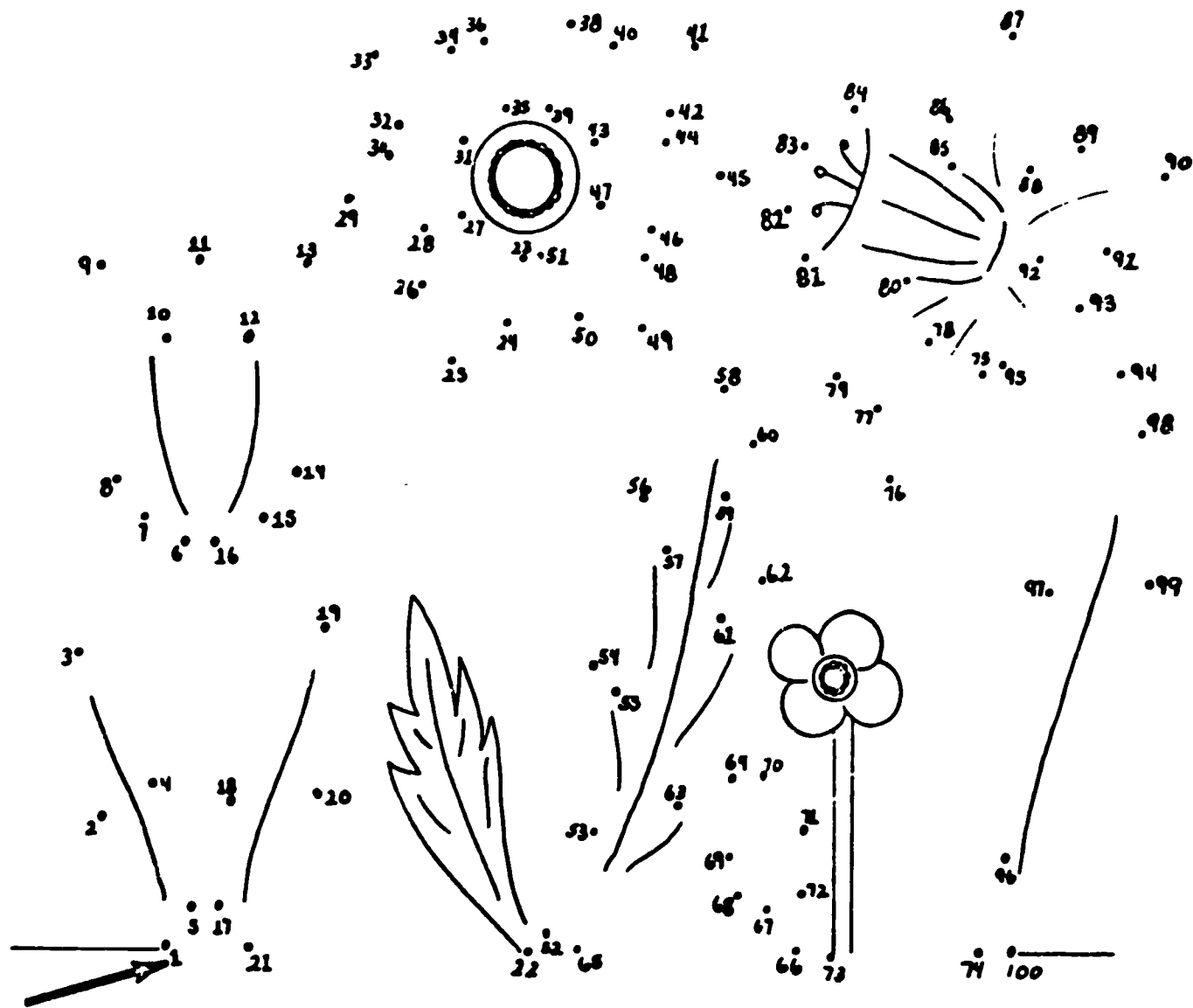
Start from the arrow and follow the number trail to the star.



CET I

Connect the dots.

37



C I R C L E	TL. PTS.	
	NO. OF PTS	%
C O R R E C T	96	100%
	91-95	95
	86-90	90
	82-85	85
	77-81	80
	72-76	75
	67-71	70
	62-66	65
	58-61	60
	53-57	55
B O X	48-52	50
	43-47	45
	38-42	40
	34-37	35
	29-33	30
	24-28	25
	19-23	20
	14-18	15
	10-13	10
	5-9	5
0-4	0	

See your teacher for the rest of the test.

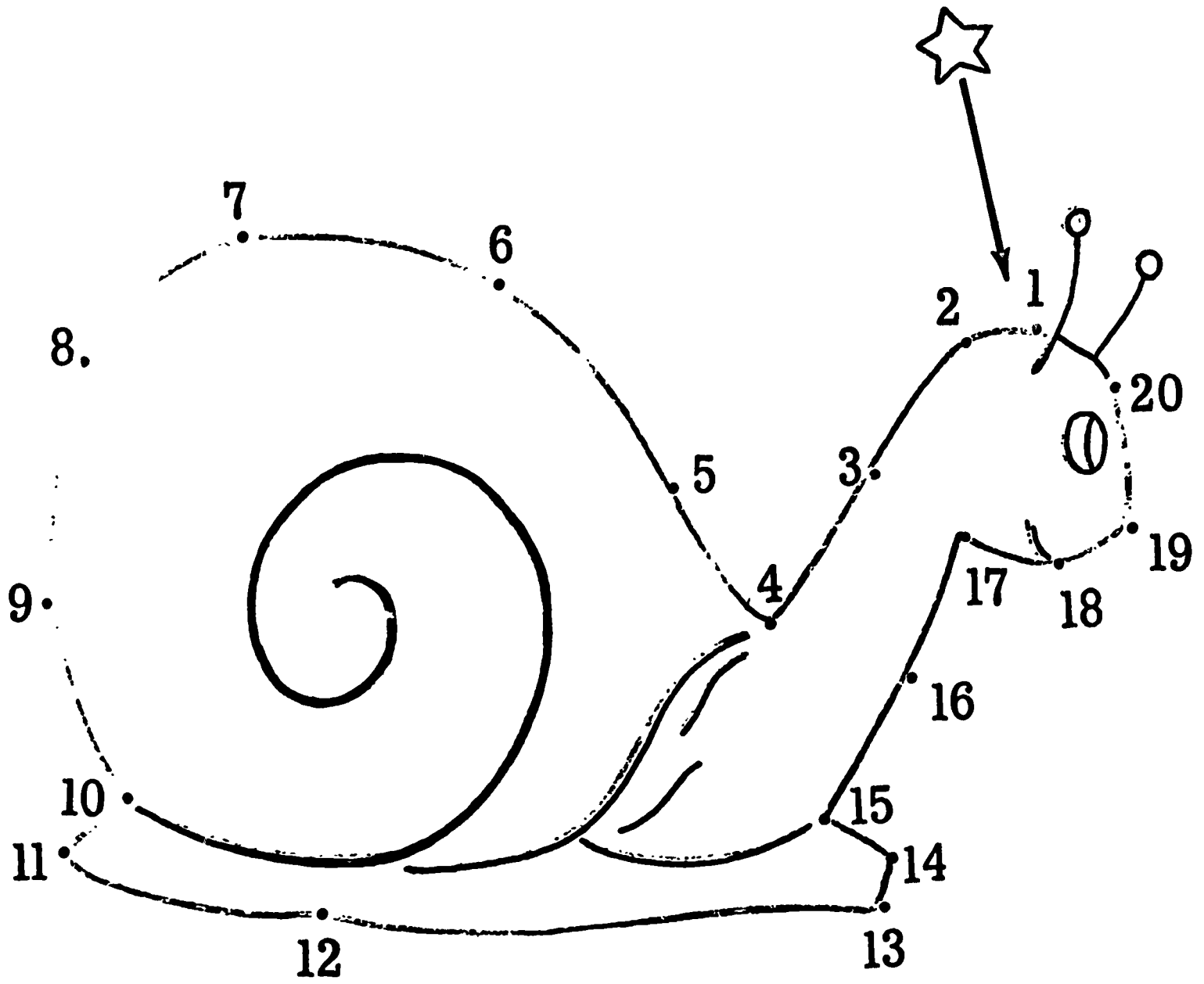
Oral test.

1. Count by 10's from 5 to 85.
2. Count by 10's from 32 to 92.
3. Count by 10's from 17 to 77.

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T	3	100%
	2	67
	1	33
B O X		

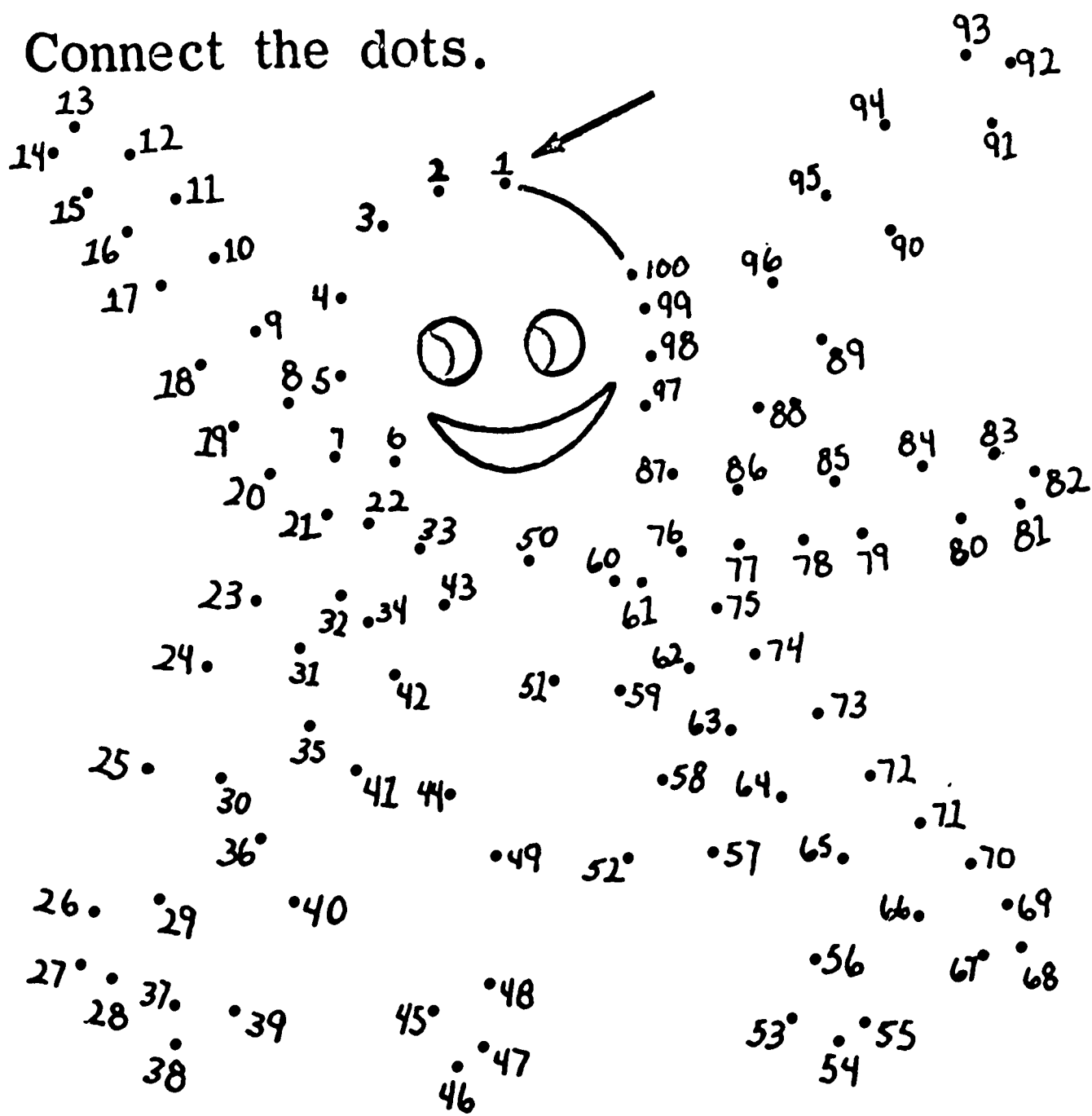
LEVEL	UNIT	SKILL	PAGE

Connect the dots.



CET II

Connect the dots.



C I R C L E	TL. PTS.	
	NO. OF PTS	%
C O R R E C T	96	100%
	91-95	95
	86-90	90
	82-85	85
	77-81	80
	72-76	75
	67-71	70
	62-66	65
	59-61	60
	53-57	55
	48-52	50
	43-47	45
	38-42	40
	34-37	35
	29-33	30
	24-28	25
B O X	19-23	20
	14-18	15
	10-13	10
	5-9	5
	0-4	0

See your teacher for the rest of the test.

Oral test.

1. Count by 10's from 10 to 100.
2. Count by 10's from 18 to 98.
3. Count by 10's from 22 to 92.

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T	3	100%
	2	67
	1	33
B O X		

Standard Teaching Sequence, Con't.

1967 - 68

Teaching Aids:

Abacus Sets

Place Value Charts

Instructo Place Value Cut-outs

Place Value Sticks

Instructo Flannel Board Numerals, Words, Symbols

First Arithmetic Game

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 <u>One By One</u> (Grade 1)		42, 55

LEVEL B, NUMERATION, SKILLS
OBJECTIVE: Connects dots to 100 by ones from any starting point. Plays number trail game to 100.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Connects dots 1 - 40 to make a picture.	7
2. Connects dots 1 - 48 to make a picture.	
3. Connects dots 1 - 73 to make a picture.	
4. Connects dots 1 - 89 to make a picture.	
5. Plays number trail game, connecting dots 75 to 100.	
6. CET I. CET II.	8

Circle pages that are to be done.

SCHOOL CODE

[Empty box for school code]

NAME _____

NUMBER _____

CLASS _____



INTEGRATED PROGRAMS

Standard Teaching Sequence Booklet

TEACHER'S EDITION
 LEVEL B
 NUMERATION (01)
 SKILL 4

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

© 1967 by Meredith Publishing Company. Printed in the United States of America.

NEW YORK

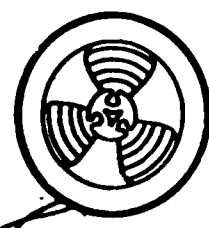
LONDON

TO THE STUDENT

Can you count by 10's?

Fill in the blanks, counting by 10's from 10 to 100.

10, 20, _____, _____, 50, 60, _____, 80,
_____, 100

There is a prerecorded
 tape for this booklet.

Answers

10, 20, 30, 40, 50,
60, 70, 80, 90, 100

Say each number as you count by 10's.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Say the numerals from 10 to 100, counting by 10's
10, 20, 30, 40, 50, 60, 70, 80, 90, 100

What did you say

after 30?

40

after 80?

90

after 90?

100

after 10?

20

after 50?

60

after 40?

50

after 20?

30

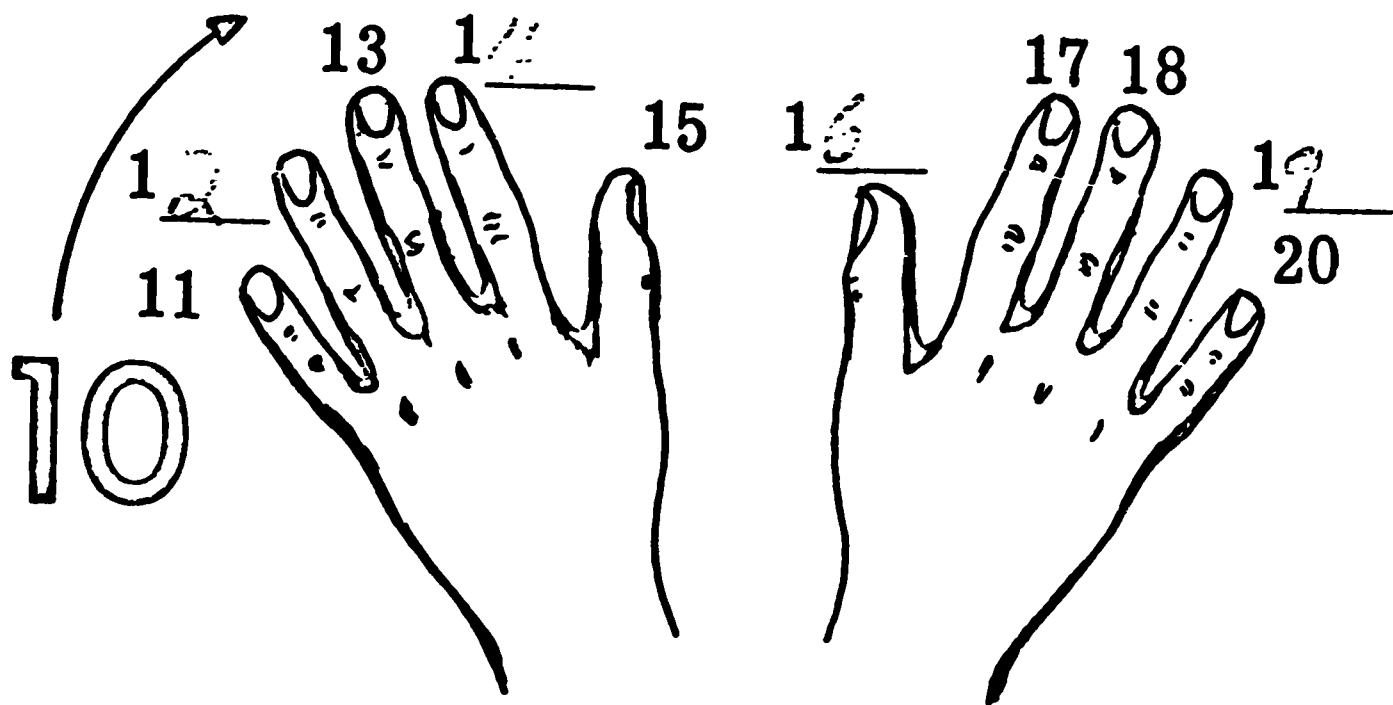
after 60?

70

after 10?

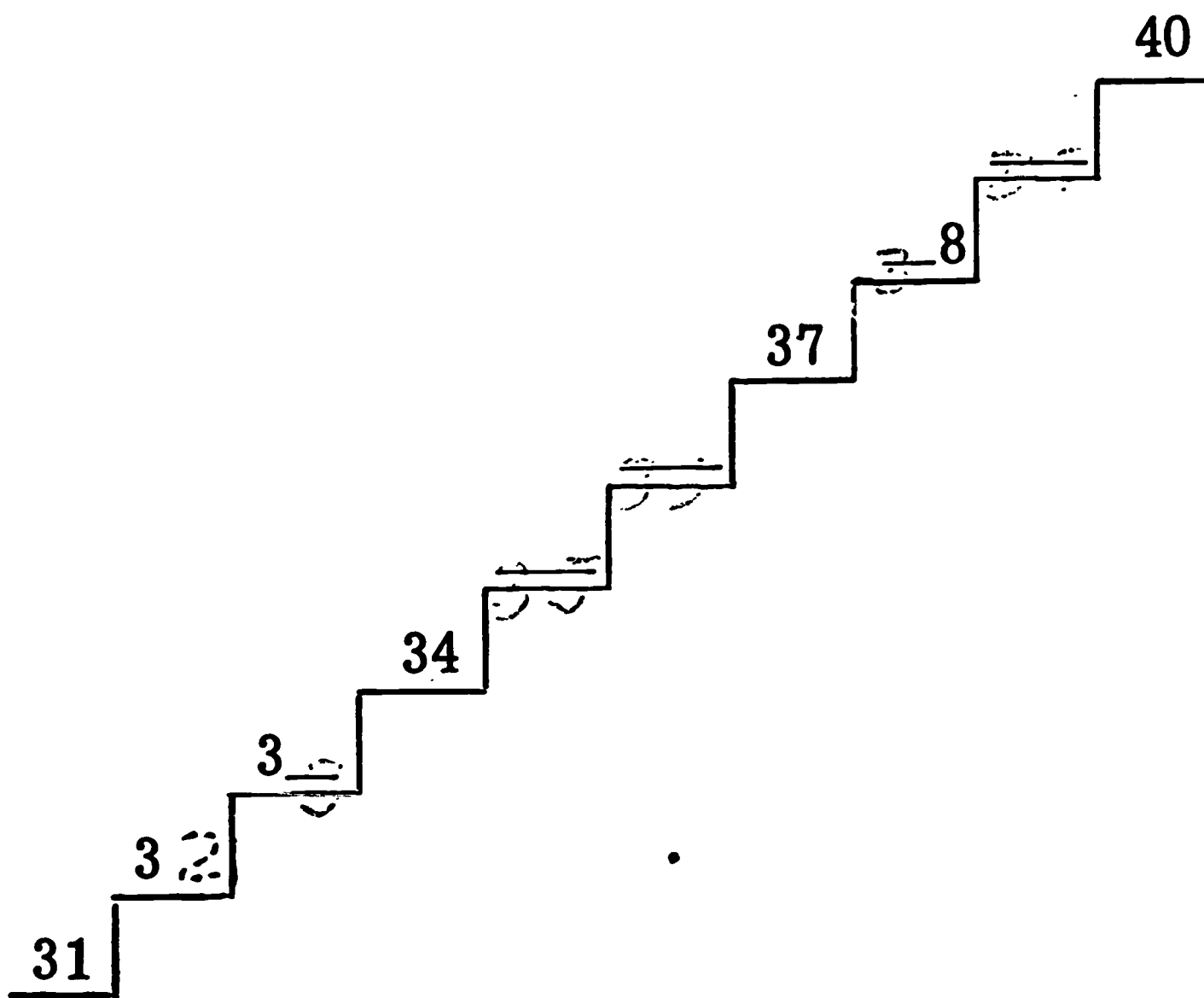
20

Fill in the spaces as you count by 1's from 10 to 20.



How many 1's are there from 10 to 20? 10

Count by 1's from 30 to 40, and fill in the spaces.



How many steps are there from 30 to 40? 10

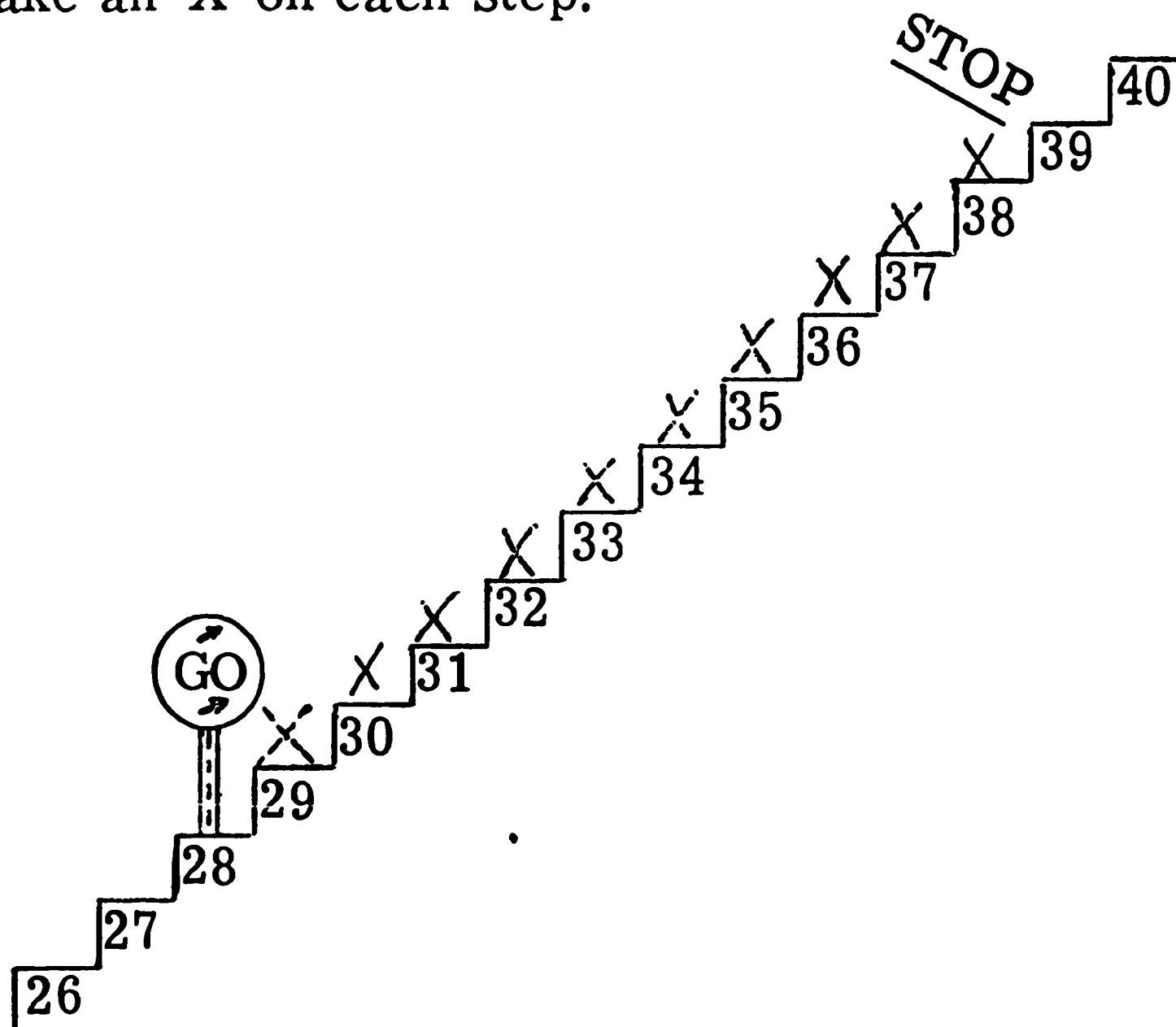
40 is 10 more than 30.

Count by 10's from 10 to 40.

10, 20, 30, 40

For more practice, do Page 11.

Start from step 28, and count by 1's to step 38.
Make an X on each step.



How many X's did you make? 10

38 is 10 more than 28. 10 more than 38 is 48.

Count by 10's from 28 to 98.

28, 38, 48, 58, 68, 78, 88, 98

For more practice, do Page 12.

What numerals are between the ☆'s?

Write them here.

4, 14, 24, 34, 44



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



What numerals are between the ○'s?

Write them here.

9, 19, 29, 39, 49

For more practice do Page 13.

Count by 10's and fill in the blanks between 3 and 93.

1,	2,	3,	4,	5,	6,	7,	8,	9,	10
11,	12,	<u>13</u> ,	14,	15,	<u>16</u> ,	17,	<u>18</u> ,	19,	<u>20</u>
21,	22,	<u>23</u> ,	24,	25,	<u>26</u> ,	27,	<u>28</u> ,	29,	<u>30</u>
31,	32,	<u>33</u> ,	34,	35,	<u>36</u> ,	37,	<u>38</u> ,	39,	<u>40</u>
41,	42,	<u>43</u> ,	44,	45,	<u>46</u> ,	47,	<u>48</u> ,	49,	<u>50</u>
51,	52,	<u>53</u> ,	54,	55,	<u>56</u> ,	57,	<u>58</u> ,	59,	<u>60</u>
61,	62,	<u>63</u> ,	64,	65,	<u>66</u> ,	67,	<u>68</u> ,	69,	<u>70</u>
71,	72,	<u>73</u> ,	74,	75,	<u>76</u> ,	77,	<u>78</u> ,	79,	<u>80</u>
81,	82,	<u>83</u> ,	84,	85,	<u>86</u> ,	87,	<u>88</u> ,	89,	<u>90</u>
91,	92,	93,	94,	95,	96,	97,	98,	99,	100

Now fill in the blanks between 6 and 96.

Fill in the blanks between 8 and 98.

Fill in the blanks between 10 and 100.

For more practice, do Page 14.

Count by 10's and fill in the blanks.

6, 16, 26, 36, 46

12, 22, 32, 42, 52, 62

3, 13, 23, 33, 43, 53, 63, 73

67, 77, 87, 97

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

For more practice, do Page 15.

When you count by 10's, what number comes after . . .

$70? \quad \underline{80}$

$36? \quad \underline{46}$

$65? \quad \underline{75}$

$46? \quad \underline{56}$

$20? \quad \underline{30}$

$26? \quad \underline{36}$

$40? \quad \underline{50}$

$0? \quad \underline{10}$

$2? \quad \underline{12}$

$17? \quad \underline{27}$

$10? \quad \underline{20}$

$89? \quad \underline{99}$

$90? \quad \underline{100}$

$32? \quad \underline{42}$

$80? \quad \underline{90}$

$14? \quad \underline{24}$

$33? \quad \underline{43}$

$1? \quad \underline{11}$

$7? \quad \underline{17}$

$50? \quad \underline{60}$

For more practice, do Page 16.

CET I

Your teacher will give you this test.

1. Count by 10's from 2 to 82.
2. Count by 10's from 26 to 76.
3. Count by 10's from 17 to 97.
4. Count by 10's from 43 to 93.

C I R C L E C O R R E C T B O X	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Write the missing numerals, counting by 1's.

3, _____, 5, _____, _____, _____

22, _____, _____, _____, _____, 27

68, _____, _____, _____, _____, 73

81, _____, _____, _____, _____, 85

Write the missing numerals, counting backward by 1's.

7, 6, _____, _____, 3, _____, 1

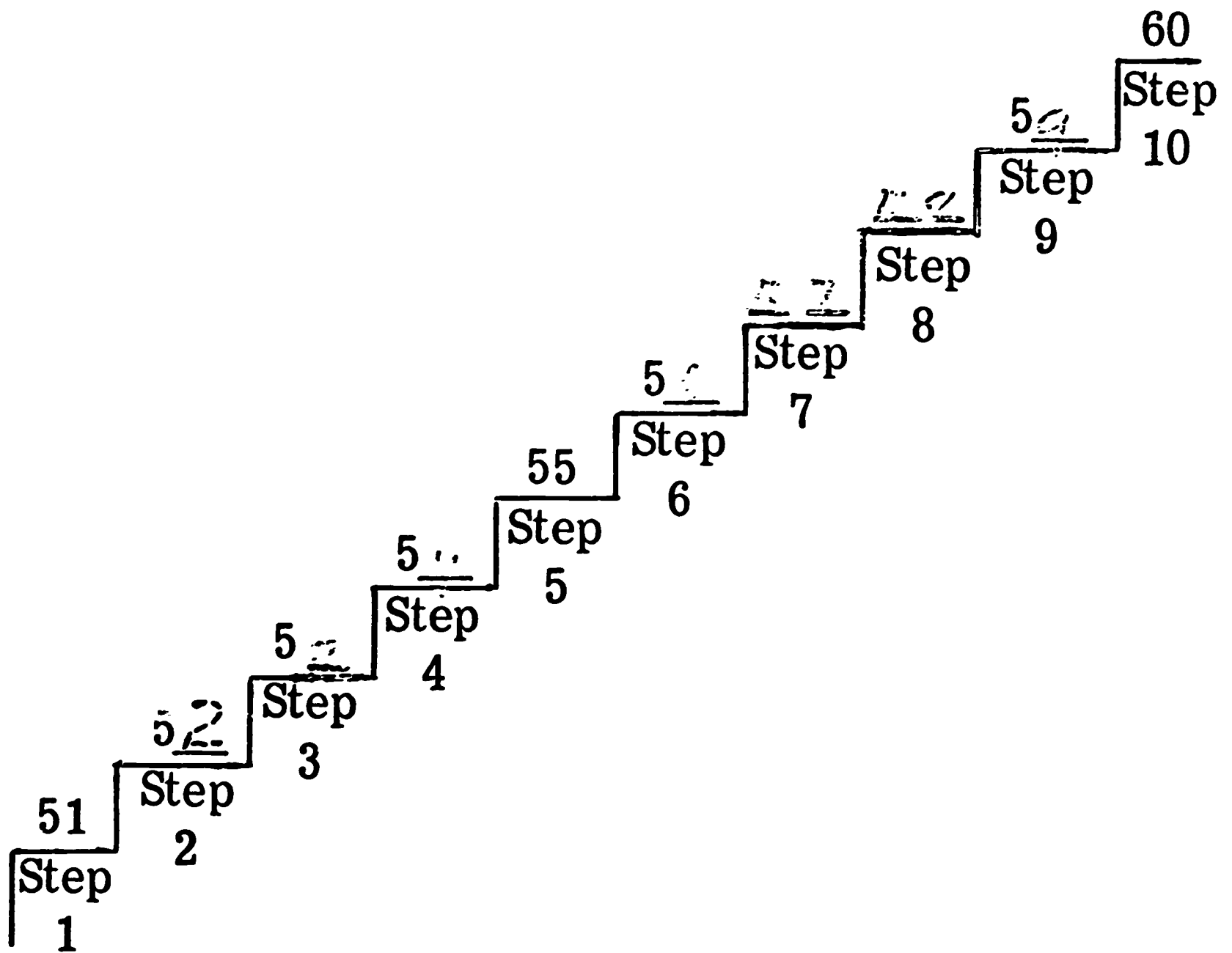
33, _____, 31, _____, _____, _____

59, 58, _____, _____, _____, 54

96, _____, _____, _____, _____, _____

C I R C L E C O R R E C T B O X	TL. PTS.	
	30	100%
	NO. OF PTS.	%
	29	97
	28	93
	27	90
	26	87
	25	83
	24	80
	23	77
	22	73
	21	70
	20	67
	19	63
	18	60
	17	57
	16	53
	15	50
	14	47
	13	43
12	40	
11	37	
10	33	
9	30	
8	27	
7	23	
6	20	
5	17	
4	13	
3	10	
2	7	
1	3	

Count by 1's from 50 to 60, and fill in the spaces.



How many steps are there from 50 to 60? 10

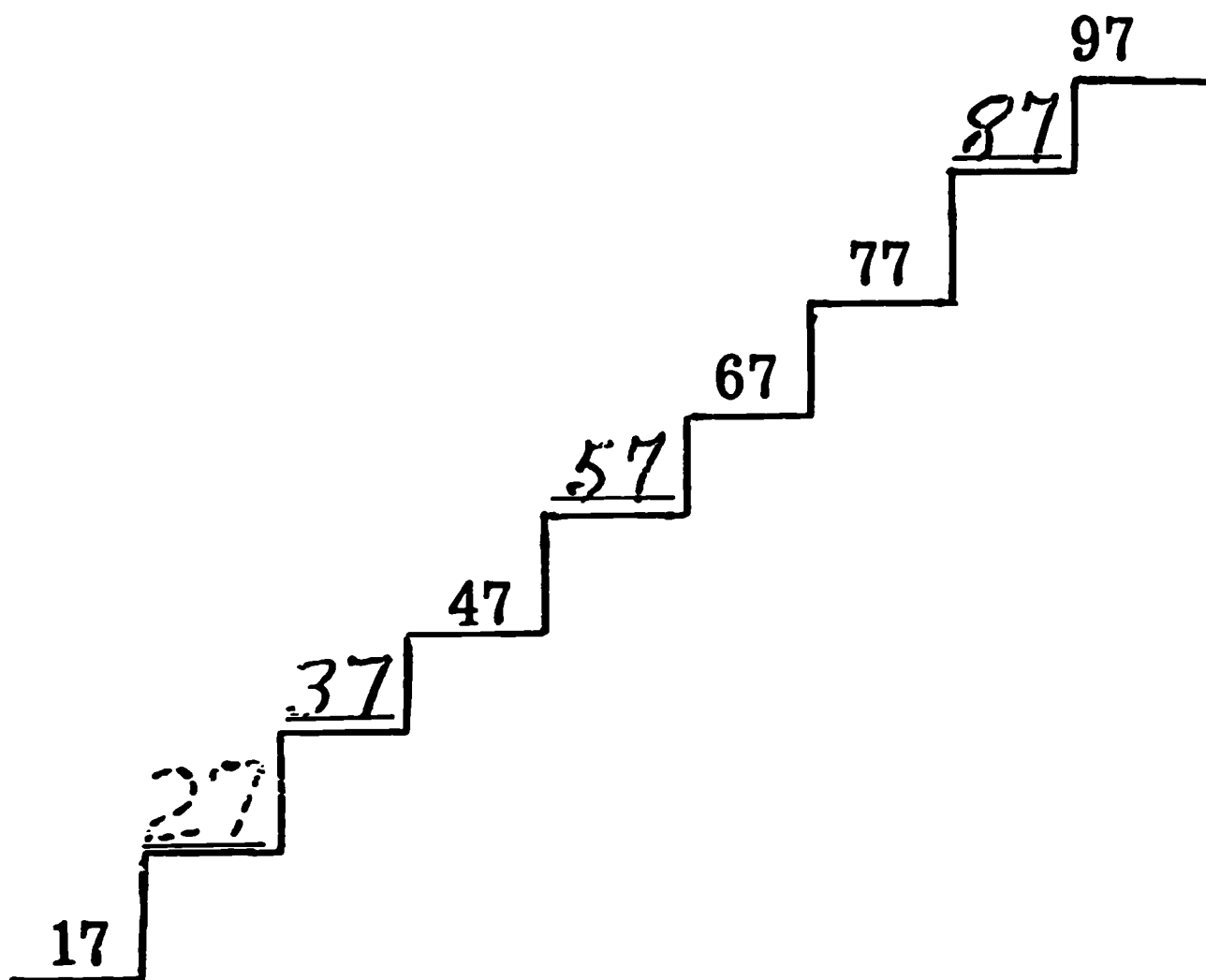
60 is 10 more than 50.

Count by 10's from 50 to 100.

50, 60, 70, 80, 90, 100

Start on the first step and count by 10's to 97.

Fill in the missing numerals as you count.



Count by 10's from 40 to 80.

40, 50, 60, 70, 80

Count by 10's from 50 to 100.

50, 60, 70, 80, 90, 100

Count by 10's from 10 to 100.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Here are the numerals from 1 to 100.

Look at the numerals between the ☆'s.

Can you write them here?

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

									☆
1,	2,	3,	4,	5,	6,	7,	8,	9,	10,
11,	12,	13,	14,	15,	16,	17,	18,	19,	20,
21,	22,	23,	24,	25,	26,	27,	28,	29,	30,
31,	32,	33,	34,	35,	36,	37,	38,	39,	40,
41,	42,	43,	44,	45,	46,	47,	48,	49,	50,
51,	52,	53,	54,	55,	56,	57,	58,	59,	60,
61,	62,	63,	64,	65,	66,	67,	68,	69,	70,
71,	72,	73,	74,	75,	76,	77,	78,	79,	80,
81,	82,	83,	84,	85,	86,	87,	88,	89,	90,
91,	92,	93,	94,	95,	96,	97,	98,	99,	100
									☆

Count by 10's from 70 to 100.

70, 80, 90, 100

Count by 10's from 30 to 70.

30, 40, 50, 60, 70

Count by 10's from 40 to 90.

40, 50, 60, 70, 80, 90

Here are the numerals from 1 to 100.

Look at the numerals between the ○'s.

Can you write them here?

7, 17, 27, 37, 47, 57, 67, 77, 87, 97
○

1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17, 18, 19, 20,
21, 22, 23, 24, 25, 26, 27, 28, 29, 30,
31, 32, 33, 34, 35, 36, 37, 38, 39, 40,
41, 42, 43, 44, 45, 46, 47, 48, 49, 50,
51, 52, 53, 54, 55, 56, 57, 58, 59, 60,
61, 62, 63, 64, 65, 66, 67, 68, 69, 70,
71, 72, 73, 74, 75, 76, 77, 78, 79, 80,
81, 82, 83, 84, 85, 86, 87, 88, 89, 90,
91, 92, 93, 94, 95, 96, 97, 98, 99, 100,

○

Count by 10's from 7 to 67.

7, 17, 27, 37, 47, 57, 67

Count by 10's from 27 to 97.

27, 37, 47, 57, 67, 77, 87, 97

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Can you use this numeral chart to count by 10's from 5 to 95?

5, 15, 25, 35, 45, 55, 65, 75, 85, 95

Now count by 10's from 3 to 93.

3, 13, 23, 33, 43, 53, 63, 73, 83, 93

Write the missing numerals as you count by 10's
from

10 to 60 10, 20, 30, 40, 50, 60

18 to 78 18, 28, 38, 48, 58, 68, 78

11 to 51 11, 21, 31, 41, 51

19 to 99 19, 29, 39, 49, 59, 69, 79, 89, 99

13 to 43 13, 23, 33, 43

4 to 84 4, 14, 24, 34, 44, 54, 64, 74, 84

CET II

Your teacher will give you this test.

1. Count by 10's from 4 to 94.
2. Count by 10's from 16 to 96.
3. Count by 10's from 10 to 100.
4. Count by 10's from 25 to 95.

C I R C L E C O R R E C T B O X	TL PTS	
	4	100%
	NO OF PTS	%
	3	75
	2	50
	1	25

Write the missing numerals, counting by 1's.

6, _____, _____, _____, 10

57, _____, _____, _____, _____

76, _____, _____, _____, _____

90, _____, _____, _____, _____

Write the missing numerals, counting backward by 1's.

9, 8, _____, _____, _____, _____

45, _____, _____, _____, 41

82, _____, _____, _____, _____

96, _____, _____, _____, _____

C I R C L E C O R R E C T B O X	TL PTS.	
	30	100%
	NO. OF PTS.	%
	29	97
	28	93
	27	90
	26	87
	25	83
	24	80
	23	77
	22	73
	21	70
	20	67
	19	63
	18	60
	17	57
	16	53
	15	50
	14	47
	13	43
	12	40
11	37	
10	33	
9	30	
8	27	
7	23	
6	20	
5	17	
4	13	
3	10	
2	7	
1	3	

Standard Teaching Sequence, Con't.

1967 - 68

Teaching Aids:

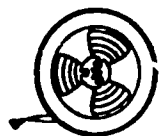
Bundled Counting Sticks
Assorted Abacus Sets
Counting Discs
Large and Small Pog Boards
Instructo Flannel Board Numerals

Textbook Resources:

OBJECTIVE: Counts orally by 10's to 100 from any starting point.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Fills in numerals from 10 to 100, counting by 10's.	
2. States what numerals come after certain other numerals when counting by 10's.	
3. Counts by 1's from 10 to 20 and tells how many 1's there are between 10 and 20.	
4. Counts by 1's from 30 to 40, and by 10's from 10 to 40.	11
5. Counts by 1's from 28 to 38, and by 10's from 28 to 98.	12
6. Counts vertically by 10's on number chart numbered 1-50.	13
7. Counting vertically by 10's on chart numbered 1-100; fills in blanks between 3 and 93, 6 and 96, 8 and 98, and 10 and 100.	14
8. Counts short sequences by 10's.	15
9. Says what numerals follow certain other numerals when counting by 10's.	16
10. CET I. First segment oral.	
CET II. First segment oral.	17



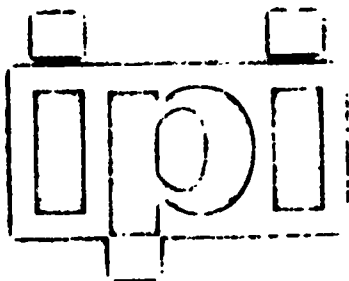
There is a prerecorded tape for this booklet.

Circle pages that are to be done.

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL B

NUMERATION (01)

SKILL 5

Based upon materials developed by The Mathematics Curriculum Staff,
Learning Research and Development Center, University of Pittsburgh; Joseph
I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of
Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

©1967 by Meredith Publishing Company All rights reserved. Printed in the United States of America

DEVELOPMENTAL EDITION

TO THE STUDENT

Can you count backward?

See if you can count backward from 40 to 30.

40, _____, _____, _____, _____,
_____, _____, _____, _____, _____, 30

Answers

40, <u>39</u> , <u>38</u> , <u>37</u> , <u>36</u> , <u>35</u> , <u>34</u> , <u>33</u> , <u>32</u> , <u>31</u> , 30

Can you write these numerals?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Write the numerals that are missing.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Write the numerals from 1 to 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Write the numerals from 1 to 20.

	2								

Write the numerals that are missing.

1		3		5		7		9	
11		13		15		17		19	

Write the numerals that are missing.

	2		4		6		8		10
	12		14		16		18		20

Can you write these numerals?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Fill in the missing numerals.

1		3		5			8		
11			14					19	
21			24		26		28		
	32			35			38		40

For extra practice, do Page 16.

Fill in the missing numerals from 1 to 40.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Write the numerals from 1 to 40.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Can you write these numerals?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Fill in the missing numerals.

1	2								10
			14						
	22								30
41				45			48		
	52					57			

Here are the numerals from 50 to 100.

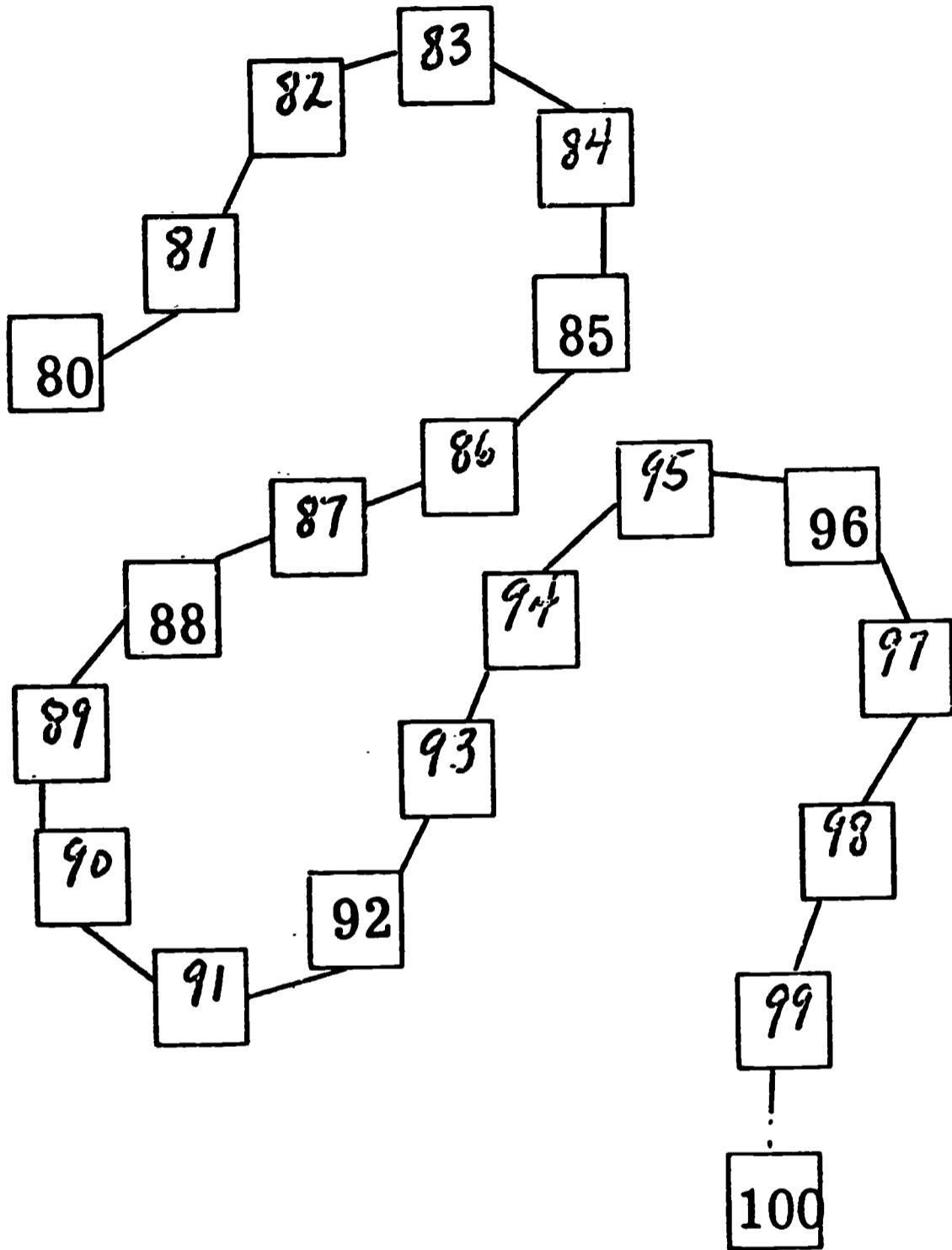
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Fill in the missing numerals.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

For extra practice, do Page 17.

Fill in the blanks on the numeral trail.



For extra practice, do Page 18.

Write in the numerals that go in the empty boxes.

Think the numerals that go in the shaded boxes.

1				5					

Fill in the missing numerals.

41	42			45					50
		53							
	62				66				
						77			

Write the missing numerals.

1	2		4			7			10
11				15				19	
	22				26		28		
		33		35					40
41			44			47			
	52			55			58		60
61		63			66			69	
	72			75					80
81					86	87			
	92			95				99	

For extra practice, do Page 19.

CET I

Fill in the missing numerals, counting forward.

29, _____, _____, _____, _____, _____, 35

65, _____, _____, _____, _____, _____, 71

18, _____, _____, _____, _____, _____, 24

Fill in the missing numerals, counting backward.

11, 10, _____, _____, _____, _____, 5

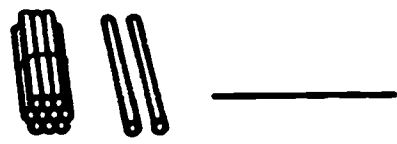
78, 77, _____, _____, _____, _____, 72

82, 81, _____, _____, _____, _____, 76

C I R C L E C O R R E C T B O X	TL. PTS.	
	27	100%
	NO. OF PTS.	%
	26	96
	25	93
	24	89
	23	85
	22	81
	21	78
	20	74
	19	70
	18	67
	17	63
	16	59
	15	56
	14	52
	13	48
	12	44
	11	41
	10	37
	9	33
	8	30
	7	26
	6	22
	5	19
	4	15
	3	11
2	7	
1	4	

Write the numeral on the line that tells how many sticks are in the picture.

There are 10



sticks in each



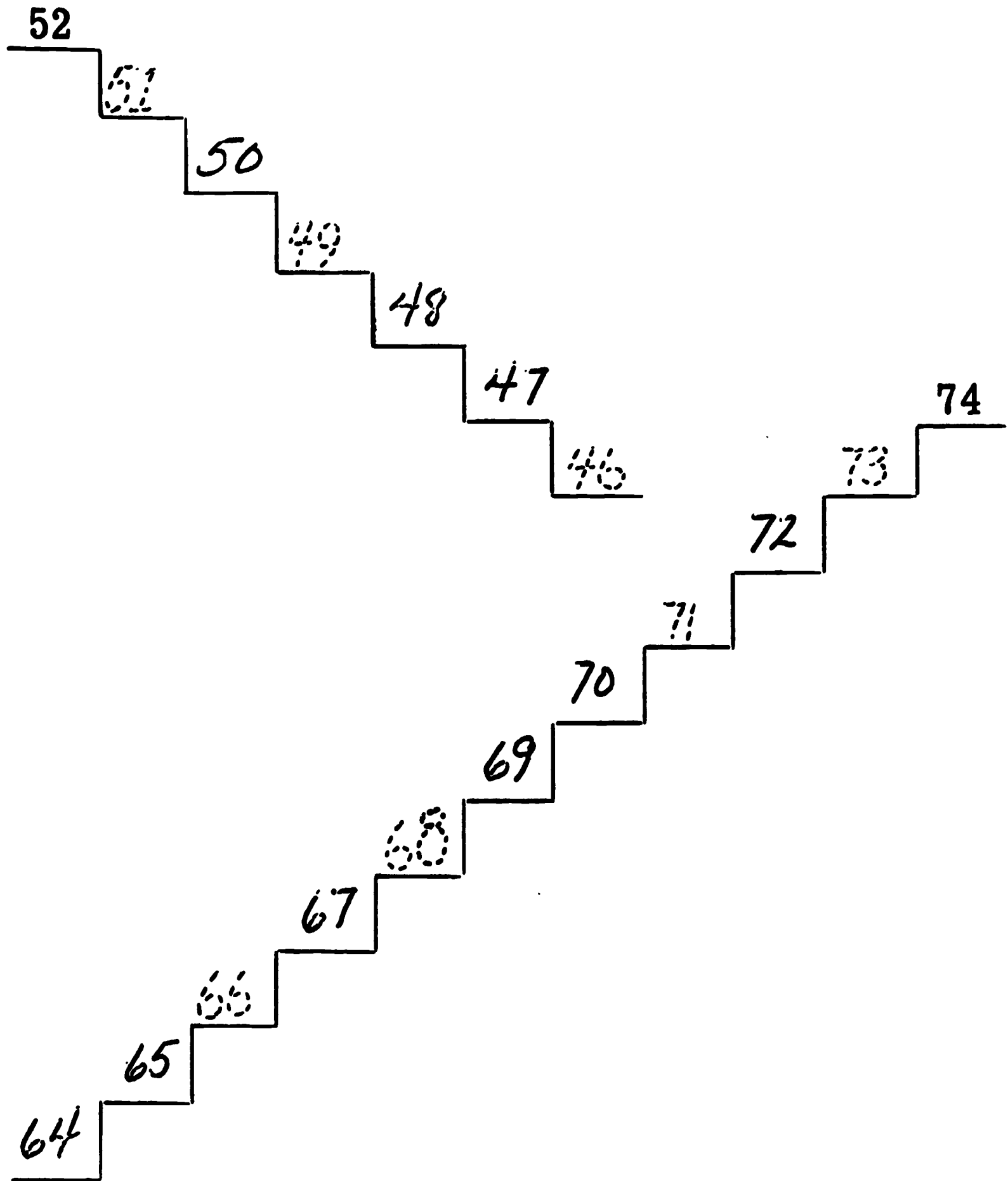
bundle.



C I R C L E C O R R E C T B O X	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

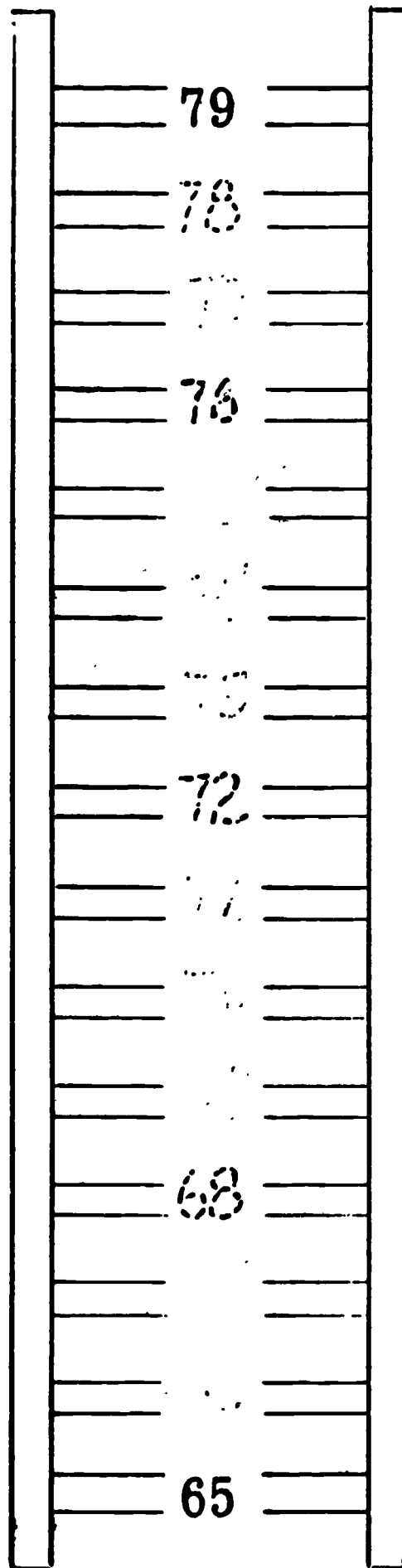
246

Count backward down these number stairs, and write the missing numbers.



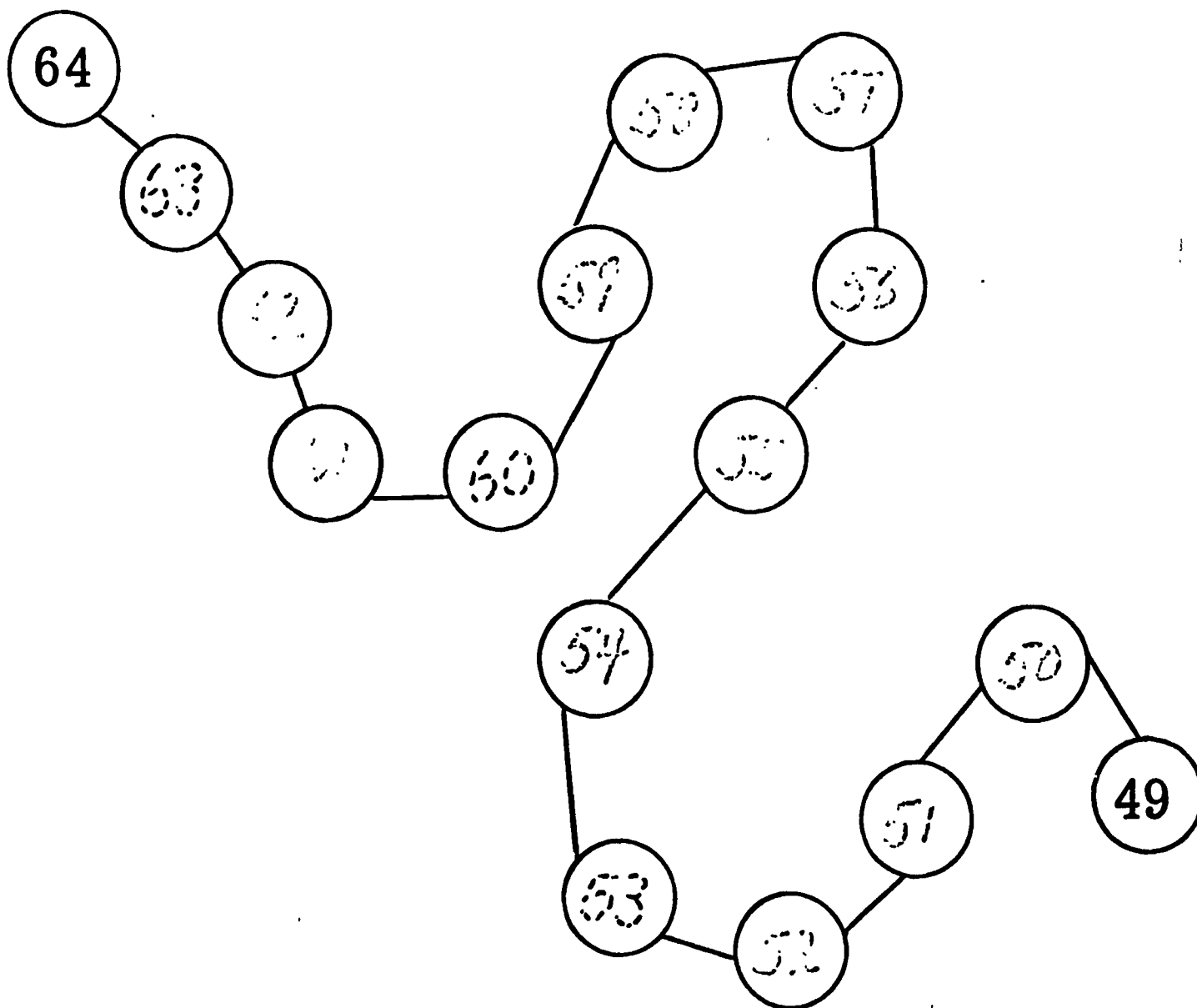
See if you can climb down this ladder.

Write the numerals that come before 79.



For extra practice, do Page 21 .

Number this chain backward from 64.



What numerals come before 90?

90, 89, 88, 87, 86, 85, 84, 83

Fill in the chart, counting backward from 100.

100	99	98	97	96	95	94	93	92	91
90	89	88	87	86	85	84	83	82	81
80	79	78	77	76	75	74	73	72	71
70	69	68	67	66	65	64	63	62	61
60	59	58	57	56	55	54	53	52	51
50	49	48	47	46	45	44	43	42	41
40	39	38	37	36	35	34	33	32	31
30	29	28	27	26	25	24	23	22	21
20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1

For extra practice, do Page 22.

CET I

Fill in the missing numerals, counting forward.

29, _____, _____, _____, _____, _____, 35

65, _____, _____, _____, _____, _____, 71

18, _____, _____, _____, _____, _____, 24

Fill in the missing numerals, counting backward.

11, 10, _____, _____, _____, _____, 5

78, 77, _____, _____, _____, _____, 72

82, 81, _____, _____, _____, _____, 76

C I R C L E C O R R E C T B O X	TL. PTS.	
	27	100%
	NO. OF PTS.	%
	26	96
	25	93
	24	89
	23	85
	22	81
	21	78
	20	74
	19	70
	18	67
	17	63
	16	59
	15	56
	14	52
	13	48
	12	44
	11	41
	10	37
9	33	
8	30	
7	26	
6	22	
5	19	
4	15	
3	11	
2	7	
1	4	

Write the numeral on the line that tells how many sticks are in the picture.

There are 10



sticks in each



bundle.



C I R C L E C O R R E C T B O X	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

246

Fill in the missing numerals.

	2		4		6		8		10
	12		14		16		18		20
	22		24		26		28		30
	32		34		36		38		40

Fill in the missing numerals.

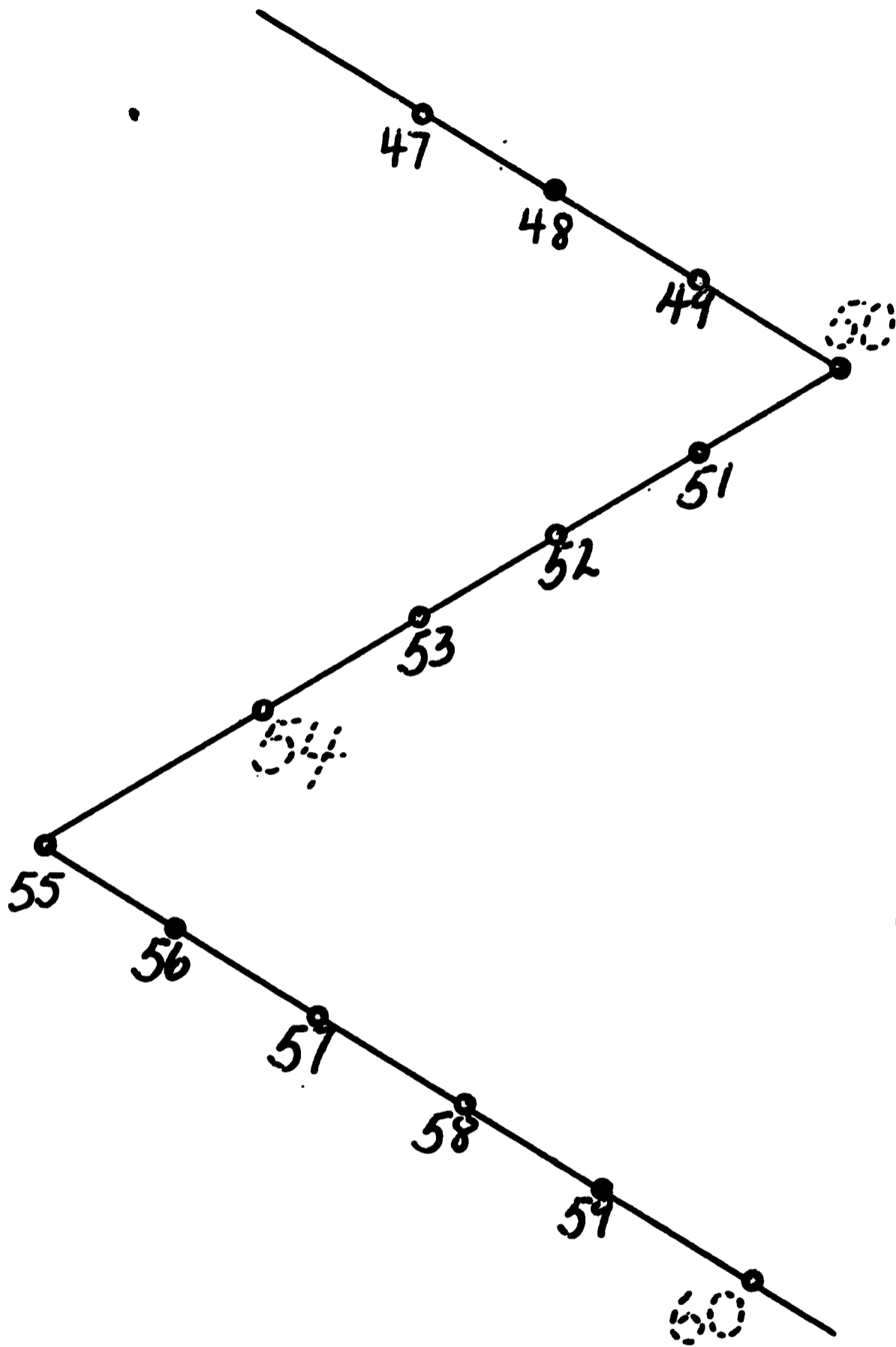
1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	

Write the missing numerals.

1									10
11									20
21	22	23	24	25	26	27	28	29	30
31									40
41									50
51									60
			64	65	66	67	68	69	70
	71	72	73	75	76	77	78	79	80
	81	82	83	85	86	87	88	89	90
	91	92	93	95	96	97	98	99	100

Fill in the missing numerals.

- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21



- 64
- 63
- 62
- 61
- 60

Fill in the missing numerals.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Read these numbers, counting backward from 50 to 39.

50, 49, 48, 47, 46, 45,
44, 43, 42, 41, 40, 39

Now fill in the missing numbers.

50, 49, 48, 47, 46, _____,

44, 43, _____, 41, 40, 39

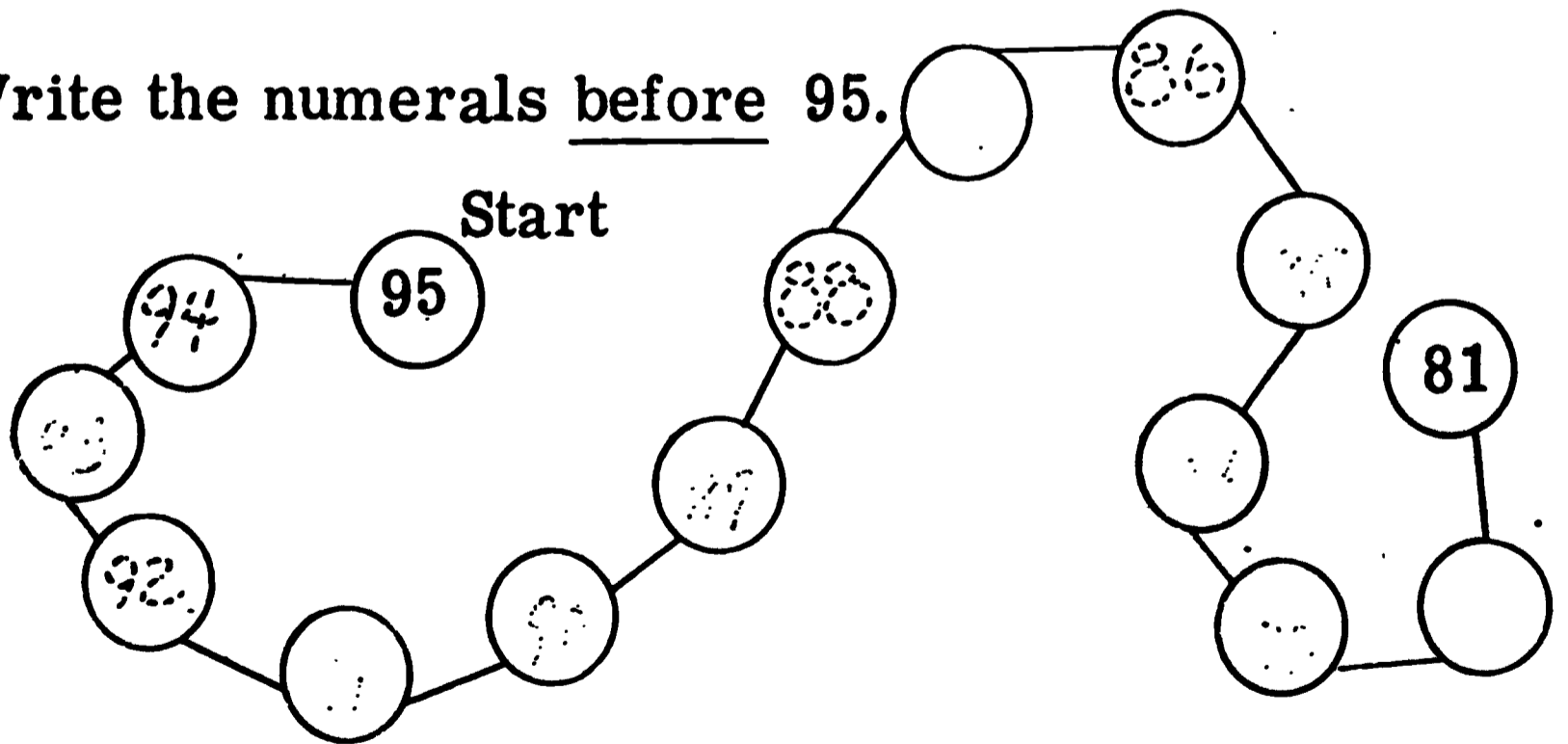
Fill in the missing numerals.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Counting backward, what numerals did you write before 68?

67 66 65 64 63 62 61

Write the numerals before 95.



CET II

Fill in the missing numerals, counting forward.

42, _____, _____, _____, _____, _____, 48.

91, _____, _____, _____, _____, _____, 97.

84, _____, _____, _____, _____, _____, 90.

Fill in the missing numerals, counting backward.


33, 32, _____, _____, _____, _____, 27.

100, 99, _____, _____, _____, _____, 94.

35, 34, _____, _____, _____, _____, 29.

C I R C L E C O R R E C T B O X	TL. PTS.	
	27	100%
	NO. OF PTS.	%
	26	96
	25	93
	24	89
	23	85
	22	81
	21	78
	20	74
	19	70
	18	67
	17	63
	16	59
	15	56
	14	52
	13	48
	12	44
	11	41
	10	37
9	33	
8	30	
7	26	
6	22	
5	19	
4	15	
3	11	
2	7	
1	4	

Circle the numeral that tells how many sticks are in the picture.


 25 45 54


 73 47 37


 92 29 28

C I R C L E C O R R E C T B O X	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

Standard Teaching Sequence, Con't.

1967 - 68

Teaching Aids:

- Bundled Counting Sticks
- Assorted Abacus Sets
- Counting Discs
- Large and Small Peg Boards
- Instructo Flannel Board Numerals

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 <u>One By One</u> (Grade 1)		74

LEVEL B, NUMERATION, SKILL 5

OBJECTIVE: Writes numerals from 1 to 100 in sequential order or on an ordered set of pictures. Writes numerals in sequential forward or reverse order for small blocks of numbers.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Fills in missing numerals on charts in short sequences of 1 to 20.	
2.	Writes all the numerals from 1 to 20 and fills in missing numerals on charts in short sequences of 1 to 20.	
3.	Fills in missing numerals on chart of 1 to 40.	16
4.	Fills in missing numerals on chart of 1 to 40 and writes all the numerals from 1 to 40.	
5.	Fills in missing numerals on chart from 1 to 60.	
6.	Fills in missing numerals on chart from 41 to 100.	17
7.	Fills in missing numerals on a number trail from 80 to 100.	18
8.	Fills in missing numerals on a chart from 1 to 80, and on a chart from 41 to 80.	
9.	Fills in missing numerals on a chart from 1 to 100.	19
10.	States numeral that is "one less than another." Fills in small blocks of numerals in reverse order.	20
11.	Writes numerals in reverse order, 52 to 46 and 74 to 64.	
12.	Writes numerals in reverse order, 79 to 65.	21
13.	Writes numerals in reverse order, 64 to 49 and 90 to 83.	
14.	Completes chart in reverse order from 100 to 1 with prompts at least at every tenth numeral.	22
15.	CET I.	
	CET II.	23

Circle pages that are to be done.

SCHOOL CODE

NAME _____

NUMBER _____

CLASS _____



MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL B

NUMERATION (01)

SKILL 6

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kehut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



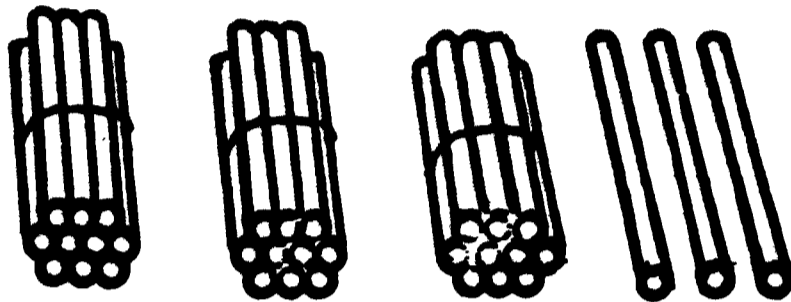
Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

How many sticks are there?



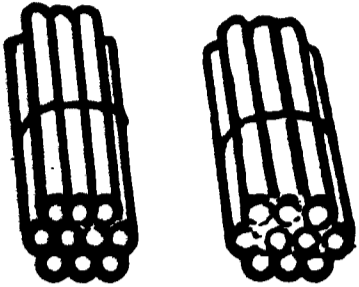
There are _____ sticks.

You will do more problems like this in this booklet.

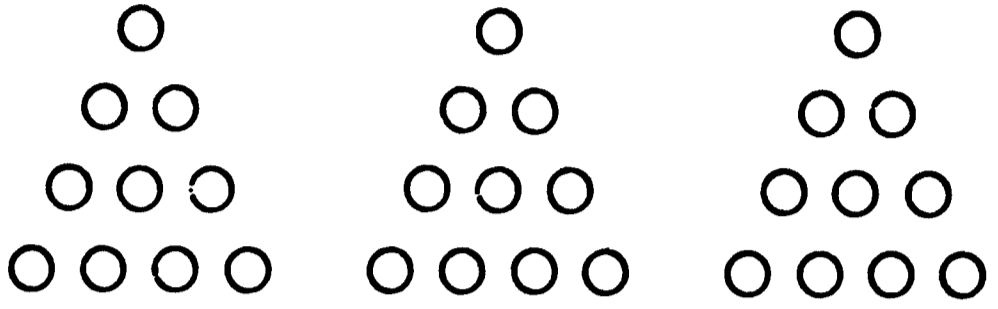
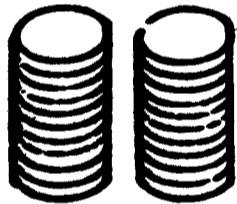
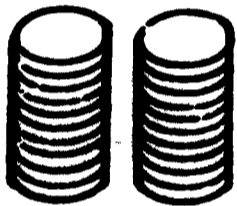
Answer

33 sticks

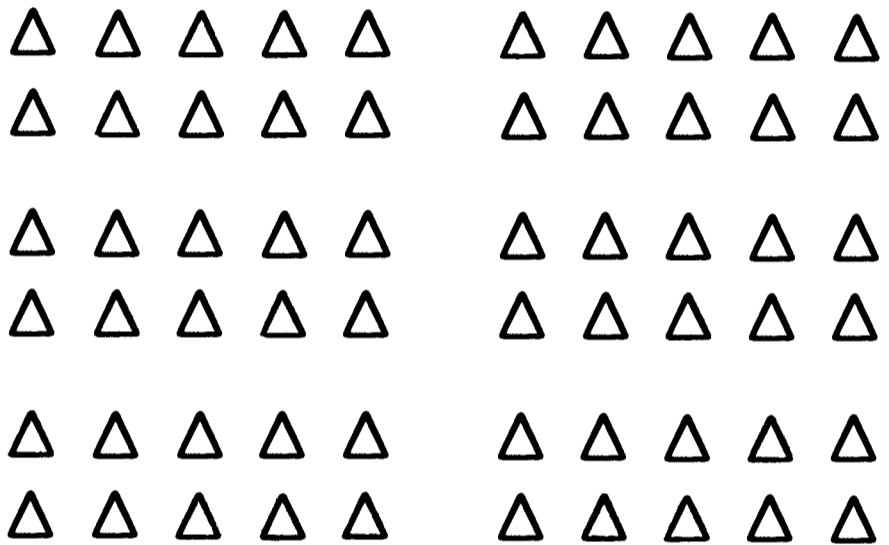
How many groups of 10 things are there in each picture?



2 tens

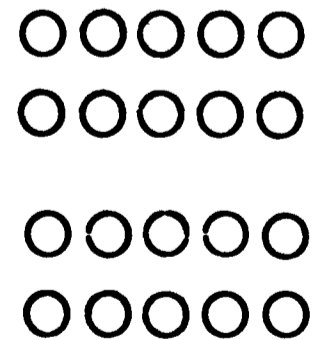
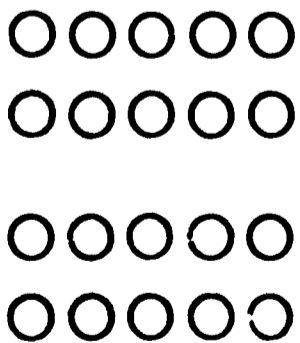
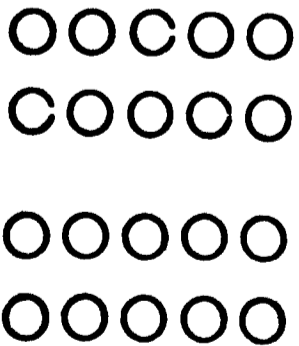


3 tens



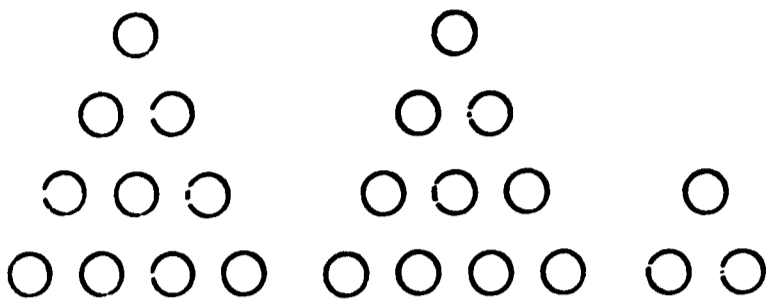
6 tens

4 tens

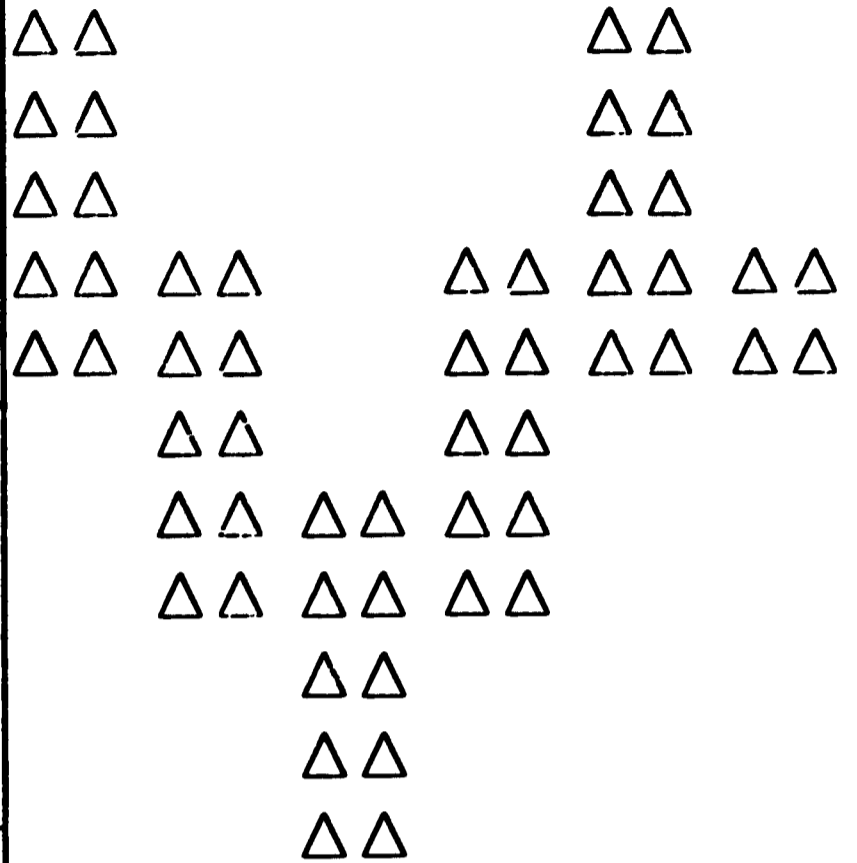


6 tens

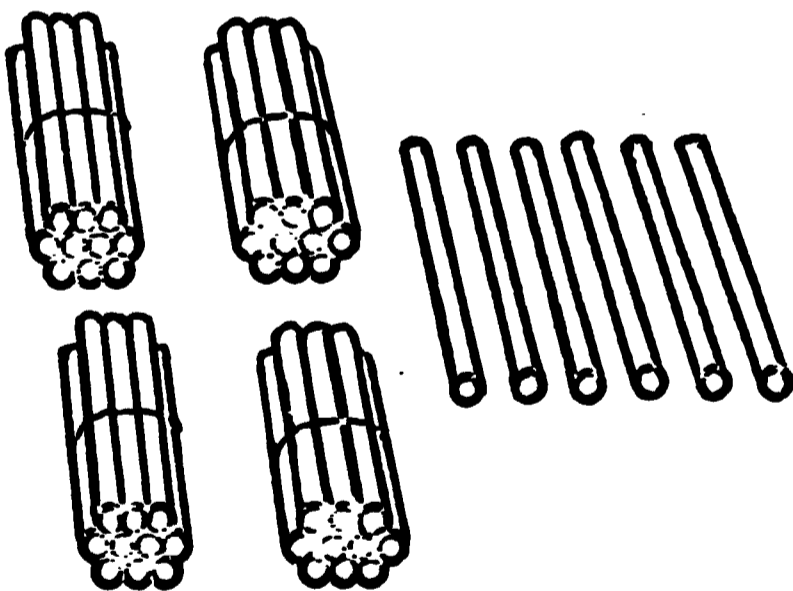
How many tens and ones?



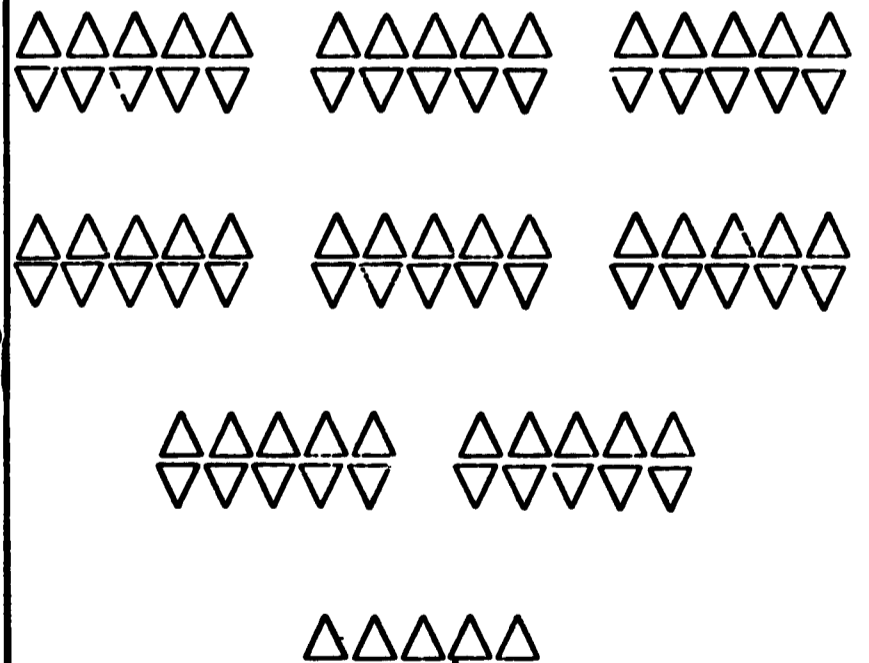
2 tens and 3 ones



2 tens and 3 ones



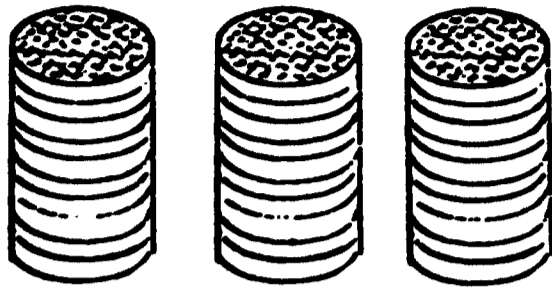
4 tens and 5 ones



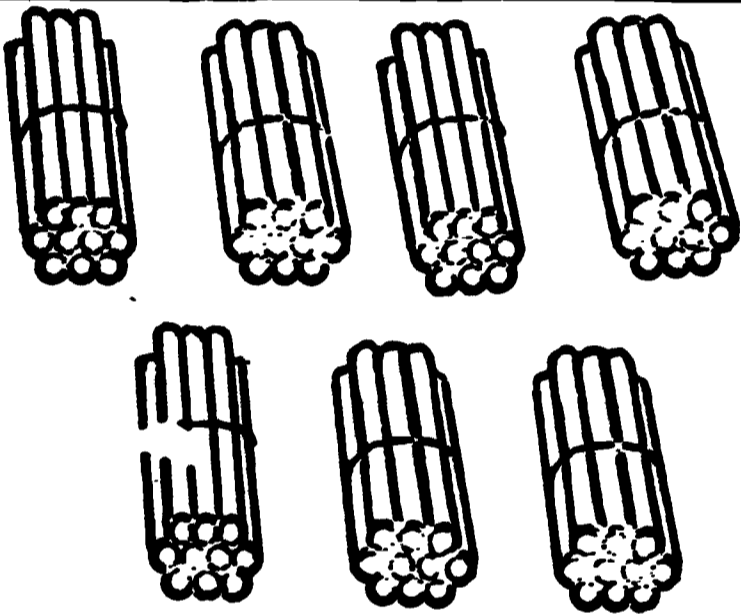
4 tens and 5 ones

For extra practice, do Page 10

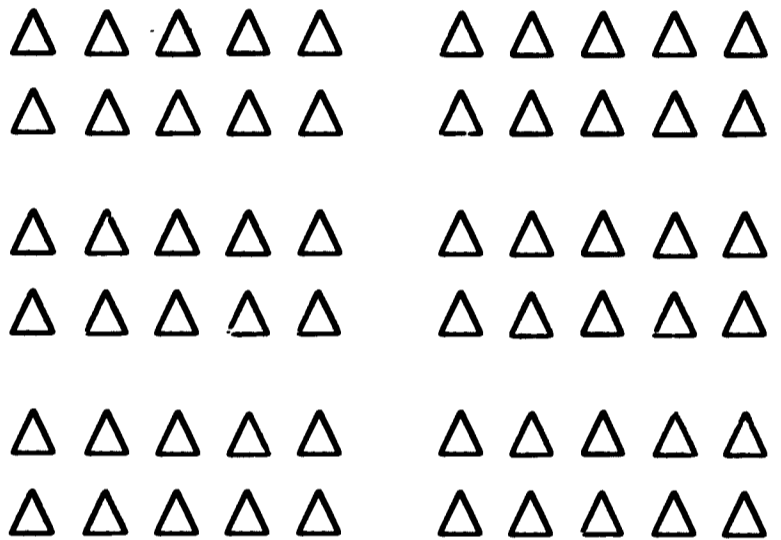
Circle the correct numeral.



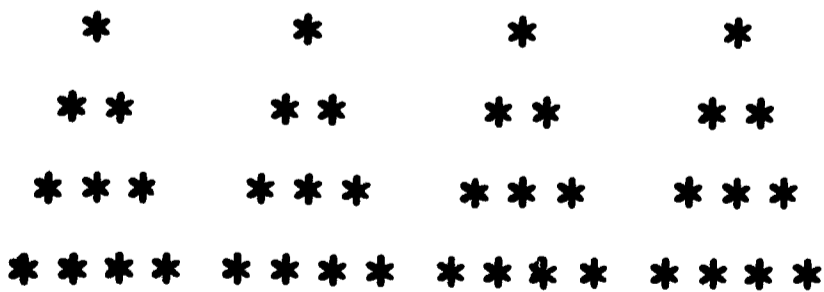
10 20 (30)



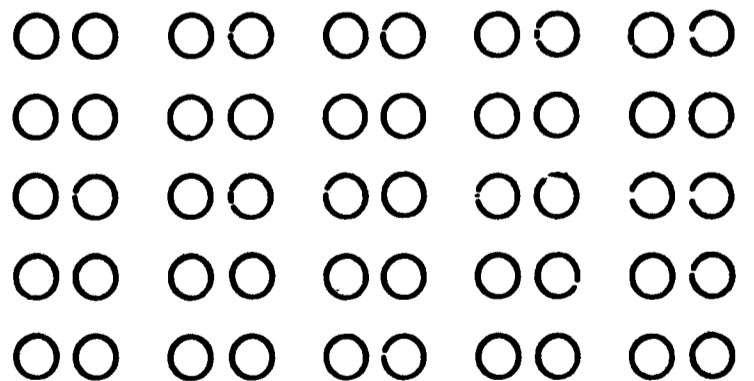
60 (70) 80



40 50 (60)

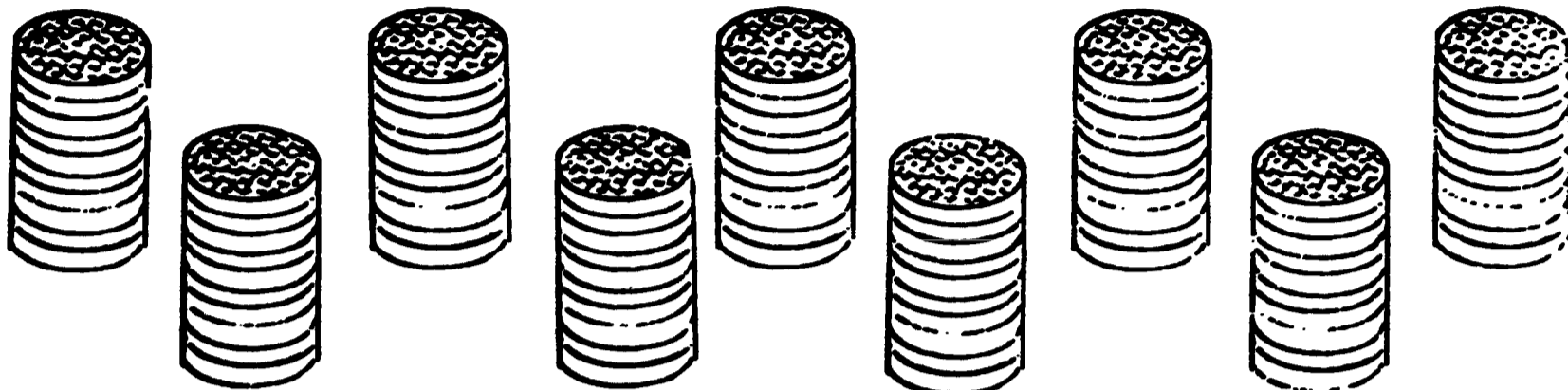


40 50 60

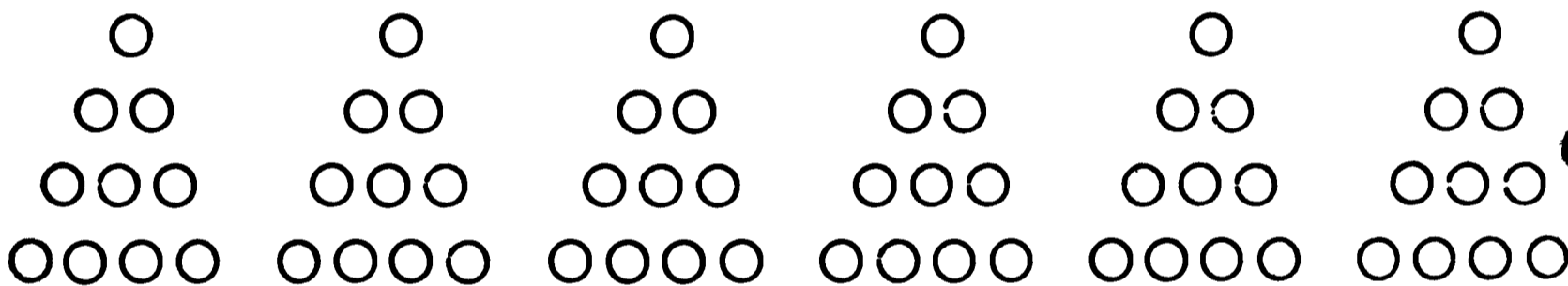


40 (50) 60

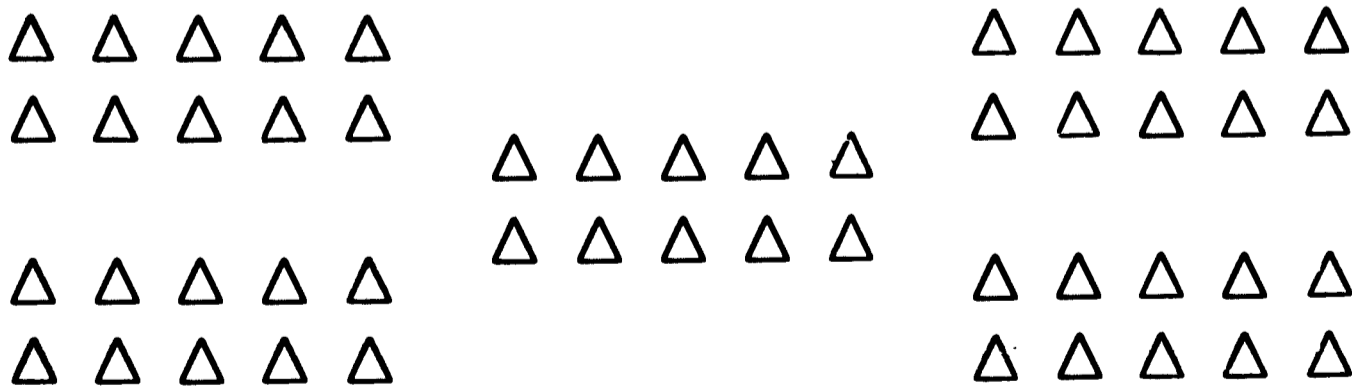
Write the numeral that tells how many things there are in each picture.



90

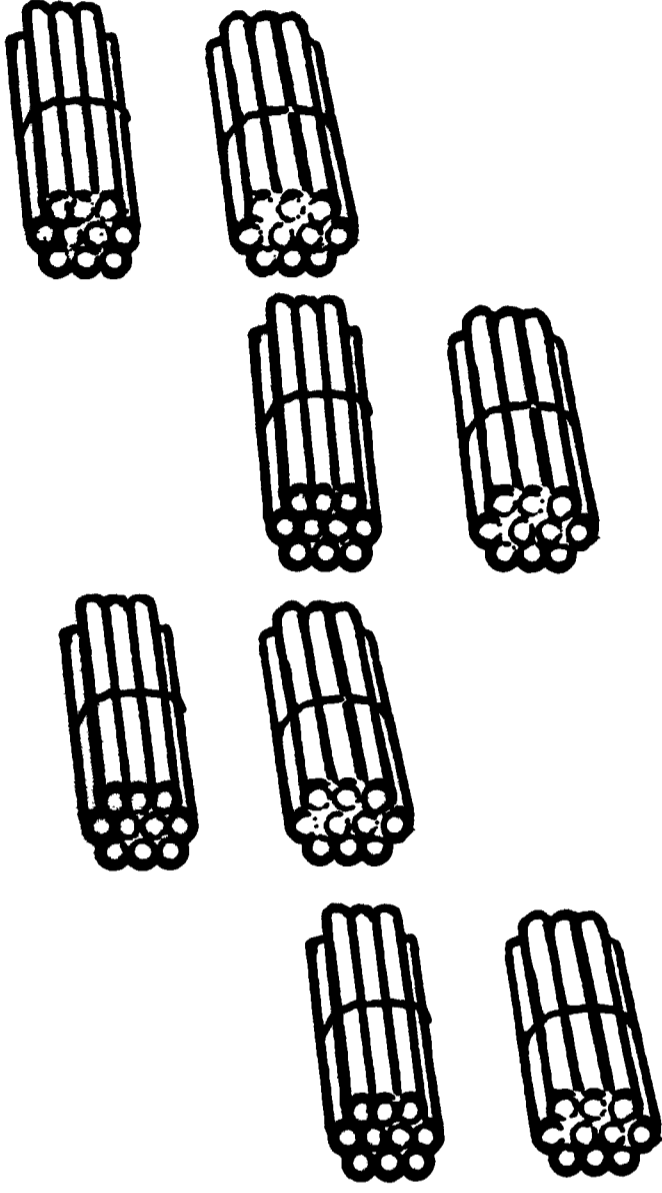


60

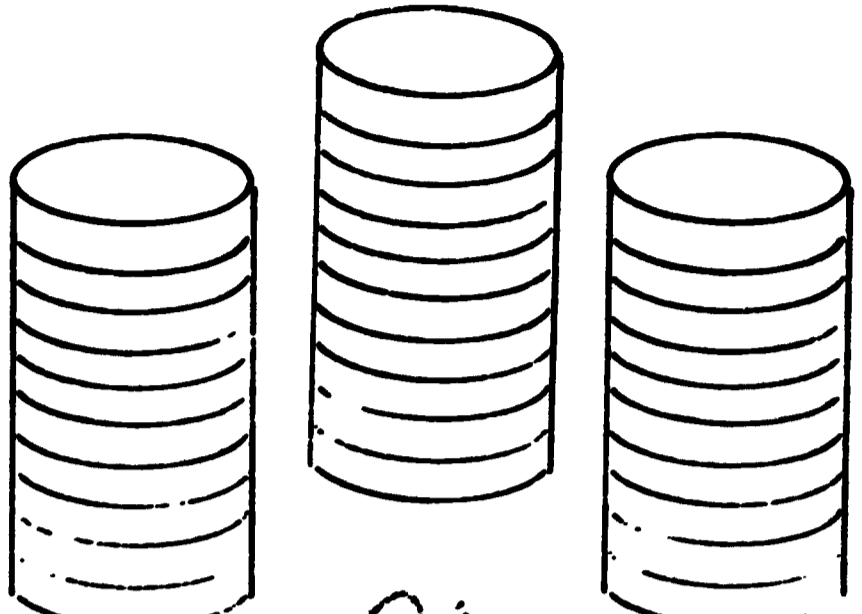


50

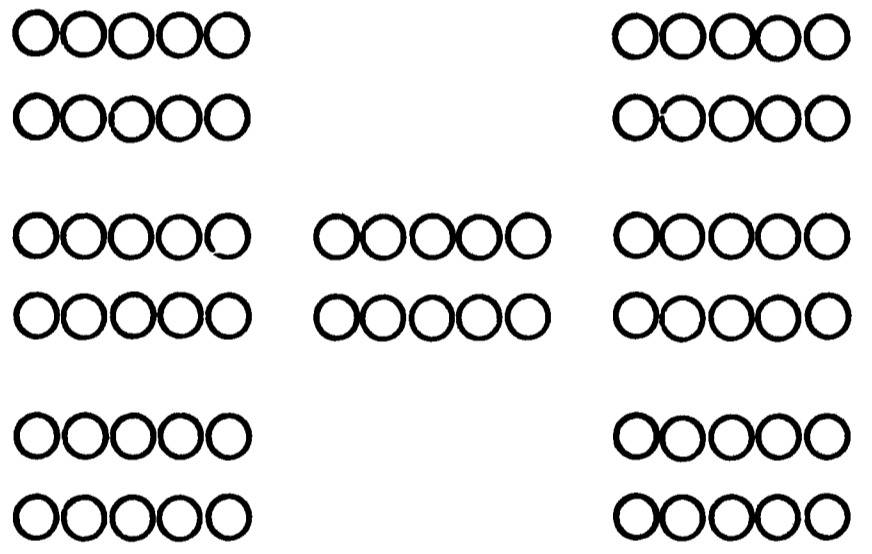
Write the numeral that tells how many things there are.



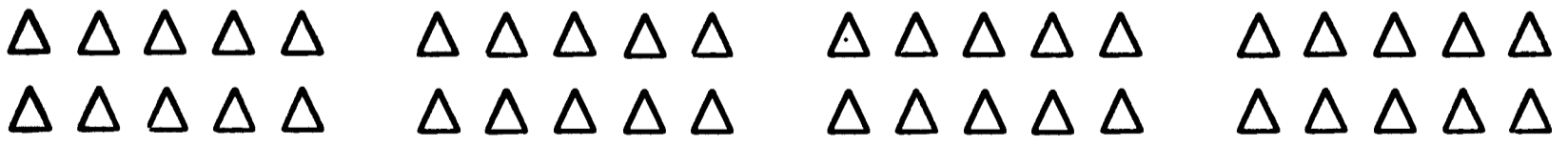
80



30



70



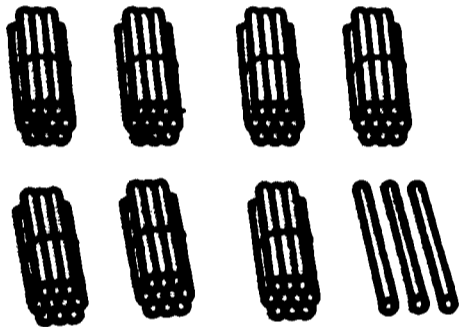
40

For extra practice, do Page 11

Circle the numeral that tells how many things there are. Watch to see if the groups are complete.

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

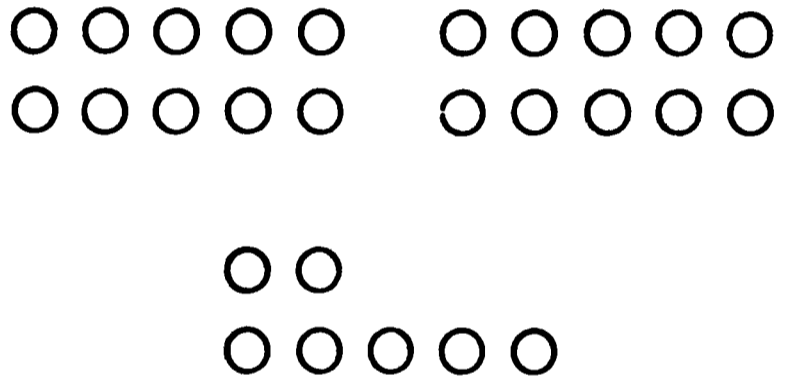
(59)
60
69



53

63

73



25

27

47

<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

64
74
84

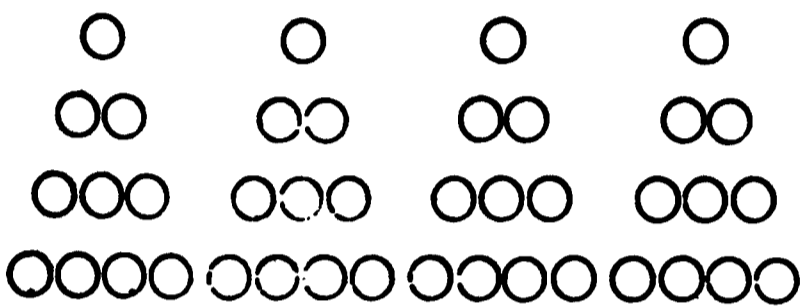
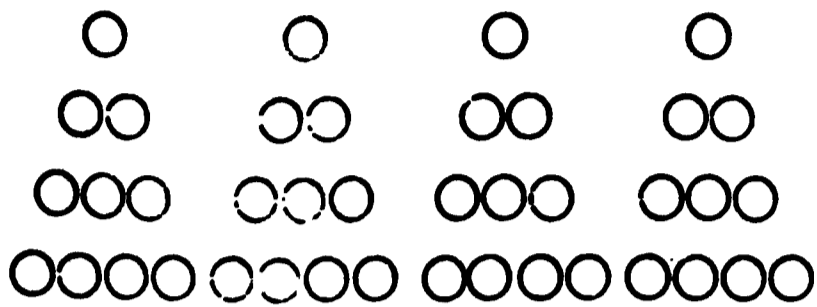
*****	*****	*****
*****	*****	*****

30

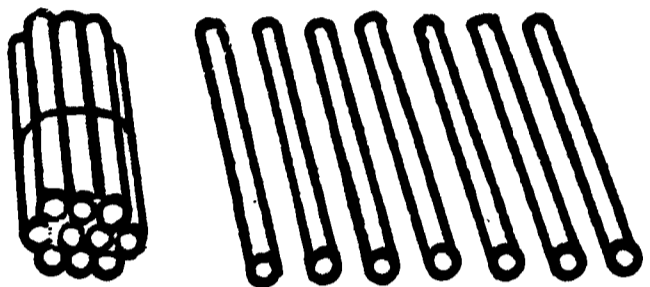
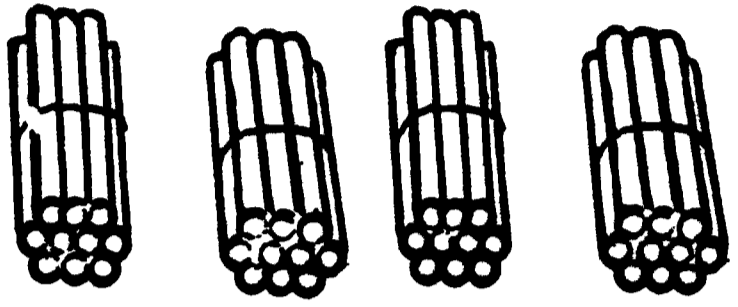
35

40

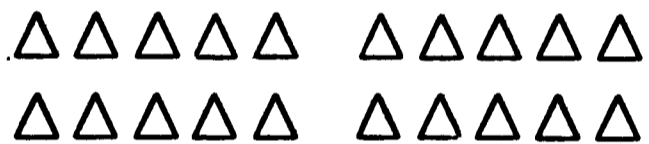
Write the numeral that tells how many things there are in each picture.



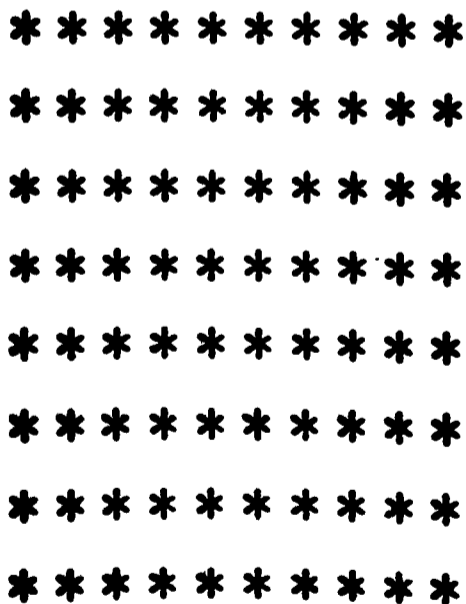
0000
34



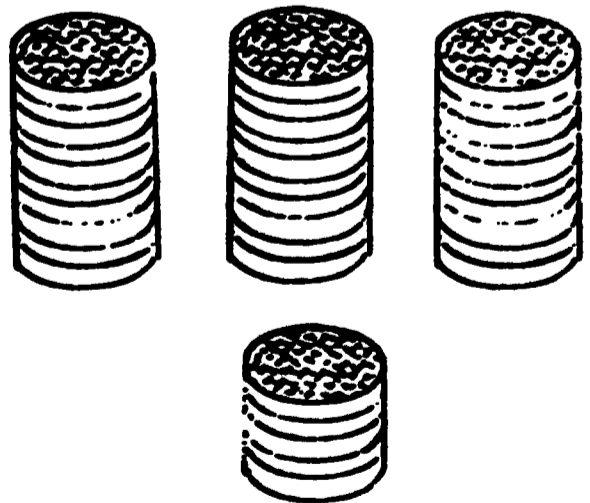
57



23



99



35

Write the numeral that tells how many things there are.

XXXXX XXXXX XXXXX XXXXX XXXXX
XXXXX XXXXX XXXXX XXXXX XXXXX

XXXXX XXXXX XXXXX XXXXX
XXXXX XXXXX XXXXX XXXXX

27

XXX
XXXX

* * * * *
* * * * *

* * * * *
* * * * *

19

○○○○○ ○○○○○ ○○○○○
○○○○○ ○○○○○ ○○○○○
○○○○○ ○○○○○ ○○○○○
○○○○○ ○○○○○ ○○○○○
○○○○○○

66

△△△△△

△△△△△

△△△△△

△

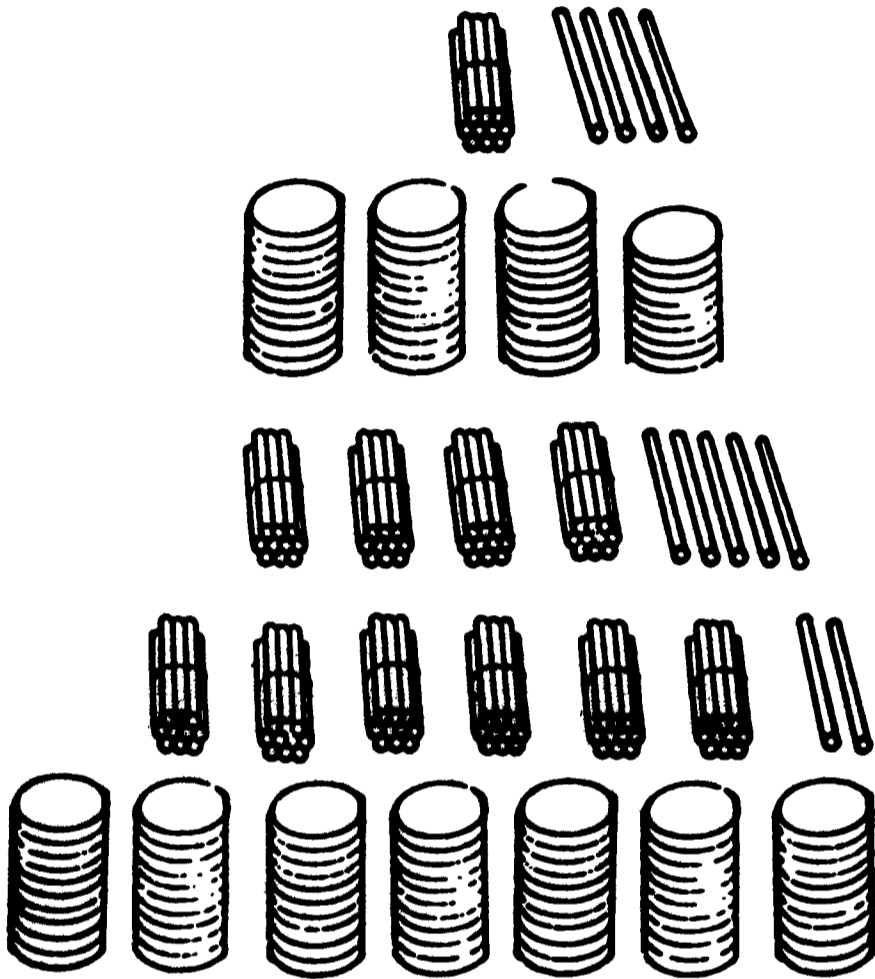
△△△△△

42

For extra practice, do Page 12

CET I

Write the numeral that tells how many things there are.



C - R I C E L C R I C C O R R E C T - B O X	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

Write the numeral that comes after the one shown.

15

37

59

Write the numeral that comes before the one shown.

18

42

90

C - R I C E L C R I C C O R R E C T - B O X	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

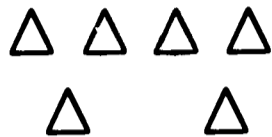
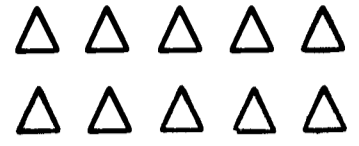
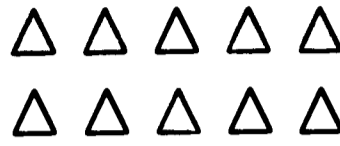
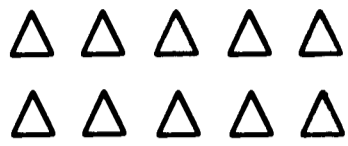
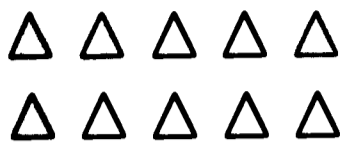
How many tens and ones? Fill in the spaces.

10

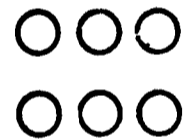
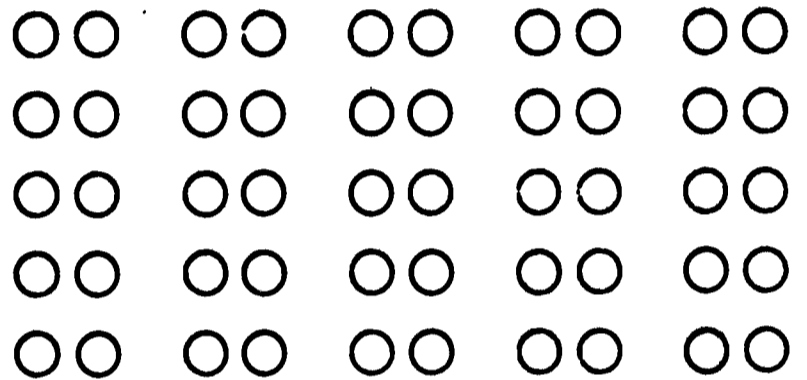
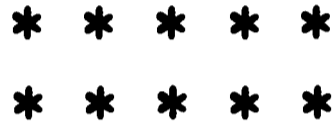
10

10

10

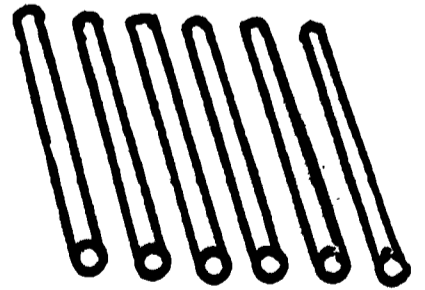
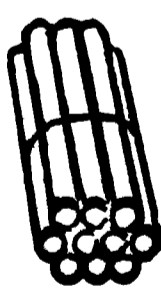
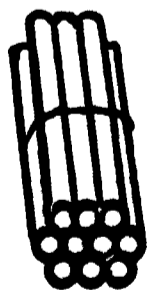
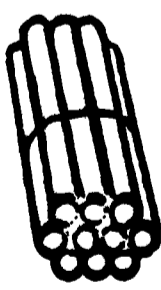


4 tens and 6 ones



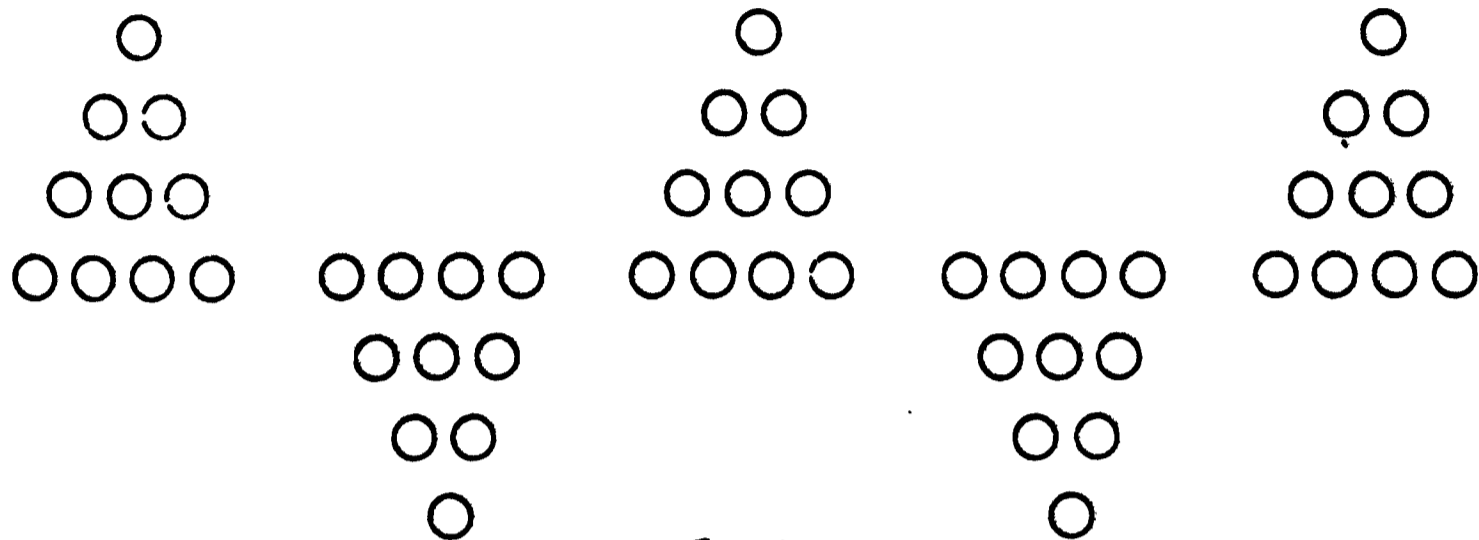
2 tens and 3 ones

5 tens and 6 ones

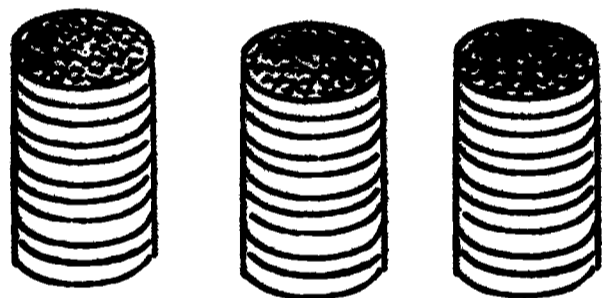


6 tens and 6 ones

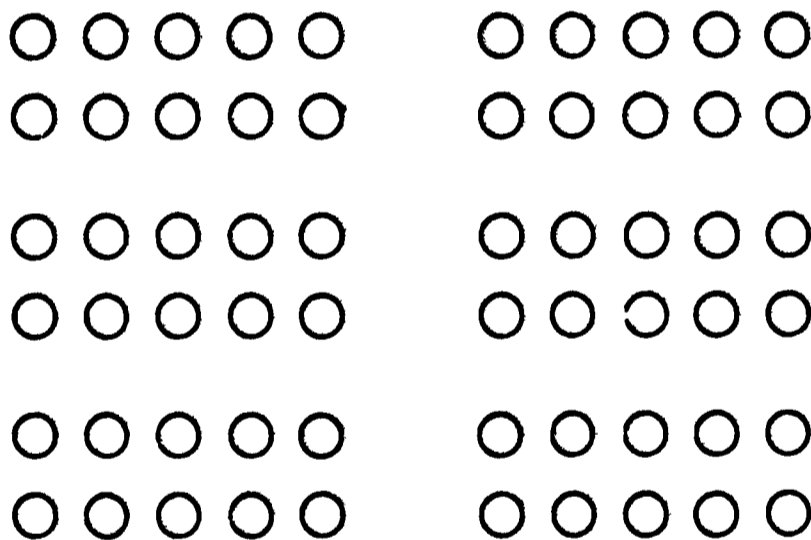
Write the numeral that tells how many things there are.



50



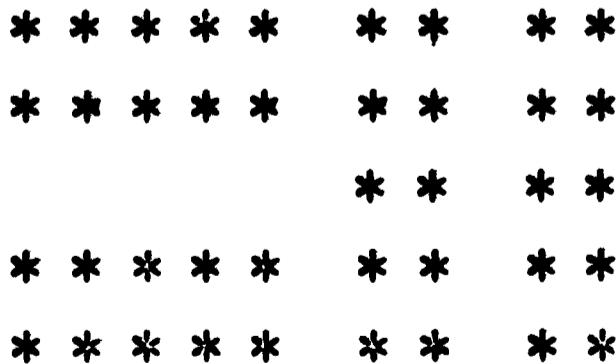
30



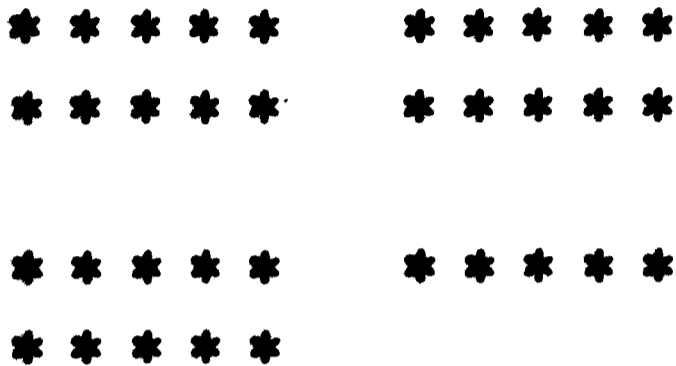
60



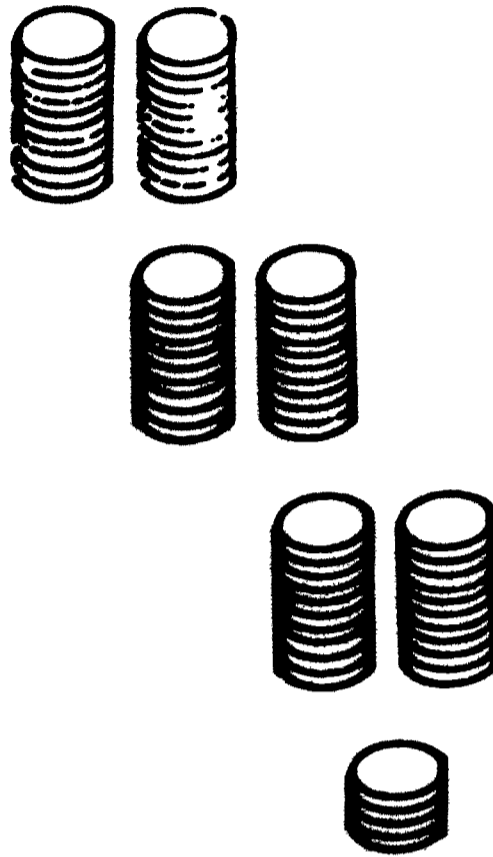
20



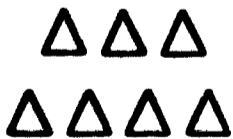
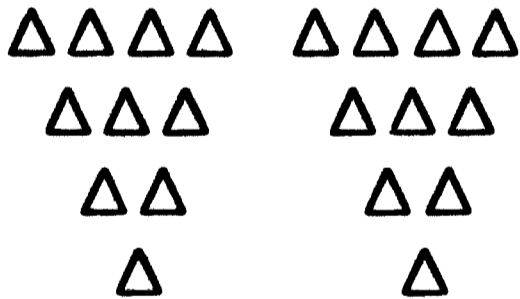
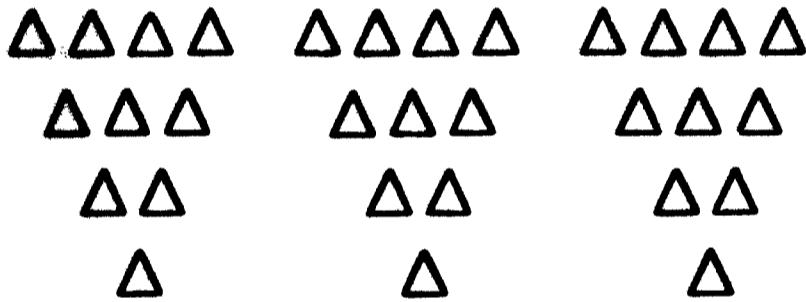
Write the numeral that tells how many things there are.



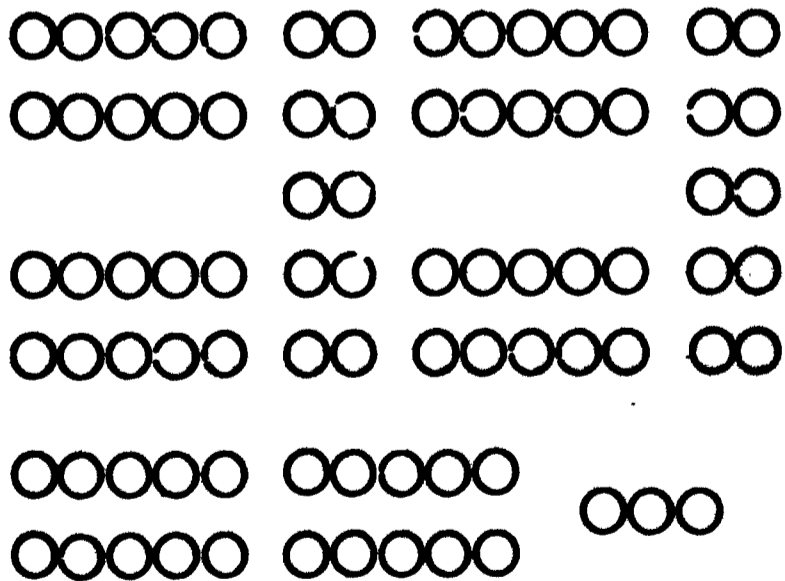
35



64



17

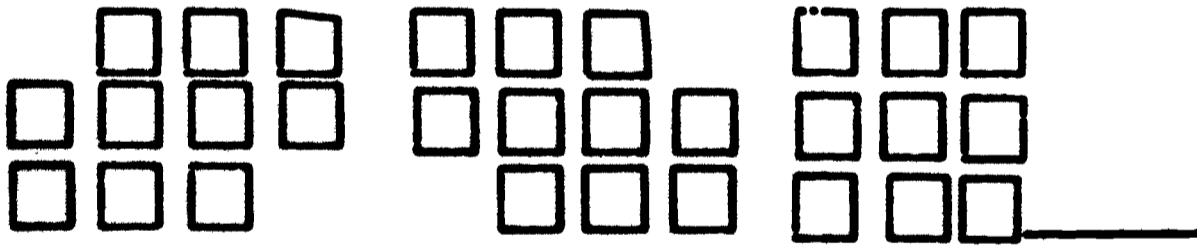
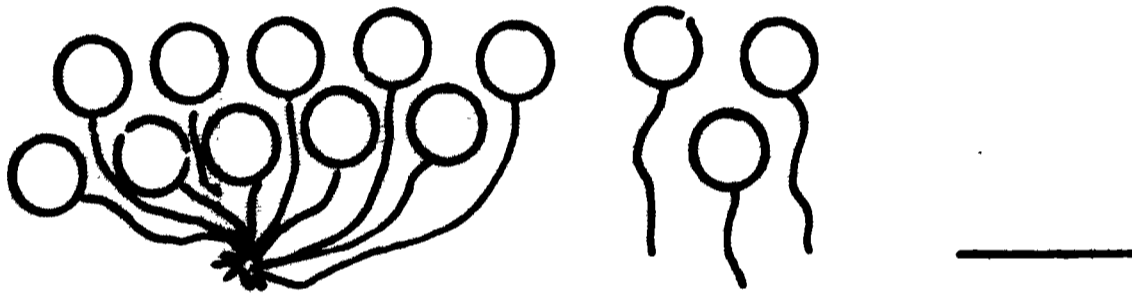
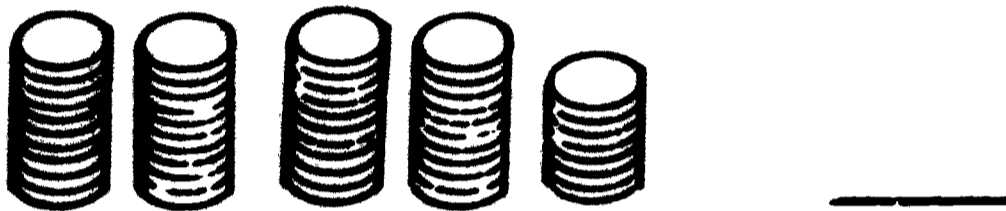


50

CET II

Write the numeral that tells how many things there are.

C I R C L E C O R R E C T B O X	TL. PTS.	
	5	100%
NO. OF PTS.	?	
4	80%	
3	60%	
2	40%	
1	20%	



C I R C L E C O R R E C T B O X	TL. PTS.	
	6	100%
NO. OF PTS.	?	
5	83%	
4	67%	
3	50%	
2	33%	
1	17%	

Write the numeral which comes:

before 58 _____

after 23 _____

before 39 _____

after 74 _____

before 16 _____

after 82 _____

Standard Teaching Sequence, Con't.
1967 - 68

D. S. ...

Teaching Aids:

Large and Small Peg Boards
Discs available

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 <i>One By One</i> (Grade 1)		31
Harcourt, Brace, & World, 1965 <i>Two By Two</i> (Grade 2)		19

OBJECTIVE: States, selects, or writes the cardinal number of a structured group to 100. Groups are combined for easier counting.

STANDARD TEACHING SEQUENCE

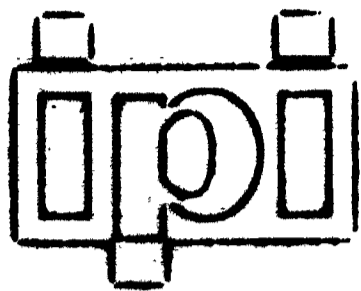
Page	Supplementary Material
1. Writes correct number of tens in each grouping.	
2. Writes correct number of tens and ones in each grouping.	10
3. Circles correct number of things in each grouping. Multiples of 10.	
4. Writes correct number of things in each grouping. Multiples of 10.	
5. Writes correct number of things in each grouping. Multiples of 10.	11
6. Circles correct number of things in each grouping.	
7. Writes correct number of things in each grouping.	
8. Writes correct number of things in each grouping.	12
9. CET I.	
CET II.	13

Circle pages that are to be done.

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION
LEVEL B
NUMERATION (01)
SKILL 7

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome B. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts  Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

Fill in the missing numerals.

_____, 96, _____, 98, _____

The first missing numeral is the one that comes before 96.

The second missing numeral comes between 96 and 98.

The third missing numeral comes after 98.

Answers:

95, 96, 97, 98, 99

Fill in these blanks to put the numerals in order.

38, 39, 40, 41

57, _____, 59, 60

_____, 62, _____, 64

86, 87, 88, _____

18, 19, _____, 21

98, _____, 100, 101

73, _____, 75, _____

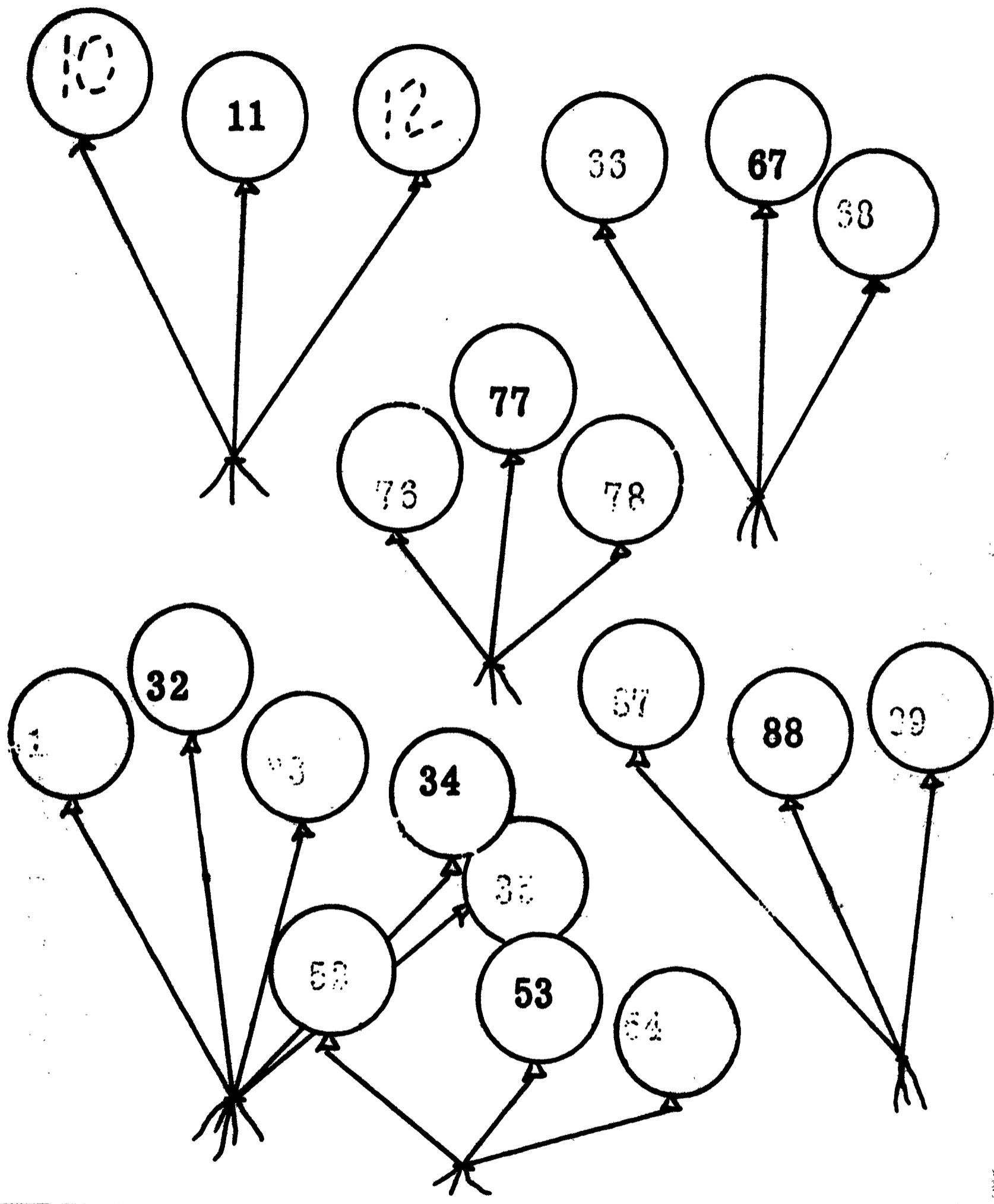
Circle the numeral that comes before the numeral with a line under it.

35	<u>71</u>	14	<u>72</u>
99	15	54	<u>55</u>
62	99	101	<u>100</u>
41	42	78	<u>43</u>

Circle the numeral that comes after the numeral with a line under it.

<u>80</u>	79	89	<u>81</u>
<u>69</u>	<u>70</u>	68	71
<u>98</u>	97	<u>99</u>	100
<u>76</u>	75	72	77

Write the numerals that come before and after the numerals on the balloons.



CET I

Write the numeral that comes after the numeral shown.

11 _____ 44 _____ 67 _____ 89 _____

Write the numeral that comes before the numeral shown.

_____ 14 _____ 55 _____ 78 _____ 80

Write the numeral that comes between the numerals shown.

9 _____ 11 81 _____ 83
 24 _____ 26 96 _____ 98
 42 _____ 44 59 _____ 61

CIRCUIT CORRECT BOX	TL. PTS.	
	14	100%
	NO. OF PTS.	%
	13	93
	12	86
	11	79
	10	71
	9	64
	8	57
	7	50
	6	43
	5	36
	4	29
	3	21
2	14	
1	7	

Draw a > or < in the circle to show which of these numerals is smaller.

9	○	29
12	○	6
13	○	32
65	○	56
78	○	74
82	○	12

CIRCUIT CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

Fill in the numeral which comes between the numerals shown.

1, 2, 3

4, _____, 6

7, _____, 9

10, _____, 12

13, _____, 15

16, _____, 18

19, _____, 21

22, _____, 24

25, _____, 27

28, _____, 30

31, _____, 33

34, ³⁵_____, 36

Fill in the numeral which comes between the numerals shown.

37, 38, 39

40, 41, 42

43, 44, 45

46, 47, 48

49, 50, 51

52, 53, 54

55, 56, 57

58, 59, 60

61, 62, 63

64, 65, 66

67, 68, 69

70, 71, 72

Fill in the numeral which comes between the numerals shown.

73, 74, 75

76, 77, 78

79, 80, 81

82, 83, 84

85, 86, 87

88, 89, 90

91, 92, 93

94, 95, 96

97, 98, 99

CET II

Write the numeral that comes before the numeral shown.

_____ 54

_____ 100

_____ 11

_____ 49

Write the numeral that comes after the numeral shown.

84 _____

50 _____

9 _____

26 _____

Write the numeral that comes between the numerals shown.

92, _____, 94

29, _____, 31

75, _____, 77

40, _____, 42

27, _____, 29

79, _____, 81

Draw a $>$ or $<$ in the circle to show which of these numerals is smaller.

24 ○ 14

33 ○ 67

83 ○ 45

8 ○ 18

29 ○ 92

72 ○ 27

C I R C L E C O R R E C T B O X	TL. PTS.	
	NO. OF PTS.	%
	14	100%
	13	93
	12	86
	11	79
	10	71
	9	64
	8	57
	7	50
	6	43
	5	36
	4	29
	3	21
	2	14
	1	7

C I R C L E C O R R E C T B O X	TL. PTS.	
	NO. OF PTS.	%
	6	100%
	5	83
	4	67
	3	50
	2	33
	1	17

Standard Teaching Sequence, Con't.
1967 -68

Teaching Aids:

- Large and Small Peg Boards
- Discs available
- Link-numbers Game
- Judy Square Counting 1 to 900

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 <u>One By One</u> (Grade 1)		47
Harcourt, Brace, & World, 1965 <u>Two By Two</u> (Grade 2)		23

OBJECTIVE: Identifies what number comes immediately before or after a given number or between two numbers, for numbers to 100, with or without structured groups.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Writes numeral immediately before or after given numeral, with numeral line for help.	6, 7, 8
2. Completes four-numeral sequence, given two numerals.	
3. Identifies numeral, among other numerals, immediately before or after given numeral.	
4. Writes numerals immediately before and after given numerals.	
5. CET I.	
CET II.	9

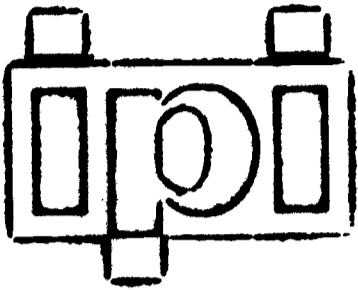
Circle pages that are to be done.

SCHOOL CODE

[Empty box for school code]

NAME _____

NUMBER _____ CLASS _____



MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL B

NUMERATION (01)

SKILL 8

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Ligon, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome B. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

What number is one less than 80? Write it in the blank. _____

What number is one more than 32? _____

Can you circle the largest number?

42

71

64

Now put an X on the smallest number. You'll get more practice in this booklet, and learn what $>$ and $<$ mean.

Answers

	<u>79</u>
	<u>33</u>
42 (71)	64

Draw a **circle** around the smaller number in each pair.

74 , (24)

81 , (79)

63 , 68

74 , 63

15 , 16

(90) , 92

43 , 50

71 , (17)

40 , 41

(26) , 36

For extra practice, do Page 14

Put a check on the smallest number in each row.

36	43	50			
✓ 41	60	83			
94	✓ 84	91			
43	✓ 24	35	✓ 4	49	90
			50	✓ 19	81
			100	51	✓ 21
27	72	✓ 2	✓ 9	88	18
79	✓ 71	100			
96	95	✓ 93			
49	79	✓ 29			

For extra practice, do Page 15

< means less than.

4 is less than 6.

So 4  6.

Read this as "four is less than 6."

Put a < in the circle.

3 is less than 5.

So 3  5.

Write the words in the blanks.

2 < 4 means

2 is less than 4.

Fill in the missing numeral or sign.



Which is smaller, 2 or 5? 2

So 2 5

Which is smaller, 1 or 4? 1

So _____ < _____

Which is smaller, 4 or 2? _____

So 2 _____

Which is smaller, 2 or 0? _____

So _____ _____

For extra practice, do Page 16

Which number of each pair is bigger? Write an answer using $<$.

Put your answers here.

41

22

22

$<$

41

62

74

62

$<$

74

97

99

97

$<$

99

14

12

12

$<$

14

47

74

47

$<$

74

10

100

10

$<$

100

87

77

77

$<$

87

Draw a **circle** around the greater number in each pair.

65, 62

99, 81

18, **88**

71, **100**

19, **97**

65, 56

40, **44**

33, 32

66, 32

45, 21

For extra practice, do Page 17

Draw a circle around the greatest number in each set.

70 40 (80) 2 (22) 20

65 (95) 59 1 11 (21)

(83) 80 79 (90) 60 69

19 17 (23) 40 (78) 48

70 30 (73)

9 (86) 72

1 (6) 5

(87) 77 67

For extra practice, do Page 18

Fill in the correct symbol or word.

$>$ means greater than.

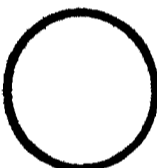
7 is greater than 2.

So 7  2.

Read this as "seven is greater than 2."

Put $>$ in the circle.

6 is greater than 3.

So 6  3.

4 $>$ 1 means

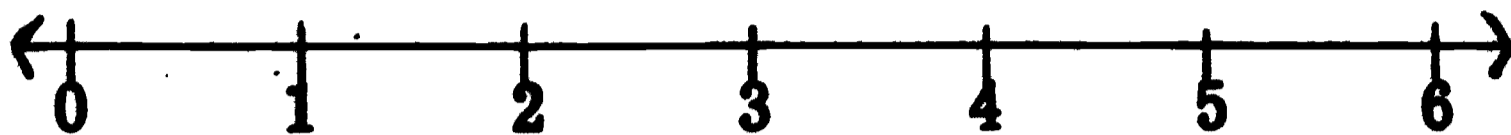
4 is greater than 1.

With both $<$ and $>$, the smaller end points toward the smaller number.

$$8 < 9$$

$$9 > 8$$

Fill in the correct numeral or sign.



Which is greater, 4 or 3? 4

So 4 \bigcirc 3

Which is greater, 5 or 1? 5

So 5 > 1

Which is greater, 6 or 2? 6

So 6 \bigcirc 2

Which is greater, 5 or 6? 6

So \bigcirc

For extra practice, do Page 19.

Which number of each pair is bigger? Write an answer using $>$

Put your answers here.

72

74

$$\underline{74} > \underline{72}$$

88

83

$$\underline{88} > \underline{83}$$

13

31

$$\underline{31} > \underline{13}$$

97

93

$$\underline{97} > \underline{93}$$

11

100

$$\underline{100} > \underline{11}$$

45

46

$$\underline{46} > \underline{45}$$

0

10

$$\underline{10} > \underline{0}$$

TOTAL POINTS	NUMBER CORRECT
7	

Remember these hints.

small end < big end

big end > small end

smaller number < bigger or greater number

bigger or greater number > smaller number

Circle the smaller
number, at the small end.

$$\textcircled{43} < 62$$

$$81 > \textcircled{76}$$

$$\textcircled{37} < 49$$

$$11 > \textcircled{9}$$

$$62 > \textcircled{47}$$

$$\textcircled{23} < 32$$

$$\textcircled{96} < 98$$

Circle the greater
number, at the big end.

$$\textcircled{98} > 83$$

$$28 < \textcircled{37}$$

$$\textcircled{63} > 54$$

$$82 < \textcircled{98}$$

$$29 < \textcircled{30}$$

$$\textcircled{73} > 39$$

$$20 < \textcircled{30}$$

For extra practice, do Page 20

Put $>$ or $<$ in the \bigcirc .

72 \bigcirc 99

66 \bigcirc 79

53 \bigcirc 41

32 \bigcirc 27

10 \bigcirc 84

75 \bigcirc 38

17 \bigcirc 18

26 \bigcirc 24

For extra practice, do Page 21.

CET I

Circle the greatest number in each group.

21 26 24
 35 46 60
 79 63 74
 85 58 53

Circle the smallest number in each group.

18 38 83
 34 21 43
 57 52 59
 71 84 60

C - C U J A C O R R E C T - B O X	TL. PTS.	
	NO. OF PTS.	%
13	83	
12	75	
11	69	
10	61	
9	54	
8	48	
7	43	
6	38	
5	31	
4	25	
3	19	
2	13	
1	7	

Mark greater than, > or less than, <.

2 ○ 5 77 ○ 80
 23 ○ 18 60 ○ 50
 46 ○ 44 91 ○ 99

Put a check on the fifth tree.



Put a check on the second leaf.



C - C U J A C O R R E C T - B O X	TL. PTS.	
	NO. OF PTS.	%
2	100%	
1	50	

300

Put a check on the smallest number in each set.

10	12	13
17	12	20
8	10	2
19	20	21
6	16	26
12	2	22
15	5	25
6	9	15

Draw a circle around the smaller number.

24 , (14)

(31) , 33

15 , (12)

8 , (6)

(12) , 25

22 , (12)

(10) , 11

(17) , 50

< means is less than.

4 is less than 6.

So 4 6

Which number is smaller? Write your answer.

3 or 2? 2

So 2 3

5 or 6? 5

So 5 < 6

1 or 0? 0

So 0 1

Draw a circle around the greater number.

(27), 17

33, (38)

(41), 39

43, (50)

24, (52)

47, (50)

(12), 8

0, (10)

Put a **circle** around the greatest number.

24 42 (50)

(47) 37 27

(15) 12 11

42 (43) 41

60 (61) 59

(49) 30 19

19 29 (39)

$>$ means is greater than.

14 is greater than 8.

So 14 \bigcirc 8

Which number is greater?

23 or 26? 26

So 26 \bigcirc 23

12 or 4? 12

So 12 $>$ 4

35 or 53? 53

So 53 \bigcirc 35

$8 > 4$ means 8 is greater than 4.

$4 < 5$ means 4 is smaller than 5.

Remember, the small end of $<$ or $>$ always points to the smaller number.

Circle the smaller number.

$$\textcircled{5} < 8$$

$$6 > \textcircled{2}$$

$$6 > \textcircled{4}$$

$$\textcircled{8} < 10$$

$$14 > \textcircled{10}$$

Circle the greater number.

$$6 < \textcircled{8}$$

$$\textcircled{4} > 1$$

$$7 < \textcircled{9}$$

$$\textcircled{11} > 3$$

$$\textcircled{9} > 6$$

Put $<$ or $>$ in the circle.

17 27

39 25

79 64

92 29

41 75

58 28

64 85

32 69

CET II

Circle the greatest number.

- | | | |
|----|----|----|
| 14 | 52 | 31 |
| 93 | 47 | 39 |
| 15 | 16 | 10 |
| 25 | 24 | 43 |
| 88 | 33 | 28 |

Circle the smallest number.

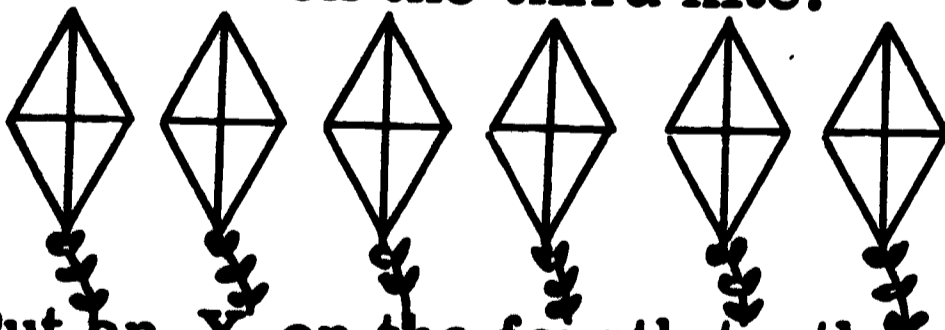
- | | | |
|-----|----|----|
| 67 | 75 | 17 |
| 12 | 11 | 13 |
| 56 | 65 | 58 |
| 100 | 10 | 1 |
| 20 | 42 | 19 |

C - CIRCLE CORRECT BOX		TL. PTS.
18	NO. OF PTS.	100%
17		94
16		89
15		83
14		78
13		72
12		67
11		61
10		56
9		50
8		44
7		39
6		33
5		28
4		22
3		17
2		11
1		6

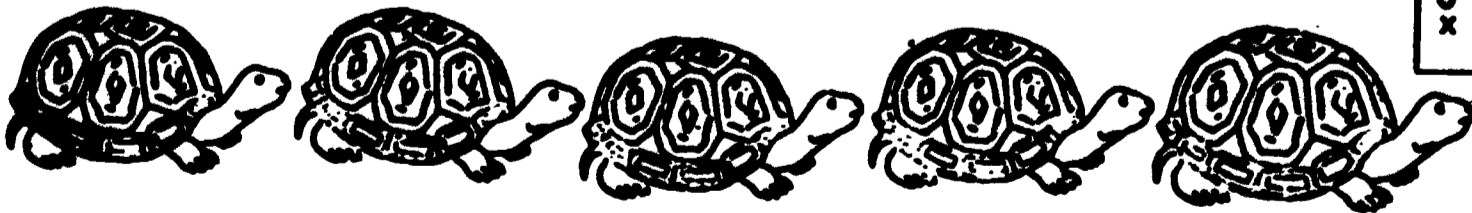
Fill in the correct sign, > or <.

- | | | | | | |
|----|----------------------|----|----|----------------------|----|
| 42 | <input type="text"/> | 13 | 76 | <input type="text"/> | 67 |
| 53 | <input type="text"/> | 54 | 48 | <input type="text"/> | 88 |
| 29 | <input type="text"/> | 92 | 35 | <input type="text"/> | 13 |
| 19 | <input type="text"/> | 9 | 77 | <input type="text"/> | 96 |

Put an X on the third kite.



Put an X on the fourth turtle.



C - CIRCLE CORRECT BOX		TL. PTS.
2	NO. OF PTS.	100%
1		50

OBJECTIVE: Selects which of two (or three) numbers is greater (greatest), smaller (smallest) for numbers to 100. Places $>$ or $<$ between two numbers to indicate the greater or lesser.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Identifies smaller number of 2.	14
2. Identifies smallest number of 3.	15
3. Writes $<$ for "is less than."	
4. Identifies smaller number of two and inserts $<$.	16
5. Orders two numbers, inserting $<$ between them.	
6. Circles greater number of 2.	17
7. Circles greatest number of 3.	18
8. Writes $>$ for "is greater than."	
9. Identifies greater number of two and inserts $>$.	19
10. Orders two numbers, inserting $>$ between them.	
11. Identifies greater or smaller number in number statements, using $>$ or $<$.	20
12. Writes $>$ or $<$ between two numbers.	21
13. CET I.	
CET II.	22

Circle pages that are to be done.

Standard Teaching Sequence, Con't.

1967 - 68

Sequence No. Prescription No.

{ 23R
24R

Writes greater-than and less-than signs to show the larger of two numbers. Makes up a sentence using a greater-than sign; makes up a sentence using a less-than sign.

Writes a greater-than sign or a less-than sign in a box to make true sentences.

Teaching Aids:

- Instructo Flannel Board Symbols (> and <)
- Add - A - Count Scale
- Counting Sticks
- Counting Discs

Textbook Resources:

Book	Teaching Pages	Practice Pages
------	----------------	----------------

GREATER THAN AND LESS THAN

Today you are going to work some problems that have to do with greater than and less than. (pause)

Suppose you have 5 candy bars and your friend has three. Who would have the greater amount? (long pause) You would have the greater amount of candy because five is greater than three. You would have two more candy bars more than your friend. (pause)

Read the first problem on your worksheet. (pause) You will notice in the arithmetic sentence, a five, a three, and a greater-than sign. A greater-than sign is just a short way of writing out the words "is greater than." You read this sentence from left to right: five is greater than three. Can you say that? (pause) Notice that larger number, five, is on the side where the sign is wide. The sign becomes narrow where the smaller number, three, appears. (pause)

Let's try another problem. You still have five candy bars and your friend has three. Who would have the smaller amount? (long pause) Your friend would have the smaller amount of candy because three is less than five. (pause) In problem two of your worksheet you will notice in the arithmetic sentence a three, a five, and a less-than sign. A less-than sign is just a short way of writing out the words "is less than." You read this sentence from left to right: 3 is less than 5. Can you say that? (pause)

Notice that the smaller number, three, is still on the side in which the sign is narrow, and the sign still becomes wider where the larger number, five, appears. (pause) Because we read from left to right, when we use the less-than sign we put the smaller

(con't)

number and the narrow side on the left, (pause) and we put the larger number and the wide side on the right. (pause) Keeping this in mind, fill in the dotted lines of problem 3. BELL

Because we read from left to right, when we use the greater-than sign we put the larger number and the wide side on the left, (pause) and we put the smaller number and the narrow side on the right. (pause) Keeping this in mind, fill in the dotted lines of problem 4. BELL

Look at problem 5. Which number is larger, 5 or 7? (pause) That's right, 7 is greater than 5. Now put a greater-than sign in the box to make this sentence.

See if you can write your own less-than sentence in problem 6. BELL

Now try a greater-than sentence in problem 7. BELL.

Turn the page and work the problems on the next page.

If you have any trouble, listen to the disc again. When you have finished, put me away and take your two papers to the Aide. BELL.

Name KEY Date _____ Room

5	
---	--

page 1

Get disc B - Num - 8 - 23R

1. 5 > 3

2. 3 < 5

3. 4 < 7

4. 6 > 2

5. 7 > 5

6. — < — } any reasonable answer

7. — > —

Name KEY Date _____ Room 10

page 2

Put $>$ or $<$ in the boxes to make the sentences true.

1. 7 $<$ 9
2. 12 $>$ 8
3. 24 $<$ 27
4. 19 $>$ 13
5. 87 $>$ 83
6. 12 $<$ 36
7. 100 $>$ 51
8. 63 $>$ 42
9. 21 $<$ 77
10. 90 $>$ 19

(6-67)

B - Num - 8

249

306

Name KEY Date _____ Room —

page 3

Extra Fun

Keep this page.

I go outside to play after _____ o'clock
and before _____ o'clock.

I eat dinner after _____ o'clock and
before _____ o'clock.

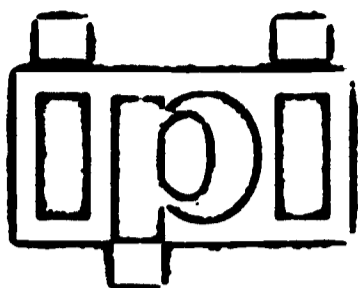
My favorite television program starts after
_____ o'clock and before _____ o'clock

I go to bed after _____ o'clock and
before _____ o'clock.

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL B

NUMERATION (01)

SKILL 9

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Lipson, Ph.D., Director; Edith Kebab; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome B. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

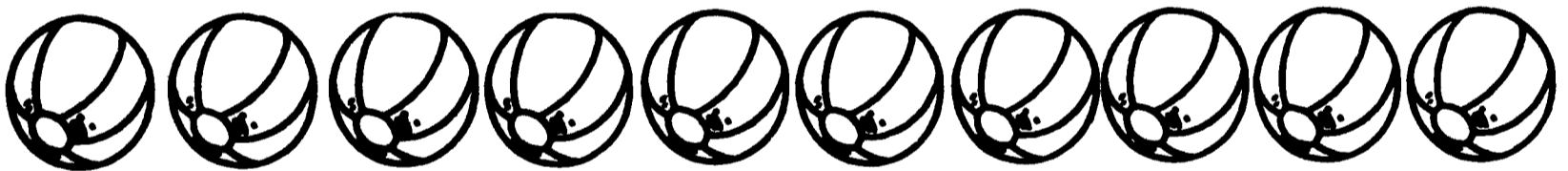
©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

Do you know the names for positions of things, as you count them?

Draw a big X on the second and sixth balls.

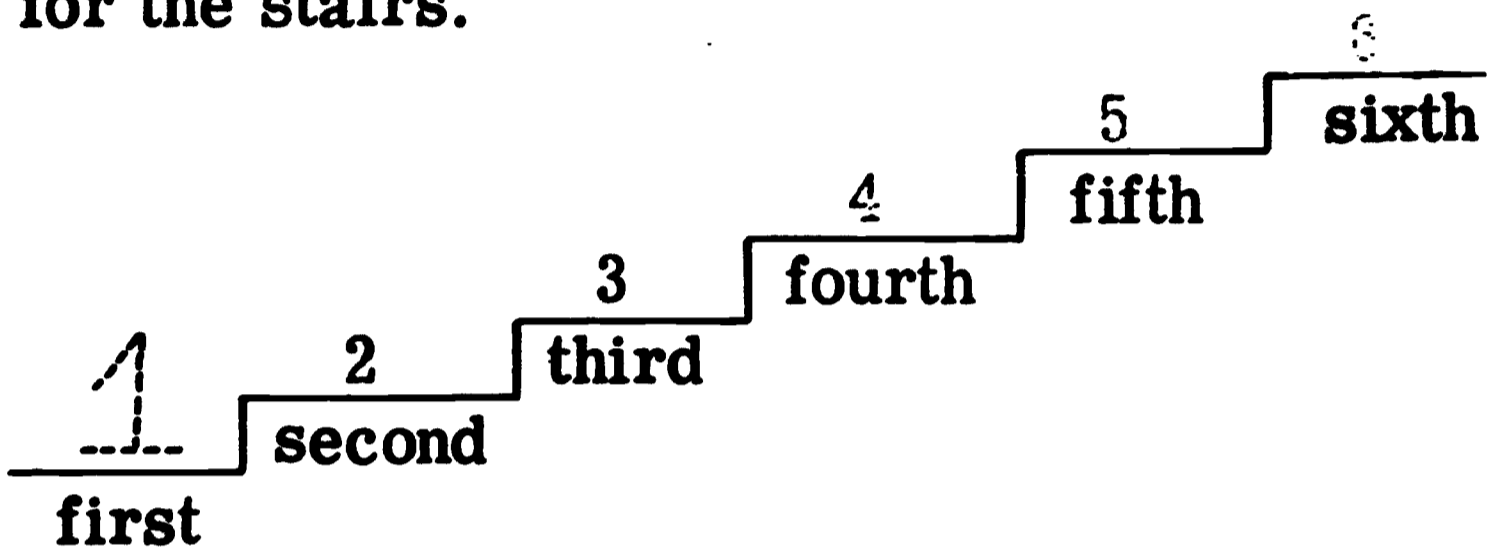


Answers

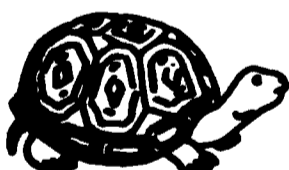
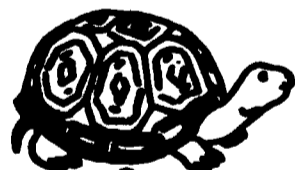
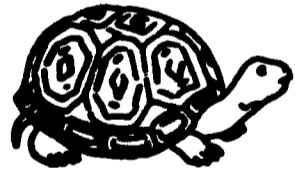
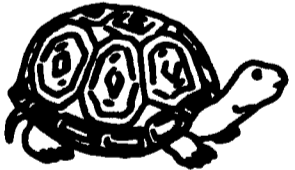
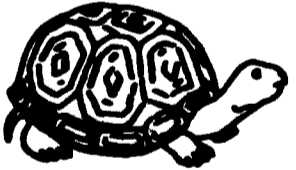


This is a new way to count things up through 10. Each thing gets a name as you count it. This new name is its position name.

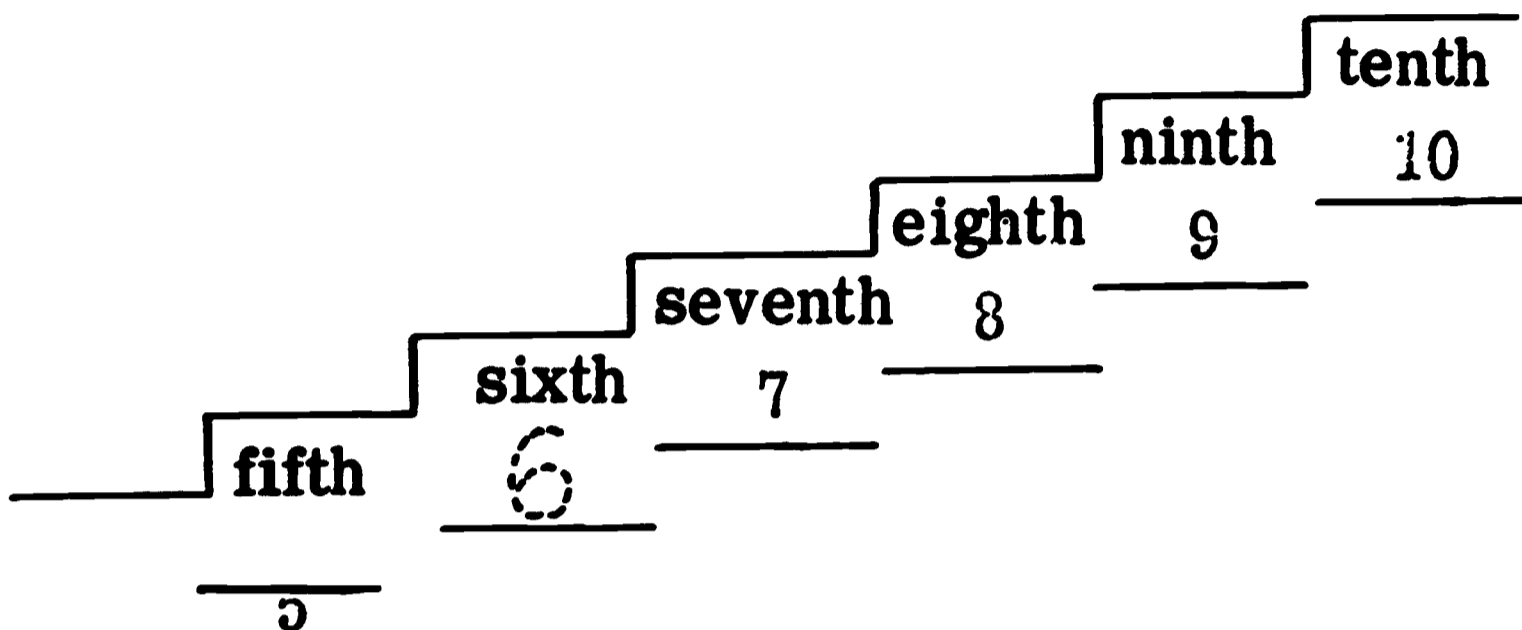
Write the numerals that go with the position names for the stairs.



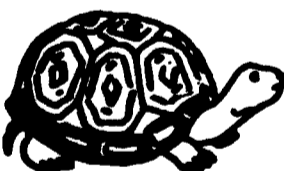
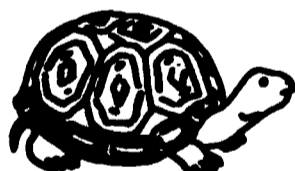


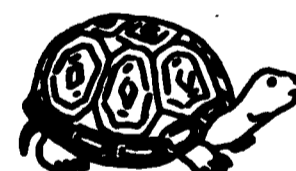
Write the numerals that go with the position names for the turtles.

first	second	third	fourth	fifth
				
1	2	3	4	5

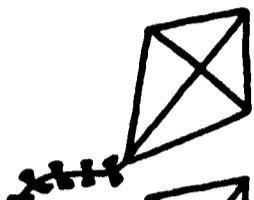

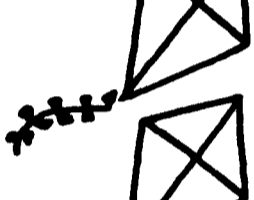

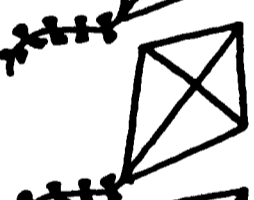
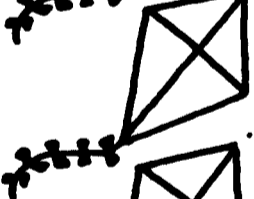
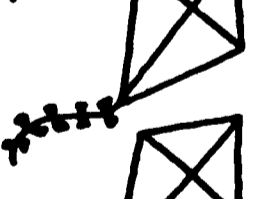
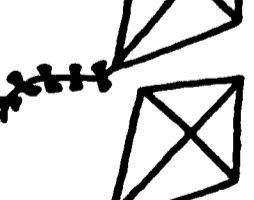


Write the numerals that go with the position names for the stairs.













Write the numerals that go with the position names for the turtles

sixth	seventh	eighth	ninth	tenth
				
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

Draw a line from each kite to its position name.
 After the name, write the letter that is next to each kite.

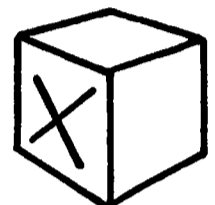
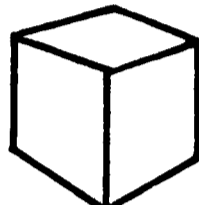
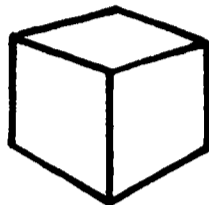
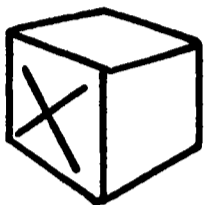
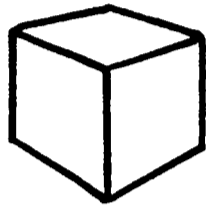
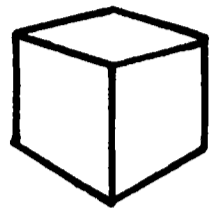
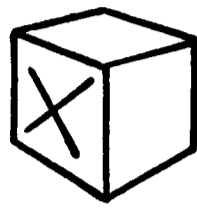
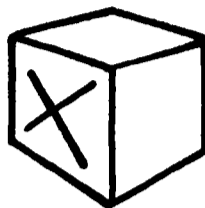
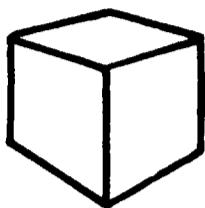
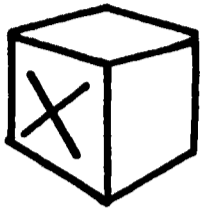
A		Seventh	<u> G </u>
B		Fourth	<u> I </u>
C		Tenth	<u> J </u>
D		First	<u> A </u>
E		Sixth	<u> H </u>
F		Ninth	<u> K </u>
G		Second	<u> B </u>
H		Third	<u> C </u>
I		Eighth	<u> F </u>
J		Fifth	<u> E </u>

Draw a line from each turtle to its position name.
 After the name, write the letter that is next to each turtle.

A			Eighth	<u> H </u>
B			Fifth	<u> E </u>
C			Fourth	<u> D </u>
D			Ninth	<u> I </u>
E			Second	<u> P </u>
F			Tenth	<u> J </u>
G			First	<u> A </u>
H			Third	<u> C </u>
I			Seventh	<u> G </u>
J			Sixth	<u> F </u>

Which boxes have an X on them?

Circle the position name of each box with an X on it on it.



first

second

third

fourth

fifth

sixth

seventh

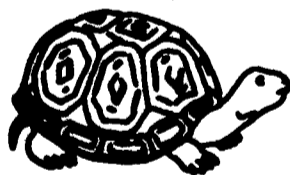
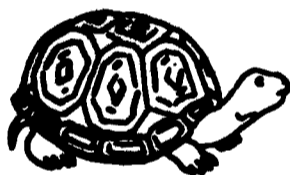
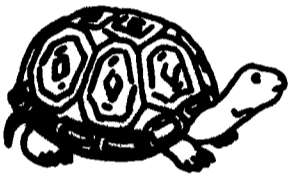
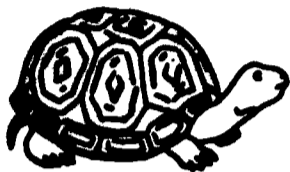
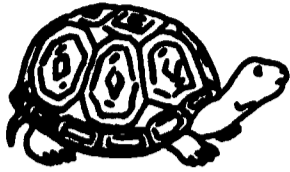
eighth

ninth

tenth

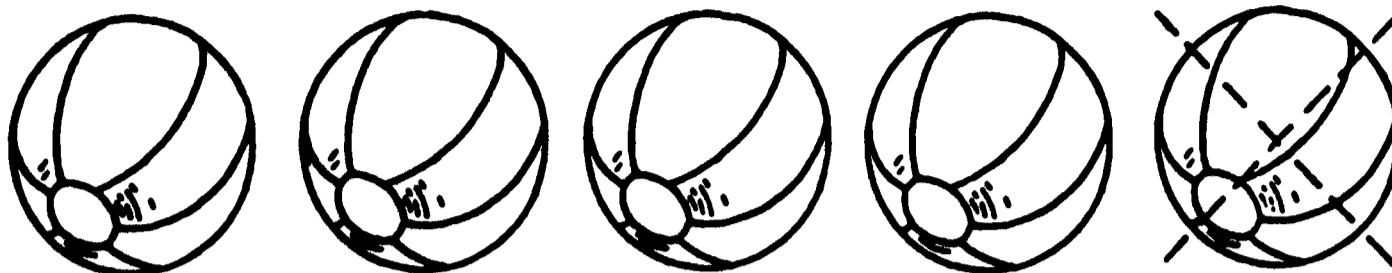
Which are the birds, and which are the turtles?

Circle the position names of the turtles.

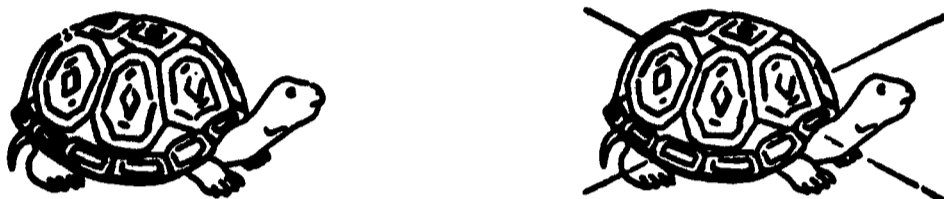


fifth seventh second
tenth eighth first fourth
third sixth ninth

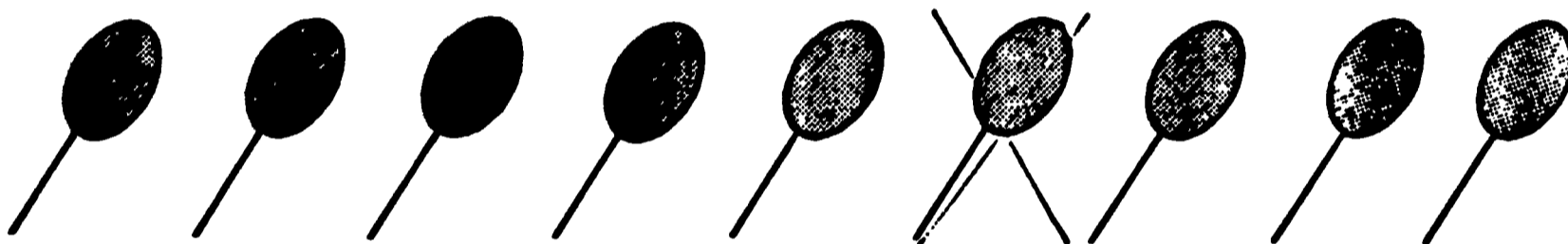
Draw an X on the fifth ball.



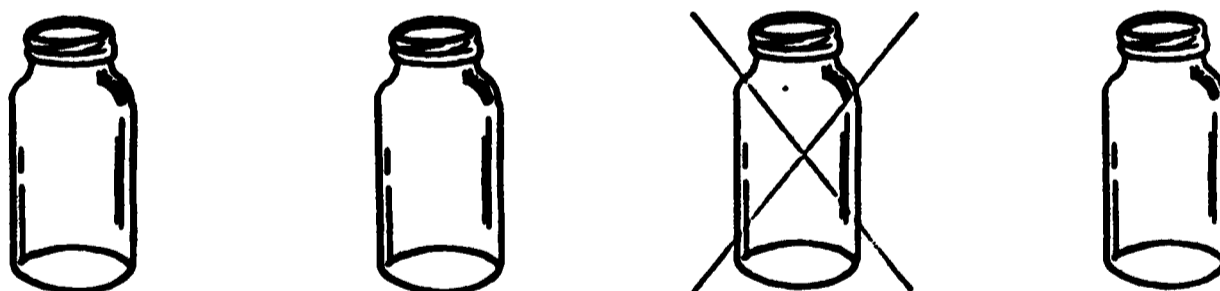
Draw an X on the second turtle.



Draw an X on the sixth lollipop.



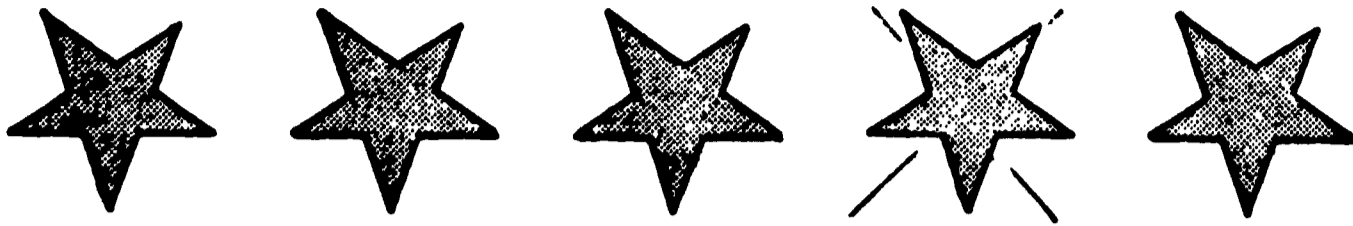
Draw an X on the third jar.



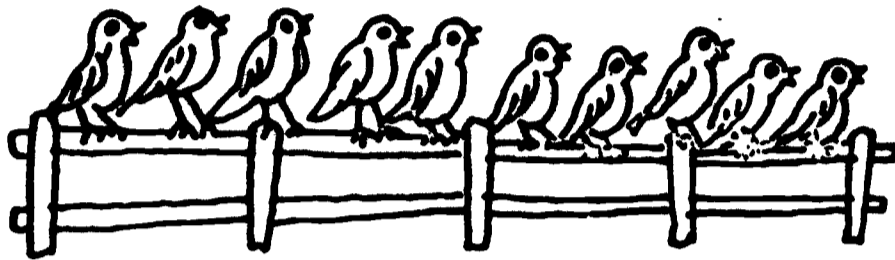
Draw an X on the fourth girl.



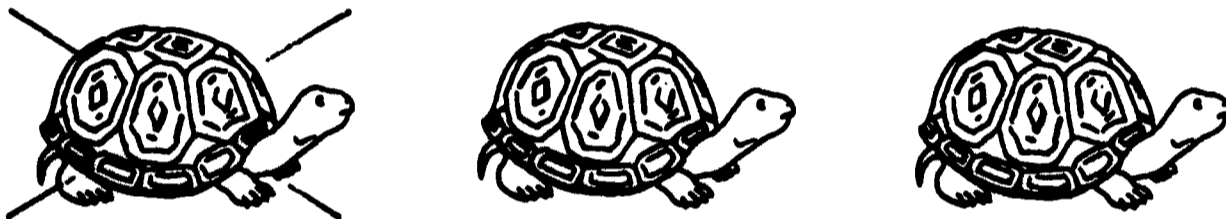
Draw an X on the fourth star.



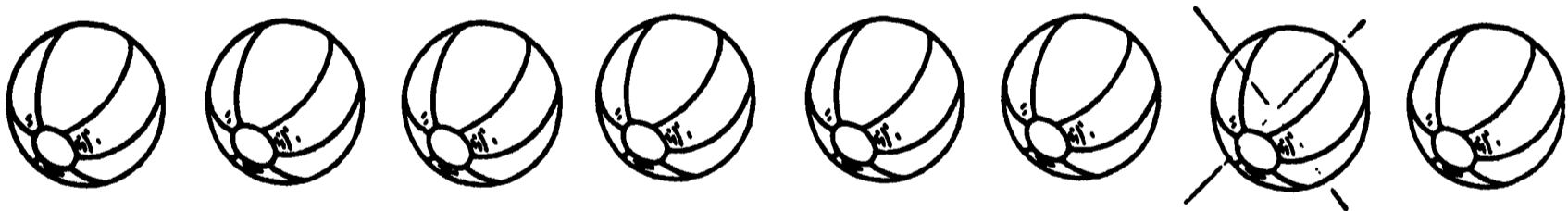
Draw an X on the ninth bird.



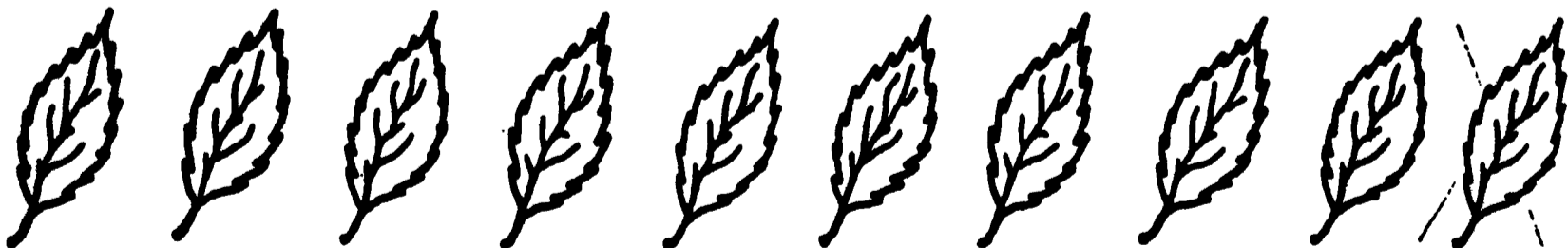
Draw an X on the first turtle.



Draw an X on the seventh ball.



Draw an X on the tenth leaf.



For more practice, do Page 10.

CET I

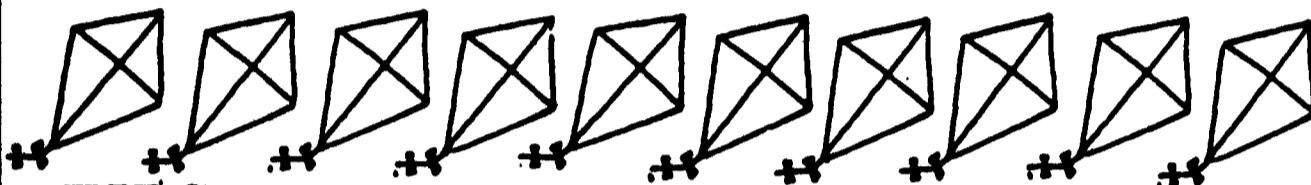
C I R C L E C O R R E C T B O X	TL. PTS.	
	8	100%
	NO. OF PTS.	%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

Draw an X on the thing that is in the position shown by each name.

FOURTH



EIGHTH



FIRST



TENTH



THIRD



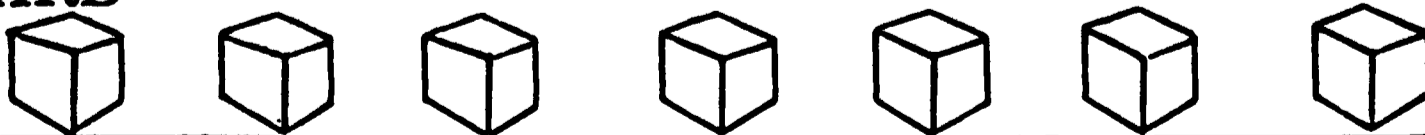
NINTH



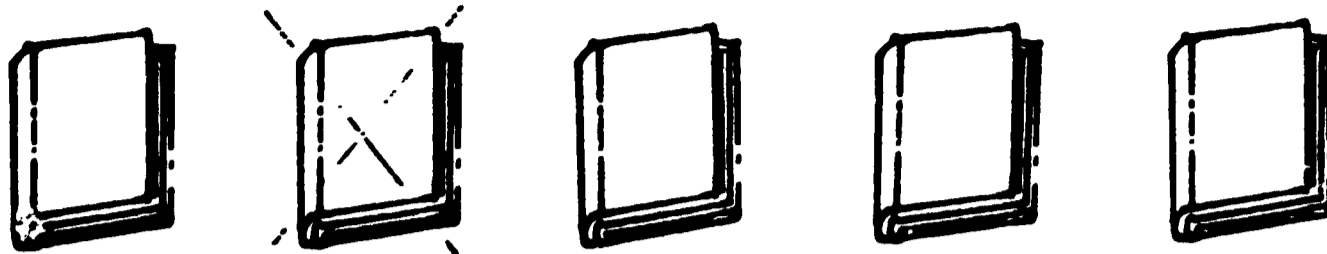
SECOND



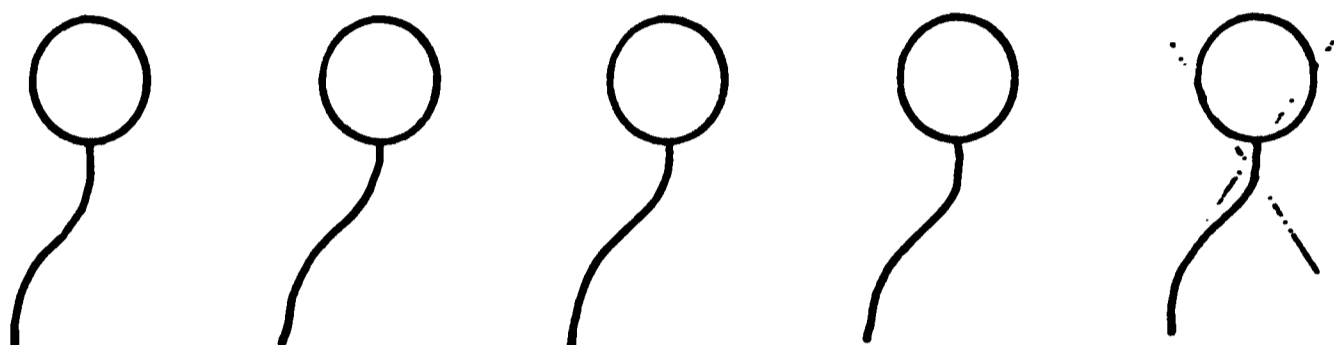
THIRD



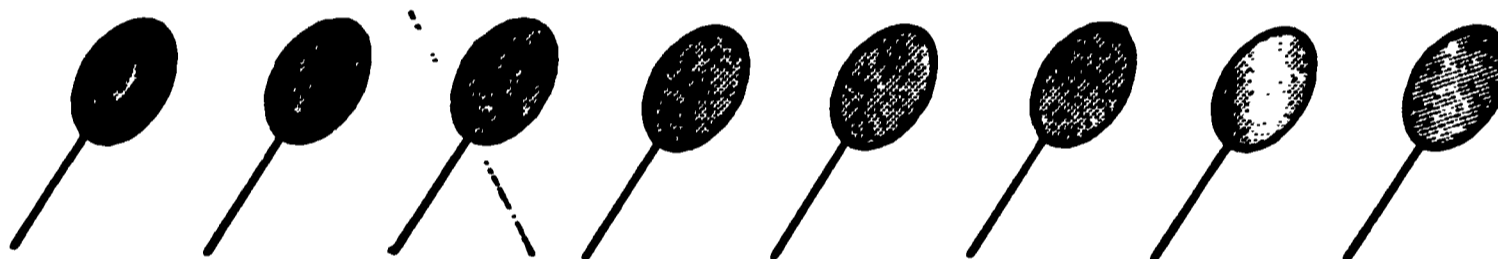
Draw an X on the second book.



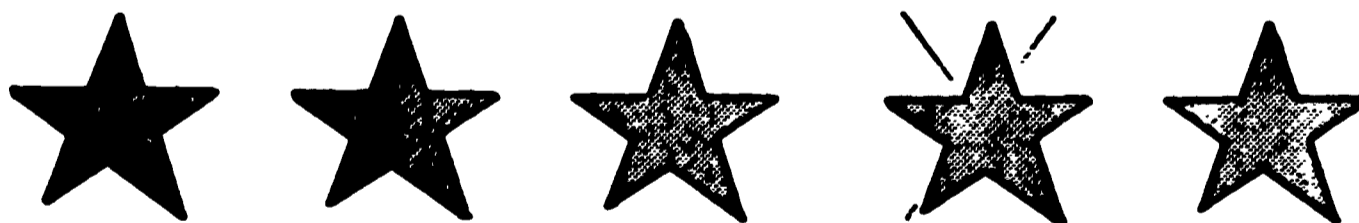
Draw an X on the fifth balloon.



Draw an X on the third lollipop.



Draw an X on the fourth star.



Draw an X on the sixth ball.

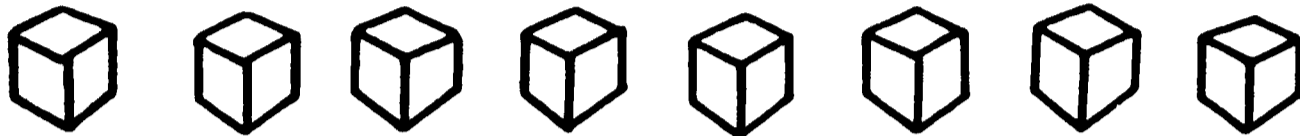


CET II

C I R C L E C O R R E C T B O X	TL. PTS.	
	8	100%
NO. OF PTS.	%	
7	88	
6	75	
5	63	
4	50	
3	38	
2	25	
1	13	

Draw an X on the thing that is in the position shown by each name.

SIXTH



SECOND



FIFTH



NINTH



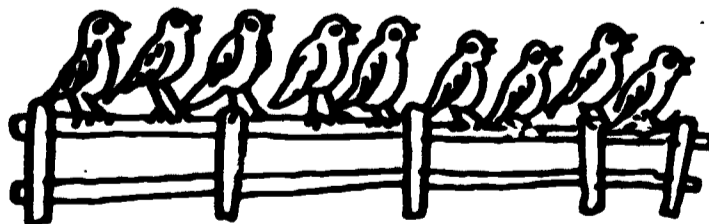
THIRD



SEVENTH



EIGHTH



TENTH



OBJECTIVE: Places an X on the object with the specified ordinal position, to "tenth."

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Writes numerals in sequence to match pictured ordinal position, to "fifth."	
2. Writes numerals in sequence to match pictured ordinal position, "sixth" to "tenth."	
3. Matches sequenced pictures with correct position name, "first" to "tenth."	
4. Matches sequenced pictures with correct position name, "first" to "tenth."	
5. Circles correct ordinal position name for pictured sequence. .	
6. Circles correct ordinal position name for pictured sequence.	
7. Marks an X on the object in the specified ordinal position.	
8. Marks an X on the object in the specified ordinal position.	10
9. CET I.	
CET II.	11

Circle pages that are to be done.

Standard Teaching Sequence, Con't.

1967 - 68

Sequence No.	Prescription No.
<div style="font-size: 4em; vertical-align: middle; margin-right: 10px;">{</div> 12R	Numbers objects labeled with ordinal number words. Marks object in specified ordinal positions.
13R	Marks object in specified ordinal positions (objects are labeled with ordinal number words).
14R	Marks object in specified ordinal positions (objects unlabeled).

Teaching Aids:

- Place Value Sticks
- Place Value Flannel Board Cut-outs
- Place Value Charts, Boards
- Large and Small Peg Boards
- Discs available
- Link-numbers Game
- Judy Square Counting 1 to 900
- Counting Rods
- Cubicle Counting Blocks on Frame

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 <u>Two By Two</u> (Grade 2)		37

MATHEMATICS PRESCRIPTION SHEET I

SCHOOL STAMP U. S. 2-3

STUDENT NAME

STUDENT NUMBER
 U. S. 4 5 6 7

GRADE U. S. 9 ROOM UNIT U. S. 10 11 12

UNIT DATES
 UNIT BEGAN U. 13-16
 UNIT ENDED U. 17-20
 DAYS WORKED* U. 21-22

SCHOOL CALENDAR
 BEGAN U. 23-25
 ENDED U. 26-28
 Worked

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL	NOTES
DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%			
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31			S. 72-73	S. 74-75	S. 76-77				
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE
 PRE % POST. %
 U. 32-33 U. 34-35 TO 78
 80 95

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
			▼		▼		▼		▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									



MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP
U. S. 2-3

STUDENT NAME

STUDENT NUMBER

U. S.	4	5	6 7

GRADE U. S. **ROOM** 9

UNIT U. S. 10 11 12

UNIT DATES

UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED* U. 21-22	

SCHOOL CALENDAR

BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS						CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE				%
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			S. 72-73	%	S. 74-75	%	S. 76-77		
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
▼									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

PUNCH SAMPLE

PRE %

POST %

U. 32-33

U. 34-35

TO 78

80

95

OVERFLOW

MATHEMATICS PRESCRIPTION SHEET

PAGE: OF

SCHOOL STAMP	U. S. 2-3
--------------	-----------

STUDENT NAME

STUDENT NUMBER

U. S.	4	5	6

GRADE

U. S.

 9 ROOM UNIT

U. S.	10	11

 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

	SKILL BOOKLETS					CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES		
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1					PART 2	
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%				SCORE	%
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			S. 72-73					S. 74-75	
1														
2														
3														
4														
5														
6														
7														
8														
9														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

	ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES									
			PRE		POST		POST		POST			
			PRE	%	POST	%	POST	%	POST	%		
X												
X												
X												
X												
X												
X												
X												
X												
X												
X												
X												
X												
X												

OVERFLOW

PUNCH SAMPLE

PRE % POST. %

U. 32-33 U. 34-35 TO 78

80 95



MATHEMATICS PRESCRIPTION SHEET

STUDENT NAME

STUDENT NUMBER

SCHOOL STAMP

U. S. 2-3

U. S.

4 5 6 7

GRADE

U. S.

9

ROOM

UNIT

U. S.

10

11

12

UNIT DATES

UNIT BEGAN

U. 13-16

UNIT ENDED

U. 17-20

DAYS WORKED*

U. 21-22

SCHOOL CALENDAR

BEGAN

U. 23-25

ENDED

U. 26-28

Worked

SKILL BOOKLETS

CURRICULUM TEST

	SKILL BOOKLETS					SCORE	MAX. POINTS	CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.			PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71									
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE		POST		PRE		POST	
		%	%	%	%	%	%	%	%
▼									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

OVERFLOW

LUNCH SAMPLE

PRE % POST. %

U. 32-33 80

U. 34-35 95

TO 78

Section IV

DEVELOPING A PRESCRIPTION

CASE STUDY - TYPE 3

RALPH STONEY

F-DIVISION

Directions

This case study has a programmed format.

You will write your prescriptions on the basis of the information provided about Ralph and on a continual evaluation of his work. You will be able to check your prescriptions against samples provided in this case study.

The sample prescriptions represent one way to deal with Ralph's learning needs. The samples are not, therefore, the only way to prescribe materials. You may prefer your prescriptions to the samples, due to your gain in knowledge and experience as you have worked through the training materials.

The STS booklets for Skills 1-8 are enclosed at the end of this case study. (pg. 425)

Before you prescribe a unit Pretest, you need to gain an overview of Ralph's work to this point.

Study his Placement Profile on page 331.

Review his F-Level Placement Test, beginning on page 332.

The Unit Test Record on pages 333 and 334 will provide information about Ralph's completed unit Pretests and Posttests.

Before you prescribe a unit Pretest, you need to gain an overview of Ralph's work to this point.

Study his Placement Profile on page 331.

Review his F-Level Placement Test, beginning on page 332.

The Unit Test Record on pages 333 and 334 will provide information about Ralph's completed unit Pretests and Posttests.

-3-
ARITHMETIC PLACEMENT SCORE PROFILE



Individually prescribed content

	P. 2-3
--	--------

STUDENT NAME

Ralph Stoney

STUDENT NUMBER

4	4	4	4
P-4	5	6	7

GRADE

P	9
---	---

ROOM

230

KEYPUNCH SAMPLE

P. 14-15	P. 16	P. 17-18	TO P. 78
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B-I									PLACED AT LEVEL	
			B	C	D	E	F	G	H	I			
NUMERATION	9/14	01	MAX. PTS.					10	10				G
			SCORE					9	7				
			%					90	70				
PLACE VALUE		02	MAX. PTS.					10	10				G
			SCORE					8	6				
			%					80	60				
ADDITION		03	MAX. PTS.					10	10				G
			SCORE					10	6				
			%					100	60				
SUBTRACTION		04	MAX. PTS.					10	10				G
			SCORE					10	5				
			%					100	50				
MULTIPLICATION		05	MAX. PTS.				10	10				F	
			SCORE				6	2					
			%				60	20					
DIVISION		06	MAX. PTS.				10	5				F	
			SCORE				4	1					
			%				40	20					
COMBINATION OF PROCESSES		07	MAX. PTS.			10	10	10				D	
			SCORE			6	2	2					
			%			60	20	20					
FRACTIONS		08	MAX. PTS.					10				F	
			SCORE					5					
			%					50					
MONEY		09	MAX. PTS.					10				F	
			SCORE					7					
			%					70					
TIME		10	MAX. PTS.					10				F	
			SCORE					6					
			%					60					
SYSTEMS OF MEASUREMENT		11	MAX. PTS.					10	10			G	
			SCORE					8	4				
			%					80	40				
GEOMETRY		12	MAX. PTS.					10	10			G	
			SCORE					8	5				
			%					80	60				

IPI Placement Test

F Division (06)

NAME AND NUMBER

Ralph Stoney 4444

DATE

9/14

CLASS

6

unit page 1 of 1

C - E R I C - R E G I S T E R E D - B O K	TL. PTS	
	1	100%
	NO. OF	PTS
	1	100%
	1	100%
	1	100%
	1	100%
	1	100%
	1	100%
	1	100%

Skill 4 - Directions: Divide. Write your remainders with a letter R.

$$79 \overline{) 418} \quad 105 \text{ r } 23$$

$$67 \overline{) 4408} \quad 65 \text{ r } 5$$

5 R 23 X

65 R 53 X

Skill 7 - Directions: Divide.

$$5 \overline{) .25} \quad .05$$

$$48 \overline{) 147.36} \quad 3.07$$

.05

3.07 X

Skill 6 - Directions: Divide. Write your remainder as a fraction.

$$8 \overline{) 83} \quad 10 \text{ r } 3$$

10 $\frac{3}{8}$ X

NAME Ralph Storey
NUMBER 4444

CLASS 6

**MATHEMATICS UNIT TEST
RECORD**

NUMERATION (β1)	Level	1-Pre-2				Level	1-Pre-2				Level	1-Pre-2				Level	
		1	2	3	4		1	2	3	4		1	2	3	4		
PLACED AT LEVEL G	Max.Pts. Score Date																
PLACE VALUE (β2)	Level																
PLACED AT LEVEL G	Max.Pts. Score Date																
ADDITION (β3)	Level																
PLACED AT LEVEL G	Max.Pts. Score Date																
SUBTRACTION (β4)	Level																
PLACED AT LEVEL G	Max.Pts. Score Date																
MULTIPLICATION (β5)	Level																
PLACED AT LEVEL E	Max.Pts. Score Date																
DIVISION (β6)	Level																
PLACED AT LEVEL E	Max.Pts. Score Date																
COMBINATION OF PROCESSES (β7)	Level																
PLACED AT LEVEL D	Max.Pts. Score Date																

UPDATE AND PLACE IN STUDENT FOLDER.

**MATHEMATICS UNIT TEST
RECORD**

CLASS 6

NAME Ralph Storey
NUMBER 4444

Topic	Max. Pts. Score Date	Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2				Level 1-Pre-2			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
FRACTIONS (08)																					
PLACED AT LEVEL F																					
MONEY (09)																					
PLACED AT LEVEL F																					
TIME (10)																					
PLACED AT LEVEL F																					
SYSTEMS OF MEASUREMENT (11)																					
PLACED AT LEVEL G																					
GEOMETRY (12)																					
PLACED AT LEVEL G																					
SPECIAL TOPICS (13)																					
PLACED AT LEVEL																					
ADDITION AND SUBTRACTION (14)																					
PLACED AT LEVEL																					

UPDATE AND PLACE IN STUDENT FOLDER.

Based on your review of Ralph's records, you assign the Pretest for the next unit in which Ralph needs to work.

You will find a packet of blank Prescription Sheets on page 579 of this case study. Remove the first one and record the necessary information on the top of the Prescription Sheet.

Check the sample on page 336.

MATHEMATICS PRESCRIPTION SHEET

-8-

PAGE: 1 OF 4

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Storey

STUDENT NUMBER 4444
U. S. 4 5 6 7

GRADE 6 ROOM 230
U. S. 9

UNIT F-DIV
U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	/ / / /

	SKILL BOOKLETS					CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES		
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1					PART 2	
	PRES. S. 13-16	INIT. S. 17-19	NO. S. 20-21	NO. S. 22-57	TECH CODES S. 58-71			SCORE	% S. 72-73				SCORE	% S. 74-75
1	9-30	JAW	Pretest											
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW

ENTER SK LL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

PUNCH SAMPLE

PRE % POST %
U. 32-33 U. 34-35 TO 78 95
80



This is a copy of Ralph's completed Pretest that has been corrected by the Aide.

In the role of the Aide, record the Pretest scores on the Prescription Sheet.

Identify the skills that require a prescription (under 85%) and record these skill numbers on the Prescription Sheet.

Check the sample on page 345.

SCHOOL CODE

[Empty box for School Code]

NAME

Ralph Storey

NUMBER

4444

CLASS

6

En. 230



individually prescribed instruction

MATHEMATICS

Pre-Test

LEVEL F
DIVISION (06)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

Appleton-Century-Crofts



Division of Meredith Publishing Company

© 1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

Directions: Divide by using repeated subtraction.

C I R C L E	TL. PTS.	
	5	100%
C O R R E C T	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20
B O X		

$$\begin{array}{r} 65 \\ -13 \\ \hline 52 \\ -13 \\ \hline 39 \\ -13 \\ \hline 26 \\ -13 \\ \hline 13 \\ -13 \\ \hline 0 \end{array}$$

$$65 \div 13 = \underline{5}$$

$$\begin{array}{r} 44 \\ -11 \\ \hline 33 \\ -11 \\ \hline 22 \\ -11 \\ \hline 11 \\ -11 \\ \hline 0 \end{array}$$

$$44 \div 11 = \underline{4}$$

$$\begin{array}{r} 86 \\ -21 \\ \hline 65 \\ -21 \\ \hline 44 \\ -21 \\ \hline 23 \\ -21 \\ \hline 2 \end{array}$$

$$86 \div 21 = \underline{4 R 2}$$

$$\begin{array}{r} 56 \\ -15 \\ \hline 41 \\ -15 \\ \hline 27 \\ -15 \\ \hline 10 \end{array}$$

$$56 \div 15 = \underline{3 R 10}$$

X

$$\begin{array}{r} 70 \\ -34 \\ \hline 36 \\ -34 \\ \hline 2 \end{array}$$

$$70 \div 34 = \underline{2 R 2}$$

F DIVISION (06) PRE-TEST

SKILL 2

Directions: Divide.

$$\begin{array}{r} 4 \\ 32 \overline{)128} \end{array}$$

$$\begin{array}{r} 41 \\ 52 \overline{)2,132} \end{array}$$

$$\begin{array}{r} 201 \\ 174 \overline{)3,654} \end{array} \quad \times$$

$$\begin{array}{r} 1,242 \\ 26 \overline{)32,292} \end{array}$$

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T B O X	4	100%
	3	75%
	2	50%
	1	25%

F DIVISION (06) PRE-TEST

SKILL 3

Directions: Divide. Round off the numbers and estimate to check your answers.

$$\begin{array}{r} \times \\ 14 \overline{)986} \end{array} \quad \text{Check} \quad \overline{\hspace{2cm}}$$

$$\begin{array}{r} \times \\ 53 \overline{)704} \end{array} \quad \text{Check} \quad \overline{\hspace{2cm}}$$

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T B O X	2	100%
	1	50%
	0	0%
	0	0%

Directions: Divide. Write the remainder using R.

C I R C L E	TL. PTS	
	NO OF PTS.	%
	4	100%
	3	75
	2	50
	1	25
C O R R E C T		
B O X		

$$\begin{array}{r} 4 \text{ R } 73 \\ 86 \overline{) 417} \end{array}$$

$$\begin{array}{r} 66 \text{ R } 50 \\ 66 \overline{) 4,406} \end{array}$$

$$\begin{array}{r} 12 \text{ R } 16 \\ 105 \overline{) 4,321} \end{array}$$

$$\begin{array}{r} 109 \text{ R } 4 \\ 212 \overline{) 8,368} \end{array}$$

Directions: Circle all of the expressions in each row which are equal to the boxed fraction at the beginning of the row. (1 pt per row)

C I R C L E	TL. PTS.	
	3	30
NO. OF		
PTS.		
4	30	
3	30	
2	30	
1	30	
C O R R E C T		
N O B		

$\frac{3}{4}$	$4 \overline{)3}$ $4 \div 3$ $3 \div 4$ $3 \overline{)4}$ 3^4
$\frac{24}{6}$	$24 \overline{)6}$ 24×6 4 $6 \overline{)24}$ $24 - 6$
$\frac{7}{7}$	$7 \overline{)7}$ 1 7 $7 \div 7$ $\frac{7}{6}$
$\frac{25}{3}$	$8 \frac{1}{8}$ $25 \div 3$ $8 \frac{1}{3}$ $3 \frac{1}{8}$ $3 \div 25$
$\frac{48}{5}$	$48 \overline{)5}$ $5 \frac{1}{9}$ $9 \frac{1}{5}$ $5 \overline{)48}$ $9 \frac{3}{5}$

DIVISION (06) PRE-TEST

SKILL 6

Directions: Divide. Write the remainder as a fraction.

C I R C L E	TL. PTS	
	NO. OF PTS.	%
	3	100%
	2	67
	1	33

$$8 \overline{)85} \begin{matrix} 10 \\ r5 \end{matrix} \quad \times$$

$$4 \overline{)135} \begin{matrix} 33 \\ r3 \end{matrix} \quad \times$$

$$9 \overline{)308} \begin{matrix} 34 \\ r2 \end{matrix} \quad \times$$

DIVISION (06) PRE-TEST

SKILL 7

Directions: Divide.

C I R C L E	TL. PTS	
	NO. OF PTS.	%
	4	100%
	3	75
	2	50
	1	25

$$6 \overline{).366} \begin{matrix} .061 \end{matrix}$$

$$48 \overline{)147.36} \begin{matrix} 3.07 \end{matrix}$$

$$4 \overline{)1.872} \begin{matrix} .468 \end{matrix}$$

$$23 \overline{).92} \begin{matrix} .04 \end{matrix}$$

C I R C L E C O R R E C T B O X	TL. PTS	100
	3	
	NO. OF PTS	67
	2	
	1	33

Directions: Solve the word problems. Label each answer.

Dottie and Jim had a lemonade stand. One day they made \$1.30 profit after paying \$.35 for frozen lemonade mix. If they sold 33 glasses of lemonade that day, how much did they charge for each glass?

Answer \$.05 (or 5¢)

Jean mixed 8 cups of orange juice and 4 cups of grapefruit juice together to make punch for her party. She poured all the punch into 9 tall glasses. How much of the mixture did she use in each glass?

Answer 1 r 3 cups X

The teacher had 79 pieces of candy. She gave 5 pieces to the janitor. Then she gave each of her 18 pupils as many pieces of candy as she could, being careful to see that each child had the same amount of candy. How many pieces of candy were left over?

Answer 2 pieces of candy

MATHEMATICS PRESCRIPTION SHEET

STUDENT NAME Ralph Storey

STUDENT NUMBER 4444
 U. S. 4 5 6 7

SCHOOL STAMP U. S. 2-3

GRADE 6 ROOM 230 UNIT F-DIV
 U. S. 9 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%			
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 58-71			S. 72-73	S. 74-75	S. 76-77				
1	9-30	JAW	Pretest										
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%	POST
			▼		▼		▼		▼	
X 1	5	4	80							
X 2	4	3	75							
X 3	2	0	0							
X 4	4	2	50							
X 5	5	5	100							
X 6	3	0	0							
X 7	4	4	100							
X 8	3	2	67							
X 9	30	20	67							

KEYPUNCH SAMPLE
 CILL PRE % POST %
 29-31 U. 32-33 U. 34-35 TO 78
 01 80 95



Analysis of Student Behavior

A. Describe the behaviors which facilitate Ralph's learning:

Ralph is anxious to learn new material. He accepts the use of diagnostic tests; this facilitates his attitude and approach to new learning. He works well independently.

B. Describe the behaviors which hamper Ralph's learning:

Ralph is often careless in his work; he gets exasperated in group settings because he usually learns at a faster rate than his peers.

C. Describe the new behaviors which Ralph should develop as he works with the IPI materials:

Ralph should learn to write his own prescriptions.

State how your prescriptions will reflect the behavior analysis:

A. The teacher will confer with Ralph frequently and will prescribe varied instructional settings.

B. Ralph can benefit from tutoring others; he will be instructed in scoring his own materials in order to increase his careful work.

C. Ralph will be instructed in writing his own prescriptions after he demonstrates that he can work with care.

Additional things you want to consider:

Select the first skill in this unit requiring a prescription.

Analyze Ralph's work in this skill on the Pretest (page 10).

Review what Ralph must learn (last page of STS booklet).

After examining all the materials available for this skill, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 349-350.

You prescribe the following on 10/1:

<u>Page</u>	<u>Reason</u>
Student Page 01	{ Tutor Ralph to preview work with 3-digit divisor and vocabulary involved.
9 02	{ Explains method of dividing with 3-digit divisor; Ralph asked that John check his completed work because John has already finished this unit.
12	Transfers from ladder method to division algorithm.

Estimate of time needed: 1 class period

SCHOOL STAMP

U. S. 2-3

STUDENT NAME *Ralph Stoney*

STUDENT NUMBER

U. S.	4	5	6	7
-------	---	---	---	---

GRADE **6**

ROOM **230**

U. S. 9

UNIT **F-DIV**

2, 3, 4, 6, 8

U. S. 10 11 12

UNIT DATES

UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR

BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31	S. 32-33	S. 34-35	S. 72-73	S. 74-75	S. 76-77				
1	9-30	JAW	Pretest											
2	10-1		2		01									
3				9	02									
4				12										
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
Y									
X 1	5	4	80						
X 2	4	3	75						
X 3	2	0	0						
X 4	4	2	50						
X 5	5	5	100						
X 6	3	0	0						
X 7	4	4	100						
X 8	3	2	67						
X	30	20	67						

29-31 U. 32-33 U. 34-35 TO 78 95
80



These are the two skill sheets completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 354-355.

Use the ladder method to find the quotients.

When you divide with a 3-digit divisor, you follow the same procedure as with a 2-digit divisor. Get your first estimate by finding how many times the divisor divides into the first 3 or 4 digits. Then continue to divide, multiply, and subtract as usual.

$$\begin{array}{r|l}
 256 & \\
 179 \overline{) 45824} & \\
 \underline{35800} & 200 \\
 10024 & \\
 \underline{8950} & 50 \\
 1074 & \\
 \underline{1074} & 6 \\
 0 & 256
 \end{array}$$

$$\begin{array}{r|l}
 53 & \\
 656 \overline{) 34768} & \\
 \underline{32800} & 50 \\
 1968 & \\
 \underline{1968} & 3 \\
 0 & 53
 \end{array}$$

For extra practice do Page 19.

Use the division algorithm to find the quotients.

$$\begin{array}{r} 4\cancel{2} \\ 326 \overline{) 14018} \\ \underline{1304} \\ 978 \\ \underline{978} \\ 0 \end{array}$$

300 divides into 1400

about 4 times.

300 divides into 900

about 3 times.

$$\begin{array}{r} 55 \\ 564 \overline{) 31020} \\ \underline{2820} \\ 2820 \\ \underline{2820} \\ 0 \end{array}$$

$$\begin{array}{r} 46 \text{ r } 522 \\ 532 \overline{) 25004} \\ \underline{2128} \\ 3714 \\ \underline{3199} \\ 522 \end{array}$$

$$\begin{array}{r} 68 \text{ R } 1 \\ 769 \overline{) 52292} \\ \underline{4614} \\ 6152 \\ \underline{6151} \\ 1 \end{array}$$

You prescribed the following on 10/2:

<u>Page</u>	<u>Reason</u>
20	Practice in using a 3-digit divisor

Estimate of time needed: 15 minutes

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP
U. S. 2-3

STUDENT NAME Ralph Storey

STUDENT NUMBER	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>
U. S.	4	5	6	7

GRADE	<u>6</u>	ROOM	<u>230</u>	UNIT	<u>F-DIV</u>				
U. S.	9			<u>2, 3, 4, 6, 8</u>		U. S.	10	11	12

UNIT DATES		U. 13-16
UNIT BEGAN	<u>10/1</u>	U. 17-20
UNIT ENDED		U. 21-22
DAYS WORKED*		

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	////

NO.	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	→ PRES. →	→ INIT →	NO.	NO.	↓ TECH ↓			SCORE	%	SCORE	%			
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 58-71			S. 72-73	S. 74-75	S. 76-77					
1	<u>9-30</u>	<u>JAW</u>	<u>Pretest</u>											
2	<u>10-1</u>	<u>JAW</u>	<u>2</u>		<u>01</u>									
3				<u>9</u>	<u>02</u>	<u>2</u>	<u>2</u>					<u>MS</u>		
4				<u>12</u>		<u>4</u>	<u>6</u>					<u>MS</u>	<u>1</u>	
5	<u>10-2</u>	<u>JAW</u>	<u>2</u>	<u>20</u>										
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
<u>✓</u>									
X <u>1</u>	<u>5</u>	<u>4</u>	<u>80</u>						
X <u>2</u>	<u>4</u>	<u>3</u>	<u>75</u>						
X <u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>						
X <u>4</u>	<u>4</u>	<u>2</u>	<u>50</u>						
X <u>5</u>	<u>5</u>	<u>5</u>	<u>100</u>						
X <u>6</u>	<u>3</u>	<u>0</u>	<u>0</u>						
X <u>7</u>	<u>4</u>	<u>4</u>	<u>100</u>						
X <u>8</u>	<u>3</u>	<u>2</u>	<u>67</u>						



This is the skill sheet completed by Ralph and corrected by the Aide.

In the role of Aide, record the score on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 358-359.

Use the ladder method to find the quotients.

$$\begin{array}{r|l}
 \begin{array}{r}
 604 \\
 372 \overline{) 224688} \\
 \underline{213200} \\
 11488 \\
 \underline{11458} \\
 0
 \end{array} & \begin{array}{l}
 600 \\
 4 \\
 604
 \end{array}
 \end{array}$$

$$\begin{array}{r|l}
 \begin{array}{r}
 426 \\
 519 \overline{) 221094} \\
 \underline{207600} \\
 13494 \\
 \underline{10380} \\
 3114 \\
 \underline{3114} \\
 0
 \end{array} & \begin{array}{l}
 400 \\
 20 \\
 6 \\
 426
 \end{array}
 \end{array}$$

$$\begin{array}{r|l}
 \begin{array}{r}
 568 \\
 821 \overline{) 466328} \\
 \underline{410500} \\
 55828 \\
 \underline{49260} \\
 6568 \\
 \underline{6568} \\
 0
 \end{array} & \begin{array}{l}
 500 \\
 60 \\
 8 \\
 568
 \end{array}
 \end{array}$$

$$\begin{array}{r|l}
 \begin{array}{r}
 721 \\
 635 \overline{) 457835} \\
 \underline{417500} \\
 13335 \\
 \underline{12700} \\
 635 \\
 \underline{635} \\
 0
 \end{array} & \begin{array}{l}
 700 \\
 20 \\
 1 \\
 721
 \end{array}
 \end{array}$$

You prescribed the following on 10/2:

<u>Page</u>	<u>Reason</u>
14	CET to determine mastery of Skill 2

Estimate of time needed: 20 minutes maximum

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4
 U. S. 4 5 6 7

GRADE 6 ROOM 230
 U. S. 9

UNIT F-DIV
2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES
 UNIT BEGAN 10/1 U. 13-16
 UNIT ENDED U. 17-20
 DAYS WORKED* U. 21-22

SCHOOL CALENDAR
 BEGAN U. 23-25
 ENDED U. 26-28
 Worked

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE PRES	PRES. INIT	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2					
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			SCORE	% S. 72-73	SCORE	% S. 74-75				
1	9-30	JAW	Pretest												
2	10-1	JAW	2		01										
3				9	02	2	2						MS		
4				12		4	6						MS	1	
5	10-2	JAW	2	20		4	4						MS		
6	10-2	JAN	2	14	CET										
7															
8															
9															
11															
12															
13															
14															
15															
16															
17															
18															

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW
 U. & S. 79

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE		POST		%		POST		%	
		PRE	%	POST	%	POST	%	POST	%		
1	5	4	80								
2	4	3	75								
3	2	0	0								
4	4	2	50								
5	5	5	100								
6	3	0	0								
7	4	4	100								
8	3	2	67								
30	20	20	67								

KEYPUNCH SAMPLE
 SKILL PRE % POST %
 29-31 U. 32-33 U. 34-35 TO 78 95
 301 80

This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 302-303.

CET I

Divide, using either the ladder method or the division algorithm.

$$\begin{array}{r} 48 \\ 16 \overline{) 768} \\ \underline{64} \\ 128 \\ \underline{128} \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ 17 \overline{) 1479} \\ \underline{136} \\ 119 \\ \underline{119} \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ 372 \overline{) 15,996} \\ \underline{14880} \\ 1116 \\ \underline{1116} \\ \hline \end{array} \begin{array}{l} 40 \\ 3 \\ 43 \end{array}$$

$$\begin{array}{r} 34 \\ 67 \overline{) 2278} \\ \underline{2010} \\ 268 \\ \underline{268} \\ \hline \end{array}$$

C I R C L E	TL. PTS.	
		4
C O R R E C T	NO. OF PTS.	-
	3	75
	2	50
	1	25
B O X		

Solve each division problem. Then round each divisor to the nearest ten, round each dividend to the nearest hundred, and divide to check your answer by estimating.

$$\begin{array}{r} 14 \\ 42 \overline{) 588} \\ \underline{42} \\ 168 \\ \underline{168} \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 40 \\ \hline 400 \\ + 188 \\ \hline 588 \end{array} \quad X$$

$$\begin{array}{r} 73 \\ 22 \overline{) 1606} \\ \underline{154} \\ 66 \\ \underline{66} \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ \times 70 \\ \hline 1400 \\ 154 \\ \hline 1654 \end{array} \quad X$$

C I R C L E	TL. PTS.	
		4
C O R R E C T	NO. OF PTS.	-
	3	75
	2	50%
	1	25
B O X		

You prescribed the following on 10/2:

<u>Page</u>	<u>Reason</u>
Student Page	Introduces skill and previews work
1	Rounding off divisors less than 100 upward
3	Rounding off divisors between 100 and 1,000 upward
4	Rounding off dividends less than 100 downward
7	Rounding off dividends to 2,000 downward
12	Estimating quotients using 3-digit divisors and 4-digit dividends with no remainders

Estimate of time needed: 2 class periods

STUDENT NAME **Ralph Stoney**

STUDENT NUMBER **4444**
U. S. 4 5 6 7

SCHOOL STAMP U. S. 2-3

GRADE **6** ROOM **230**
U. S. 9

UNIT **F-DIV**
2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	10/1 U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

SKILL BOOKLETS						
DATE	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS
S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71		
9-30	JAW	Pretest				
10-1	JAW	2		01		
			9	02	2	2
			12		4	6
10-2	JAW	2	20		4	4
10-2	JAW	2	14	CET		
10-2		3	Read Student Page			
			1			
			3			
			4			
			7			
			12			

CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
PART 1		PART 2				
SCORE	% S. 72-73	SCORE	% S. 74-75		S. 76-77	
				MS		
				MS	1	
				MS		
4/4	100	3/4	50	MS	2	

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW
U. & S. 79

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
			Y		Y		Y		Y
X 1	5	4	80						
X 2	4	3	75						
X 3	2	0	0						
X 4	4	2	50						
X 5	5	5	100						
X 6	3	0	0						
X 7	4	4	100						
X 8	3	2	67						
X	30	20	67						

KEYPUNCH SAMPLE
CILL PRE % POST %
29-31 U. 32-33 U. 34-35 95
601 80

UNIT CARD: "11" IN COLUMN 80

These are the five skill sheets completed and corrected by Ralph.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 370-371.

Study the page and supply the correct numerals.

In order to estimate quotients, you must round off divisors and dividends.

$$\text{divisor } \overline{) \text{ dividend}} \quad \text{quotient}$$

You round the divisor upward. If the divisor is less than 100, round to the next 10.

21 rounds off to 30

$$64 \rightarrow 70$$

$$68 \rightarrow 70$$

Round off the numbers upward to the next 10.

$$5 \rightarrow 10$$

$$66 \rightarrow 70$$

$$16 \rightarrow 20$$

$$46 \rightarrow 50$$

$$53 \rightarrow 60$$

$$9 \rightarrow 10$$

$$81 \rightarrow 90$$

$$35 \rightarrow 40$$

$$12 \rightarrow 20$$

$$29 \rightarrow 30$$

$$77 \rightarrow 80$$

$$98 \rightarrow 100$$

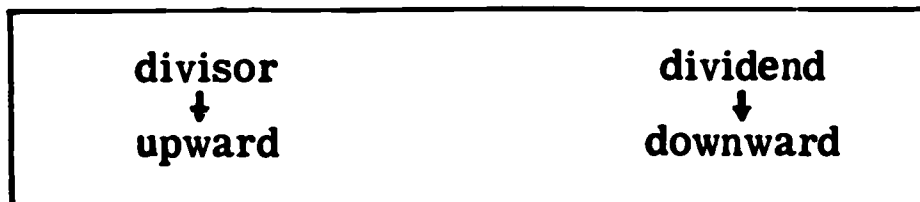
In $461 \overline{) 1,243}$ you round off the divisor upward because if 500 will divide into 1,243, then certainly 461 will.

Practice rounding off these numbers upward.

46	→	50	556	→	600
243	→	300	385	→	400
72	→	80	52	→	60
464	→	500	860	→	900
93	→	100	350	→	400
276	→	300	28	→	30
31	→	40	423	→	500
706	→	800	902	→	1,000

For extra practice go to Page 16.

Study the page and supply the correct numerals. You have learned that in order to estimate quotients you round off the divisor upward. The next thing to do is to round off the dividend downward.



If the dividend is less than 100, round off downward to the next 10.

43 rounds off to 40

89 → 80

18 → 10

Round off downward to the next 10.

57 → 50

23 → 20

88 → 80

19 → 10

42 → 40

32 → 30

81 → 80

76 → 70

25 → 20

95 → 90

66 → 60

12 → 10

27 → 20

38 → 30

In $461 \overline{) 1,246}$ you round off the dividend downward because if 461 will divide into 1,246, it will certainly divide into 1,200.

Practice rounding off downward these numbers which could be used as dividends.

89	→	80	1,540	→	1,400	X
317	→	300	53	→	50	
1,263	→	1,200	744	→	700	
465	→	400	1,926	→	2,000	X
X 1,382	→	1,500	14	→	10	
15	→	10	131	→	100	
833	→	800	1,887	→	1,800	X
X 1,460	→	1,300	64	→	60	
77	→	70	921	→	900	
309	→	300	1,738	→	1,600	X

For extra practice, do Page 17.

Round off divisors and dividends and estimate quotients.

$$36 \overline{) 1,265}$$

→

$$40 \overline{) 1,200}^{\text{30}}$$

$$139 \overline{) 1,264}$$

→

$$200 \overline{) 1,200}^{\text{6}}$$

$$76 \overline{) 1,649}$$

→

X

$$143 \overline{) 1,485}$$

→

X

$$19 \overline{) 1,020}$$

→

X

$$323 \overline{) 1,606}$$

→

X

$$29 \overline{) 1,573}$$

→

X

$$271 \overline{) 1,545}$$

→

X

$$42 \overline{) 1,523}$$

→

X

$$207 \overline{) 1,838}$$

→

X

Can't do —

You prescribed the following on 10/2:

<u>Page</u>	<u>Reason</u>
15	CET to determine mastery of Skill 3

Estimate of time needed: 20 minutes maximum

SCHOOL STAMP U. S. 2-3

STUDENT NAME *Ralph Stoney*

STUDENT NUMBER *4 4 4 4*
U. S. 4 5 6 7

GRADE *6* ROOM *230*
U. S. 9

UNIT *F-DIV*
2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES
UNIT BEGAN *10/1* U. 13-16
UNIT ENDED U. 17-20
DAYS WORKED* U. 21-22

SCHOOL CALENDAR
BEGAN U. 23:25
ENDED U. 26:28
Worked

DATE	PRES. PRES.	INIT. INIT.	SKILL NO.	PAGE NO.	INST. TECH. CODES	SCORE	MAX. POINTS	CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
								PART 1		PART 2				
								SCORE	%	SCORE	%			
<i>9-30</i>	<i>JAW</i>		<i>Pretest</i>											
<i>10-1</i>	<i>JAW</i>		<i>2</i>		<i>01</i>									
				<i>9</i>	<i>02</i>	<i>2</i>	<i>2</i>							
				<i>12</i>		<i>4</i>	<i>6</i>					<i>MS</i>		
<i>10-2</i>	<i>JAW</i>		<i>2</i>	<i>20</i>		<i>4</i>	<i>4</i>						<i>1</i>	
<i>10-2</i>	<i>JAW</i>		<i>2</i>	<i>14</i>	<i>CET</i>			<i>4/4</i>	<i>100</i>	<i>2/4</i>	<i>50</i>	<i>MS</i>	<i>2</i>	
<i>10-2</i>			<i>3</i>	<i>Read Student Page</i>								<i>RS</i>		
				<i>1</i>		<i>12</i>	<i>12</i>							
				<i>3</i>		<i>16</i>	<i>16</i>							
				<i>4</i>		<i>14</i>	<i>14</i>							
				<i>7</i>		<i>14</i>	<i>20</i>							
				<i>12</i>		<i>0</i>	<i>10</i>					<i>RS</i>		
				<i>15</i>	<i>CET</i>									

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
<i>1</i>	<i>5</i>	<i>4</i>	<i>80</i>						
<i>2</i>	<i>4</i>	<i>3</i>	<i>75</i>						
<i>3</i>	<i>2</i>	<i>0</i>	<i>0</i>						
<i>4</i>	<i>4</i>	<i>2</i>	<i>50</i>						
<i>5</i>	<i>5</i>	<i>5</i>	<i>100</i>						
<i>6</i>	<i>3</i>	<i>0</i>	<i>0</i>						
<i>7</i>	<i>4</i>	<i>4</i>	<i>100</i>						
<i>8</i>	<i>3</i>	<i>2</i>	<i>67</i>						



This is the CET completed and corrected by Ralph.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 374-375.

CET I

First solve each division problem, then estimate and divide to check your work.

$$\begin{array}{r} 26 \\ 58 \overline{) 1,508} \end{array}$$

estimate

$$\begin{array}{r} 25 \\ 60 \overline{) 1500} \\ \underline{120} \\ 300 \\ \underline{300} \end{array}$$

$$\begin{array}{r} 76 \\ 22 \overline{) 1,672} \end{array}$$

estimate

$$\begin{array}{r} 53 \\ 30 \overline{) 1600} \\ \underline{150} \\ 100 \\ \underline{90} \\ 10 \end{array}$$

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
	8	100%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13
C O R R E C T		
B O X		

$$\begin{array}{r} 25 \\ 47 \overline{) 1,175} \end{array}$$

estimate

$$\begin{array}{r} 22 \\ 50 \overline{) 1100} \\ \underline{100} \\ 100 \\ \underline{100} \end{array}$$

$$\begin{array}{r} 33 \\ 54 \overline{) 1,782} \end{array}$$

estimate

$$\begin{array}{r} 28 \\ 60 \overline{) 1700} \\ \underline{120} \\ 500 \\ \underline{480} \\ 20 \end{array}$$

Divide. Write the remainders using an R.

$$\begin{array}{r} 119 \text{ R } 25 \\ 61 \overline{) 7,284} \end{array}$$

$$\begin{array}{r} 26 \text{ R } 17 \\ 326 \overline{) 8,493} \end{array}$$

$$\begin{array}{r} 136 \text{ R } 8 \\ 38 \overline{) 5,176} \end{array}$$

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
	3	100%
	2	67
	1	33
C O R R E C T		
B O X		

You prescribed the following on 10/2:

<u>Page</u>	<u>Reason</u>
11 P*	CET to determine mastery of Skill 4

*Pad form of CET

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4444
U. S. 4 5 6 7

GRADE 6 ROOM 230
U. S. 9

UNIT F-DIV
2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES

UNIT BEGAN	<u>10/1</u>	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED		U. 21-22

SCHOOL CALENDAR

BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2			
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE	%		
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	S. 72-73	S. 74-75	S. 76-77					
1	<u>9-30</u>	<u>JAW</u>	<u>Pretest</u>										
2	<u>10-1</u>	<u>JAW</u>	<u>2</u>		<u>01</u>								
3				<u>9</u>	<u>02</u>	<u>2</u>	<u>2</u>						<u>MS</u>
4				<u>12</u>		<u>4</u>	<u>6</u>						<u>MS</u>
5	<u>10-2</u>	<u>JAW</u>	<u>2</u>	<u>20</u>		<u>4</u>	<u>4</u>						<u>MS</u>
6	<u>10-2</u>	<u>JAW</u>	<u>2</u>	<u>14</u>	<u>CET</u>			<u>4/4</u>	<u>100</u>	<u>2/4</u>	<u>50</u>		<u>MS</u>
7	<u>10-2</u>		<u>3</u>	<u>Read Student Page</u>									<u>RS</u>
8				<u>1</u>		<u>12</u>	<u>12</u>						<u>RS</u>
9				<u>3</u>		<u>16</u>	<u>16</u>						<u>RS</u>
10				<u>4</u>		<u>14</u>	<u>14</u>						<u>RS</u>
11				<u>7</u>		<u>14</u>	<u>20</u>						<u>RS</u>
12				<u>12</u>		<u>0</u>	<u>10</u>						<u>RS</u>
13				<u>15</u>	<u>CET</u>			<u>8/8</u>	<u>100</u>	<u>3/3</u>	<u>100</u>		<u>MS</u>
14			<u>4</u>	<u>11P</u>	<u>CET</u>								
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PRE AND POST TEST SCORES

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
		Y	Y	Y	Y	Y	Y		
X 1	5	4	80						
X 2	4	3	75						
X 3	2	0	0						
X 4	4	2	50						
X 5	5	5	100						
X 6	3	0	0						
X 7	4	4	100						
X 8	2	2	100						

PRE % | POST %
 U. 32-33 | U. 34-35
 80 | 95

 TO 78

384

375

This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 378-379.

CET I

Divide. Write the remainder using an R.

$$\begin{array}{r} 11 \text{ R } 427 \\ 621 \overline{)7258} \end{array}$$

$$\begin{array}{r} 241 \text{ R } 22 \\ 34 \overline{)8216} \end{array}$$

$$\begin{array}{r} 10 \text{ R } 41 \\ 478 \overline{)4821} \end{array}$$

$$\begin{array}{r} 146 \text{ R } 19 \\ 63 \overline{)9217} \end{array}$$

C I R C L E	TL. PTS.	
		4
C O R R E C T	NO. OF	%
	PTS.	
	3	75
	2	50
	1	25

Circle the correct answer.

$\frac{25}{5}$ is equal to 25 3 5 25×5 .

$27 \div 9$ is equal to $\frac{27}{9}$ 27×9 4

$42 \div 6$ is equal to 8 $\frac{6}{42}$ $\frac{42}{6}$ X

C I R C L E	TL. PTS.	
		3
C O R R E C T	NO. OF	%
	PTS.	
	2	67
	1	33

You prescribed the following on 10/3:

Page

Reason

11 P

CET to determine mastery of Skill 5

Ralph's error on Part II of the CET for Skill 4 may be due to carelessness. The full CET for Skill 5 will provide a better diagnosis of Ralph's mastery of Skill 5.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4444
U. S. 4 5 6 7

GRADE 6 ROOM 230
U. S. 9

UNIT F-DIV
2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		U. 13-16
UNIT BEGAN	<u>10/1</u>	U. 17-20
UNIT ENDED		U. 21-22
DAYS WORKED*		

SCHOOL CALENDAR		U. 23-25
BEGAN		U. 26-28
ENDED		
Worked		

DATE	PRES. INIT.	SKILL BOOKLETS					CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
		SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2					
		S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31	SCORE	% S. 72-73	SCORE	% S. 74-75				S. 76-77
<u>9-30</u>	<u>JAW</u>	<u>Pretest</u>												
<u>10-1</u>	<u>JAW</u>	<u>2</u>			<u>01</u>									
			<u>9</u>		<u>02</u>	<u>2</u>	<u>2</u>					<u>MS</u>		
			<u>12</u>			<u>4</u>	<u>6</u>					<u>"</u>	<u>1</u>	
<u>10-2</u>	<u>JAW</u>	<u>2</u>	<u>20</u>			<u>4</u>	<u>4</u>					<u>"</u>		
<u>10-2</u>	<u>JAW</u>	<u>2</u>	<u>14</u>		<u>CET</u>			<u>4/4</u>	<u>100</u>	<u>3/4</u>	<u>50</u>	<u>MS</u>	<u>2</u>	
		<u>3</u>	<u>Read Student Page</u>									<u>RS</u>		
			<u>1</u>			<u>12</u>	<u>92</u>							
			<u>3</u>			<u>16</u>	<u>16</u>						<u>1</u>	
			<u>4</u>			<u>14</u>	<u>14</u>							
			<u>7</u>			<u>14</u>	<u>20</u>							
			<u>12</u>			<u>0</u>	<u>10</u>					<u>RS</u>		
			<u>15</u>		<u>CET</u>			<u>3/8</u>	<u>100</u>	<u>3/3</u>	<u>100</u>	<u>MS</u>	<u>2</u>	
		<u>4</u>	<u>11P</u>		<u>CET</u>			<u>4/4</u>	<u>100</u>	<u>2/3</u>	<u>67</u>	<u>MS</u>	<u>1</u>	
		<u>5</u>	<u>11P</u>		<u>CET</u>									

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
<u>1</u>	<u>5</u>	<u>4</u>	<u>80</u>						
<u>2</u>	<u>4</u>	<u>3</u>	<u>75</u>						
<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>						
<u>4</u>	<u>4</u>	<u>2</u>	<u>50</u>						
<u>5</u>	<u>5</u>	<u>5</u>	<u>100</u>						
<u>6</u>	<u>3</u>	<u>0</u>	<u>0</u>						
<u>7</u>	<u>4</u>	<u>4</u>	<u>100</u>						



This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 332-334.

CET I

Circle all of the correct answers in each row.

$\frac{32}{4}$ is equal to $\textcircled{8}$ $2\frac{1}{5}$ 32×4 $\textcircled{32 \div 4}$

$\frac{65}{9}$ is equal to $6\frac{3}{9}$ $\textcircled{7\frac{2}{9}}$ $\textcircled{65 \div 9}$ 65×9

$\frac{40}{8}$ is equal to 4 $\textcircled{5}$ $\textcircled{40 \div 8}$ 8^4

$\frac{16}{3}$ is equal to 16^3 $3 \div 16$ $\textcircled{16 \div 3}$ $\textcircled{5\frac{1}{3}}$

$\frac{6}{7}$ is equal to $6 + 7$ $1\frac{1}{7}$ $\textcircled{6 \div 7}$ 6^7

$\frac{48}{5}$ is equal to $\textcircled{9\frac{3}{5}}$ $8\frac{1}{5}$ 5×48 $\textcircled{48 \div 5}$

$\frac{18}{6}$ is equal to $\textcircled{3}$ $\frac{1}{3}$ $6 \div 18$ $\textcircled{18 \div 6}$

C I R C L E	TL. PTS.	
		$\textcircled{13}$
C O R R E C T	NO. OF	%
	PTS.	
	12	92
	11	85
	10	77
	9	69
	8	62
	7	54
	6	46
	5	38
	4	31
	3	23
	2	15
	1	8

Divide. Write the remainder as a fraction.

$7 \overline{) 29} \quad 4\frac{1}{7}$

$11 \overline{) 48} \quad 4\frac{4}{11}$

$9 \overline{) 52} \quad 5\frac{7}{9}$

C I R C L E	TL. PTS.	
		3
C O R R E C T	NO. OF	
	PTS.	
	2	67
	1	33

You prescribed the following on 10/3:

<u>Page</u>	<u>Reason</u>
Student Page	Introduces skill and previews work
2	Completing statements about writing fractional remainders
3	Completing statements about writing fractional remainders
6	Completing division problems with fractional remainders
7	Selecting fractional remainders for given problems

Estimate of time needed: 2 class periods

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4444
U. S. 4 5 6 7

GRADE 6 ROOM 230
U. S. 9

UNIT F-DIV
2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES

UNIT BEGAN	<u>10/1</u>	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR

BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE	PRES.	SKILL	PAGE	INST. TECH.	SCORE	MAX. POINTS	PART 1		PART 2					
	PRES.	INIT.	NO.	NO.	CODES			SCORE	%	SCORE	%				
S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			S. 72-73		S. 74-75		S. 76-77				
1	<u>9-30</u>	<u>JAW</u>	<u>Pretest</u>												
2	<u>10-1</u>	<u>JAW</u>	<u>2</u>		<u>01</u>										
3				<u>9</u>	<u>02</u>	<u>2</u>	<u>2</u>						<u>MS</u>		
4				<u>12</u>		<u>4</u>	<u>6</u>						<u>"</u>	<u>1</u>	
5	<u>10-1</u>	<u>JAW</u>	<u>2</u>	<u>20</u>		<u>4</u>	<u>4</u>						<u>"</u>		
6	<u>10-2</u>	<u>JAW</u>	<u>2</u>	<u>14</u>	<u>CET</u>			<u>4/4</u>	<u>100</u>	<u>4/4</u>	<u>50</u>		<u>MS</u>	<u>2</u>	
7			<u>3</u>	<u>Read Student Page</u>									<u>RS</u>		
8				<u>1</u>		<u>12</u>	<u>12</u>							<u>1</u>	
9				<u>3</u>		<u>16</u>	<u>16</u>								
10				<u>4</u>		<u>14</u>	<u>14</u>								
11				<u>7</u>		<u>14</u>	<u>20</u>								
12				<u>12</u>		<u>0</u>	<u>10</u>						<u>RS</u>		
13				<u>15</u>	<u>CET</u>			<u>8/8</u>	<u>100</u>	<u>3/3</u>	<u>100</u>		<u>MS</u>	<u>2</u>	
14			<u>4</u>	<u>11</u>	<u>CET</u>			<u>4/4</u>	<u>100</u>	<u>2/3</u>	<u>67</u>		<u>MS</u>	<u>1</u>	
15			<u>5</u>	<u>11</u>	<u>CET</u>			<u>13/13</u>	<u>100</u>	<u>0/3</u>	<u>0</u>		<u>MS</u>	<u>1</u>	
16	<u>10-3</u>	<u>JAW</u>	<u>6</u>	<u>Read Student Page</u>											
17				<u>2</u>											
18				<u>3</u>											

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X 2	4	3	75						
X 3	2	0	0						
X 4	4	2	50						
X 5	5	5	100						
X 6	3	0	0						
X 7	4	4	100						



MATHEMATICS PRESCRIPTION SHEET

STUDENT NAME **Ralph Storey**

STUDENT NUMBER **444**
 U. S. **4 5 6 7**

SCHOOL STAMP U. S. 2-3

GRADE **6** ROOM **230**

UNIT **F-DIV**
2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES
 UNIT BEGAN **10/1** U. 13-16
 UNIT ENDED U. 17-20
 DAYS WORKED* U. 21-22

SCHOOL CALENDAR
 BEGAN U. 23-25
 ENDED U. 26-28
 Worked

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
PRES. S. 13-16	INIT. S. 17-19	NO. S. 20-21	NO. S. 22-57	TECH CODES S. 58-71			SCORE	% S. 72-73	SCORE	% S. 74-75			
1		6	6										
2			7										
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
✓									
X 1	5	4	80						
X 2	4	3	75						
X 3	2	0	0						
X 4	4	2	50						
X 5	5	5	100						
X 6	3	0	0						
X 7	4	4	100						
X 8	3	2	67						

OVERFLOW
 11 R C 70



These are the four skill sheets completed and corrected by Ralph.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page

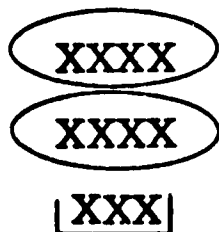
Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 310-329.

Use fractions to express remainders.



$$\begin{array}{r} 2 \text{ R} 3 \\ 4 \overline{) 11} \\ \underline{8} \\ 3 \end{array}$$

11 contains 2 sets of 4, with 3 remaining.

The remaining 3 is $\frac{3}{4}$ of a set of 4.

We can write the quotient in 2 forms:

$$2 \text{ R} 3 \quad \text{or} \quad 2\frac{3}{4}$$

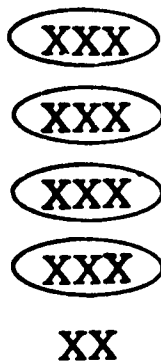
2 R3 is called the remainder form.

$2\frac{3}{4}$ is called the fractional form.

Solve:

First write the quotient in the remainder form.

$$\begin{array}{r} 4 \text{ R} 2 \\ 3 \overline{) 14} \\ \underline{12} \\ 2 \end{array}$$



14 is 4 sets of 3

and $\frac{2}{3}$ (what fraction) of a set of 3.

Write the quotient in the fractional form: $4\frac{2}{3}$

Complete the division problems by filling in the blanks.

2 sets of 3 and $\frac{1}{3}$ of a set left over.

$$\begin{array}{l} \textcircled{\text{XXX}} \\ \textcircled{\text{XXX}} \\ \text{X} \end{array} = \begin{array}{r} 2 \text{ R } 1 \\ 3 \overline{) 7} \end{array}$$

(2 sets of 3) + ($\frac{1}{3}$ of a set of 3) = $2\frac{1}{3}$ sets of 3.

2 sets of 4 and $\frac{1}{4}$ of a set left over.

$$\begin{array}{l} \textcircled{\text{XXXX}} \\ \textcircled{\text{XXXX}} \\ \text{X} \end{array} = \begin{array}{r} 2 \text{ R } 1 \\ 4 \overline{) 9} \\ \underline{8} \\ 1 \end{array}$$

(2 sets of 4) + ($\frac{1}{4}$ of a set of 4) = $2\frac{1}{4}$ sets of 4.

3 sets of 2 and $\frac{1}{2}$ of a set left over.

$$\begin{array}{l} \textcircled{\text{XX}} \\ \textcircled{\text{XX}} \\ \textcircled{\text{XX}} \\ \text{X} \end{array} = \begin{array}{r} 3 \text{ R } 1 \\ 2 \overline{) 7} \\ \underline{6} \\ 1 \end{array}$$

(3 sets of 2) + ($\frac{1}{2}$ of a set of 2) = $3\frac{1}{2}$ sets of 2

Fill in the missing answers.

$$10 \overline{) 41} \begin{matrix} 4 \text{ R} 1 \\ \hline \end{matrix} = \underline{4} + \underline{\frac{1}{10}} = \underline{4\frac{1}{10}}$$

$$11 \overline{) 15} \begin{matrix} 1 \text{ R} 4 \\ \hline \end{matrix} = \underline{1} + \underline{\frac{4}{11}} = \underline{1\frac{4}{11}}$$

$$11 \overline{) 36} \begin{matrix} 3 \text{ R} 3 \\ \hline \end{matrix} = \underline{3} + \underline{\frac{3}{11}} = \underline{3\frac{3}{11}}$$

$$10 \overline{) 49} \begin{matrix} 4 \text{ R} 9 \\ \hline \end{matrix} = \underline{4} + \underline{\frac{9}{10}} = \underline{4\frac{9}{10}}$$

$$12 \overline{) 53} \begin{matrix} 4 \text{ R} 6 \\ \hline \end{matrix} = \underline{4} + \underline{\frac{6}{12}} = \underline{4\frac{6}{12}} = \underline{4\frac{1}{2}} \quad \times$$

Circle the correct answers. Reduce fractional remainders to lowest terms when possible.

Which of the following is a correct fractional remainder for

$16 \div 3?$

$\frac{1}{16}$ $\frac{1}{3}$ $5\frac{1}{3}$

Which of the following is a correct fractional remainder for

$25 \div 12?$

$\frac{1}{12}$ $\frac{1}{25}$ $\frac{2}{25}$

Which of the following is a correct fractional remainder for

$39 \div 11?$

$\frac{6}{39}$ $\frac{11}{39}$ $\frac{6}{11}$

Which of the following is a correct fractional remainder for

$15 \div 12?$

~~X~~ $\frac{3}{12}$ $\frac{1}{4}$ $1\frac{1}{4}$

Which of the following is a correct fractional remainder for

$17 \div 7?$

$\frac{2}{17}$ $\frac{3}{7}$ $\frac{1}{7}$

You prescribed the following on 10/4:

<u>Page</u>	<u>Reason</u>
01	Teacher-prepared page which illustrates fractions in lowest terms.
12	Fraction Pies (a manipulative aid for fractions)

Estimate of time needed: approximately 30 minutes

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4444
U. S. 4 5 6 7

GRADE 6 ROOM 230
U. S. 9

UNIT F-DIV.
2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES
UNIT BEGAN 10/1 U. 13-16
UNIT ENDED U. 17-20
DAYS WORKED* U. 21-22

SCHOOL CALENDAR
BEGAN U. 23-25
ENDED U. 26-28
Worked

NO.	SKILL BOOKLETS					CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE	PRES.	SKILL	PAGE	INST.	PART 1		PART 2					
	PRES. S. 13-16	INIT. S. 17-19	NO. S. 20-21	NO. S. 22-27	TECH. CODES S. 58-71	SCORE	MAX POINTS	SCORE % S. 72-73	SCORE % S. 74-75				
1	9-30	JAW	Pretest										
2	10-1	JAW	2		01								
3			9		02	2	2				MS		
4			12			4	6				"	1	
5	10-2	JAW	2	20		4	4				"		
6	10-2	JAW	2	14	CET			4/4	100	2/4	50	MS	2
7			3	Read Student Page							PS		
			1			12	12						
9			3			16	16					1	
10			4			14	14						
11			7			14	20						
12			12			0	10				PS		
13			15	CET				8/8	100	3/3	100	MS	2
14			4	11	CET			4/4	100	2/3	67	MS	✓
15			5	11	CET			13/13	100	0/3	0	MS	✓
16	10-3	JAW	6	Read Student Page							PS		
17			2			6	6				"		
18			3			11	11				"		

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTERED SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X 2	4	3	75						
X 3	2	0	0						
X 4	4	2	50						
X 5	5	5	100						
X 6	3	0	0						
X 7	4	4	100						

This is the page completed by Ralph in the tutoring session with you.

Record Ralph's score on his Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 395-396.

Name Ralph J.

1. $\frac{2}{4} = \boxed{1}$
 $\frac{2}{4} = \frac{1}{2}$

2. $\frac{1}{2} = \boxed{2}$
 $\frac{1}{2} = \frac{2}{4}$

3. $\frac{4}{4} = \boxed{1}$

4. $\frac{2}{6} = \boxed{1}$
 $\frac{2}{6} = \frac{1}{3}$

5. $\frac{2}{3} = \boxed{1}$ X
 $\frac{2}{3} = \frac{1}{6}$

6. $\frac{6}{6} = \boxed{1}$

7. $\frac{2}{8} = \boxed{1}$
 $\frac{2}{8} = \frac{1}{4}$

8. $\frac{4}{8} = \boxed{1}$
 $\frac{4}{8} = \frac{1}{2}$

9. $\frac{6}{8} = \boxed{3}$
 $\frac{6}{8} = \frac{3}{4}$

10. $\frac{8}{8} = \boxed{4}$ = $\boxed{4}$ = $\boxed{2}$ X
 $\frac{8}{8} = \frac{4}{4} = \frac{4}{2} = 2$

11. $3 \frac{2}{4} = \underline{3 \frac{1}{2}}$

12. $4 \frac{4}{8} = \underline{4 \frac{1}{2}}$

13. $7 \frac{6}{8} = \underline{7 \frac{1}{8}}$ X
 $7 \frac{6}{8} = 7 \frac{3}{4}$

14. $2 \frac{4}{6} = \underline{2 \frac{2}{3}}$

15. $6 \frac{12}{12} = \underline{7}$

At this point, the sample prescription shows an instructional technique code of 05. This was based on a decision by the teacher to discuss Ralph's problem in her planning session group. She felt a need to get opinions and suggestions from the other teachers on how to proceed with Ralph's instruction at this point.

From their review of student progress, the teachers identified a group of students who were having problems in this unit. They could not reduce fractional remainders to lowest terms. Ralph joined this group in a seminar setting for one week. The teacher who worked with these students used skill sheets, discussion, board work, film strips and manipulative aids as materials.

At the next planning session, the group's progress was evaluated and the teachers decided that Ralph could return to his regular IPI materials.

Based on Ralph's progress report by the seminar teacher, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 397-398

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4444
U. S.

4	5	6	7
---	---	---	---

GRADE 6 ROOM 230
U. S.

9

UNIT F-DIV.
2, 3, 4, 6, 8 U. S.

10	11	12
----	----	----

UNIT DATES

UNIT BEGAN	<u>10/1</u>	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR

BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS						CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	TECH CODES			SCORE	%	SCORE				%
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	////	////	S. 72-73	S. 74-75	S. 76-77				
1			<u>6</u>	<u>6</u>		<u>4</u>	<u>5</u>					<u>DS</u>	<u>1</u>	
2				<u>7</u>		<u>4</u>	<u>5</u>					"		
3	<u>10-4</u>	<u>JAW</u>	<u>6</u>		<u>01</u>							"		
4					<u>T. Page 12</u>	<u>16</u>	<u>20</u>					"		
5						<u>Fraction Pies</u>							<u>2</u>	
6	<u>10/5</u>	<u>JAW</u>	<u>6</u>		<u>05</u>									
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
			▼		▼		▼		▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

You prescribed the following on 10/10:

Page

Reason

11

Writing quotient with fractional
remainder in lowest terms.

Estimate of time needed: 20 minutes

MATHEMATICS PRESCRIPTION SHEET

	U. S. 2-3
SCHOOL STAMP	

STUDENT NAME Ralph Stoney

STUDENT NUMBER

4	4	4	4
U. S.	4	5	6

GRADE 6 ROOM 230

U. S. 9

UNIT F-DIV.

2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES

UNIT BEGAN <u>10/1</u>	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR

BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS' WORKED IN SKILL	NOTES
DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
PRES. S. 13-16	INIT. S. 17-19	NO. S. 20-21	NO. S. 22-57	TECH CODES S. 58-71			SCORE	% S. 72-73	SCORE	% S. 74-75			
1		6	6		4	5					RS	1	
2			7		4	5					"		
3	10-4	JAW	6		01						"		
4					12	16	20				"		
5					} Fraction Pres							2	
6	10-5	JAW	6		05	OK/MB						7	
7	10-10	JAW	6	11									
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

INCH SAMPLE

PRE % POST. %

U. 32-33 U. 34-35 TO 78

80 95



This is the page completed and corrected by Ralph.

In the role of the Aide, record the score on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 401-402.

Solve the division problems, write the remainders in fractional form. Reduce the fraction to lowest terms.

$$38 \div 4$$

Work space

$$\begin{array}{r} 9R2 \\ 4 \overline{)38} \\ \underline{36} \\ 2 \end{array}$$

$$9\frac{2}{4} = 9\frac{1}{2}$$

$$56 \div 6$$

Work space

$$\begin{array}{r} 9R2 \\ 6 \overline{)56} \\ \underline{54} \\ 2 \end{array}$$

$$9\frac{2}{6} = 9\frac{1}{3}$$

$$44 \div 10$$

Work space

$$\begin{array}{r} 4R4 \\ 10 \overline{)44} \\ \underline{40} \\ 4 \end{array}$$

$$4\frac{4}{10} = 4\frac{2}{5}$$

$$46 \div 8$$

Work space

$$\begin{array}{r} 5R6 \\ 8 \overline{)46} \\ \underline{40} \\ 6 \end{array}$$

$$5\frac{6}{8} = 5\frac{3}{4}$$

$$66 \div 9$$

Work space

$$\begin{array}{r} 7R3 \\ 9 \overline{)66} \\ \underline{63} \\ 3 \end{array}$$

$$7\frac{3}{9} = 7\frac{1}{3}$$

$$39 \div 9$$

Work space

$$\begin{array}{r} 4R3 \\ 9 \overline{)39} \\ \underline{36} \\ 3 \end{array}$$

$$4\frac{3}{9} = 4\frac{1}{3}$$

$$76 \div 10$$

Work space

$$\begin{array}{r} 7R6 \\ 10 \overline{)76} \\ \underline{70} \\ 6 \end{array}$$

$$7\frac{6}{10} = 7\frac{3}{5}$$

$$50 \div 8$$

Work space

$$\begin{array}{r} 6R2 \\ 8 \overline{)50} \\ \underline{48} \\ 2 \end{array}$$

$$6\frac{2}{8} = 6\frac{1}{4}$$

$$39 \div 12$$

Work space

$$\begin{array}{r} 3R3 \\ 12 \overline{)39} \\ \underline{36} \\ 3 \end{array}$$

$$3\frac{3}{12} = 3\frac{1}{4}$$

For extra practice, do Page 16.

You prescribed the following on 10/10:

Page

Reason

13

CET to determine mastery of Skill 6.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP

U. S. 2-3

STUDENT NAME **Ralph Stoney**

STUDENT NUMBER

4	4	4	4
U. S.	4	5	6

GRADE **6**

ROOM **230**

U. S. 9

UNIT **F-DIV.**

2, 3, 4, 6, 8

U. S. 10 11 12

UNIT DATES

UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR

BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

DATE PRES.	PRES. INIT.	SKILL NO.		PAGE NO.	INST. TECH. CODES	SCORE	MAX. POINTS
		S. 20-21	S. 22-57				
		6	6			4	5
			7			4	5
10-4	JAW	6			01		
					12	16	20
						Fraction Pres	
10-5	JAW	6			05	OK/MB	
10-10	JAW	6	11			9	9
		6	13		LET		

CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL	NOTES
PART 1		PART 2				
SCORE	% S. 72-73	SCORE	% S. 74-75		S. 76-77	
				RS	1	
				"		
				"		
					2	
					7	

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
			▼		▼		▼		▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

1 SAMPLE

% POST. %

2-33 U. 34-35 TO 78

95

0

This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

**Based on your analysis of Ralph's work, you prescribe the following
on / :**

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 405-406.

CET I

Divide. Write the remainder as a fraction.

$$12 \frac{1}{12}$$

$$\begin{array}{r} 12 \overline{) 145} \\ \underline{12} \\ 25 \\ \underline{24} \\ 1 \end{array}$$

$$12 \frac{2}{3}$$

$$\begin{array}{r} 3 \overline{) 38} \\ \underline{36} \\ 2 \end{array}$$

$$3 \frac{2}{9}$$

$$\begin{array}{r} 9 \overline{) 29} \\ \underline{27} \\ 2 \end{array}$$

$$13 \frac{1}{4}$$

$$\begin{array}{r} 4 \overline{) 53} \\ \underline{4} \\ 13 \\ \underline{12} \\ 1 \end{array}$$

$$59 \frac{3}{8}$$

$$\begin{array}{r} 8 \overline{) 475} \\ \underline{40} \\ 75 \\ \underline{72} \\ 3 \end{array}$$

$$122 \frac{5}{6}$$

$$\begin{array}{r} 6 \overline{) 737} \\ \underline{6} \\ 13 \\ \underline{12} \\ 17 \\ \underline{12} \\ 5 \end{array}$$

C I R C L E C O R R E C T B O X	TL PTS	
	6	100:
	NO OF PTS.	
	5	83
	4	67
	3	50
	2	33
	1	17

Divide.

$$6 \overline{) .036}$$

$$12 \overline{) 144.24}$$

C I R C L E C O R R E C T B O X	TL PTS	
	2	100:
	NO OF PTS.	2
	1	50

You prescribed the following on 10/10:

Page

Reason

13

CET to determine mastery of Skill 7.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP	U. S. 2-3
--------------	-----------

STUDENT NAME **Ralph Stoney**

STUDENT NUMBER **4444**
 U. S. 4 5 6 7

GRADE **6** ROOM **230** UNIT **F-DIV.**
 U. S. **9** **2, 3, 4, 6, 8** U. S. 10 11 12

UNIT DATES	
UNIT BEGAN	10/1 U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	/ / / /

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE	PRES.	SKILL	PAGE	INST.	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES.	INIT.	NO.	NO.	↓			↓	SCORE	%	SCORE			
S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	CODES		S. 72-73		S. 74-75		S. 76-77			
1			6	6		4	5					PS	1	
2				7		4	5					"		
3	10-4	JAW	6		01							"		
4					12	16	20					"		
5						[Fraction Pies]							2	
6	10-5	JAW	6		05	OK/AB							7	
7	10-10	JAW	6	11		9	9							
8			6	13	CET			6/6	100	2/2	100	RM	8	
9			7	13P	CET									
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

ICH SAMPLE
 PRE % POST %
 32-33 U. 34-35 TO 78
 80 95



This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 409-410.

CET I

Divide.

$$\begin{array}{r} 1.2 \\ 48 \overline{) 57.6} \\ \underline{48} \\ 96 \\ \underline{96} \\ 0 \end{array}$$

$$\begin{array}{r} 2.01 \\ 58 \overline{) 116.58} \\ \underline{116} \\ 58 \\ \underline{58} \\ 0 \end{array}$$

$$\begin{array}{r} 2.83 \\ 29 \overline{) 82.07} \\ \underline{58} \\ 240 \\ \underline{232} \\ 87 \\ \underline{87} \\ 0 \end{array}$$

$$\begin{array}{r} 4.825 \\ 9 \overline{) 43.425} \\ \underline{36} \\ 74 \\ \underline{72} \\ 22 \\ \underline{18} \\ 45 \\ \underline{45} \\ 0 \end{array}$$

C I R C L E C O R R E C T B O X	TL PTS	4	100
	NO. OF PTS.		
		3	75
		2	50
		1	25

Solve the problems. Label your answers.

Kevin wanted to put the same number of toys in each of his 5 boxes. He had 6 tops, 15 blocks, 3 toy cars, and 12 balls.

How many toys did he put in each box and how many were left over? 7 r 1

C I R C L E C O R R E C T B O X	TL PTS	2	100
	NO. OF PTS.		
		1	50

Joe, Lou, and Irwin joined together in a bottle cap club. Joe had 12 bottle caps, Lou had 13 bottle caps, and Irwin had 10 bottle caps. They decided that each member should have the same number of bottle caps. If they divided the number up equally, how many would each have and how many would be left over? 11 r 2

You prescribed the following on 10/11:

Page

Reason

7

CET to determine mastery of Skill 8.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP	U. S. 2-3
--------------	-----------

STUDENT NAME **Ralph Stoney**

STUDENT NUMBER **4 4 4 4**

U. S. **4 5 6 7**

GRADE **6** ROOM **230**

U. S. **9**

UNIT **F-Div.**

2, 3, 4, 6, 8 U. S. **10 11 12**

UNIT DATES	
UNIT BEGAN 10/1	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL	NOTES	
DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2					
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31			SCORE	% S. 72-73	SCORE	% S. 74-75				
		6	6			4	5					RS	1	
			7			4	5					"		
10-4	JAW	6		01								"		
				12		16	20					"		
				(Fraction Pres)									2	
10-5	JAW	6		05		08/10							7	
10-10	JAW	6	11			9	9							
		6	13	CET				6/6	100	2/2	100	RM	8	
		7	13P	CET				9/9	100	2/2	100	RM	1	
10-11	JAW	8	7P	CET										

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
▼									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

PUNCH SAMPLE
 PRE % POST %
 U. 32-33 U. 34-35 TO 78
 80 95

OVERFLOW



This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page

Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

Check samples on pages 413-414.

CET I

Solve each word problem. Label your answer.

CIRCULE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

Larry has a paper route in his neighborhood. One week Larry made \$5.32 selling papers. He made \$4.96 the next week and \$5.47 in the third week. What was Larry's average for each week?

\$5.92

X

$$\begin{array}{r}
 5.32 \\
 4.96 \\
 + 5.47 \\
 \hline
 3 \overline{) 15.75} \\
 \underline{15.91} \\
 5.91 \\

 \end{array}$$

Marie made flower baskets for her friends one day in the summer. She picked 18 petunias, 15 roses and 16 daisies. She made baskets for her 5 friends and put the same number of flowers in each basket. How many flowers did she put in each basket, and how many flowers did she have left over?

9 r 4 flowers

$$\begin{array}{r}
 18 \\
 15 \\
 16 \\
 \hline
 5 \overline{) 49} \\
 \underline{45} \\
 9 4
 \end{array}$$

You prescribed the following on 10/12;

<u>Page</u>	<u>Reason</u>
Review	To give Ralph a chance to review his unit work; may lessen careless errors on Posttest.
Posttest	To determine mastery of the skills in this unit.

Record this on Ralph's Prescription Sheet.

Estimate of time needed: _____

SCHOOL STAMP U. S. 2-3

STUDENT NAME **Ralph Stoney**

STUDENT NUMBER **4444**
U. S. 4 5 6 7

GRADE **6** ROOM **230** UNIT **F-Div.**
U. S. **9** **2, 3, 4, 6, 8** U. S. 10 11 12

UNIT DATES
UNIT BEGAN **10/1** U. 13-16
UNIT ENDED U. 17-20
DAYS WORKED* U. 21-22

SCHOOL CALENDAR
BEGAN U. 23-25
ENDED U. 26-28
Worked

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL	NOTES	
DATE	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2					
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 28-31			SCORE	% S. 72-73	SCORE	% S. 74-75				S. 76-77
1		6	6		4	5						RS	1	
2			7		4	5						"		
3	10-4	JAW	6		01							"		
4					12	16	20					"		
5					} Fraction Pres								2	
6	10-5	JAW	6		05	OK/MB							7	
7	10-10	JAW	6	11		9	9							
8			6	13	CET			6/6	100	2/2	100	RM	8	
9			7	13P	CET			4/4	100	2/2	100	RM	1	
10	10-11		8	7P	CET			1/2	50			RM	1	
11	10-12	JAW	Review											
12			Posttest											
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW U. & S. 79

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									



This is a copy of Ralph's completed Posttest that has been corrected by the Aide.

In the role of the Aide, record the Posttest scores on the first Prescription Sheet and on the Unit Test Record on pages 333-334.

Analyze the entire Posttest and identify the skills in which Ralph does not demonstrate mastery.

Based on your analysis, you decide to:

Record your decision on Ralph's Prescription Sheet.

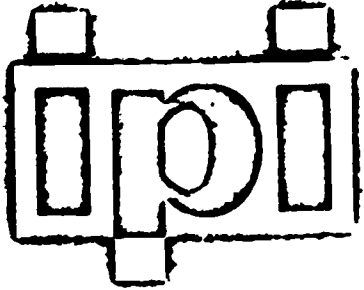
In the role of the Aide, complete the data required for a "mastered" unit on the Prescription Sheet.

Check your completed prescription with the samples beginning on page 423.

SCHOOL CODE

[Empty box for School Code]

NAME Ralph Stoney
NUMBER 4444 CLASS 6 Rm. 230



MATHEMATICS

Post Test

LEVEL F
DIVISION (06)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

Appleton-Century-Crofts



Division of Meredith Publishing Company

by Meredith Publishing Company. All rights reserved. Printed in the United States of America

DEVELOPMENTAL EDITION

Directions: Divide by using repeated subtraction.

C I R C L E	T O T A L	
	PTS.	%
	5	100%
	4	80
	3	60
	2	40
	1	20

$$\begin{array}{r} 60 \\ - 15 \\ \hline 45 \\ - 15 \\ \hline 30 \\ - 15 \\ \hline 15 \\ - 15 \\ \hline 0 \end{array}$$

60 ÷ 15 = 4

$$\begin{array}{r} 70 \\ - 35 \\ \hline 35 \\ - 35 \\ \hline 0 \end{array}$$

70 ÷ 35 = 2

$$\begin{array}{r} 68 \\ - 13 \\ \hline 55 \\ - 13 \\ \hline 42 \\ - 13 \\ \hline 29 \\ - 13 \\ \hline 16 \\ - 13 \\ \hline 3 \end{array}$$

68 ÷ 13 = 5 R3

$$\begin{array}{r} 45 \\ - 11 \\ \hline 34 \\ - 11 \\ \hline 23 \\ - 11 \\ \hline 12 \\ - 11 \\ \hline 1 \end{array}$$

45 ÷ 11 = 4 R1

$$\begin{array}{r} 78 \\ - 21 \\ \hline 57 \\ - 21 \\ \hline 36 \\ - 21 \\ \hline 15 \end{array}$$

78 ÷ 21 = 3 R15

F DIVISION (06) POST-TEST

SKILL 2

Directions: Divide.

$$\begin{array}{r} 4 \\ 23 \overline{)92} \end{array}$$

$$\begin{array}{r} 53 \\ 53 \overline{)2,809} \end{array}$$

$$\begin{array}{r} 17 \text{ R } 93 \\ 193 \overline{)3,474} \end{array} \quad \times$$

$$\begin{array}{r} 862 \\ 38 \overline{)32,756} \end{array}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	NO. OF PTS.	%
	3	75
	2	50
	1	25

F DIVISION (06) POST-TEST

SKILL 3

Directions: Divide. Round off the numbers and estimate to check your answers.

Check

$$\begin{array}{r} 40 \\ 48 \overline{)1,920} \\ \underline{192} \\ 00 \end{array} \quad \begin{array}{r} 38 \\ 50 \overline{)1,900} \end{array}$$

Check

$$\begin{array}{r} 19 \text{ R } 3 \\ 32 \overline{)611} \\ \underline{32} \\ 291 \\ \underline{288} \\ 3 \end{array} \quad \begin{array}{r} 15 \\ 40 \overline{)600} \end{array}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	NO. OF PTS.	%
	2	100%
	1	50

Directions: Divide. Write the remainder using R.

C I R C L E	TL. PTS.	
	4	100
	NO OF PTS.	-
	3	75
	2	50
C O R R E C T	1	25

$$\begin{array}{r} 5 \text{ R } 23 \\ 79 \overline{) 418} \end{array}$$

$$\begin{array}{r} 65 \text{ R } 53 \\ 67 \overline{) 4,408} \end{array}$$

$$\begin{array}{r} 39 \text{ R } 42 \\ 238 \overline{) 9,324} \end{array}$$

$$\begin{array}{r} 28 \text{ R } 70 \\ 125 \overline{) 3,570} \end{array}$$

Directions: Circle all of the expressions in each row which are equal to the boxed fraction at the beginning of the row.

C I R C L E C O R R E C T B O X	TL. PTS.	
	S	100%
	5	100%
	NO. OF PTS	%
	4	80
	3	60
	2	40
	1	20

$\frac{1}{4}$	$4 \overline{)1}$ $4 \div 1$ $1 \div 4$ $1 \overline{)4}$ 1^4
$\frac{18}{6}$	$18 \overline{)6}$ 18×6 3 $6 \overline{)18}$ $18 - 6$
$\frac{5}{5}$	$5 \overline{)5}$ 1 5 $5 \div 5$ $\frac{5}{4}$
$\frac{16}{3}$	$5 \frac{1}{5}$ $16 \div 3$ $5 \frac{1}{3}$ $3 \frac{1}{5}$ $3 \div 16$
$\frac{42}{5}$	$42 \overline{)5}$ $5 \frac{1}{4}$ $8 \frac{1}{5}$ $5 \overline{)42}$ $8 \frac{2}{5}$

F DIVISION (06) POST-TEST

SKILL 6

Directions: Divide. Write the remainder as a fraction.

$$8 \overline{)83} \quad 10 \frac{3}{8}$$

$$4 \overline{)125} \quad 31 \frac{1}{4}$$

$$9 \overline{)217} \quad 24 \frac{1}{9}$$

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T	3	100%
	2	67
	1	33
B O X		

F DIVISION (06) POST-TEST

SKILL 7

Directions: Divide.

$$5 \overline{).255} \quad .051$$

$$47 \overline{)143.82} \quad 3.06$$

$$7 \overline{)2.184} \quad .312$$

$$29 \overline{).87} \quad .03$$

C I R C L E	TL. PTS.	
	NO. OF PTS.	%
C O R R E C T	4	100%
	3	75
	2	50
	1	25
B O X		

Directions: Solve the word problems. Label each answer.

C I R C L E C O R R E C T B O X	T. PTS.	
	3	100
	NO. OF PTS.	%
	2	67
	1	33

Sally and Fred had a lemonade stand. One day they made \$1.25 profit after paying \$.30 for lemonade mix. If they sold 31 glasses of lemonade that day, how much did they charge for each glass?

Answer \$.05

Bernadine mixed 9 cups of popcorn and one cup of peanuts to make popcorn-peanut balls. She made six balls from the mixture. How much of the mixture did she use for each ball?

Answer $1\frac{2}{3}$ cups

The teacher had 25 pieces of lemon candy, 30 pieces of orange candy, and 24 pieces of lime candy. She gave each of the 19 children in her class as many pieces of candy as she could, being careful to give each child the same amount. How many pieces of candy were left over?

Answer 3 pieces of candy

MATHEMATICS PRESCRIPTION SHEET

Mastery
MB

PAGE: 1 OF 2

STUDENT NAME **Ralph Stoney**

STUDENT NUMBER **4 4 4 4**
U. S. **4 5 6 7**

SCHOOL STAMP U. S. 2-3

GRADE **6** ROOM **230** UNIT **F-DIV.**
U. S. **9** **2, 3, 4, 6, 8** U. S. **10 11 12**

UNIT DATES			
UNIT BEGAN	10/1	U. 13-16	
UNIT ENDED	10/13	U. 17-20	
DAYS WORKED*	16	U. 21-22	

SCHOOL CALENDAR			
BEGAN		U. 23-25	
ENDED		U. 26-28	
Worked			

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES	
DATE	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2					
S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			SCORE	% S. 72-73	SCORE	% S. 74-75				
1	9-30	JAW	Pretest											
2	10-1	JAW	2		01									
3				9	02	2	2					MS		
4				12		4	6					"	1	
5	10-2	JAW	2	20		4	4					"		
6	10-2	JAW	2	14	CET			4/4	100	2/4	50	MS	2	
7	10-2		3	Read Student Page								RS		
			1			12	12							
9			3			16	16						1	
10			4			14	14							
11			7			14	20							
12			12			0	10					RS		
13			15	CET				8/8	100	3/3	100	MS	2	
14			4	CET				4/4	100	2/3	67	MS	L	
15			5	CET				13/13	100	0/3	0	MS	L	
16	10-3	JAW	6	Read Student Page								RS		
17			2									"		
18			3									"		

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE		POST		POST		POST	
		PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80	5	100				
X 2	4	3	75	3	75				
X 3	2	0	0	2	100				
X 4	4	2	50	4	100				
X 5	5	5	100	5	100				
X 6	3	0	0	3	100				
X 7	4	4	100	4	100				

MATHEMATICS PRESCRIPTION SHEET

	U. S. 2-3
--	-----------

STUDENT NAME Ralph Stoney

STUDENT NUMBER	4	4	4	4
U. S.	4	5	6	7

GRADE	6	ROOM	230	UNIT	F-DIV.			
U. S.	9			2, 3, 4, 6, 8		10	11	12

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	/ / / /

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
DATE	PRES.	SKILL	PAGE	INST. TECH	SCORE	MAX. POINTS	PART 1		PART 2				
PRES. S. 13-16	INIT. S. 17-19	NO. S. 20-21	NO. S. 22-27	CODES S. 28-31			SCORE	% S. 72-73	SCORE	% S. 74-75			
		6	6		4	5					PS	1	
			7		4	5					"		
10-4	JAN	6		01							"		
				12	16	20					"	2	
				Fraction								7	
10-5	JAN	6		05	9	9							
10-10	JAN	6	11										
		6	13	CET			6/6	100	2/2	100	RM	8	
		7	13P	CET			4/4	100	2/2	100	RM	1	
10-11	JAN	8	7P	CET			1/2	50	2/2	100	RM	1	
10-12	JAN	Review											
		Posttest											

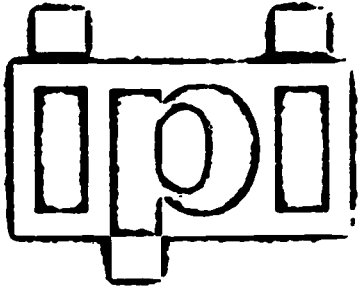
CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 1

Based upon materials developed by The Mathematics Curriculum Staff Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

© 1977 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

Solve this problem, using repeated subtraction.

$$27 \div 6 = \underline{\quad}$$

In this booklet you will be doing problems like this.

Answer

27	21	15	9
-6	-6	-6	-6
<hr/>	<hr/>	<hr/>	<hr/>
21	15	9	3
27 ÷ 6 = 4 R 3			

Think of division as repeated subtraction.

$$18 \div 6 = \underline{3}$$

$$\begin{array}{r}
 18 \\
 - 6 \leftarrow (\text{xxxxxx}) \quad 1 \\
 \hline
 12 \\
 \quad \searrow 12 \\
 \quad - 6 \leftarrow (\text{xxxxxx}) \quad 2 \\
 \quad \hline
 \quad 6 \\
 \quad \quad \searrow 6 \leftarrow (\text{xxxxxx}) \quad 3 \\
 \quad \quad \hline
 \quad \quad 0
 \end{array}$$

You can subtract 6 from 18 three times. Therefore, in the problem $18 \div 6$, the quotient is 3.

Do these division problems, using repeated subtractions. Write the quotient in the blank.

$$27 \div 9 = \underline{\quad}$$

$$28 \div 7 = \underline{\quad}$$

$$39 \div 13 = \underline{\quad}$$

$$\begin{array}{r}
 27 \\
 - 9 \\
 \hline
 18 \\
 - 9 \\
 \hline
 9 \\
 - 9 \\
 \hline
 0
 \end{array}$$

$$\begin{array}{r}
 28 \\
 - 7 \\
 \hline
 21 \\
 - 7 \\
 \hline
 14 \\
 - 7 \\
 \hline
 7 \\
 - 7 \\
 \hline
 0
 \end{array}$$

$$\begin{array}{r}
 39 \\
 - 13 \\
 \hline
 26 \\
 - 13 \\
 \hline
 13 \\
 - 13 \\
 \hline
 0
 \end{array}$$

Write your answers in the blanks.

$$8 \div 2 = \underline{4}$$

$$\begin{array}{r} 8 \\ -\textcircled{2} \\ \hline 6 \end{array} \rightarrow \begin{array}{r} 6 \\ -\textcircled{2} \\ \hline 4 \end{array} \rightarrow \begin{array}{r} 4 \\ -\textcircled{2} \\ \hline 2 \end{array} \rightarrow \begin{array}{r} 2 \\ -\textcircled{2} \\ \hline 0 \end{array}$$

How many times is 2 subtracted? 4

Use repeated subtraction to find the missing quotients.

$$10 \div 2 = \underline{5}$$

$$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ -2 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ -2 \\ \hline 4 \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline 2 \end{array} \quad \begin{array}{r} 2 \\ -2 \\ \hline 0 \end{array} \quad \begin{array}{r} 2 \\ -2 \\ \hline 0 \end{array}$$

$$25 \div 5 = \underline{5}$$

$$\begin{array}{r} 25 \\ -5 \\ \hline 20 \end{array} \quad \begin{array}{r} 20 \\ -5 \\ \hline 15 \end{array} \quad \begin{array}{r} 15 \\ -5 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array} \quad \begin{array}{r} 5 \\ -5 \\ \hline 0 \end{array}$$

$$15 \div 3 = \underline{5}$$

$$\begin{array}{r} 15 \\ -3 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ -3 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ -3 \\ \hline 3 \end{array} \quad \begin{array}{r} 3 \\ -3 \\ \hline 0 \end{array}$$

$$28 \div 7 = \underline{4}$$

$$\begin{array}{r} 28 \\ -7 \\ \hline 21 \end{array} \quad \begin{array}{r} 21 \\ -7 \\ \hline 14 \end{array} \quad \begin{array}{r} 14 \\ -7 \\ \hline 7 \end{array} \quad \begin{array}{r} 7 \\ -7 \\ \hline 0 \end{array}$$

Use repeated subtraction to find the missing quotients.

$$24 \div 6 = \underline{4}$$

$$\begin{array}{r} 24 \\ -6 \\ \hline 18 \\ -6 \\ \hline 12 \\ -6 \\ \hline 6 \\ -6 \\ \hline 0 \end{array}$$

$$21 \div 7 = \underline{3}$$

$$\begin{array}{r} 21 \\ -7 \\ \hline 14 \\ -7 \\ \hline 7 \\ -7 \\ \hline 0 \end{array}$$

$$40 \div 8 = \underline{5}$$

$$\begin{array}{r} 40 \\ -8 \\ \hline 32 \\ -8 \\ \hline 24 \\ -8 \\ \hline 16 \\ -8 \\ \hline 8 \\ -8 \\ \hline 0 \end{array}$$

$$25 \div 5 = \underline{5}$$

$$\begin{array}{r} 25 \\ -5 \\ \hline 20 \\ -5 \\ \hline 15 \\ -5 \\ \hline 10 \\ -5 \\ \hline 5 \\ -5 \\ \hline 0 \end{array}$$

$$30 \div 6 = \underline{5}$$

$$\begin{array}{r} 30 \\ -6 \\ \hline 24 \\ -6 \\ \hline 18 \\ -6 \\ \hline 12 \\ -6 \\ \hline 6 \\ -6 \\ \hline 0 \end{array}$$

$$36 \div 12 = \underline{3}$$

$$\begin{array}{r} 36 \\ -12 \\ \hline 24 \\ -12 \\ \hline 12 \\ -12 \\ \hline 0 \end{array}$$

For extra practice, do Page 7.

To solve division problems, use repeated subtraction until the last result is zero, or a number less than the divisor.

Suppose 14 is divided by 4.

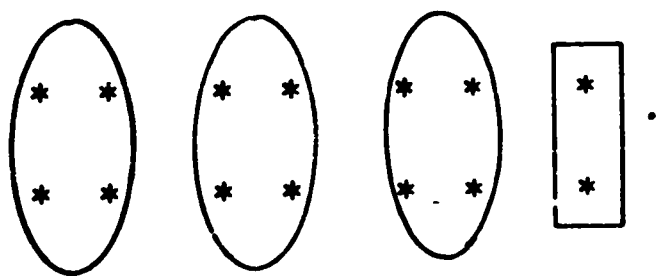
$$14 \div 4 = ? \quad \begin{array}{r} 14 \\ -4 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ -4 \\ \hline 2 \end{array}$$

4 has been subtracted from 14 three times with 2 left over. The number that is left over is called the remainder.

Using a capital R for the word "remainder," the problem can be written

$$14 \div 4 = 3 R 2.$$

This means that in a set of 14, there are 3 subsets of 4 each and 2 left over.



Solve these problems with remainders, using repeated subtraction.

$$17 \div 3 = \underline{5 R 2}$$

$$\begin{array}{r} 17 \\ -3 \\ \hline 14 \\ -3 \\ \hline 11 \\ -3 \\ \hline 8 \\ -3 \\ \hline 5 \\ -3 \\ \hline 2 \end{array}$$

$$25 \div 6 = \underline{4 R 1}$$

$$\begin{array}{r} 25 \\ -6 \\ \hline 19 \\ -6 \\ \hline 13 \\ -6 \\ \hline 7 \\ -6 \\ \hline 1 \end{array}$$

$$31 \div 8 = \underline{3 R 7}$$

$$\begin{array}{r} 31 \\ -8 \\ \hline 23 \\ -8 \\ \hline 15 \\ -8 \\ \hline 7 \end{array}$$

$$12 \div 7 = \underline{1 R 5}$$

$$\begin{array}{r} 12 \\ -7 \\ \hline 5 \end{array}$$

$$23 \div 5 = \underline{4 R 3}$$

$$\begin{array}{r} 23 \\ -5 \\ \hline 18 \\ -5 \\ \hline 13 \\ -5 \\ \hline 8 \\ -5 \\ \hline 3 \end{array}$$

$$47 \div 9 = \underline{\quad R \quad}$$

$$\begin{array}{r} 47 \\ -9 \\ \hline 38 \\ -9 \\ \hline 29 \\ -9 \\ \hline 20 \\ -9 \\ \hline 11 \\ -9 \\ \hline 2 \end{array}$$

For extra practice, do Page 8.

CET I

Use repeated subtraction to find each quotient.

$43 \div 11 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 43 \\ - 11 \\ \hline \end{array}$$

$37 \div 12 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 37 \\ - 12 \\ \hline \end{array}$$

$56 \div 15 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 56 \\ - 15 \\ \hline \end{array}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

Divide each set a different way to show $10 \div 5$

X X
X X
X X
X X
X X

X X
X X
X X
X X
X X

C I R C L E C O R R E C T B O X	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

$28 \div 7$ is one way to ask, "How many times can 7 be subtracted from 28?"

Use repeated subtraction to find the missing quotients.

$$18 \div 6 = 3$$

①	②	③
$\begin{array}{r} 18 \\ -6 \\ \hline 12 \\ -6 \\ \hline 6 \\ -6 \\ \hline 0 \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline 6 \\ -6 \\ \hline 0 \end{array}$	$\begin{array}{r} 6 \\ -6 \\ \hline 0 \end{array}$

$$35 \div 7 = \underline{5}$$

$$\begin{array}{r} 35 \\ -7 \\ \hline 28 \\ -7 \\ \hline 21 \\ -7 \\ \hline 14 \\ -7 \\ \hline 7 \\ -7 \\ \hline 0 \end{array}$$

$$20 \div 5 = \underline{4}$$

$$\begin{array}{r} 20 \\ -5 \\ \hline 15 \\ -5 \\ \hline 10 \\ -5 \\ \hline 5 \\ -5 \\ \hline 0 \end{array}$$

$$45 \div 9 = \underline{5}$$

$$\begin{array}{r} 45 \\ -9 \\ \hline 36 \\ -9 \\ \hline 27 \\ -9 \\ \hline 18 \\ -9 \\ \hline 9 \\ -9 \\ \hline 0 \end{array}$$

Solve these problems with remainders, using repeated subtraction.

$$29 \div 5 = \underline{5R4}$$

$$\begin{array}{r} 29 \\ -5 \\ \hline 24 \end{array} \quad \begin{array}{r} 24 \\ -5 \\ \hline 19 \end{array} \quad \begin{array}{r} 19 \\ -5 \\ \hline 14 \end{array} \quad \begin{array}{r} 14 \\ -5 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

$$48 \div 9 = \underline{5R3}$$

$$\begin{array}{r} 48 \\ -9 \\ \hline 39 \end{array} \quad \begin{array}{r} 39 \\ -9 \\ \hline 30 \end{array} \quad \begin{array}{r} 30 \\ -9 \\ \hline 21 \end{array} \quad \begin{array}{r} 21 \\ -9 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ -9 \\ \hline 3 \end{array}$$

$$17 \div 4 = \underline{4R1}$$

$$\begin{array}{r} 17 \\ -4 \\ \hline 13 \end{array} \quad \begin{array}{r} 13 \\ -4 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array} \quad \begin{array}{r} 5 \\ -4 \\ \hline 1 \end{array}$$

$$37 \div 7 = \underline{5R2}$$

$$\begin{array}{r} 37 \\ -7 \\ \hline 30 \end{array} \quad \begin{array}{r} 30 \\ -7 \\ \hline 23 \end{array} \quad \begin{array}{r} 23 \\ -7 \\ \hline 16 \end{array} \quad \begin{array}{r} 16 \\ -7 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$

CET II

Use repeated subtraction to find each quotient.

$48 \div 11 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 48 \\ - 11 \\ \hline \end{array}$$

$57 \div 13 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 57 \\ - 13 \\ \hline \end{array}$$

$68 \div 18 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 68 \\ - 18 \\ \hline \end{array}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

Divide each set a different way to show $8 \div 4$.

- | | |
|-----|-----|
| ○ ○ | ○ ○ |
| ○ ○ | ○ ○ |
| ○ ○ | ○ ○ |
| ○ ○ | ○ ○ |

C I R C L E C O R R E C T B O X	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

LEVEL F, DIVISION, SKILL 1

OBJECTIVE: Uses repeated subtraction to solve division problems. Quotients to 5.

STANDARD TEACHING SEQUENCE

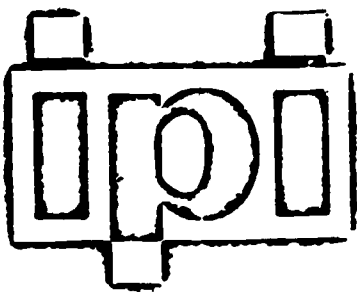
Page		Supplementary Material
1.	Uses repeated subtraction to solve division problems. Quotients to 5, no remainder. Example given.	
2.	Uses repeated subtraction to find the missing quotients (to 5, no remainders). Example given.	
3.	Uses repeated subtraction to find the missing quotients. No examples.	7
4.	Tells the number that is left over and learns it is called a "remainder."	
5.	Uses repeated subtraction to find the quotients and remainders.	8
6.	CET I.	
	CET II.	9

Circle pages that are to be done.

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 2

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome B. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

Use the ladder method to find the quotient. (Answers to division problems are called quotients.)

$$625 \overline{) 53750}$$

Use the division algorithm to find the quotient.

$$484 \overline{) 44528}$$

Check yourself. None of the quotients in this booklet should have a remainder.

Answers

86	
625) 53750	
50000	80
3750	
3750	6
0	86
92	
484) 44528	
4356	
968	
968	
0	

Review the ladder method.

$$\begin{array}{r|l}
 \overset{30}{20} \overline{) 720} & \\
 \underline{600} & 30 \\
 120 & \\
 \underline{120} & 6 \\
 0 & 36
 \end{array}$$

How many totals of 20 in 720?

Ask yourself, $20 \times ? = 720$. Estimate 30 (Start with a multiple of 10.) $30 \times 20 = 600$.

Subtract 600 from 720 to see if there are any more totals of 20 left. You will find there are 6 totals of 20 left ($6 \times 20 = 120$).

Add the factors ($30 + 6$ on right side of ladder).

From the division above, we see that there are exactly 36 totals of 20 in 720.

Find the quotients.

$$\begin{array}{r|l}
 \overset{13}{27} \overline{) 351} & \\
 \underline{270} & 10 \\
 81 & \\
 \underline{81} & 3 \\
 0 & 13
 \end{array}$$

$$\begin{array}{r|l}
 \overset{12}{16} \overline{) 192} & \\
 \underline{160} & 10 \\
 32 & \\
 \underline{32} & 2 \\
 0 & 12
 \end{array}$$

$$\begin{array}{r|l}
 \overset{19}{22} \overline{) 418} & \\
 \underline{220} & 10 \\
 198 & \\
 \underline{198} & 9 \\
 0 & 19
 \end{array}$$

Use the ladder method to find the quotients.

$$\begin{array}{r|l} 36 & 180 \\ \hline 180 & 5 \\ \hline 0 & 5 \end{array}$$

$$\begin{array}{r|l} 27 & 162 \\ \hline 135 & 6 \\ \hline 0 & 6 \end{array}$$

$$\begin{array}{r|l} 28 & 168 \\ \hline 140 & 6 \\ \hline 0 & 6 \end{array}$$

$$\begin{array}{r|l} 15 & 600 \\ \hline 600 & 40 \\ \hline 0 & 40 \end{array}$$

$$\begin{array}{r|l} 20 & 720 \\ \hline 600 & 30 \\ \hline 120 & \\ \hline 120 & 6 \\ \hline 0 & 36 \end{array}$$

$$\begin{array}{r|l} 14 & 784 \\ \hline 700 & 50 \\ \hline 84 & \\ \hline 84 & 6 \\ \hline 0 & 56 \end{array}$$

$$\begin{array}{r|l} 23 & 322 \\ \hline 230 & 10 \\ \hline 92 & \\ \hline 92 & 4 \\ \hline 0 & 14 \end{array}$$

$$\begin{array}{r|l} 34 & 850 \\ \hline 680 & 20 \\ \hline 170 & \\ \hline 170 & 5 \\ \hline 0 & 25 \end{array}$$

$$\begin{array}{r|l} 43 & 688 \\ \hline 430 & 10 \\ \hline 258 & \\ \hline 258 & 6 \\ \hline 0 & 16 \end{array}$$

Here is another form of division. It is called the division algorithm.

$$\begin{array}{r} 1 \\ 23 \overline{) 345} \\ \underline{23} \\ 11 \end{array}$$

Look at the dividend 345.

Ask yourself: "Does 23 divide into the first digit, 3?" No.

"Does 23 divide into 34?" Yes. How many times? Once.

$$\begin{array}{r} 15 \\ 23 \overline{) 345} \\ \underline{23} \\ 115 \\ \underline{115} \\ 0 \end{array}$$

Write the 1 above the 4 of the dividend.

Multiply 1×23 and subtract the product (23) from

$$\begin{array}{r} 34. \quad 34 \\ - 23 \\ \hline 11 \end{array}$$

Bring down the next digit, 5. Divide 23 into 115.

$$23 \times 5 = 115$$

Your correct answer is therefore 15, and it is your quotient.

Use the division algorithm.

$$\begin{array}{r} 12 \\ 14 \overline{) 168} \\ \underline{14} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

$$\begin{array}{r} 21 \\ 16 \overline{) 336} \\ \underline{32} \\ 16 \\ \underline{16} \\ 0 \end{array}$$

$$\begin{array}{r} 24 \\ 23 \overline{) 552} \\ \underline{46} \\ 92 \\ \underline{92} \\ 0 \end{array}$$

Use the division algorithm to find the quotient. Fill in the blanks.

$$\begin{array}{r} 27 \text{ (1FT)} \\ 23 \overline{) 621} \\ \underline{46} \\ 161 \\ \underline{161} \\ 0 \end{array}$$

Look at the dividend which is 621.

Ask yourself: "Does 23 divide into the first digit 6? NO

Does 23 divide into 62?" YES

How many times? 2 TIMES (OR TWICE)

Write the 2 above the 2 of 62 in the dividend.

Multiply 2×23 and subtract this product from 62.

$$\begin{array}{r} 62 \\ - 46 \\ \hline 16 \end{array}$$

Bring the next digit of the dividend down (it is 1)

Divide 23 into 161. $23 \times \underline{7} = 161$

Use the division algorithm to find the quotient.

$$24 \overline{) 44} \quad 31$$

$$32 \overline{) 544} \quad 17$$

$$48 \overline{) 624} \quad 13$$

$$36 \overline{) 864} \quad 24$$

Use the ladder method to find the quotient.

$$\begin{array}{r|l}
 48 \\
 37 \overline{) 1776} & \\
 \underline{1480} & 40 \\
 296 & \\
 \underline{296} & 8 \\
 0 & 48
 \end{array}$$

$$\begin{array}{r|l}
 52 \\
 49 \overline{) 2548} & \\
 \underline{2450} & 50 \\
 98 & \\
 \underline{98} & 2 \\
 0 & 52
 \end{array}$$

$$\begin{array}{r|l}
 30 \\
 67 \overline{) 2077} & \\
 \underline{2010} & 30 \\
 67 & \\
 \underline{67} & 1 \\
 0 & 31
 \end{array}$$

$$\begin{array}{r|l}
 36 \\
 74 \overline{) 2664} & \\
 \underline{2220} & 30 \\
 444 & \\
 \underline{444} & 6 \\
 0 & 36
 \end{array}$$

$$\begin{array}{r|l}
 47 \\
 86 \overline{) 4042} & \\
 \underline{3440} & 40 \\
 602 & \\
 \underline{602} & 7 \\
 0 & 47
 \end{array}$$

$$\begin{array}{r|l}
 35 \\
 43 \overline{) 1548} & \\
 \underline{1260} & 30 \\
 288 & \\
 \underline{288} & 6 \\
 0 & 36
 \end{array}$$

For extra practice, do Page 15.

Use the division algorithm to find the quotients.

$$\begin{array}{r} 71 \\ 52 \overline{) 3692} \\ \underline{364} \\ 52 \\ \underline{52} \\ 0 \end{array}$$

$$\begin{array}{r} 59 \\ 47 \overline{) 2773} \\ \underline{235} \\ 423 \\ \underline{423} \\ 0 \end{array}$$

$$\begin{array}{r} 83 \\ 68 \overline{) 5576} \\ \underline{544} \\ 136 \\ \underline{136} \\ 0 \end{array}$$

$$\begin{array}{r} 33 \\ 64 \overline{) 2112} \\ \underline{192} \\ 192 \\ \underline{192} \\ 0 \end{array}$$

$$\begin{array}{r} 74 \\ 68 \overline{) 5032} \\ \underline{476} \\ 272 \\ \underline{272} \\ 0 \end{array}$$

$$\begin{array}{r} 94 \\ 89 \overline{) 8366} \\ \underline{801} \\ 356 \\ \underline{356} \\ 0 \end{array}$$

For extra practice, do Page 16.

Use the ladder method to find the quotients.

$$\begin{array}{r|l}
 53 \overline{) 74677} & 1000 \\
 \underline{53000} & \\
 21677 & \\
 \underline{21200} & 400 \\
 477 & \\
 \underline{477} & 9 \\
 0 & 1409
 \end{array}$$

$$\begin{array}{r|l}
 45 \overline{) 23850} & 530 \\
 \underline{22500} & \\
 1350 & \\
 \underline{1350} & 30 \\
 0 & 530
 \end{array}$$

$$\begin{array}{r|l}
 71 \overline{) 48493} & 683 \\
 \underline{42600} & 600 \\
 5893 & \\
 \underline{5680} & 90 \\
 213 & \\
 \underline{213} & 3 \\
 0 & 683
 \end{array}$$

$$\begin{array}{r|l}
 39 \overline{) 51636} & 1324 \\
 \underline{39000} & 1000 \\
 12636 & \\
 \underline{11700} & 800 \\
 936 & \\
 \underline{750} & 20 \\
 186 & \\
 \underline{150} & 4 \\
 36 & \\
 \underline{36} & 1324 \\
 0 &
 \end{array}$$

SECRET

Any combination of factors which add up to the quotient is acceptable.

For extra practice do Page 17.

Use the division algorithm to find the quotients.

$$\begin{array}{r} 544 \\ 53 \overline{) 28832} \\ \underline{265} \\ 233 \\ \underline{212} \\ 212 \\ \underline{212} \\ 0 \end{array}$$

$$\begin{array}{r} 707 \\ 63 \overline{) 44541} \\ \underline{441} \\ 441 \\ \underline{441} \\ 0 \end{array}$$

$$\begin{array}{r} 936 \\ 72 \overline{) 67392} \\ \underline{648} \\ 259 \\ \underline{216} \\ 432 \\ \underline{432} \\ 0 \end{array}$$

$$\begin{array}{r} 885 \\ 85 \overline{) 75225} \\ \underline{680} \\ 722 \\ \underline{680} \\ 425 \\ \underline{425} \\ 0 \end{array}$$

For extra practice, do Page 18.

Use the ladder method to find the quotients.

When you divide with a 3-digit divisor, you follow the same procedure as with a 2-digit divisor. Get your first estimate by finding how many times the divisor divides into the first 3 or 4 digits. Then continue to divide, multiply, and subtract as usual.

$$\begin{array}{r|l}
 256 & \\
 179 \overline{) 45824} & \\
 \underline{35800} & 200 \\
 10024 & \\
 \underline{8050} & 50 \\
 1074 & \\
 \underline{1074} & 6 \\
 0 & 256
 \end{array}$$

$$\begin{array}{r|l}
 53 & \\
 656 \overline{) 34768} & \\
 \underline{32800} & 50 \\
 1968 & \\
 \underline{1968} & 3 \\
 0 & 53
 \end{array}$$

SCORING.

Any combination of factors which add up to the quotient is acceptable.

For extra practice do Page 19.

Use the ladder method to find the quotients.

$$\begin{array}{r|l}
 101 & \\
 496 \overline{) 50096} & \\
 \underline{49600} & 100 \\
 496 & \\
 \underline{496} & 1 \\
 0 & 101
 \end{array}$$

$$\begin{array}{r|l}
 64 & \\
 835 \overline{) 53440} & \\
 \underline{50100} & 60 \\
 3340 & \\
 \underline{3340} & 4 \\
 0 & 64
 \end{array}$$

$$\begin{array}{r|l}
 234 & \\
 602 \overline{) 140868} & \\
 \underline{120400} & 200 \\
 20468 & 30 \\
 \underline{18060} & \\
 2408 & \\
 \underline{2408} & 4 \\
 0 & 234
 \end{array}$$

$$\begin{array}{r|l}
 513 & \\
 476 \overline{) 244188} & \\
 \underline{238000} & 500 \\
 6188 & 10 \\
 \underline{4760} & 3 \\
 1428 & \\
 \underline{1428} & 3 \\
 0 & 513
 \end{array}$$

5002100
 234
 234
 234

For extra practice, do Page 20.

Use the ladder method to find the quotients.

Remember that when you divide with a 3-digit divisor, you follow the same procedure as with a 2-digit divisor. Get your first estimate by finding how many times the divisor divides into the first 3 or 4 digits, as the case may be. Then continue to divide, multiply, and subtract as usual.

$$\begin{array}{r|l}
 \begin{array}{r}
 58 \\
 452 \overline{) 26216} \\
 \underline{22600} \\
 3616 \\
 \underline{3616} \\
 0
 \end{array} & \begin{array}{l}
 50 \\
 8 \\
 58
 \end{array}
 \end{array}$$

$$\begin{array}{r|l}
 \begin{array}{r}
 183 \\
 789 \overline{) 144387} \\
 \underline{78900} \\
 65487 \\
 \underline{63120} \\
 2367 \\
 \underline{2367} \\
 0
 \end{array} & \begin{array}{l}
 100 \\
 80 \\
 3 \\
 183
 \end{array}
 \end{array}$$

Solution

Any combination of factors which add up to the quotient is acceptable.

Use the division algorithm to find the quotients.

$$\begin{array}{r} 42 \\ 326 \overline{) 14018} \\ \underline{1304} \\ 978 \\ \underline{978} \\ 0 \end{array}$$

300 divides into 1400

about 4 times.

300 divides into 900

about 3 times.

$$\begin{array}{r} 55 \\ 564 \overline{) 31020} \\ \underline{2820} \\ 2820 \\ \underline{2820} \\ 0 \end{array}$$

$$\begin{array}{r} 47 \\ 532 \overline{) 25004} \\ \underline{2138} \\ 3724 \\ \underline{3724} \\ 0 \end{array}$$

$$\begin{array}{r} 68 \\ 769 \overline{) 52292} \\ \underline{4614} \\ 6152 \\ \underline{6152} \\ 0 \end{array}$$

Use either the division algorithm or the ladder method to find the quotients.

$$\begin{array}{r} 93 \\ 46 \overline{) 4278} \end{array}$$

$$\begin{array}{r} 29 \\ 14 \overline{) 406} \end{array}$$

$$\begin{array}{r} 88 \\ 225 \overline{) 19800} \end{array}$$

$$\begin{array}{r} 19 \\ 53 \overline{) 1007} \end{array}$$

$$\begin{array}{r} 401 \\ 81 \overline{) 32481} \end{array}$$

$$\begin{array}{r} 93 \\ 26 \overline{) 2418} \end{array}$$

$$\begin{array}{r} 45 \\ 306 \overline{) 13770} \end{array}$$

$$\begin{array}{r} 43 \\ 46 \overline{) 1978} \end{array}$$

$$\begin{array}{r} 34 \\ 787 \overline{) 26758} \end{array}$$

CET I

Divide, using either the ladder method or the division algorithm.

$$16 \overline{) 768}$$

$$17 \overline{) 1479}$$

$$372 \overline{) 15,996}$$

$$67 \overline{) 2278}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	4	100%
	NO. OF PTS.	-
	3	75
	2	50
	1	25

Solve each division problem. Then round each divisor to the nearest ten, round each dividend to the nearest hundred, and divide to check your answer by estimating.

$$42 \overline{) 588}$$

$$22 \overline{) 1606}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	4	100%
	NO. OF PTS.	;
	3	75
	2	50
	1	25

Use the ladder method to find the quotient.

Study this example.

$$\begin{array}{r} 350 \\ 3 \overline{) 1050} \\ \underline{900} \quad 300 \\ 150 \\ \underline{150} \quad 50 \\ 350 \end{array}$$

$$\begin{array}{r} 21 \\ 50 \overline{) 1050} \\ \underline{1000} \quad 20 \\ 50 \\ \underline{50} \quad 1 \\ 21 \end{array}$$

$$\begin{array}{r} 70 \\ 15 \overline{) 1050} \\ \underline{1050} \quad 70 \\ 70 \end{array}$$

$$\begin{array}{r} 15 \\ 70 \overline{) 1050} \\ \underline{700} \quad 10 \\ 350 \\ \underline{350} \quad 5 \\ 15 \end{array}$$

$$\begin{array}{r} 35 \\ 30 \overline{) 1050} \\ \underline{900} \quad 30 \\ 150 \\ \underline{150} \quad 5 \\ 35 \end{array}$$

$$\begin{array}{r} 3 \\ 350 \overline{) 1050} \\ \underline{1050} \quad 3 \\ 3 \end{array}$$

Check yourself. None of the quotients should have a remainder.

Study the problems you have solved above.

When you divide the same dividend by larger and larger divisors, what happens to the quotient? IT GETS SMALLER

When you divide the same dividend by smaller and smaller divisors, what happens to the quotient? IT GETS LARGER

Use the division algorithm to find the quotients.

Study this example.

$$\begin{array}{r} 72 \\ 53 \overline{) 3816} \\ \underline{371} \\ 106 \\ \underline{106} \\ 0 \end{array}$$

$$\begin{array}{r} 86 \\ 75 \overline{) 6450} \\ \underline{600} \\ 450 \\ \underline{450} \\ 0 \end{array}$$

$$\begin{array}{r} 77 \\ 37 \overline{) 2849} \\ \underline{259} \\ 250 \\ \underline{259} \\ 0 \end{array}$$

50 divided into 350

is about 7

50 divided into 100

is about 2

$$\begin{array}{r} 68 \\ 41 \overline{) 2788} \end{array}$$

$$\begin{array}{r} 84 \\ 90 \overline{) 7560} \\ \underline{720} \\ 360 \\ \underline{360} \\ 0 \end{array}$$

$$\begin{array}{r} 96 \\ 46 \overline{) 4416} \end{array}$$

Check yourself. None of the quotients should have a remainder.

Use the ladder method to find the quotient.

Study this example.

$$\begin{array}{r|l}
 370 & \\
 66 \overline{) 24420} & 300 \\
 \underline{19800} & \\
 4620 & \\
 \underline{4620} & 70 \\
 \hline
 & 370
 \end{array}$$

$$\begin{array}{r|l}
 841 & \\
 69 \overline{) 58029} & 800 \\
 \underline{55200} & \\
 2829 & \\
 \underline{2760} & 400 \\
 69 & \\
 \underline{69} & 1 \\
 \hline
 & 841
 \end{array}$$

$$\begin{array}{r|l}
 499 & \\
 56 \overline{) 27944} & 400 \\
 \underline{22400} & \\
 5544 & \\
 \underline{5040} & 90 \\
 504 & \\
 \underline{504} & 9 \\
 \hline
 & 499
 \end{array}$$

$$\begin{array}{r|l}
 705 & \\
 87 \overline{) 61335} & 700 \\
 \underline{60900} & \\
 435 & \\
 \underline{435} & 5 \\
 \hline
 & 705
 \end{array}$$

Scoring

Any combination of factors which add up to the quotient.

Use the division algorithm to find the quotients.

Study this example.

$$\begin{array}{r} 675 \\ 92 \overline{) 62100} \\ \underline{552} \\ 690 \\ \underline{644} \\ 460 \\ \underline{460} \\ 0 \end{array}$$

$$\begin{array}{r} 952 \\ 43 \overline{) 35862} \\ \underline{371} \\ 176 \\ \underline{129} \\ 472 \\ \underline{472} \\ 0 \end{array}$$

$$\begin{array}{r} 409 \\ 88 \overline{) 35992} \\ \underline{352} \\ 792 \\ \underline{792} \\ 0 \end{array}$$

$$\begin{array}{r} 771 \\ 34 \overline{) 24684} \\ \underline{238} \\ 88 \\ \underline{68} \\ 204 \\ \underline{204} \\ 0 \end{array}$$

Use the ladder method to find the quotient.

478) 155828	
3300	3300
15580	
750	750
2868	
2868	6
0	26

Estimate whether first figure will be 100's or 1000's.

Is $155,828 > (478 \times 100)$? Yes

Is $155,828 > (478 \times 1000)$? No

Estimate how many sets of 478 in 1558.

Continue to divide, multiply and subtract.

Do the division above.

Use the ladder method to find the quotients.

$$\begin{array}{r|l}
 \overset{604}{372} & 224688 \\
 \hline
 223200 & 600 \\
 \hline
 1488 & \\
 1488 & 4 \\
 \hline
 0 & 604
 \end{array}$$

$$\begin{array}{r|l}
 \overset{426}{519} & 221094 \\
 \hline
 207600 & 400 \\
 \hline
 13494 & \\
 10380 & 20 \\
 \hline
 3114 & \\
 3114 & 6 \\
 \hline
 0 & 426
 \end{array}$$

$$\begin{array}{r|l}
 \overset{568}{821} & 466328 \\
 \hline
 410500 & 500 \\
 \hline
 55828 & \\
 49260 & 60 \\
 \hline
 6568 & \\
 6568 & 8 \\
 \hline
 0 & 568
 \end{array}$$

$$\begin{array}{r|l}
 \overset{721}{635} & 457835 \\
 \hline
 447500 & 700 \\
 \hline
 13335 & \\
 12700 & 20 \\
 \hline
 635 & \\
 635 & 1 \\
 \hline
 0 & 721
 \end{array}$$

SCORING:

ANY COMBINATION OF FACTORS WHICH
ADD UP TO THE QUOTIENT IS ACCEPTABLE

CET II

Divide, using either the ladder method or the division algorithm.

$$19 \overline{) 988}$$

$$28 \overline{) 2100}$$

$$283 \overline{) 10188}$$

$$34 \overline{) 1394}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Solve each division problem. Then round each divisor to the nearest ten, round each dividend to the nearest hundred, and divide to check your answer by estimating.

Estimate

$$28 \overline{) 924}$$

Estimate

$$41 \overline{) 1762}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

LEVEL F, DIVISION, SKILL 2

OBJECTIVE: Divides a two-or-more digit dividend by a two-or three-digit divisor. No remainder.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Uses ladder method to find quotients for 2-digit divisor and 3-digit dividend. Explanation given.	
2. Uses ladder method to find quotients for 2-digit divisor and 3-digit dividend.	
3. Uses division algorithm to find quotients for 2-digit divisor and 3-digit dividend. Explanation given.	
4. Uses division algorithm to find quotients for 2-digit divisor and 3-digit dividend.	
5. Uses ladder method to find quotient for 2-digit divisor and 4-digit dividend.	15
6. Uses division algorithm to find 2-digit quotients for 2-digit divisors and 4-digit dividends.	16
7. Uses ladder method to find 3 and 4-digit quotients for 2-digit divisors and 5-digit dividends.	17
8. Uses division algorithm to find 3-digit quotients for 2-digit divisors and 5-digit dividends.	18
9. Uses ladder method to find 3-digit quotients for 3-digit divisor and 5-digit dividends. Explanation given.	19
10. Uses ladder method to find 3-digit quotients for 3-digit divisors and 5 or 6-digit dividends.	20
11. Uses ladder method to divide by three digit divisor.	
12. Uses division algorithm to find 2-digit quotients for 3-divisors and 5-digit dividends.	
13. Uses either method for various size problems.	
14. CET I. CET II.	21

Circle pages that ... to be done.

SCHOOL CODE

NAME _____

NUMBER _____

CLASS _____



with quality in service to you

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 3

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

© 1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America

DEVELOPMENTAL EDITION

TO THE STUDENT

Round off the divisor and dividend, and estimate the quotient.

$$37 \overline{) 1,691} \quad \rightarrow \quad \overline{\hspace{2cm}}$$

In this booklet you will learn how to solve this type of problem.

Answer

$\begin{array}{r} 400 \\ 40 \overline{) 1600} \end{array}$
--

Study the page and supply the correct numerals.

In order to estimate quotients, you must round off divisors and dividends.

$$\begin{array}{r} \text{quotient} \\ \text{divisor } \overline{) \text{ dividend}} \end{array}$$

You round the divisor upward. If the divisor is less than 100, round to the next 10.

21 rounds off to 30

64 → 70

68 → 70

Round off the numbers upward to the next 10.

5 → 10

66 → 70

16 → 20

46 → 50

53 → 60

9 → 10

81 → 90

35 → 40

12 → 20

29 → 30

77 → 80

98 → 100

When rounding off divisors between 100 and 1,000, round upward to the next 100.

235 rounds off to 300

402 → 500

498 → 500

Round these numbers upward to the next 100.

641 → 700

961 → 1,000

211 → 300

755 → 800

103 → 200

321 → 400

562 → 600

684 → 700

493 → 500

196 → 200

842 → 900

579 → 600

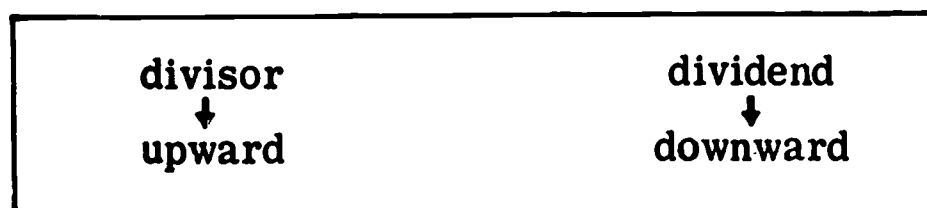
In $461 \overline{) 1,243}$ you round off the divisor upward because if 500 will divide into 1,243, then certainly 461 will.

Practice rounding off these numbers upward.

46	→	50	556	→	600
243	→	300	385	→	400
72	→	80	52	→	60
464	→	500	860	→	900
93	→	100	350	→	400
276	→	300	28	→	30
31	→	40	423	→	500
706	→	800	902	→	1,000

For extra practice, go Page 16.

Study the page and supply the correct numerals. You have learned that in order to estimate quotients you round off the divisor upward. The next thing to do is to round off the dividend downward.



If the dividend is less than 100, round off downward to the next 10.

43 rounds off to 40

89 → 80

18 → 10

Round off downward to the next 10.

57 → 50

23 → 20

88 → 80

19 → 10

42 → 40

32 → 30

81 → 80

76 → 70

25 → 20

95 → 90

66 → 60

12 → 10

27 → 20

38 → 30

When rounding off dividends between 100 and 1,000, round downward to the next 100.

295 rounds off to 200

201 → 200

861 → 800

129 → 100

Round off downward to the next 100.

287 → 200

911 → 900

781 → 700

423 → 400

996 → 900

606 → 600

693 → 600

882 → 800

942 → 900

754 → 700

837 → 800

228 → 200

836 → 800

612 → 600

394 → 300

509 → 500

When rounding off dividends between 1000 and 2000, round downward to next 100.

1,764 → 1,700

1,399 → 1,300

1,906 → 1,900

Round off downward to the next 100.

1,243 → 1,200

1,537 → 1,500

1,705 → 1,700

1,851 → 1,800

1,798 → 1,700

1,822 → 1,800

1,363 → 1,300

1,628 → 1,600

1,421 → 1,400

1,828 → 1,800

1,490 → 1,400

1,980 → 1,900

In $461 \overline{) 1,246}$ you round off the dividend downward because if 461 will divide into 1,246, it will certainly divide into 1,200.

Practice rounding off downward these numbers which could be used as dividends.

89	→	80	1,540	→	1,500
317	→	300	53	→	50
1,263	→	1,200	744	→	700
465	→	400	1,926	→	1,900
1,382	→	1,300	14	→	10
15	→	10	131	→	100
833	→	800	1,887	→	1,800
1,460	→	1,400	64	→	60
77	→	70	921	→	900
309	→	300	1,738	→	1,700

For extra practice, do Page 17.

Circle the correct rounded off divisors or dividends shown.

$$n \overline{) 231}$$

- 300
- 200
- 230

$$76 \overline{) n}$$

- 80
- 70
- 75

$$n \overline{) 407}$$

- 450
- 400
- 500

$$431 \overline{) n}$$

- 400
- 500
- 430

$$n \overline{) 861}$$

- 800
- 860
- 900

$$85 \overline{) n}$$

- 80
- 100
- 90

$$62 \overline{) n}$$

- 60
- 70
- 65

$$n \overline{) 1,246}$$

- 1,240
- 1,200
- 1,300

$$n \overline{) 656}$$

- 600
- 650
- 700

$$n \overline{) 436}$$

- 400
- 430
- 500

$$292 \overline{) n}$$

- 290
- 200
- 300

$$13 \overline{) n}$$

- 10
- 20
- 15

4

Look at this division problem.

$$\begin{array}{r|l}
 19 \overline{) 867} & \\
 \underline{570} & 30 \\
 317 & \\
 \underline{190} & 10 \\
 127 & \\
 \underline{95} & 5 \\
 32 & \\
 \underline{19} & 1 \\
 13 & 46 \text{ R } 13
 \end{array}$$

It is fairly long and tedious. Sometimes we want only an approximate answer and we need it quickly. In such a case we estimate.

$$\begin{array}{r}
 19 \overline{) 867} \\
 \downarrow \quad \curvearrowright \\
 20 \overline{) 800}
 \end{array}$$

The divisor rounds off u 20.

The dividend rounds off d 800.

The estimated quotient is 40.

Round off the divisors and dividends and estimate the quotients.

$$17 \overline{) 65}$$

$$27 \overline{) 67}$$

$$18 \overline{) 81}$$

$$25 \overline{) 93}$$

rounds to

$$20 \overline{) 60} \quad \overset{3}{}$$

$$30 \overline{) 60} \quad \overset{2}{}$$

$$20 \overline{) 80} \quad \overset{4}{}$$

$$30 \overline{) 90} \quad \overset{3}{}$$

Round off divisors and dividends and estimate quotients.

Here are two examples.

$$37 \overline{) 893} \quad \rightarrow \quad 40 \overline{) \overset{20}{800}}$$

$$19 \overline{) 731} \quad \rightarrow \quad 20 \overline{) \overset{35}{700}}$$

$$51 \overline{) 648} \quad \rightarrow \quad 50 \overline{) \overset{10}{600}}$$

$$32 \overline{) 484} \quad \rightarrow \quad 40 \overline{) \overset{12}{400}}$$

$$31 \overline{) 462} \quad \rightarrow \quad 30 \overline{) \overset{10}{400}}$$

$$32 \overline{) 861} \quad \rightarrow \quad 30 \overline{) \overset{20}{900}}$$

$$46 \overline{) 676} \quad \rightarrow \quad 50 \overline{) \overset{12}{600}}$$

$$13 \overline{) 528} \quad \rightarrow \quad 20 \overline{) \overset{25}{500}}$$

$$23 \overline{) 921} \quad \rightarrow \quad 30 \overline{) \overset{20}{900}}$$

$$18 \overline{) 535} \quad \rightarrow \quad 20 \overline{) \overset{25}{500}}$$

$$18 \overline{) 285} \quad \rightarrow \quad 20 \overline{) \overset{10}{200}}$$

$$21 \overline{) 275} \quad \rightarrow \quad 30 \overline{) \overset{6}{200}} \text{ R } 20$$

Round off divisors and dividends and estimate quotients.

$$121 \overline{) 435} \rightarrow 200 \overline{) 400}^2$$

$$225 \overline{) 950} \rightarrow 300 \overline{) 900}^3$$

$$255 \overline{) 391} \rightarrow 300 \overline{) 300}^1$$

$$321 \overline{) 863} \rightarrow 400 \overline{) 800}^2$$

$$361 \overline{) 828} \rightarrow 400 \overline{) 800}^2$$

$$136 \overline{) 429} \rightarrow 200 \overline{) 400}^2$$

$$175 \overline{) 631} \rightarrow 200 \overline{) 600}^3$$

$$206 \overline{) 949} \rightarrow 300 \overline{) 900}^2$$

$$105 \overline{) 823} \rightarrow 200 \overline{) 800}^4$$

$$542 \overline{) 688} \rightarrow 600 \overline{) 600}^1$$

For extra practice, go Page 18.

Round off divisors and dividends and estimate quotients.

$$36 \overline{) 1,265} \rightarrow 40 \overline{) 1,200}^{\frac{30}{}}$$

$$139 \overline{) 1,264} \rightarrow 200 \overline{) 1,200}^{\frac{6}{}}$$

$$76 \overline{) 1,649} \rightarrow 80 \overline{) 1,600}^{\frac{2}{}}$$

$$143 \overline{) 1,485} \rightarrow 200 \overline{) 1,400}^{\frac{7}{}}$$

$$19 \overline{) 1,020} \rightarrow 20 \overline{) 1,000}^{\frac{50}{}}$$

$$323 \overline{) 1,606} \rightarrow 400 \overline{) 1,600}^{\frac{4}{}}$$

$$29 \overline{) 1,573} \rightarrow 30 \overline{) 1,500}^{\frac{50}{}}$$

$$271 \overline{) 1,545} \rightarrow 300 \overline{) 1,500}^{\frac{5}{}}$$

$$42 \overline{) 1,523} \rightarrow 50 \overline{) 1,500}^{\frac{30}{}}$$

$$207 \overline{) 1,838} \rightarrow 300 \overline{) 1,800}^{\frac{6}{}}$$

Look at this problem.

$$36 \overline{) 721} \quad \rightarrow \quad 40 \overline{) 700} \frac{20}{40} = 17 \frac{1}{2}$$

$$\begin{array}{r} 40 \\ \hline 300 \\ \hline 280 \\ \hline 20 \end{array}$$

There is a remainder of 20. One way to handle it is to put the remainder over the divisor ($\frac{20}{40}$) and reduce it ($\frac{1}{2}$). This is the fractional form of the remainder.

Estimate the quotients and write the remainders in fractional form.

$$32 \overline{) 346}$$

$$\begin{array}{r} 7 \frac{1}{2} \\ 40 \overline{) 300} \\ \underline{280} \\ 20 \end{array}$$

$$35 \overline{) 966}$$

$$\begin{array}{r} 22 \frac{1}{2} \\ 40 \overline{) 900} \\ \underline{80} \\ 100 \\ \underline{80} \\ 20 \end{array}$$

$$53 \overline{) 525}$$

$$\begin{array}{r} 8 \frac{1}{2} \\ 60 \overline{) 500} \\ \underline{480} \\ 20 \end{array}$$

For extra practice, see Page 19.

Round off the divisors and dividends and estimate quotients. Where there are remainders, write them in fractional form.

$$138 \overline{) 1,544}$$

$$\begin{array}{r} 200 \overline{) 1,500} \quad 7\frac{1}{2} \\ 1400 \\ \hline 100 \end{array}$$

$$76 \overline{) 835}$$

$$\begin{array}{r} 80 \overline{) 800} \quad 10 \end{array}$$

$$34 \overline{) 1,507}$$

$$\begin{array}{r} 40 \overline{) 1,500} \quad 37\frac{1}{2} \\ 120 \\ \hline 300 \\ 280 \\ \hline 20 \end{array}$$

$$245 \overline{) 1,967}$$

$$\begin{array}{r} 300 \overline{) 1,900} \quad 6\frac{1}{3} \\ 1800 \\ \hline 100 \end{array}$$

$$58 \overline{) 1,242}$$

$$\begin{array}{r} 60 \overline{) 1,200} \quad 20 \end{array}$$

$$41 \overline{) 1,076}$$

$$\begin{array}{r} 50 \overline{) 1,000} \quad 20 \end{array}$$

CET I

First solve each division problem, then estimate and divide to check your work.

estimate

$$58 \overline{) 1,508}$$

estimate

$$22 \overline{) 1,672}$$

C R C L E C O R R E C T B O X	TL. PTS.	
	8	100%
	NO. OF PTS.	%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

estimate

$$47 \overline{) 1,175}$$

estimate

$$54 \overline{) 1,782}$$

Divide. Write the remainders using an R.

$$61 \overline{) 7,284}$$

$$326 \overline{) 8,493}$$

$$38 \overline{) 5,176}$$

C R C L E C O R R E C T B O X	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

You round off divisors upward.

Divisors less than 100 round up the next 10.

34 → 40

Divisors between 100 and 1,000 round up the next 100.

325 → 400

Round off upward.

41 → 50

760 → 800

207 → 300

59 → 60

95 → 100

838 → 900

476 → 500

27 → 30

29 → 30

645 → 700

312 → 400

61 → 70

77 → 80

707 → 800

549 → 600

43 → 50

82 → 90

964 → 1000

Round off and estimate.

$$65 \overline{) 732}$$

$$70 \overline{) 700} \begin{array}{l} 10 \\ \end{array}$$

$$127 \overline{) 438}$$

$$200 \overline{) 400} \begin{array}{l} 2 \\ \end{array}$$

$$37 \overline{) 829}$$

$$40 \overline{) 800} \begin{array}{l} 20 \\ \end{array}$$

$$502 \overline{) 698}$$

$$600 \overline{) 600} \begin{array}{l} 1 \\ \end{array}$$

$$31 \overline{) 628}$$

$$40 \overline{) 600} \begin{array}{l} 15 \\ \end{array}$$

$$173 \overline{) 804}$$

$$200 \overline{) 800} \begin{array}{l} 4 \\ \end{array}$$

$$25 \overline{) 912}$$

$$30 \overline{) 900} \begin{array}{l} 30 \\ \end{array}$$

$$93 \overline{) 726}$$

$$100 \overline{) 700} \begin{array}{l} 7 \\ \end{array}$$

Estimate quotients and write remainders in fractional form.

$$26 \overline{) 747}$$

$$\begin{array}{r} 23\frac{1}{3} \\ \hline 30 \overline{) 700} \\ \underline{60} \\ 100 \\ \underline{90} \\ 10 \end{array}$$

$$\frac{10}{30} = \frac{1}{3}$$

$$22 \overline{) 549}$$

$$\begin{array}{r} 16\frac{2}{3} \\ \hline 30 \overline{) 500} \\ \underline{30} \\ 200 \\ \underline{180} \\ 20 \end{array}$$

$$56 \overline{) 773}$$

$$\begin{array}{r} 11\frac{2}{3} \\ \hline 60 \overline{) 700} \\ \underline{60} \\ 100 \\ \underline{60} \\ 40 \end{array}$$

$$75 \overline{) 731}$$

$$\begin{array}{r} 8\frac{3}{4} \\ \hline 80 \overline{) 700} \\ \underline{640} \\ 60 \end{array}$$

$$33 \overline{) 507}$$

$$\begin{array}{r} 12\frac{1}{2} \\ \hline 40 \overline{) 500} \\ \underline{40} \\ 100 \\ \underline{80} \\ 20 \end{array}$$

$$63 \overline{) 649}$$

$$\begin{array}{r} 8\frac{1}{7} \\ \hline 70 \overline{) 600} \\ \underline{560} \\ 40 \end{array}$$

$$68 \overline{) 345}$$

$$\begin{array}{r} 4\frac{2}{7} \\ \hline 70 \overline{) 300} \\ \underline{280} \\ 20 \end{array}$$

$$37 \overline{) 786}$$

$$\begin{array}{r} 17\frac{1}{2} \\ \hline 40 \overline{) 700} \\ \underline{40} \\ 300 \\ \underline{280} \\ 20 \end{array}$$

CET II

First solve each division problem, then estimate and divide to check your work.

estimate

estimate

$$16 \overline{) 864}$$

$$51 \overline{) 1,887}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	8	100%
	NO. OF PTS.	%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

estimate

estimate

$$305 \overline{) 1,830}$$

$$62 \overline{) 1,488}$$

Divide. Write the remainder using an R.

$$62 \overline{) 7,381}$$

$$432 \overline{) 6,832}$$

$$25 \overline{) 4,723}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

OBJECTIVE: Rounds numbers in order to estimate quotients. Dividends to 2,000.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Rounds off upward divisors less than 100.	
2.	Rounds off upward divisors between 100 and 1,000.	
3.	Rounds off upward divisors to 1,000.	16
4.	Rounds off downward dividends less than 100.	
5.	Rounds off downward dividends between 100 and 1,000.	
6.	Rounds off downward dividends between 1,000 and 2,000.	
7.	Rounds off downward dividends to 2,000.	17
8.	Chooses correct rounded off numerals for divisors and dividends.	
9.	Rounds off 2-digit divisors and 2-digit dividends and estimates quotients; no remainders.	
10.	Estimates quotients for 2-digit divisors and 3-digit dividends; no remainders.	
11.	Estimates quotients for 3-digit divisors and 3-digit dividends; no remainders.	18
12.	Estimates quotients for 3-digit divisors and 4-digit dividends; no remainders.	
13.	Estimates quotients for 2-digit divisors and 3-digit dividends with remainders.	19
14.	Estimates quotients with remainders and without remainders.	
15.	CET I.	
	CET II.	20

Circle pages that are to be done.

Standard Teaching Sequence, Con't.

1967 - 68

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 <u>Elementary Mathematics - 6</u>		120

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



... and ...

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 4

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

You know the ladder method of division.

In this booklet, you will learn the division algorithm.

Complete using ladder method.

$$45 \overline{)2790}$$

Complete using division algorithm.

$$45 \overline{)2790}$$

Answers

$$\begin{array}{r} 62 \\ 45 \overline{)2790} \\ \underline{2700} \quad 60 \\ 90 \\ \underline{90} \quad 2 \\ 0 \quad 62 \end{array}$$

$$\begin{array}{r} 62 \\ 45 \overline{)2790} \\ \underline{270} \\ 90 \\ \underline{90} \\ 0 \end{array}$$

Study and answer the questions.

$$\begin{array}{r|l}
 37 & \\
 42 \overline{)1554} & \\
 \underline{1260} & 30 \\
 294 & \\
 \underline{294} & 7 \\
 0 & 37
 \end{array}$$

Do this problem by the ladder method.

Now do the same problem another way. Put the quotient above the dividend.

$$\begin{array}{r}
 30 \\
 42 \overline{)1554}
 \end{array}$$

You next estimate that there are 3 tens (or 30 ones) in 1554. So, put the 3 tens above the tens digit of the dividend. You haven't estimated the ones yet, so imagine a zero in the ones column.

$$\begin{array}{r}
 30 \\
 42 \overline{)1554} \\
 \underline{126}
 \end{array}$$

Now multiply 30 by 42 to get 1260. Subtract as you would in the ladder method.

$$\begin{array}{r}
 37 \\
 42 \overline{)1554} \\
 \underline{1260} \\
 294
 \end{array}$$

How many totals of 42 are there in 294? Over which column of the dividend goes the 7? ones

$$\begin{array}{r}
 37 \\
 42 \overline{)1554} \\
 \underline{1260} \\
 294 \\
 \underline{294}
 \end{array}$$

Now 7 × 42 equals 294 and since there is no remainder, the problem is complete. the 37 is your quotient and answer.

Bear in mind that you used the 0 only until you found out how many ones there were.

Solve these problems putting the quotient above the dividend.

This is an example. $13 \overline{)299}$

$$\begin{array}{r} 20 \\ 13 \overline{)299} \end{array}$$

→

$$\begin{array}{r} 20 \\ 13 \overline{)299} \\ \underline{260} \end{array}$$

→

$$\begin{array}{r} 20 \\ 13 \overline{)299} \\ \underline{260} \\ 39 \end{array}$$

→

$$\begin{array}{r} 23 \\ 13 \overline{)299} \\ \underline{260} \\ 39 \\ \underline{39} \end{array}$$

Use a dotted zero to remind you when there is an imagined zero in the ones column.

$$\begin{array}{r} 40 \\ 22 \overline{)990} \end{array}$$

→

$$\begin{array}{r} 40 \\ 22 \overline{)990} \\ \underline{880} \end{array}$$

→

$$\begin{array}{r} 40 \\ 22 \overline{)990} \\ \underline{880} \\ 110 \end{array}$$

→

$$\begin{array}{r} 45 \\ 22 \overline{)990} \\ \underline{880} \\ 110 \\ \underline{110} \end{array}$$

$$\begin{array}{r} 50 \\ 52 \overline{)2756} \end{array}$$

→

$$\begin{array}{r} 50 \\ 52 \overline{)2756} \\ \underline{2600} \end{array}$$

→

$$\begin{array}{r} 50 \\ 52 \overline{)2756} \\ \underline{2600} \\ 156 \end{array}$$

→

$$\begin{array}{r} 53 \\ 52 \overline{)2756} \\ \underline{2600} \\ 156 \\ \underline{156} \end{array}$$

Solve these problems. Erase the dotted zero when you are ready to complete the quotient.

$$\begin{array}{r} 57 \\ 12 \overline{)684} \\ \underline{600} \\ 84 \\ \underline{84} \end{array}$$

$$\begin{array}{r} 74 \\ 24 \overline{)1776} \\ \underline{1680} \\ 96 \\ \underline{96} \end{array}$$

$$\begin{array}{r} 22 \\ 81 \overline{)1782} \\ \underline{1620} \\ 162 \\ \underline{162} \end{array}$$

Read and answer the questions. Fill in the blanks.

Start by putting the quotient above the dividend.

$$\begin{array}{r} 9 \\ 18 \overline{)1656} \end{array}$$

What is your first estimated quotient? 90. Place the tens digit of 90 over the tens digit of the dividend. Imagine a zero in the ones column but do not write it.

$$\begin{array}{r} 9 \\ 18 \overline{)1656} \\ \underline{162} \end{array}$$

9 tens \times 18 ones = 162 tens under the dividend. Leave the ones column blank — you are imagining a zero there.

$$\begin{array}{r} 9 \\ 18 \overline{)1656} \\ \underline{162} \\ 36 \end{array}$$

Subtract 162 tens from the dividend. Subtract the imaginary zero from 6 ones in the dividend. This is called “bringing down” the 6 ones.

$$\begin{array}{r} 92 \\ 18 \overline{)1656} \\ \underline{162} \\ 36 \\ \underline{36} \end{array}$$

$36 \div 18 = \underline{2}$ ones. Complete the quotient by putting 2 in the ones column.

You have solved this problem using the division algorithm.

For extra practice, go Page 12.

Divide using the division algorithm. Fill in the blanks.

$$81 \overline{)56473}$$

$$\begin{array}{r} 700 \\ 81 \overline{)56473} \\ \underline{567} \\ 73 \\ \underline{72} \\ 13 \\ \underline{108} \\ 27 \\ \underline{27} \\ 0 \end{array}$$

Estimate how many totals of 81 are in 564 hundreds. Over which column will you put this quotient? _____.

Multiply the 6 hundreds by the divisor and subtract from 564.

Bring down the _____ tens and divide. In which column will you put this quotient? _____ Subtract from 787.

Bring down the _____ ones and divide placing the answer above the ones digit of the dividend. Subtract from 583.

Place your remainder on the same line as the quotient, putting an "R" in front of it to indicate that it is a remainder.

For extra practice, do Page 13 and 14.

Read the explanation and answer the questions.

There are five essential steps in the division algorithm taken in this sequence.

The five steps are repeated as often as necessary.

Estimate digit by digit.

Divide if you can.

Multiply digit by digit.

Subtract each partial product.

Bring down what's left.

Example A

$$\begin{array}{r} 51 \text{ R } 9 \\ 18 \overline{)927} \\ \underline{90} \\ 27 \\ \underline{18} \\ 9 \end{array}$$

Example B

$$\begin{array}{r} 130 \text{ R } 59 \\ 64 \overline{)8379} \\ \underline{64} \\ 197 \\ \underline{192} \\ 59 \\ \underline{0} \\ 59 \end{array}$$

Fill in the blanks.

How many times do you estimate and divide in A? 2. In B? 3. How many times do you bring down in A? 1. In B? 2. How many times do you multiply in B? 3.

Answer the questions.

$$\begin{array}{r} 58 \text{ R } 65 \\ 80 \overline{)4705} \\ \underline{400} \\ 705 \\ \underline{640} \\ 65 \end{array}$$

Can you divide 80 into 47? .

Can you divide 80 into 470? . How many times?

5.

What is the place value of the 4 in the 400 in the second line? .

What do you do after you subtract 400 from 470?

bring down the 5.

What do you do with the remainder?

as part of the quotient

Divide using the division algorithm.

$$\begin{array}{r} 15 \\ 24 \overline{) 384} \\ \underline{24} \\ 144 \\ \underline{144} \\ 0 \end{array}$$

$$\begin{array}{r} 14.65 \\ 40 \overline{) 586} \\ \underline{40} \\ 186 \\ \underline{160} \\ 260 \\ \underline{240} \\ 20 \end{array}$$

$$54 \overline{) 1263}$$

$$\begin{array}{r} 37 \\ 73 \overline{) 6497} \\ \underline{219} \\ 4297 \\ \underline{411} \\ 187 \end{array}$$

$$\begin{array}{r} 122.89 \\ 38 \overline{) 4619} \\ \underline{76} \\ 1859 \\ \underline{152} \\ 339 \end{array}$$

$$\begin{array}{r} 127.34 \\ 62 \overline{) 7846} \\ \underline{124} \\ 6606 \\ \underline{1246} \\ 5360 \\ \underline{1246} \\ 4114 \\ \underline{1246} \\ 2868 \\ \underline{1246} \\ 1622 \\ \underline{1246} \\ 376 \end{array}$$

Find the quotients using the division algorithm.

$$\begin{array}{r} 96 \text{ R } 22 \\ 62 \overline{) 5974} \\ \underline{552} \\ 394 \\ \underline{372} \\ 22 \end{array}$$

$$\begin{array}{r} 255 \text{ R } 15 \\ 25 \overline{) 6390} \\ \underline{50} \\ 139 \\ \underline{125} \\ 140 \\ \underline{125} \\ 15 \end{array}$$

$$\begin{array}{r} 188 \text{ R } 2 \\ 38 \overline{) 7146} \\ \underline{38} \\ 334 \\ \underline{304} \\ 306 \\ \underline{304} \\ 2 \end{array}$$

$$\begin{array}{r} 94 \\ 92 \overline{) 8648} \\ \underline{828} \\ 368 \\ \underline{368} \\ 0 \end{array}$$

$$\begin{array}{r} 101 \\ 87 \overline{) 8787} \\ \underline{87} \\ 087 \\ \underline{87} \\ 0 \end{array}$$

$$\begin{array}{r} 124 \text{ R } 47 \\ 64 \overline{) 7983} \\ \underline{64} \\ 158 \\ \underline{128} \\ 303 \\ \underline{256} \\ 47 \end{array}$$

With three-digit divisors, use the same method as with two-digit divisors,

namely, estimate, divide, multiply, subtract, bring down.

$$\begin{array}{r} 432 \text{ R } 178 \\ 451 \overline{)195010} \\ \underline{1804} \quad \leftarrow \text{estimate, divide} \\ 1461 \quad \leftarrow \text{multiply} \\ \underline{1353} \quad \leftarrow \text{subtract} \\ 1080 \quad \leftarrow \text{bring down} \\ \underline{902} \\ 178 \end{array}$$

Find the quotients.

$$\begin{array}{r} 301 \text{ R } 2 \\ 989 \overline{)297691} \\ \underline{2967} \\ 991 \\ \underline{989} \\ 2 \end{array}$$

$$\begin{array}{r} 7 \text{ R } 18 \\ 834 \overline{)5856} \\ \underline{5838} \\ 18 \end{array}$$

$$\begin{array}{r} 43 \text{ R } 256 \\ 728 \overline{)31560} \\ \underline{2912} \\ 2440 \\ \underline{2184} \\ 256 \end{array}$$

Solve these problems.

$$\begin{array}{r} 154 \text{ R } 286 \\ 386 \overline{)597428} \\ \underline{386} \\ 2114 \\ \underline{1932} \\ 1842 \\ \underline{1542} \\ 2980 \\ \underline{2702} \\ 276 \end{array}$$

$$\begin{array}{r} 412 \text{ R } 75 \\ 143 \overline{)60421} \\ \underline{572} \\ 322 \\ \underline{282} \\ 361 \\ \underline{286} \\ 75 \end{array}$$

$$\begin{array}{r} 173 \text{ R } 101 \\ 421 \overline{)72934} \\ \underline{421} \\ 3083 \\ \underline{2947} \\ 1364 \\ \underline{1263} \\ 101 \end{array}$$

$$\begin{array}{r} 50 \text{ R } 302 \\ 847 \overline{)42692} \\ \underline{4235} \\ 342 \\ \underline{0} \\ 302 \end{array}$$

$$\begin{array}{r} 106 \text{ R } 516 \\ 697 \overline{)74398} \\ \underline{697} \\ 4618 \\ \underline{4122} \\ 516 \end{array}$$

$$\begin{array}{r} 152 \text{ R } 3 \\ 228 \overline{)34659} \\ \underline{223} \\ 1185 \\ \underline{1140} \\ 459 \\ \underline{456} \\ 3 \end{array}$$

CET I

Divide. Write the remainder using an R.

$$621 \overline{)7258}$$

$$34 \overline{)8216}$$

$$478 \overline{)4821}$$

$$63 \overline{)9217}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
		4
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Circle the correct answer.

$\frac{25}{5}$ is equal to 25 3 5 25×5 .

$27 \div 9$ is equal to $\frac{27}{9}$ 27×9 4

$42 \div 6$ is equal to 8 $\frac{6}{42}$ $\frac{42}{6}$

C I R C L E C O R R E C T B O X	TL. PTS.	
		3
	NO. OF PTS.	%
	2	67
	1	33

Read the text and compare the two methods.

Ladder method

Step 1

$$\begin{array}{r|l}
 3 & \\
 42 \overline{)1554} & \\
 \underline{1260} & 30 \\
 290 & \\
 \hline
 &
 \end{array}$$

Step 2

$$\begin{array}{r|l}
 37 & \\
 42 \overline{)1554} & \\
 \underline{1260} & 30 \\
 294 & \\
 \underline{294} & 7 \\
 0 & 37 \\
 \hline
 &
 \end{array}$$

Division algorithm

Step 1

$$\begin{array}{r}
 3 \\
 42 \overline{)1554} \\
 \underline{126} \\
 29
 \end{array}$$

Put the tens digit (3) of quotient above the tens digit of the dividend. Do not write zero to leave space for units digit. Subtract the thousands product from the thousands in the dividend.

Step 2

$$\begin{array}{r}
 37 \\
 42 \overline{)1554} \\
 \underline{126} \downarrow \\
 294 \\
 \underline{294} \\
 0
 \end{array}$$

After you subtract 126 from 155, bring down the 4 ones and divide 42 into 294. Place the ones digit of the quotient above the ones digit of the dividend. Subtract 294 from 294. You have completed the division algorithm.

Read the text and solve the problem.

$$2 \overline{)58642}$$

$$\begin{array}{r} 24 \\ 24 \\ \hline 32 \\ 24 \\ \hline 70 \end{array}$$

- Divide 24 into 58. Place your answer above the 8. Multiply and subtract.
- Bring down the 6. Divide by 24. Multiply and subtract.
- Bring down the 4. Divide by 24. Multiply and subtract.
- Bring down the 2. Divide by 24. Multiply and subtract.
- Place the remainder next to the quotient.

Handwritten notes:
 24 goes into 58 2 times
 24 goes into 32 1 time
 24 goes into 70 2 times

Study this division problem, done by three methods.

Ladder method

$$\begin{array}{r|l} 662 & \\ 22 \overline{)14578} & \\ \underline{13200} & 600 \\ 1378 & \\ \underline{1320} & 60 \\ 58 & \\ 44 & 2 \\ \underline{14} & 662 \end{array}$$

Intermediate step

$$\begin{array}{r} 662 \\ 22 \overline{)14578} \\ \underline{13200} \\ 1378 \\ \underline{1320} \\ 58 \\ 44 \\ \underline{14} \end{array}$$

Complete algorithm

$$\begin{array}{r} 662 \text{ R } 14 \\ 22 \overline{)14578} \\ \underline{132} \\ 137 \\ \underline{132} \\ 58 \\ 44 \\ \underline{14} \end{array}$$

Notice that the intermediate step is simpler than the ladder method, but not as simple as algorithm division.

Review these examples to help you.

Ladder method

Intermediate step

Complete algorithm

$\begin{array}{r l} 22 \overline{)14578} & \\ \underline{13200} & 600 \\ 1378 & \\ \underline{1320} & 60 \\ 58 & \\ \underline{44} & 2 \\ 14 & 662 \end{array}$	\longrightarrow	$\begin{array}{r} 662 \\ 22 \overline{)14578} \\ \underline{13200} \\ 1378 \\ \underline{1320} \\ 58 \\ \underline{44} \\ 14 \end{array}$	\longrightarrow	$\begin{array}{r} 662 \text{ R } 14 \\ 22 \overline{)14578} \\ \underline{132} \\ 137 \\ \underline{132} \\ 58 \\ \underline{44} \\ 14 \end{array}$
---	-------------------	---	-------------------	---

Solve these problems using the complete algorithm.

$$\begin{array}{r} 66 \text{ R } 5 \\ 22 \overline{)1457} \\ \underline{132} \\ 137 \\ \underline{132} \\ 5 \end{array}$$

$$\begin{array}{r} 157 \text{ R } 14 \\ 43 \overline{)6765} \\ \underline{43} \\ 241 \\ \underline{215} \\ 315 \\ \underline{301} \\ 14 \end{array}$$

$$\begin{array}{r} 229811 \text{ R } 1 \\ 2 \overline{)459623} \\ \underline{4} \\ 05 \\ \underline{4} \\ 19 \\ \underline{18} \\ 16 \\ \underline{16} \\ 02 \\ \underline{2} \\ 03 \\ \underline{2} \\ 1 \end{array}$$

$$5 \overline{)90}$$

$$\begin{array}{r} 0 \\ \underline{04} \\ 00 \\ \underline{45} \\ 45 \end{array}$$

$$\begin{array}{r} 81 \text{ R } 32 \\ 60 \overline{)4892} \\ \underline{480} \\ 92 \\ \underline{60} \\ 32 \end{array}$$

Page 16

E-Div-4

Standard Teaching Sequence, Cont'd.

1967 - 68

Textbook Sources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 <u>Elementary Mathematics - 5</u>	137, 218, 219	144, 149, 214, 216, 221
Harcourt, Brace & World, 1966 <u>Elementary Mathematics - 6</u>	126, 127	54, 123, 134 (sets 26 & 28) 33 (set 29)

CEP I: Division algorithm with two- or three-place divisors, with problems with "R" notation. Dividends to 10,000.

STANDARD TEACHING SEQUENCE

Supplementary Material

- | | |
|--|--------|
| 1. Explanation leading to the complete division algorithm. | |
| 2. Examples of explanation and solves problems. | |
| 3. Step by step use of algorithm. | 12 |
| 4. Studies example of algorithm. | 13, 14 |
| 5. Answers questions about algorithm. | |
| 6. Answers more questions. | |
| 7. Divides with two-digit divisor. | |
| 8. Divides with two-digit divisor. | |
| 9. Divides with three-digit divisor. | |
| 10. Divides with three-digit divisor. | |
| 11. CEP I. | |
| CEP II. | 15 |

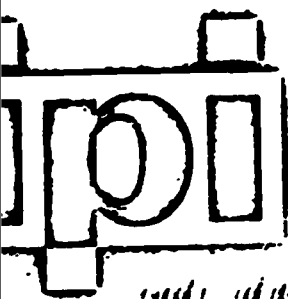
to be done.

SCHOOL CODE

NAME _____

NUMBER _____

CLASS _____



...ally

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 5

...ed upon materials developed by The Mathematics Curriculum Staff,
...ing Research and Development Center, University of Pittsburgh; Joseph
...son, Ph.D., Director; Edith Kobut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of
Jerome B. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

© 1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

Divide this.

$$5 \overline{) 25}$$

Can you do this?

Circle all correct answers.

$\frac{25}{5}$ is equal to:

$$25 \times 5, 25 \div 5, 3, 5$$

In this booklet you will learn another way of writing a division problem.

You will be solving division problems written as fractions.

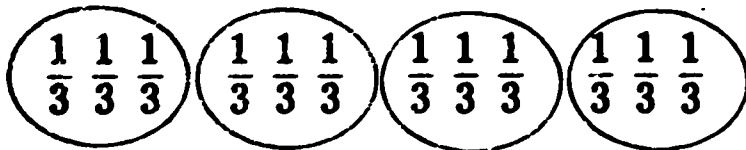
Answers

$\begin{array}{r} 5 \\ 5 \overline{) 25} \end{array}$
$25 \div 5, 5$

Read the explanation and fill in the blanks.

$\frac{12}{3}$ is a fractional number. It means the same thing as $12 \div 3$.

$\frac{12}{3}$ means 12 thirds. Here are 12 thirds.



How many wholes are there? 4

$\frac{12}{3}$ looks like this:



There are 12 units which are separated into groups of 3 units each.

Each unit is one-third or $\frac{1}{3}$ of a whole. How many wholes are there? 4

$\frac{12}{3}$ means that 12 is divided by 3.

Here are one dozen eggs. 

Divide the 12 eggs by 3 by drawing a ring around each group of 3.

How many groups of 3 are there? 4

$$12 \div 3 = \underline{4} \quad \frac{12}{3} = \underline{4}.$$

So you see that $12 \div 3$ is another name for $\frac{12}{3}$.

Fill in the blanks and answer the questions.

$\frac{15}{3}$ is a fractional number. It means the same as $15 \div \underline{3}$.

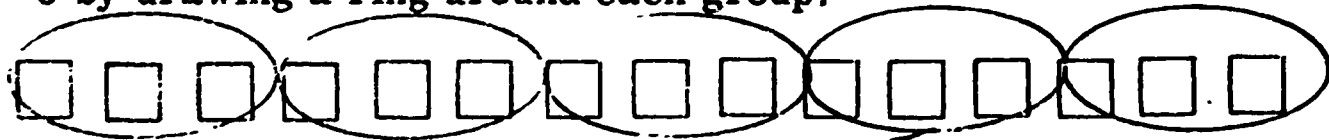
Both $\frac{15}{3}$ and $15 \div 3$ mean $\underline{5}$. Here is a picture of $\frac{15}{3}$



How many thirds are there? $\underline{15}$

How many wholes are there? $\underline{5}$

Here is a picture of 15 units. Separate them into groups of 3 by drawing a ring around each group.



You have divided 15 by $\underline{3}$. $15 \div 3 = \underline{5}$

Now solve the following.

Example. $\frac{15}{3} = 15 \div 3 = 5$

$$\frac{12}{4} = 12 \div \underline{4} = \underline{3}$$

$$\frac{48}{12} = \underline{48} \div \underline{12} = \underline{4}$$

$$\frac{24}{3} = \underline{24} \div 3 = \underline{8}$$

$$\frac{24}{2} = \underline{24} \div \underline{2} = \underline{12}$$

$$\frac{24}{6} = \underline{24} \div 6 = \underline{4}$$

$$\frac{24}{4} = \underline{24} \div \underline{4} = \underline{6}$$

Fill in the blanks and boxes.

$$8 \div 4 = \frac{\boxed{2}}{4}$$

$$\frac{10}{6} = \frac{\quad}{\quad} \div \frac{\quad}{\quad}$$

$$4 \div 2 = \frac{4}{\boxed{2}}$$

$$6 \div 5 = \frac{\boxed{6}}{5}$$

$$\frac{9}{4} = \frac{\quad}{\quad} \div \frac{\quad}{\quad}$$

$$11 \div 3 = \frac{11}{\boxed{3}}$$

$$\frac{12}{3} = \frac{\quad}{\quad} \div \frac{\quad}{\quad}$$

$$16 \div 4 = \frac{\boxed{4}}{4}$$

$$\frac{15}{5} = \frac{3}{5} \div \frac{5}{5}$$

For extra practice, do Page 12.

Circle the correct answers There may be two correct answers
for some problems

$\frac{25}{3}$ is equal to

- 8
- 24×3
- $25 \div 3$

$\frac{27}{9}$ is equal to

- 9
- 27
- $27 \div 9$

$\frac{8}{4}$ is equal to

- $8 \div 4$
- 5
- 2
- 4

$\frac{15}{3}$ is equal to

- 3
- 6
- $3 \div 15$
- $15 \div 3$

$\frac{20}{5}$ is equal to

- 5
- $20 \div 5$
- $5 + 15$
- 4

$\frac{18}{6}$ is equal to

- $6 \div 18$
- 6×12
- 3
- $18 \div 6$

$\frac{25}{4}$ is equal to

- 5
- $20 + 5$
- $25 \div 4$

Fill in the blanks.

$\frac{8}{3}$ is a fractional number.

$$6 \div 2 = 3 = \frac{6}{2}$$

$$\frac{8}{2} = \frac{8}{2} \div 2 = 4$$

$$3 \div 4 = \frac{3}{4}$$

$$4 = \frac{32}{8} \div 8 = \frac{32}{8}$$

$$\frac{7}{8} = \frac{7}{8}$$

$$\frac{2}{3} \div 3 = \frac{2}{3}$$

$$13 \div 17 = \frac{13}{17}$$

$$\frac{4}{6} \div 6 = \frac{4}{6}$$

$$5 \div \frac{9}{9} = \frac{5}{9}$$

$$\frac{1}{4} \div 4 = \frac{1}{4}$$

$$\frac{1}{2} \div 2 = \frac{1}{2}$$

$$\frac{327}{3} \div 3 = \frac{327}{3}$$

$$24 \div 6 = \frac{24}{6} = 4$$

$$32 \div 8 = \frac{32}{8} = 4$$

For extra practice, see Page 13.

Draw a circle around all the answers which complete each statement.

$\frac{12}{3}$ is the same as:

4

$12 \div 4$

3

$12 \div 3$

$\frac{15}{3}$ is the same as:

$15 \div 3$

$3 \div 15$

5

$15 \div 5$

$\frac{24}{12}$ is the same as:

$12 \div 24$

12

2

$24 \div 12$

$\frac{7}{3}$ is the same as:

~~three-sevenths~~

~~seven-thirds~~

21

$2\frac{1}{3}$

$\frac{5}{11}$

$11 \div 5$ is the same as:

$\frac{5}{11}$

$\frac{11}{5}$

$2\frac{1}{5}$

$2\frac{1}{5}$

$2\frac{1}{5}$

$2\frac{1}{5}$

$2\frac{1}{5}$

eleven-fifths

$\frac{12}{6}$

$\frac{12}{6}$

$12 \div 6$ is the same as:

$\frac{12}{6}$

$\frac{12}{6}$

2

2

$\frac{6}{12}$

$\frac{6}{12}$

Read the explanation and fill in the circles.

One whole number can be represented by several fractional numbers.

$$4 = \frac{8}{2} = 8 \div 2$$

$$4 = \frac{24}{6} = 24 \div 6$$

Since $\frac{8}{2} = 4$ and $\frac{24}{6} = 4$,

then $\frac{8}{2} = \frac{24}{6}$

Complete each sentence by writing $>$, $<$, or $=$ in each circle.

$$4 \text{ (=) } \frac{4}{2}$$

$$\frac{6}{3} \text{ (<) } \frac{6}{2}$$

$$\frac{24}{8} \text{ (<) } \frac{24}{3}$$

$$\frac{12}{3} \text{ (>) } \frac{12}{4}$$

$$\frac{56}{8} \text{ (>) } \frac{54}{9}$$

$$\frac{63}{7} \text{ (=) } \frac{27}{3}$$

$$\frac{36}{6} \text{ (=) } \frac{6}{1}$$

$$\frac{72}{9} \text{ (<) } \frac{81}{9}$$

Complete each sentence by writing $>$, $<$, or $=$ in each circle.

$$\frac{16}{8} \bigcirc \frac{8}{4}$$

$$\frac{12}{6} \bigcirc \frac{12}{4}$$

$$\frac{32}{8} \bigcirc \frac{32}{4}$$

$$\frac{24}{6} \bigcirc \frac{24}{8}$$

$$\frac{64}{8} \bigcirc \frac{63}{9}$$

$$\frac{63}{9} \bigcirc \frac{21}{3}$$

$$\frac{36}{12} \bigcirc \frac{3}{1}$$

$$\frac{72}{9} \bigcirc \frac{90}{9}$$

$$\frac{12}{3} \bigcirc \frac{12}{6}$$

$$\frac{100}{10} \bigcirc \frac{50}{10}$$

Fill in the blanks.

$$6 \div 2 = \underline{3} \quad \text{Therefore } \frac{6}{2} = \underline{3}$$

$$16 \div 8 = \underline{2} \quad \text{Therefore } \frac{16}{8} = \underline{2}$$

$$21 \div 3 = \underline{7} \quad \text{Therefore } \frac{21}{3} = \underline{7}$$

Find each quotient and fill in the blanks.

$$\frac{10}{1} = \underline{10}$$

$$\frac{72}{8} = \underline{9}$$

$$\frac{402}{1} = \underline{402}$$

$$\frac{203}{1} = \underline{203}$$

$$\frac{36}{12} = \underline{3}$$

$$\frac{21}{7} = \underline{3}$$

$$\frac{28}{1} = \underline{28}$$

$$\frac{48}{8} = \underline{6}$$

$$\frac{63}{9} = \underline{7}$$

$$\frac{36}{4} = \underline{9}$$

Fill in the blanks.

$$10 \div 2 = \underline{5} \quad \text{Therefore } \frac{10}{2} = \underline{5}$$

$$34 \div 17 = \underline{2} \quad \text{Therefore } \frac{34}{17} = \underline{2}$$

$$14 \div 7 = \underline{2} \quad \text{Therefore } \frac{14}{7} = \underline{2}$$

Find each quotient and fill in the blanks.

$$\frac{19}{1} = \underline{19}$$

$$\frac{72}{9} = \underline{8}$$

$$\frac{327}{1} = \underline{327}$$

$$\frac{209}{1} = \underline{209}$$

$$\frac{24}{12} = \underline{2}$$

$$\frac{21}{3} = \underline{7}$$

$$\frac{27}{1} = \underline{27}$$

$$\frac{48}{6} = \underline{8}$$

$$\frac{81}{9} = \underline{9}$$

$$\frac{36}{9} = \underline{4}$$

CET I

Circle all of the correct answers in each row.

$\frac{32}{4}$ is equal to 8 $2\frac{1}{5}$ 32×4 $32 \div 4$

$\frac{65}{9}$ is equal to $6\frac{3}{9}$ $7\frac{2}{9}$ $65 \div 9$ 65×9

$\frac{40}{8}$ is equal to 4 5 $40 \div 8$ 8^4

$\frac{16}{3}$ is equal to 16^3 $3 \div 16$ $16 \div 3$ $5\frac{1}{3}$

$\frac{6}{7}$ is equal to $6 + 7$ $1\frac{1}{7}$ $6 \div 7$ 6^7

$\frac{48}{5}$ is equal to $9\frac{3}{5}$ $8\frac{1}{5}$ 5×48 $48 \div 5$

$\frac{18}{6}$ is equal to 3 $\frac{1}{3}$ $6 \div 18$ $18 \div 6$

C I R C L E C O R R E C T B O X	TL. PTS.	
	13	100%
	NO. OF PTS.	%
	12	92
	11	85
	10	77
	9	69
	8	62
	7	54
	6	46
	5	38
	4	31
	3	23
2	15	
1	8	

Divide. Write the remainder as a fraction.

$7 \overline{) 29}$

$11 \overline{) 48}$

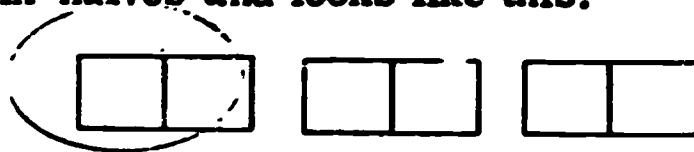
$9 \overline{) 52}$

C I R C L E C O R R E C T B O X	TL. PTS.	
	3	100
	NO. OF PTS.	-
	2	67
	1	33

Read the explanation and fill in the blanks.

$\frac{6}{2}$ is a fractional number. The fraction $\frac{1}{2}$ is called one-half.

$\frac{6}{2}$ is called six-halves and looks like this.



Draw a ring around one whole. How many wholes are there? ³ _____

What is 6 divided by 2? ² _____

Another way of writing $\frac{6}{2}$ is $6 \div 2$. Six units have been divided into 3 groups of 2.

Fill in the blanks or boxes.

$$\frac{7}{3} = \frac{7}{\underline{\quad}} \div \frac{3}{\underline{\quad}}$$

$$\frac{5}{2} = \frac{5}{\underline{\quad}} \div \frac{2}{\underline{\quad}}$$

$$8 \div 3 = \frac{\boxed{5}}{\boxed{3}}$$

$$6 \div 4 = \frac{\boxed{2}}{\boxed{1}}$$

$$\frac{24}{3} = \frac{24}{\underline{\quad}} \div \frac{3}{\underline{\quad}}$$

$$12 \div 6 = \frac{\boxed{2}}{\boxed{2}}$$

Read the explanation and fill in the boxes or blanks.

Another way of writing $6 \div 3$ is $\frac{6}{3}$.

$\frac{6}{3}$ is a fractional number. $\frac{6}{3}$ means that 6 is divided by 3. $\frac{6}{3} = 6 \div 3 = 2$.

Another way to write $5 \div 3$ is $\frac{\boxed{5}}{\boxed{3}}$. $\frac{5}{3}$ means that 5 is divided by 3. $\frac{5}{3} = 1\frac{2}{3}$.

Fill in the blanks or boxes.

$$8 \div 4 = \frac{\boxed{8}}{4} = \underline{2}$$

$$\frac{15}{3} = \underline{15} \div \underline{3} = \underline{5}$$

$$\frac{12}{3} = \underline{12} \div \underline{3} = \underline{4}$$

$$8 \div 3 = \frac{\boxed{8}}{\boxed{3}} = \underline{2\frac{2}{3}}$$

$$\frac{9}{3} = \underline{9} \div \underline{3} = \underline{3}$$

CET II

Circle all of the correct answers in each row.

$\frac{25}{3}$ is equal to $8\frac{1}{3}$, $3\frac{1}{8}$, $25 \div 3$, 25×3

$\frac{73}{9}$ is equal to $9\frac{1}{8}$, $8\frac{1}{9}$, 73×9 , $73 \div 9$

$\frac{21}{7}$ is equal to 7^{21} , 2, 3, $21 \div 7$

$\frac{13}{4}$ is equal to 13^4 , $4 \div 13$, $13 \div 4$, $3\frac{1}{4}$

$\frac{8}{9}$ is equal to $8 \div 9$, $1\frac{1}{9}$, 8^9 , $8 + 9$

$\frac{27}{3}$ is equal to 9, $7\frac{1}{3}$, $27 \div 3$, 27×3

$\frac{18}{9}$ is equal to $\frac{1}{2}$, 2, $9 \div 18$, $18 \div 9$

C I R C L E C O R R E C T B O X	TL. PTS.	
	13	100%
	NO. OF PTS.	
	12	92
	11	85
	10	77
	9	69
	8	62
	7	54
	6	46
	5	38
	4	31
	3	23
2	15	
1	8	

Divide. Write the remainder as a fraction.

$6 \overline{) 25}$

$7 \overline{) 55}$

$8 \overline{) 45}$

C I R C L E C O R R E C T B O X	TL. PTS.	
	3	100%
	NO. OF PTS.	
	2	67
	1	33

OBJECTIVE: Uses fractional notation as another way of writing a division problem and solves division problems written as fractions, e.g. $\frac{35}{5} = n$.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Explanation of what fractional number is.	
2. Sees that $\frac{x}{y} = x \div y$.	
3. Fills in blanks to complete fractional sentences. $6 \div 4 = \frac{\quad}{4}$.	12
4. Circles answers in multiple-choice questions.	
5. Fills in blanks to complete fractional sentences.	13
6. Circles answers in multiple-choice questions including the quotient of $\frac{x}{y}$.	
7. Completes sentences by writing >, <, or = in the circle.	
8. Completes sentences by writing >, <, or = in the circle.	
9. Fills in blanks: $10 \div 2 = \underline{\quad}$ therefore $\frac{10}{2} = \underline{\quad}$.	
10. Fills in blanks: $10 \div 2 = \underline{\quad}$ therefore $\frac{10}{2} = \underline{\quad}$.	
11. CET I. CET II.	14

Circle pages that are to be done.

Standard Teaching Sequence, Con t.

1967 - 68

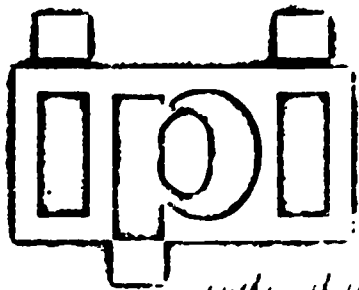
Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 <u>Elementary Mathematics - 5</u>	130	
Harcourt, Brace & World, 1966 <u>Elementary Mathematics - 6</u>	159	

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



Mathematics Curriculum Staff

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION
LEVEL F
DIVISION (06)
SKILL 6

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

© 1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

Do this problem.

$$8 \overline{) 83}$$

What is your remainder? _____

How can you make the remainder part of the quotient, in fractional form? _____

In this booklet you will learn to express remainders in fractional form for division problems with remainders.

Can you do this?

$$\frac{56}{9} = 6 + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

Answers

10 R3

3

$\frac{3}{8}$

$\frac{2}{9}$

$6\frac{2}{9}$

Complete these division problems.

2 sets of 3 and a remainder of 1.

$$\begin{array}{r} \textcircled{\text{XXX}} \\ \textcircled{\text{XXX}} \\ \text{X} \end{array} = 3 \overline{) 7} \begin{array}{l} 2 \text{ R } 1 \end{array}$$

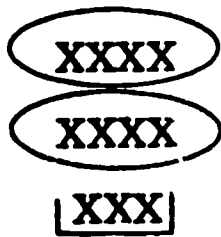
4 sets of 3 and a remainder of 1.

$$\begin{array}{r} \textcircled{\text{XXX}} \\ \textcircled{\text{XXX}} \\ \textcircled{\text{XXX}} \\ \textcircled{\text{XXX}} \\ \text{X} \end{array} = 3 \overline{) 13} \begin{array}{l} 4 \text{ R } 1 \end{array}$$

2 sets of 5 and a remainder of 4

$$\begin{array}{r} \textcircled{\text{XXXXX}} \\ \textcircled{\text{XXXXX}} \\ \text{XXXX} \end{array} = 5 \overline{) 14} \begin{array}{l} 2 \text{ R } 4 \end{array}$$

Use fractions to express remainders.



$$\begin{array}{r} 2 \text{ R}3 \\ 4 \overline{) 11} \\ \underline{8} \\ 3 \end{array}$$

11 contains 2 sets of 4, with 3 remaining.

The remaining 3 is $\frac{3}{4}$ of a set of 4.

We can write the quotient in 2 forms:

$$2 \text{ R}3 \quad \text{or} \quad 2\frac{3}{4}$$

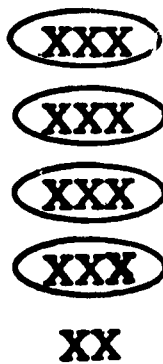
2 R3 is called the remainder form.

$2\frac{3}{4}$ is called the fractional form.

Solve:

First write the quotient in the remainder form.

$$\begin{array}{r} 4 \text{ R}2 \\ 3 \overline{) 14} \\ \underline{12} \\ 2 \end{array}$$



14 is 4 sets of 3
and $\frac{2}{3}$ (what fraction)
of a set of 3.

Write the quotient in the
fractional form : $4\frac{2}{3}$

Complete the division problems by filling in the blanks.

2 sets of 3 and $\frac{1}{3}$ of a set left over.

$$\begin{array}{l} \textcircled{\text{XXX}} \\ \textcircled{\text{XXX}} \\ \text{X} \end{array} = \begin{array}{r} 2 \text{ R } 1 \\ 3 \overline{) 7} \end{array}$$

(2 sets of 3) + ($\frac{1}{3}$ of a set of 3) = 2 $\frac{1}{3}$ sets of 3.

2 sets of 4 and $\frac{1}{4}$ of a set left over.

$$\begin{array}{l} \textcircled{\text{XXXX}} \\ \textcircled{\text{XXXX}} \\ \text{X} \end{array} = \begin{array}{r} 2 \text{ R } 1 \\ 4 \overline{) 9} \\ \underline{8} \\ 1 \end{array}$$

(2 sets of 4) + (of a set of 4) = sets of 4.

3 sets of 2 and $\frac{1}{2}$ of a set left over.

$$\begin{array}{l} \textcircled{\text{XX}} \\ \textcircled{\text{XX}} \\ \textcircled{\text{XX}} \\ \text{X} \end{array} = \begin{array}{r} 3 \text{ R } 1 \\ 2 \overline{) 7} \\ \underline{6} \\ 1 \end{array}$$

(sets of 2) + (of a set of 2) = sets of 2

Complete the division problems by filling in the blanks. Express remainders in fractional form.

$$\begin{array}{r} \text{XXXXXXXXXX} \\ \text{XXXX} \end{array} = 9 \overline{) 13} \begin{array}{l} \text{R } 4 \\ 9 \\ \hline 4 \end{array} = 1 + \frac{4}{9} = 1\frac{4}{9}$$

$$\begin{array}{r} \text{XXXX} \\ \text{XXXX} \\ \text{XXXX} \\ \text{XXX} \end{array} = 4 \overline{) 15} \begin{array}{l} \text{R } 3 \\ 12 \\ \hline 3 \end{array} = 3 + \frac{3}{4} = 3\frac{3}{4}$$

$$\begin{array}{r} \text{XXXXX} \\ \text{XXXXX} \\ \text{XX} \end{array} = 5 \overline{) 12} \begin{array}{l} \text{R } 2 \\ 10 \\ \hline 2 \end{array} = 2 + \frac{2}{5} = 2\frac{2}{5}$$

$$\begin{array}{r} \text{XXX} \\ \text{XXX} \\ \text{XXX} \\ \text{XXX} \\ \text{XXX} \\ \text{X} \end{array} = 3 \overline{) 16} \begin{array}{l} \text{R } 1 \\ 15 \\ \hline 1 \end{array} = 5 + \frac{1}{3} = 5\frac{1}{3}$$

Complete the division problems by filling in the blanks.

$$6 \overline{) 37} \begin{array}{l} \text{5 R} \\ \text{1} \end{array} = \underline{6} + \frac{\underline{1}}{\underline{6}} = \underline{6\frac{1}{6}}$$

$$5 \overline{) 28} \begin{array}{l} \text{5 R} \\ \text{3} \end{array} = \underline{5} + \frac{\underline{3}}{\underline{5}} = \underline{5\frac{3}{5}}$$

$$7 \overline{) 36} \begin{array}{l} \text{5 R} \\ \text{1} \end{array} = \underline{5} + \frac{\underline{1}}{\underline{7}} = \underline{5\frac{1}{7}}$$

$$8 \overline{) 35} \begin{array}{l} \text{4 R} \\ \text{3} \end{array} = \underline{4} + \frac{\underline{3}}{\underline{8}} = \underline{4\frac{3}{8}}$$

$$9 \overline{) 40} \begin{array}{l} \text{4 R} \\ \text{4} \end{array} = \underline{4} + \frac{\underline{4}}{\underline{9}} = \underline{4\frac{4}{9}}$$

$$7 \overline{) 60} \begin{array}{l} \text{8 R} \\ \text{4} \end{array} = \underline{8} + \frac{\underline{4}}{\underline{7}} = \underline{8\frac{4}{7}}$$

(1 pt. each)

For extra practice, do Page 14.

Fill in the missing answers.

$$10 \overline{) 41} \begin{matrix} 4 \text{ R} 1 \\ \hline \end{matrix} = \underline{4} + \underline{\frac{1}{10}} = \underline{4\frac{1}{10}}$$

$$11 \overline{) 15} = \underline{1} + \underline{\frac{4}{11}} = \underline{1\frac{4}{11}}$$

$$11 \overline{) 36} = \underline{3} + \underline{\frac{3}{11}} = \underline{3\frac{3}{11}}$$

$$10 \overline{) 49} = \underline{4} + \underline{\frac{9}{10}} = \underline{4\frac{9}{10}}$$

$$12 \overline{) 53} = \underline{4} + \underline{\frac{5}{12}} = \underline{4\frac{5}{12}}$$

(1 pt. each)

Circle the correct answers. Reduce fractional remainders to lowest terms when possible.

Which of the following is a correct fractional remainder for

$16 \div 3?$

$\frac{1}{16} \quad \left(\frac{1}{3}\right) \quad 5\frac{1}{3}$

Which of the following is a correct fractional remainder for

$25 \div 12?$

$\left(\frac{1}{12}\right) \quad \frac{1}{25} \quad \frac{2}{25}$

Which of the following is a correct fractional remainder for

$39 \div 11?$

$\frac{6}{39} \quad \frac{11}{39} \quad \left(\frac{6}{11}\right)$

Which of the following is a correct fractional remainder for

$15 \div 12?$

$\frac{3}{12} \quad \left(\frac{1}{4}\right) \quad 1\frac{1}{4}$

Which of the following is a correct fractional remainder for

$17 \div 7?$

$\frac{2}{17} \quad \left(\frac{3}{7}\right) \quad \frac{1}{7}$

Solve these problems. Write the remainders in fractional form. Reduce to lowest terms.

$$\frac{33}{5} = \underline{6\frac{3}{5}}$$

$$\frac{65}{9} = \underline{7\frac{2}{9}}$$

$$\frac{37}{12} = \underline{3\frac{1}{12}}$$

$$\frac{56}{10} = \underline{5\frac{6}{10}} \text{ or } \underline{5\frac{3}{5}}$$

$$\frac{79}{12} = \underline{6\frac{7}{12}}$$

$$\frac{45}{6} = \underline{7\frac{3}{6}} \text{ or } \underline{7\frac{1}{2}}$$

$$\frac{103}{9} = \underline{11\frac{4}{9}}$$

$$\frac{83}{8} = \underline{10\frac{3}{8}}$$

For extra practice, do Page 15.

Solve the division problems. Write the remainders in fractional form. Reduce the fraction to lowest terms.

Example:

$$27 \div 6$$

Work space

$$\begin{array}{r} 4 \text{ R} 3 \\ 6 \overline{) 27} \end{array}$$

$$4 \frac{3}{6} = 4 \frac{1}{2}$$

$$34 \div 4$$

Work space

$$\begin{array}{r} 8 \text{ R} 2 \\ 4 \overline{) 34} \end{array}$$

$$8 \frac{2}{4} = 8 \frac{1}{2}$$

$$29 \div 3$$

Work space

$$\begin{array}{r} 9 \text{ R} 2 \\ 3 \overline{) 29} \end{array}$$

$$9 \frac{2}{3}$$

$$45 \div 6$$

Work space

$$\begin{array}{r} 7 \text{ R} 3 \\ 6 \overline{) 45} \end{array}$$

$$7 \frac{3}{6} = 7 \frac{1}{2}$$

$$62 \div 10$$

Work space

$$\begin{array}{r} 6 \text{ R} 2 \\ 10 \overline{) 62} \end{array}$$

$$6 \frac{2}{10} = 6 \frac{1}{5}$$

$$79 \div 8$$

Work space

$$\begin{array}{r} 9 \text{ R} 7 \\ 8 \overline{) 79} \end{array}$$

$$9 \frac{7}{8}$$

$$48 \div 7$$

Work space

$$\begin{array}{r} 6 \text{ R} 6 \\ 7 \overline{) 48} \end{array}$$

$$6 \frac{6}{7}$$

$$53 \div 9$$

Work space

$$\begin{array}{r} 5 \text{ R} 8 \\ 9 \overline{) 53} \end{array}$$

$$5 \frac{8}{9}$$

Do the division problems. Write the remainders in fractional form. Reduce the fractional form to lowest terms.

Example:

$$27 \div 6$$

$$\begin{array}{r} 4 \text{ R}3 \\ 6 \overline{) 27} \end{array}$$

Work space

$$= 4\frac{3}{6} = 4\frac{1}{2}$$

$$34 \div 4$$

$$\begin{array}{r} 8 \text{ R}2 \\ 4 \overline{) 34} \end{array} = 8\frac{2}{4} = 8\frac{1}{2}$$

Work space

$$29 \div 3$$

Work space

$$\begin{array}{r} 9 \text{ R}2 \\ 3 \overline{) 29} \end{array}$$

$$9\frac{2}{3}$$

$$45 \div 6$$

Work space

$$\begin{array}{r} 7 \text{ R}3 \\ 6 \overline{) 45} \end{array}$$

$$7\frac{3}{6}$$

$$7\frac{1}{2}$$

$$62 \div 10$$

Work space

$$\begin{array}{r} 6 \text{ R}2 \\ 10 \overline{) 62} \end{array}$$

$$6\frac{2}{10}$$

$$6\frac{1}{5}$$

$$79 \div 8$$

Work space

$$\begin{array}{r} 9 \text{ R}7 \\ 8 \overline{) 79} \end{array}$$

$$9\frac{7}{8}$$

$$48 \div 7$$

Work space

$$\begin{array}{r} 6 \text{ R}6 \\ 7 \overline{) 48} \end{array}$$

$$6\frac{6}{7}$$

$$53 \div 9$$

Work space

$$\begin{array}{r} 5 \text{ R}8 \\ 9 \overline{) 53} \end{array}$$

$$5\frac{8}{9}$$

Solve the division problems, write the remainders in fractional form. Reduce the fraction to lowest terms.

$$38 \div 4$$

Work space

$$\begin{array}{r} 9R2 \\ 4 \overline{)38} \\ \underline{36} \\ 2 \end{array}$$

$$9\frac{2}{4} = 9\frac{1}{2}$$

$$56 \div 6$$

Work space

$$\begin{array}{r} 9R2 \\ 6 \overline{)56} \\ \underline{54} \\ 2 \end{array}$$

$$9\frac{2}{6} = 9\frac{1}{3}$$

$$44 \div 10$$

Work space

$$\begin{array}{r} 4R4 \\ 10 \overline{)44} \\ \underline{40} \\ 4 \end{array}$$

$$4\frac{4}{10} = 4\frac{2}{5}$$

$$46 \div 8$$

Work space

$$\begin{array}{r} 5R6 \\ 8 \overline{)46} \\ \underline{40} \\ 6 \end{array}$$

$$5\frac{6}{8} = 5\frac{3}{4}$$

$$66 \div 9$$

Work space

$$\begin{array}{r} 7R3 \\ 9 \overline{)66} \\ \underline{63} \\ 3 \end{array}$$

$$7\frac{3}{9} = 7\frac{1}{3}$$

$$39 \div 9$$

Work space

$$\begin{array}{r} 4R3 \\ 9 \overline{)39} \\ \underline{36} \\ 3 \end{array}$$

$$4\frac{3}{9} = 4\frac{1}{3}$$

$$76 \div 10$$

Work space

$$\begin{array}{r} 7R6 \\ 10 \overline{)76} \\ \underline{70} \\ 6 \end{array}$$

$$7\frac{6}{10} = 7\frac{3}{5}$$

$$50 \div 8$$

Work space

$$\begin{array}{r} 6R2 \\ 8 \overline{)50} \\ \underline{48} \\ 2 \end{array}$$

$$6\frac{2}{8} = 6\frac{1}{4}$$

$$39 \div 12$$

Work space

$$\begin{array}{r} 3R3 \\ 12 \overline{)39} \\ \underline{36} \\ 3 \end{array}$$

$$3\frac{3}{12} = 3\frac{1}{4}$$

For extra practice, do Page 16.

Solve the division problems; write the remainders in fractional form. Reduce the fractional remainders to lowest terms.

$$38 \div 4$$

$$\begin{array}{r} 9R2 \\ 4 \overline{)38} \\ \underline{36} \\ 2 \end{array}$$

$$9\frac{2}{4}$$

$$9\frac{1}{2}$$

$$56 \div 6$$

$$\begin{array}{r} 9R2 \\ 6 \overline{)56} \\ \underline{54} \\ 2 \end{array}$$

$$9\frac{2}{6}$$

$$9\frac{1}{3}$$

$$44 \div 10$$

$$\begin{array}{r} 4R4 \\ 10 \overline{)44} \\ \underline{40} \\ 4 \end{array}$$

$$4\frac{4}{10}$$

$$4\frac{2}{5}$$

$$66 \div 9$$

$$\begin{array}{r} 7R3 \\ 9 \overline{)66} \\ \underline{63} \\ 3 \end{array}$$

$$7\frac{3}{9}$$

$$7\frac{1}{3}$$

$$46 \div 8$$

$$\begin{array}{r} 5R6 \\ 8 \overline{)46} \\ \underline{40} \\ 6 \end{array}$$

$$5\frac{6}{8}$$

$$5\frac{3}{4}$$

$$50 \div 8$$

$$\begin{array}{r} 6R2 \\ 8 \overline{)50} \\ \underline{48} \\ 2 \end{array}$$

$$6\frac{2}{8}$$

$$6\frac{1}{4}$$

$$39 \div 9$$

$$\begin{array}{r} 4R3 \\ 9 \overline{)39} \\ \underline{36} \\ 3 \end{array}$$

$$4\frac{3}{9}$$

$$4\frac{1}{3}$$

$$39 \div 12$$

$$\begin{array}{r} 3R3 \\ 12 \overline{)39} \\ \underline{36} \\ 3 \end{array}$$

$$3\frac{3}{12}$$

$$3\frac{1}{4}$$

$$76 \div 10$$

$$\begin{array}{r} 7R6 \\ 10 \overline{)76} \\ \underline{70} \\ 6 \end{array}$$

$$7\frac{6}{10}$$

$$7\frac{3}{5}$$

For extra practice, do Page 17, 18.

CET I

Divide. Write the remainder as a fraction.

$$12 \overline{) 145}$$

$$3 \overline{) 38}$$

$$9 \overline{) 29}$$

$$4 \overline{) 53}$$

$$8 \overline{) 475}$$

$$6 \overline{) 737}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	6	100%
	NO. OF PTS.	
	5	83
	4	67
	3	50
	2	33
	1	17

Divide.

$$6 \overline{) .036}$$

$$12 \overline{) 144.24}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	2	100%
	NO. OF PTS.	
	1	50

Fill in the blanks.

$$7 \overline{) 45} \begin{array}{l} 6R3 \end{array} = \underline{6} + \underline{\frac{3}{7}} = \underline{6\frac{3}{7}}$$

7 can divide into 45 6 times

with 3 left over. (R3)

$$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \\ + 3 \\ \hline 45 \end{array}$$

To form a fraction remainder, place the remainder, 3, over the divisor, 7, and that is your fraction remainder ($\frac{3}{7}$).

Therefore your answer is $\underline{6\frac{3}{7}}$.

$$8 \overline{) 57} \begin{array}{l} 7R1 \end{array} = \underline{7} + \underline{\frac{1}{8}} = \underline{7\frac{1}{8}}$$

$$9 \overline{) 74} \begin{array}{l} 8R2 \end{array} = \underline{8} + \underline{\frac{2}{9}} = \underline{8\frac{2}{9}}$$

(1 pt. each)

Complete the division problems. Express the remainders in fractional form.

$$5 \overline{) 25} = 5$$

$$4 \overline{) 40} = 10$$

$$5 \overline{) 26} \begin{array}{l} 5R1 \\ \hline \end{array} = 5\frac{1}{5}$$

$$4 \overline{) 41} \begin{array}{l} 10R1 \\ \hline \end{array} = 10\frac{1}{4}$$

$$5 \overline{) 27} \begin{array}{l} 5R2 \\ \hline \end{array} = 5\frac{2}{5}$$

$$4 \overline{) 42} \begin{array}{l} 10R2 \\ \hline \end{array} = 10\frac{2}{4} = 10\frac{1}{2}$$

$$5 \overline{) 28} \begin{array}{l} 5R3 \\ \hline \end{array} = 5\frac{3}{5}$$

$$4 \overline{) 43} \begin{array}{l} 10R3 \\ \hline \end{array} = 10\frac{3}{4}$$

$$5 \overline{) 29} \begin{array}{l} 5R4 \\ \hline \end{array} = 5\frac{4}{5}$$

$$4 \overline{) 44} = 11$$

$$5 \overline{) 30} = 6$$

$$4 \overline{) 45} \begin{array}{l} 11R1 \\ \hline \end{array} = 11\frac{1}{4}$$

$$3 \overline{) 933} \begin{array}{l} 311 \\ \hline \end{array}$$

$$3 \overline{) 934} \begin{array}{l} 311R1 \\ \hline \end{array} = 311\frac{1}{3}$$

$$3 \overline{) 935} \begin{array}{l} 311R2 \\ \hline \end{array} = 311\frac{2}{3}$$

$$3 \overline{) 936} \begin{array}{l} 312 \\ \hline \end{array}$$

Study the three sets of problems above.

Write the remainders in the order that they appear for the set where the

divisor is 4: 0, 1, 2, 3, 0, 1

What do you notice about this series of remainders? It goes from 0 to 3 and back to zero again.

(or It goes from 0 to 3 and back to zero again.) (or similar answer)

What do you suppose the next remainder would be, that is the remainder for

$4 \overline{) 46}$? 2, and the remainder for $4 \overline{) 47}$? 3, and for $4 \overline{) 48}$? 0.

When a series of numbers repeats itself like remainders, we call them a cycle.

When you divide a sequence of dividends by the same divisor you obtain a cycle of remainders.

Circle the correct answers. Reduce fractional remainders to lowest terms when possible.

Which of the following is a correct fractional remainder for $20 \div 6$?

$$\frac{2}{20} \quad \frac{2}{6} \quad \left(\frac{1}{3}\right)$$

The correct answer is $\frac{1}{3}$ because 20 divided by 6 is $3 \frac{6}{18} + 2$ left over.

The 2 is placed over the 6 (the divisor) to form the fractional remainder $\frac{2}{6}$.

But $\frac{2}{6}$ can be reduced to lowest terms. $\frac{2}{6} = \frac{1}{3}$. Therefore, our whole answer is $3\frac{1}{3}$ and our fractional remainder is $\frac{1}{3}$.

Which of the following is a correct fractional remainder for $38 \div 12$?

$$\frac{2}{38} \quad \left(\frac{1}{6}\right) \quad \frac{2}{12}$$

Which of the following is a correct fractional remainder for $90 \div 11$?

$$\frac{2}{90} \quad \left(\frac{2}{11}\right) \quad \frac{11}{90}$$

Solve these division problems. Write the remainders in fractional form.

$$\frac{34}{6} = \underline{5\frac{4}{6}} = \underline{5\frac{2}{3}}$$

$\frac{34}{6}$ is the same as $6 \overline{)34}$. 6 divides into 34 5 times $\times 5$ with a $\frac{6}{30}$

remainder of 4. 4 over the divisor gives you a fractional remainder

of $\frac{4}{6}$. But $\frac{4}{6}$ can be reduced to lowest terms. $\frac{4}{6} = \frac{2}{3}$. Therefore,

our answer is $5\frac{2}{3}$.

$$\frac{38}{12} = \underline{3\frac{2}{3}} = \underline{3\frac{1}{2}}$$

$$\frac{40}{9} = \underline{4\frac{4}{9}}$$

$$\frac{56}{11} = \underline{5\frac{1}{11}}$$

$$\frac{78}{12} = \underline{6\frac{6}{12}} = \underline{6\frac{1}{2}}$$

Q

Solve these problems. Write the remainder in fractional form, and reduce it to lowest terms where necessary.

$26 \div 4$

$$\begin{array}{r} 6R2 \\ 4 \overline{)26} \end{array}$$

$6\frac{2}{4}$

$6\frac{1}{2}$

$37 \div 7$

$$\begin{array}{r} 5R2 \\ 7 \overline{)37} \end{array}$$

$5\frac{2}{7}$

$44 \div 6$

$$\begin{array}{r} 7R2 \\ 6 \overline{)44} \end{array}$$

$7\frac{2}{6}$

$7\frac{1}{3}$

$\frac{42}{10}$

$$\begin{array}{r} 4R2 \\ 10 \overline{)42} \end{array}$$

$4\frac{2}{10}$

$4\frac{1}{5}$

$\frac{19}{3}$

$$\begin{array}{r} 6R1 \\ 3 \overline{)19} \end{array}$$

$6\frac{1}{3}$

$\frac{33}{6}$

$$\begin{array}{r} 5R3 \\ 6 \overline{)33} \end{array}$$

$5\frac{3}{6}$

$5\frac{1}{2}$

$44 \div 8$

$$\begin{array}{r} 5R4 \\ 8 \overline{)44} \end{array}$$

$5\frac{4}{8}$

$5\frac{1}{2}$

$30 \div 9$

$$\begin{array}{r} 3R3 \\ 9 \overline{)30} \end{array}$$

$3\frac{3}{9}$

$3\frac{1}{3}$

$85 \div 10$

$$\begin{array}{r} 8R5 \\ 10 \overline{)85} \end{array}$$

$8\frac{5}{10}$

$8\frac{1}{2}$

$50 \div 12$

$$\begin{array}{r} 4R2 \\ 12 \overline{)50} \end{array}$$

$4\frac{2}{12}$

$4\frac{1}{6}$

$46 \div 4$

$$\begin{array}{r} 11R2 \\ 4 \overline{)46} \end{array}$$

$11\frac{2}{4}$

$11\frac{1}{2}$

$54 \div 5$

$$\begin{array}{r} 10R4 \\ 5 \overline{)54} \end{array}$$

$10\frac{4}{5}$

CET II

Divide. Write the remainder as a fraction.

$$6 \overline{) 389}$$

$$4 \overline{) 71}$$

$$12 \overline{) 131}$$

$$9 \overline{) 47}$$

$$7 \overline{) 538}$$

$$8 \overline{) 923}$$

C I R C L E	TL. PTS.	
	6	100%
C O R R E C T	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
B O X	1	17

Divide.

$$7 \overline{) .042}$$

$$24 \overline{) 313.44}$$

C I R C L E	TL. PTS.	
	2	100%
C O R R E C T	NO. OF PTS.	%
	1	50
B O X		

OBJECTIVE: Expresses remainder in fractional form for divisors to 12, and reduces fraction to lowest terms.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Reviews division with remainders.	
2. Complete statements about writing fractional remainders.	
3. Completes division problems, writing fractional remainders.	
4. Completes division problems, writing fractional remainders.	
5. Completes division problems, writing fractional remainders.	14
6. Completes division problems, writing fractional remainders.	
7. Chooses correct fractional remainder for problems given.	
8. Divides given fraction and writes remainders as fractions.	15
9. Divides. Writes answers as fractions, reduces.	
10. Divides. Writes answers as fractions, reduces.	
11. Divides. Writes answers as fractions, reduces.	16
12. Divides. Writes answers as fractions, reduces.	17, 18
13. CET I.	
CET II.	

Circle pages that are to be done.

SCHOOL CODE

NAME _____

NUMBER _____ CLASS _____



individually prescribed instruction

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 7

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kehut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

Can you divide 21.637 by 7?

$$7 \overline{) 21.637}$$

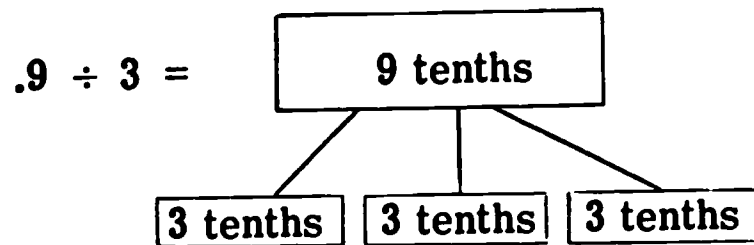
You will learn how in this booklet.

Answer

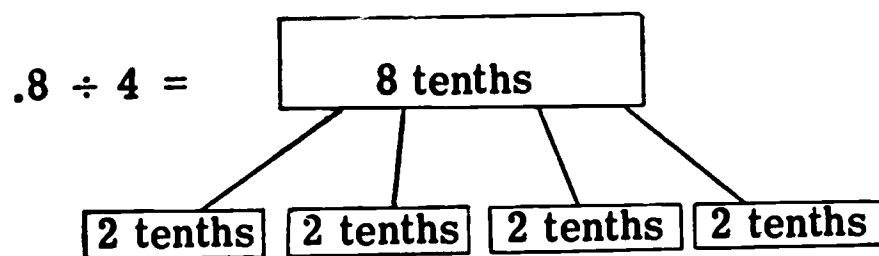
3.091

It is sometimes necessary to divide a decimal number by a whole number.

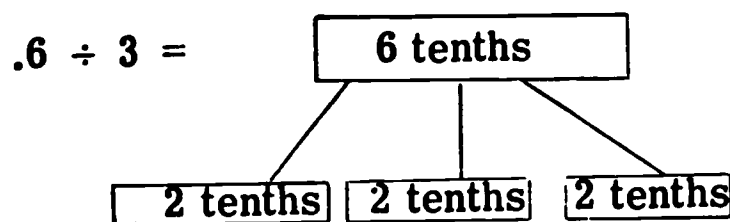
Observe how it is done.



$.9 \div 3$ means how many tenths in each group? 3 tenths



$.8 \div 4$ means how many tenths in each group? _____



$.6 \div 3$ means how many tenths in each group? _____

Fill in the blanks below and write the correct quotient in the division algorithm.

Problem

Algorithm

$\frac{9}{10}$ can be divided into 3 groups of $\frac{\boxed{3}}{\boxed{10}}$ each.

$$3 \overline{) .9}$$

$\frac{12}{10}$ can be divided into 3 groups of $\frac{\boxed{4}}{\boxed{10}}$ each.

$$3 \overline{) 1.2}$$

$\frac{24}{100}$ can be divided into 3 groups of $\frac{\boxed{8}}{\boxed{100}}$ each.

$$3 \overline{) .24}$$

$.30$ can be divided into 5 groups of $\frac{\boxed{6}}{\boxed{100}}$ each.

$$5 \overline{) .30}$$

Study these examples.

$$\begin{array}{r} .3 \\ 3 \overline{) .9} \end{array}$$

$$\begin{array}{r} .4 \\ 2 \overline{) .8} \end{array}$$

$$\begin{array}{r} .06 \\ 5 \overline{) .30} \end{array}$$

$$\begin{array}{r} .4 \\ 3 \overline{) 1.2} \end{array}$$

Circle the correct answer.

The decimal point in the quotient is placed directly

above

below

next to

the decimal point in the dividend.

In the quotient place the decimal point directly above
the decimal point in the dividend.

Insert the decimal point in the proper place.

$$\begin{array}{r} 2 \\ 4 \overline{) .8} \end{array}$$

$$\begin{array}{r} 5 \\ 5 \overline{) 2.5} \end{array}$$

$$\begin{array}{r} .7 \\ 1 \overline{) .7} \end{array}$$

$$\begin{array}{r} .4 \\ 2 \overline{) .8} \end{array}$$

$$\begin{array}{r} 5 \\ 3 \overline{) 1.5} \end{array}$$

$$\begin{array}{r} .2 \\ 5 \overline{) 1.0} \end{array}$$

$$\begin{array}{r} 2 \\ 6 \overline{) 1.2} \end{array}$$

Divide in the thousandths' place.

$$5 \overline{) .635}$$

Bring up the decimal point to the quotient's place.

Divide as you would with whole numbers.

There are 5 groups of in .635.

To check your answer multiply the quotient by the divisor. Check the answers of the three problems you have just done.

Problem 1

$$\begin{array}{r} .6 \\ \times 4 \\ \hline \end{array}$$

Problem 2

$$\begin{array}{r} .16 \\ \times 3 \\ \hline .48 \end{array}$$

Problem 3

$$\begin{array}{r} .127 \\ \times 5 \\ \hline .635 \end{array}$$

In the quotient place the decimal point directly above the decimal point in the dividend. Then divide as you would with whole numbers.

Dividing in the tenth's place.

$$4 \overline{) 2.4}$$

Bring up the decimal point to the quotient's place.

Divide as you would with whole numbers.

There are 4 groups of .6 each in 2.4.

Dividing in the hundredth's place.

$$3 \overline{) .48}$$

Bring up the decimal point to the quotient's place.

Divide as you would with whole numbers.

There are 3 groups of .16 each in .48.

Circle the correct answer for each example below.

$7 \overline{) 18.27}$

.261

2.61

26.1

$3 \overline{) .09}$

3

0.3

.03

$8 \overline{) 6.4}$

.08

.8

8

$9 \overline{) 42.84}$

476

47.6

4.76

$5 \overline{) 32.5}$

6.5

.65

65

$4 \overline{) .712}$

.178

17.8

1.78

$6 \overline{) 3.246}$

5.41

.541

54.1

Find the quotients and check your answers.

$$2 \overline{) .8}^4$$

Check

$$\begin{array}{r} .4 \\ \times 2 \\ \hline .8 \end{array}$$

$$8 \overline{) .56}^{.07}$$

Check

$$\begin{array}{r} .07 \\ \times 8 \\ \hline .56 \end{array}$$

$$4 \overline{) .48}^{.12}$$

Check

$$\begin{array}{r} .12 \\ \times 4 \\ \hline .48 \end{array}$$

$$7 \overline{) .049}^{.007}$$

Check

$$\begin{array}{r} .007 \\ \times 7 \\ \hline .049 \end{array}$$

$$6 \overline{) .96}^{.16}$$

Check

$$\begin{array}{r} .16 \\ \times 6 \\ \hline .96 \end{array}$$

$$6 \overline{) .294}^{.049}$$

Check

$$\begin{array}{r} .049 \\ \times 6 \\ \hline .294 \end{array}$$

$$5 \overline{) .765}^{.153}$$

Check

$$\begin{array}{r} .153 \\ \times 5 \\ \hline .765 \end{array}$$

$$9 \overline{) .846}^{.094}$$

Check

$$\begin{array}{r} .094 \\ \times 9 \\ \hline .846 \end{array}$$

Dividing with a two-digit divisor is done in the same manner as those with one-digit divisors.

Place the decimal point in the quotient directly above the decimal point in the dividend. Then divide as you would with whole numbers.

Solve these problems and check your answers.

$$24 \overline{) .48}$$

Check

$$\begin{array}{r} .02 \\ 24 \\ \hline 08 \\ 04 \\ \hline .48 \end{array}$$

$$14 \overline{) .448}$$

Check

$$\begin{array}{r} .032 \\ 14 \\ \hline 42 \\ 28 \\ \hline .448 \end{array}$$

$$42 \overline{) .378}$$

Check

$$\begin{array}{r} .009 \\ 42 \\ \hline 378 \\ .378 \end{array}$$

$$23 \overline{) .966}$$

Check

$$\begin{array}{r} .042 \\ 23 \\ \hline 92 \\ 46 \\ \hline .966 \end{array}$$

In dividing with a mixed decimal, you again put the decimal point directly above the one in the dividend and then divide as you would with whole numbers.

Place the decimal point in the correct place.

$$8 \overline{) 34.4}$$

$$28 \overline{) 9.52}$$

$$6 \overline{) 2.622}$$

After the decimal point is placed correctly in the quotient, you can then proceed to divide.

$$8 \overline{) 34.4}$$

$$28 \overline{) 9.52}$$

$$6 \overline{) 2.622}$$

For extra practice do Pages 14 and 15.

Circle the correct answer for each example below.

$$28 \overline{) 68.32}$$

2.44

24.4

244

$$11 \overline{) 273.9}$$

.249

24.9

2.49

$$8 \overline{) 2.888}$$

3.61

36.1

.361

$$46 \overline{) 37.72}$$

82

8.2

.82

$$4 \overline{) 3.168}$$

.792

7.92

79.2

$$33 \overline{) 871.2}$$

264

26.4

2.64

$$5 \overline{) 1.980}$$

39.6

3.96

.396

Divide and check each problem.

$$\begin{array}{r} 8.5 \\ 4 \overline{) 34.0} \\ \underline{32} \\ 20 \\ \underline{20} \end{array}$$

$$\begin{array}{r} .7 \\ 43 \overline{) 30.1} \\ \underline{301} \end{array}$$

$$\begin{array}{r} .257 \\ 5 \overline{) 1.285} \\ \underline{10} \\ 28 \\ \underline{25} \\ 35 \\ \underline{35} \end{array}$$

$$\begin{array}{r} 5.4 \\ 67 \overline{) 361.8} \\ \underline{335} \\ 268 \\ \underline{268} \end{array}$$

$$\begin{array}{r} 24.76 \\ 8 \overline{) 198.08} \\ \underline{16} \\ 38 \\ \underline{32} \\ 60 \\ \underline{56} \\ 48 \\ \underline{48} \end{array}$$

$$\begin{array}{r} 8.7 \\ 20 \overline{) 174.0} \\ \underline{160} \\ 140 \\ \underline{140} \\ 0 \end{array}$$

$$\begin{array}{r} .067 \\ 50 \overline{) 3.350} \\ \underline{300} \\ 350 \\ \underline{350} \end{array}$$

$$\begin{array}{r} .034 \\ 79 \overline{) 2.686} \\ \underline{237} \\ 316 \\ \underline{316} \end{array}$$

$$\begin{array}{r} 5.9 \\ 5 \overline{) 29.5} \\ \underline{25} \\ 45 \\ \underline{45} \end{array}$$

Divide and check each problem.

$$3 \overline{) 2.49} \quad \begin{matrix} 1 \\ 3 \end{matrix}$$

$$14 \overline{) 23.66} \quad \begin{matrix} 1 \\ 1.0 \end{matrix}$$

$$\begin{array}{r} 14 \\ \hline 96 \\ 87 \\ \hline 126 \\ 126 \\ \hline \end{array}$$

$$15 \overline{) 97.5} \quad \begin{matrix} 1 \\ 6.5 \end{matrix}$$

$$\begin{array}{r} 90 \\ \hline 75 \\ \hline \end{array}$$

$$41 \overline{) 16.4} \quad \begin{matrix} 4 \\ 0.4 \end{matrix}$$

$$\begin{array}{r} 164 \\ \hline \end{array}$$

$$9 \overline{) 4.5} \quad \begin{matrix} 5 \\ 0 \end{matrix}$$

$$\begin{array}{r} 45 \\ \hline \end{array}$$

$$8 \overline{) 28.8} \quad \begin{matrix} 3 \\ 6 \end{matrix}$$

$$\begin{array}{r} 24 \\ \hline 48 \\ 48 \\ \hline \end{array}$$

$$36 \overline{) 25.2} \quad \begin{matrix} 7 \\ 0 \end{matrix}$$

$$\begin{array}{r} 252 \\ \hline \end{array}$$

$$79 \overline{) 60.04} \quad \begin{matrix} 7 \\ 6 \end{matrix}$$

$$\begin{array}{r} 553 \\ \hline 474 \\ 474 \\ \hline \end{array}$$

$$87 \overline{) 62.64} \quad \begin{matrix} 7 \\ 2 \end{matrix}$$

$$\begin{array}{r} 609 \\ \hline 174 \\ 174 \\ \hline \end{array}$$

For extra practice, do Page 16.

CET I

Divide.

$$48 \overline{) 57.6}$$

$$58 \overline{) 116.58}$$

$$29 \overline{) 82.07}$$

$$9 \overline{) 43.425}$$

C I R C L E C O R R E C T B O X	TL PTS	
	4	100
	NO OF PTS	
	3	75
	2	50
	1	25

Solve the problems. Label your answers.

Kevin wanted to put the same number of toys in each of his 5 boxes. He had 6 tops, 15 blocks, 3 toy cars, and 12 balls. How many toys did he put in each box and how many were left over? _____

Joe, Lou, and Irwin joined together in a bottle cap club. Joe had 12 bottle caps, Lou had 13 bottle caps, and Irwin had 10 bottle caps. They decided that each member should have the same number of bottle caps. If they divided the number up equally, how many would each have and how many would be left over? _____

C I R C L E C O R R E C T B O X	TL PTS.	
	2	100
	NO. OF PTS.	
	1	50

The decimal point from the dividend is placed in the quotient directly above its original position.

In each quotient below place the decimal point correctly.

$$\begin{array}{r} 9 \\ 7 \overline{) 6.3} \end{array}$$

$$\begin{array}{r} 008 \\ 16 \overline{) .128} \end{array}$$

$$\begin{array}{r} 42 \\ 3 \overline{) 1.26} \end{array}$$

$$\begin{array}{r} 127 \\ 2 \overline{) .234} \end{array}$$

$$\begin{array}{r} 4 \\ 19 \overline{) 7.6} \end{array}$$

$$\begin{array}{r} 245 \\ 8 \overline{) 19.60} \end{array}$$

$$\begin{array}{r} 341 \\ 42 \overline{) 143.22} \end{array}$$

$$\begin{array}{r} 72 \\ 26 \overline{) 187.2} \end{array}$$

$$\begin{array}{r} 318 \\ 35 \overline{) 111.30} \end{array}$$

Dividing decimal numbers by whole numbers is similar to dividing whole numbers. Study the examples.

Dividing ones

$$\begin{array}{r} \textcircled{7} \\ 8 \overline{) 58.48} \end{array}$$

Dividing tenths

$$\begin{array}{r} 7\textcircled{3} \\ 8 \overline{) 58.48} \end{array}$$

Dividing hundredths

$$\begin{array}{r} 7.3\textcircled{1} \\ 8 \overline{) 58.48} \end{array}$$

Find the quotients.

$$\begin{array}{r} 15.8 \\ 6 \overline{) 94.8} \\ \underline{6} \\ 34 \\ \underline{30} \\ 48 \end{array}$$

$$\begin{array}{r} 10.687 \\ 9 \overline{) 96.183} \\ \underline{9} \\ 61 \\ \underline{54} \\ 78 \\ \underline{72} \\ 63 \\ \underline{63} \end{array}$$

$$\begin{array}{r} 36.72 \\ 11 \overline{) 400.62} \end{array}$$

$$\begin{array}{r} 2.28 \\ 46 \overline{) 104.88} \end{array}$$

$$\begin{array}{r} .65 \\ 23 \overline{) 14.95} \\ \underline{138} \\ 115 \\ \underline{115} \end{array}$$

Divide and check each problem.

$$7 \overline{) 8.785}$$

$$9 \overline{) 67.959}$$

$$8 \overline{) 268.24}$$

$$16 \overline{) 102.56}$$

$$25 \overline{) 235.75}$$

$$43 \overline{) 2696.1}$$

$$71 \overline{) 385.53}$$

$$62 \overline{) 5111.28}$$

$$59 \overline{) 729.83}$$

CET II

Divide.

$$8 \overline{) 39.544}$$

$$7 \overline{) 129.64}$$

$$36 \overline{) 147.60}$$

$$65 \overline{) 248.95}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	4	100%
	NO. OF PTS.	-
	3	75
	2	50
	1	25

Solve the problems. Label your answers.

Betty Jane wanted to put the same number of dolls on each of six shelves. She had 10 French dolls, 13 English dolls, 1 Eskimo doll, and 13 Dutch dolls. How many dolls would be on each shelf and how many would be left over?

Mary gave a party. She invited 7 friends. There were 8 chocolate cupcakes and 4 vanilla cupcakes. How many cupcakes did each person get? How many were left over?

C I R C L E C O R R E C T B O X	TL. PTS.	
	2	100%
	NO. OF PTS.	-
	1	50

OBJECTIVE: Divides a decimal number to thousandths by a single digit number.
Divides a decimal number to hundredths by a one- or two-digit whole number.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Finds quotient for schematized division.	
2. Divides fraction into number of groups of a certain number.	
3. Inserts decimal point in proper place.	
4. Dividing in tenths' and hundredths' place.	
5. Divides in thousandths' place and checks answers.	
6. Circles correct multiple choice answer.	
7. Finds quotients and checks answers.	
8. Divides with two-digit divisor.	
9. Divides mixed decimal dividend.	14, 15
10. Circles correct multiple-choice answer.	
11. Divides and checks answers.	
12. Divides and checks answers.	16
13. CET I.	
CET II.	17

Circle pages that are to be done.

F-Div-7

Standard Teaching Sequence, Con't.

1967 - 68

Textbook Resources:

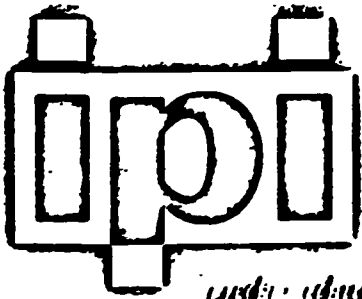
Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 <u>Elementary Mathematics - 6</u>	246, 247	336 (set 33)

SCHOOL CODE

NAME _____

NUMBER _____

CLASS _____



individually prescribed instruction

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 8

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome B. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts



Division of Meredith Publishing Company

©1967 by Meredith Publishing Company. All rights reserved. Printed in the United States of America.

DEVELOPMENTAL EDITION

TO THE STUDENT

Solve this problem.

Mike has 36 baseball cards and 42 football cards. He decides to give them all to his 3 friends. If Mike divides them evenly among his 3 friends, how many will each friend get?

$$\begin{array}{r} 36 \\ + 42 \\ \hline 78 \end{array}$$

$$3 \overline{)78}$$

Answer

26

Fill in the missing numerals.

Farmer Brown's chickens laid 156 eggs.

How many dozens of eggs did the chickens produce?

How many eggs are in a dozen? 12

What mathematical process do we use to find how many dozens there are? division

If you answered "division" you are correct. What is the divisor?

12

What is the dividend? 156

Do the division.

$$12 \overline{) 156} \quad 13$$

How many dozens of eggs did Farmer Brown have? 13

Read carefully and answer the questions. Put your answers in the blanks.

Work space

$$\begin{array}{r} 18 \\ 60 \overline{) 1080} \\ \underline{60} \\ 480 \\ \underline{480} \\ 0 \end{array}$$

Mr. Clark drove 1080 miles to Chicago at an average speed of 60 m.p.h. How many hours did it take him to get there.

18 hours

18 hours

Olivia's rich uncle died and left his fortune to be divided evenly among Olivia and her two brothers. The fortune was \$20,678, but $\frac{1}{2}$ of it was spent on taxes, lawyer's fees, and other estate debts. How much did Olivia finally get?

$$\begin{array}{r} 10,389 \\ 2 \overline{) 20,778} \\ \underline{20,000} \\ 778 \\ \underline{778} \\ 0 \end{array}$$
$$\begin{array}{r} 3,463 \\ 3 \overline{) 10,389} \\ \underline{9,000} \\ 1,389 \\ \underline{1,389} \\ 0 \end{array}$$

Solve these two-step problems. Put your answers in the blanks.

In his marble collection, Alex had 71 marbles. When his brother went to college he left Alex a collection of 35 marbles. Alex wants to divide his total marble collection evenly into 2 boxes. How many will be in each box? 53

Work space

$$\begin{array}{r} 71 \\ + 35 \\ \hline 106 \\ 2 \overline{)106} \end{array}$$

In Moro Lake there are 233 happy worms and 127 sad ones. The 72 fish who live in the lake have made a bargain that each fish will eat the same number of worms. How many should each fish eat? 5

$$\begin{array}{r} 233 \\ + 127 \\ \hline 360 \\ 72 \overline{)360} \end{array}$$

Mrs. Duke bought 12 antique dinner plates. The next week she bought 14 more. Her total bill for dinner plates was \$130.00. If each plate cost the same amount, how much did each one cost? \$5.00

$$\begin{array}{r} 12 \\ + 14 \\ \hline 26 \\ 26 \overline{)130.00} \end{array}$$

Some problems cannot be divided evenly. One way to write a remainder is as a whole number

Work space

There are 32 boys who want to be on baseball teams. If there are 9 boys on each team, how many teams will be formed? How many boys will be left?

$$\begin{array}{r} 3 \text{ R. } 5 \\ 9 \overline{) 32} \\ \underline{27} \\ 5 \end{array}$$

3 teams

5 boys left

Another way to write a remainder is in the fractional form.

If Paul divides 32 feet of wood into 9 equal pieces, how long will each piece be?

$$\begin{array}{r} 3 \frac{5}{9} \\ 9 \overline{) 32} \\ \underline{27} \\ 5 \end{array}$$

Each piece will be $3 \frac{5}{9}$ feet long. The remainder is part of the quotient.

(2 pts.)

Solve these two-step problems.

The Acme Rent-A-Car Company has just bought 347 Fords and 285 Ramblers. If the company owns 30 local renting garages, and wishes to have an equal number of cars in each garage, how many cars will there be for each garage? How many cars will be left over for an emergency?

Work space

$$\begin{array}{r} 347 \\ 285 \\ \hline 632 \end{array}$$
$$30 \overline{)632} \begin{array}{l} 21 \text{ R}2 \\ \underline{60} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

21 cars in each garage.

2 left over for emergencies.

The Petrillo Construction Company has 253 pounds of Grade A sand and 391 pounds of Grade B sand which they are going to mix and divide evenly among their 5 trucks. How many pounds of sand will be on each truck?

$$\begin{array}{r} 253 \\ 391 \\ \hline 644 \end{array}$$
$$5 \overline{)644} \begin{array}{l} 128 \text{ } \frac{4}{5} \\ \underline{644} \end{array}$$

128⁴/₅ pounds on each truck

For extra practice, do Page 8.

Solve these two-step problems.

Work space

Mr. Hermann buys 949.9 pounds of ostrich food each week. Each day he feeds $\frac{1}{7}$ of this food to each of his 59 ostriches. How many pounds of food does each ostrich eat per day? Express the remainder in decimal form.

2.3 pounds

$$\begin{array}{r} 135.7 \\ 7 \overline{)949.9} \end{array}$$

$$\begin{array}{r} 2.3 \\ 59 \overline{)135.7} \\ \underline{118} \\ 177 \\ \underline{177} \end{array}$$

A scientist bought 27 8-oz. packages of a certain chemical and fed an equal amount of it to his 9 rats. How many pounds did each rat get? Express the remainder in decimal form. (Remember that 1 lb. = 16 oz.)

1.5 pounds

$$\begin{array}{r} 27 \\ \underline{8} \\ 216 \text{ oz.} \end{array}$$

$$\begin{array}{r} 24 \\ 9 \overline{)216} \end{array}$$

$$\begin{array}{r} 1.5 \\ 16 \overline{)24.0} \\ \underline{16} \\ 80 \\ \underline{80} \end{array}$$

For extra practice, do Page 9.

CET I

Solve each word problem. Label your answer.

C I R C L E C O R R E C T B O X	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

Larry has a paper route in his neighborhood. One week Larry made \$5.32 selling papers. He made \$4.96 the next week and \$5.47 in the third week. What was Larry's average for each week?

Marie made flower baskets for her friends one day in the summer. She picked 18 petunias, 15 roses and 16 daisies. She made baskets for her 5 friends and put the same number of flowers in each basket. How many flowers did she put in each basket, and how many flowers did she have left over?

Solve these two-step problems

Work space

At the baseball game, the cheering section was composed of 23 sixth graders, 21 fifth graders, and 22 fourth graders.

They wanted to have the same number of cheerers on each of the 7 benches. How many sat on each bench? Were there any left over?

$$\begin{array}{r} 23 \\ 21 \\ \underline{22} \\ 66 \end{array}$$

$$\begin{array}{r} 9 \text{ R}3 \\ 7 \overline{)66} \\ \underline{63} \\ 3 \end{array}$$

9 on each bench

3 left over

Paula buys 3 licorice whips which are each 18 inches long.

If she divides them evenly among 4 friends and herself, how many inches of licorice will each of them get. Express the remainder in fractional form.

$$\begin{array}{r} 18 \\ 3 \\ \underline{54} \end{array}$$

$$\begin{array}{r} 10 \text{ } 4/5 \\ 5 \overline{)54} \end{array}$$

10 $\frac{4}{5}$ inches each

Solve these two-step problems.

Work space

Helen won \$122,431.68 in the Irish Sweepstakes. She promised to divide $\frac{1}{4}$ of the money evenly among her 24 classmates. How much will each lucky classmate get?

\$1,275.33 per classmate

$$4 \overline{) \$122,431.68} \quad \begin{array}{r} \$30,607.92 \\ \hline \end{array}$$

$$\begin{array}{r} 1,275.33 \\ 24 \overline{) 30,607.92} \\ \underline{24} \\ 66 \\ \underline{48} \\ 180 \\ \underline{168} \\ 127 \\ \underline{120} \\ 79 \\ \underline{72} \\ 72 \\ \underline{72} \\ 0 \end{array}$$

Batman uncovered a group of 11 smugglers who had smuggled \$12,500 29 diamonds into the country. They intended to sell the diamonds for \$12,500 apiece and divide the money equally among themselves. How much would each smuggler have made if Batman had not caught them? (Carry the decimal 2 places.)

\$32,954.55 per smuggler

$$\begin{array}{r} 29 \\ \hline 112500 \\ \hline 25000 \\ \hline \$362,500 \\ 11 \overline{) 362,500.00} \\ \underline{33} \\ 32 \\ \underline{22} \\ 105 \\ \underline{99} \\ 60 \\ \underline{55} \\ 50 \\ \underline{44} \\ 60 \\ \underline{55} \\ 50 \end{array}$$

CET II

Solve each word problem. Label your answer.

C I R C L E C O R R E C T - B O X	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

When the big circus came to town, they painted eight of their elephants blue, six of them red and seven of them yellow.

There were 4 doors from the circus ring. If the same number of elephants left from each door, how many elephants left from each door and how many were left in the ring?

Terry and her mother traveled 55 miles by car the first hour of their trip. They traveled 62 miles the second hour and 47 miles the third hour. How many miles per hour did they average in the three hours?

OBJECTIVE: Solves two-step word problems with division skills to this point.
Chooses manner of writing remainder according to the nature of the problem.

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Answers questions about a division problem; solves problem.	
2. Solves one and two-step division problems; no remainders.	
3. Solves two-step division problems; no remainders.	
4. Completes examples of two-step division problems with whole number and fractional remainders.	
5. Solves two-step division problems with whole number and fractional remainders.	8
6. Solves two-step division problems with decimal remainders.	9
7. CET I.	10
CET II.	

Circle pages that are to be done.

Standard Teaching Sequence, Con't.

1967 - 68

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 <u>Elementary Mathematics - 5</u>	213	145

MATHEMATICS PRESCRIPTION SHEET



SCHOOL STAMP	U. S. 2-3
--------------	-----------

STUDENT NAME

STUDENT NUMBER

U. S.	4	5	6	7
-------	---	---	---	---

GRADE	9	ROOM		UNIT	U. S.	10	11	12
-------	---	------	--	------	-------	----	----	----

UNIT DATES	
UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR	
BEGAN	U. 23-25
ENDED	U. 26-28
Worked	// // //

	SKILL BOOKLETS						CURRICULUM TEST				SC'S INIT.	DAYS WORKED IN SKILL	NOTES	
	DATE	PRES	SKILL	PAGE	INST. TECH. CODES	SCORE	MAX. POINTS	PART 1		PART 2				
	PRES	INIT	NO	NO	S.	S.	S.	%	SCORE	%				S.
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	// // //	// // //						S. 76-77	
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
		▼	▼	▼	▼	▼	▼	▼	▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

PUNCH SAMPLE
 PRE % POST. %
 31 U. 32-33 U. 34-35 TO 78
 80 95



MATHEMATICS PRESCRIPTION SHEET

SCHOOL STAMP
U. S. 2-3

STUDENT NAME

STUDENT NUMBER

U. S.	4	5	6	7
-------	---	---	---	---

GRADE U. S. **ROOM**

UNIT

U. S.	10	11	12
-------	----	----	----

UNIT DATES

UNIT BEGAN	U. 13-16
UNIT ENDED	U. 17-20
DAYS WORKED*	U. 21-22

SCHOOL CALENDAR

BEGAN	U. 23-25
ENDED	U. 26-28
Worked	

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
S. 13-16	S. 17-19	S. 20-21	S. 22-27	S. 58-71	/ / / / /	/ / / / /	SCORE	%	SCORE	%			
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE AND POST TEST SCORES							
		PRE	%	POST	%	POST	%	POST	%
▼			▼		▼		▼		▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

KEYPUNCH SAMPLE
LL PRE % POST. %
9-31 U. 32-33 U. 34-35 TO 78 80 95



MATHEMATICS PRESCRIPTION SHEET I

SCHOOL STAMP

U. S. 2-3

STUDENT NAME

STUDENT NUMBER

U. S. 4 5 6 7

GRADE U. S. 9 ROOM UNIT U. S. 10 11 12

UNIT DATES

UNIT BEGAN	U. 13-15
UNIT ENDED	U. 17-20
DAYS WORKED* U. 21-22	

SCHOOL CALENDAR

BEGAN	U. 23-25
ENDED	U. 26-28
Worked 	

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
							SCORE	%	SCORE	%			
S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	//	//	S. 72-73	S. 74-75	S. 76-77	//	//		
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

EYPUNCH SAMPLE

L PRE % POST %
-31 U. 32-33 U. 34-35 TO 78 80 95

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	%		POST	%		POST	%
			▼	▼		▼	▼		
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									



SCHOOL STAMP U. S. 2-3

STUDENT NAME

STUDENT NUMBER

U. S.	4	5	6 7

GRADE ROOM UNIT

U. S. 9 U. S. 10 11 12

UNIT DATES

UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR

BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES		
DATE PRES	PRES INIT	SKILL NO.	PAGE NO	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2						
S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			SCORE	%	SCORE	%					
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

PRE AND POST TEST SCORES											
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE		POST		%		POST		%	
			%		%		%		%		
X											
X											
X											
X											
X											
X											
X											
X											
X											
X											
X											
X											
X											
X											
X											
X											
X											

OVERFLOW

PUNCH SAMPLE

PRE % POST %

1 U. 32-33 U. 34-35 TO 78 80 95

