

**MATHEMATICS:**

**COMPUTATION/  
WORD PROBLEMS**

$$\left( \begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array} \right) \left( \begin{array}{r} 2 \\ - 1 \\ \hline 2 \end{array} \right)$$

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Computation/Word Problems

OBJECTIVE	TEACHING ACTIVITIES
1. Student will perform addition operations.	1. Use Oregon Math and cue: a. "Bottom number, fingers up." b. "Touch top number." c. "Count forward", while lowering fingers. d. "Fingers gone? Write the answer." 2. Use a calculator and cue: a. "Put in the top number." b. "Push the plus sign." c. Put in the bottom number." d. "Get an answer. Push equals." e. "Write the answer."

ADAPTATION:

Use flashcards/enlarged worksheets and calculator.  
Construct answers with money.

NOTE:

Do not teach the concept "zero plus any number is that number" and "one plus any number is the next number." These rules are not compatible with the Oregon Math techniques.

RESOURCES/MATERIALS

Calculator  
Flashcards  
Enlarged Worksheets  
Money



T.E.K.S. 111.12 (K.2)

The student describes order of events or objects.

Area: Computation/Word Problems

OBJECTIVE	TEACHING ACTIVITIES
2. Student will perform subtraction operations.	1. Use Oregon Math and cue: a. "Bottom number, fingers up." b. "Touch top number." c. "Count backward", while lowering fingers. d. "Fingers gone? Write the answer. Not all gone, borrow." 2. Use a calculator and cue: a. "Put in the top number." b. "Push the minus sign." c. "Put in the bottom number." d. "Get an answer. Push equals." e. "Write the answer."

RESOURCES/MATERIALS

Calculator



**MATHEMATICS:**

**COMPUTATION/  
WORD PROBLEMS**

$$\left( \begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array} \right) \left( \begin{array}{r} 3 \\ - 1 \\ \hline 2 \end{array} \right)$$

T.E.K.S. 111.14 (1.11)

The student applies grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

Area: Computation/Word Problems

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OBJECTIVE	TEACHING ACTIVITIES
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1. Student will solve functional word problems involving addition.

1. Use Oregon Math’s story problem format.
  - a. Teach the rule: “When we put things together, we add. When we add, we use a plus sign.”
  - b. Provide examples. Cue the placement of numerals on lines in the word problem area of Numeration Sheet A, or in the calculator.

Refer to Money (Depositing money, Buying 2 or more items, Adding tax, Buying food and non-food).

NOTE:

It is important to mix new and former learning to maintain all skills. Ask the students if their answer “makes sense.” Develop a worksheet with a blank area for word problems (Numeration Sheet A) and have the students practice daily.

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RESOURCES/MATERIALS

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Oregon Math, CC Publications, Inc.  
Calculator  
Refer to Teaching Aids: Numeration Sheet A



T.E.K.S. 111.15 (2.12)

The student applies grade 2 mathematics to solve problems connected to everyday experiences and activities.

Area: Computation/Word Problems

OBJECTIVE	TEACHING ACTIVITIES
2. Student will solve functional word problems involving subtraction.	1. Use Oregon Math’s story problem format. a. Teach the rule: “When we take things away, we subtract. When we subtract, we use a minus sign.” b. Provide examples. Cue the placement of numerals on lines in the word problem area of Numeration sheet A, or in the calculator.  Refer to Money (Writing checks and receiving change). 2. Solve “How many/much more?” type problems. a. Teach the rule: “How many/much more, subtract.” Visually cue: “How many /much more” by raising arms in increments from the side of the body to above the head while saying, “ <u>How many/much more?</u> ” Cue: “Subtract” by holding an index finger horizontally in front of the body to resemble a minus sign. b. Initially train with calendar problems, (“There are 30 days in November. Today is the _____. How many more days till December?”). Refer to Money (Not enough money; How much saved; Using coupons; % savings; _ price).

RESOURCES/MATERIALS

Oregon Math, CC Publications, Inc  
Calculator  
Refer to Teaching Aids: Numeration Sheet A



T.E.K.S. 111.14 (3.4)

The student recognizes and solves problems in multiplication and division situations.

Area: Computation/Word Problems

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OBJECTIVE	TEACHING ACTIVITIES
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3. Student will solve functional word problems involving multiplication.

Introduce multiplication as “buying more than one”.

Cue:

1. “Go to McDonald’s. Buy three cheeseburgers.”
2. “Cheeseburgers cost 69¢ “.
3. “How for the first?” (students respond 69¢). “How much for the second?” (69¢). “How much for the third?” (69¢).
4. “We have to write 69¢ how many times?” (Visually cue by crossing arms in front of the body.)
5. “There’s a button on the calculator that says times.” (Draw an X on the board.)
6. “Tell it – no dollars, just 69¢ times how many did you buy?” (Students respond three) “plus 7%”.
7. “Get an answer. Push equals.”

NOTE:

For items, such as lettuce, that are sold for 99¢ each, introduce the cue word “each”, using a horrible screeching voice. This should cue the students that they need to multiply on the calculator.

Refer to Money: (Figure tips, Buying pounds).

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RESOURCES/MATERIALS

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Calculator



T.E.K.S. 111.14 (3.4)

The student recognizes and solves problems in multiplication and division situations.

Area: Computation/Word Problems

OBJECTIVE	TEACHING ACTIVITIES
4. Student will solve functional word problems involving division.	Refer to Money (Buying one of an item priced as a ratio).  Introduce division as “buying one when the sign says three for a dollar.”  Cue:  1. “Go to the grocery store. Sign says Green Beans are three for one dollar (3/\$1).” 2. “Get out your calculator.” 3. “Put in the money.” 4. “Push ÷.” 5. “Push #.” 6. Push =.” 7. “Tax – Yes or No?”

RESOURCES/MATERIALS

Calculator

