

### 3. Review—Money/Determining Change (10 min.)

- Play bills: Use play bills to illustrate story problems/help students visualize concept.
  - ▶ Dad bought firewood for the campfire. The firewood cost \$5.00 for one bundle. Dad bought 4 bundles. How much money does Dad need?  $4 \times 5 = \$20.00$  If Dad has only \$10 bills in his wallet, how many will he give the clerk? 2
  - ▶ Mom bought a bag of marshmallows for the campfire. Mom gave the clerk \$5.00, but the marshmallows only cost \$3.00. How much change will Mom get back?  $\$5 - \$3 = \$2$  change
  - ▶ Stephen bought two bags of trail mix for \$3 each and a drink for \$2. How much money does he need?  $\$3 + \$3 + \$2 = \$8$

- What bills could he use to pay?  $\overset{8}{7}$  \$1 bills, 1 \$5 bill,  $\overset{2}{2}$  \$1 bills
- If Stephen pays with two \$5 bills, how much change will he get back?  $\$5 + \$5 = \$10 - \overset{3}{7} = \$3$  change  
\$8

### 4. Thinking Cap (2 min.)

- Ball, can, block, rectangular box: Call students to identify sphere (ball)/cube (block)/rectangular solid (box)/cylinder (can).

### 5. Application—Arithmetic 2, pp. 291–292 (10 min.)

- p. 291: Completed/checked during independent seatwork time
- p. 292: See TE, L 146, *Application*, for classroom instructions.

## Combination Practice (10 min.)

### Preparation

- Objectives:
  - Recalling sums/differences for 1–18 Families
  - Recalling products/quotients for 2, 5, 10 Multiplication/Division Tables
- Materials:
  - Scrap paper for each student
- Visuals:
  - Arithmetic 1–2 Tables and Facts Charts 24—2 Multiplication/Division Tables
  - Addition/Subtraction Flashcards
  - Multiplication/Division Flashcards—2, 5, 10 Tables

### Teaching Procedure

1. Tables/Facts Chart 24
  - Review 2 Multiplication/Division Tables, having class say chart.
2. Addition/Subtraction Flashcards
  - Show cards, having students give sums/differences.

### 3. Written Practice

- Give oral combinations, having students write answers on paper.
- Check answers every four combinations.
  - ☞ Speed drills are an excellent source for oral combinations.

### 4. Just for Fun

- Process Flashcards: Play Grand Canyon Echo game.
  - ▶ Divide class into two teams. Teams stand in two lines/rows facing other team (standing on two sides of Grand Canyon).
  - ▶ Teacher stands behind one team, so only opposite team can see teacher/flashcards.
  - ▶ Show card, having team facing you say combination. Opposite team gives answer. First team “echoes,” saying whole combination with answer.
    - Example: Teacher shows card  $4 \times 2$ . Team 1 says,  $4 \times 2$ . Team 2 says, 8. Team 1 says,  $4 \times 2 = 8$ .
    - After several combinations, change sides/stand behind other team.