

This free download includes three lessons from

# Math 1

## LightUnit 103

The course consists of ten LightUnit workbooks (101-110).

Following the lessons are corresponding pages from the Teacher's Guide.

### Course description:

Sunrise Math 1 lays a solid foundation for learning math throughout the student's school years. Interspersed with basic number skills are forays into geometry, our money system, mental math, and number patterns. Practical story problems with a Biblical worldview relate math to real life. The U.S. and metric measurement systems are emphasized equally. Daily speed drills, oral drills, and flash card exercises help cement addition/subtraction facts from 1-18. Concepts are tested only after being reviewed for five days or more.

The course consists of ten LightUnit workbooks, two Teacher's Guides, Addition & Subtraction Flash Cards, My Counting Book, and the Counting Chart.



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# 44

## Forty-four

$$10 + 10 + 10 + 10 + 1 + 1 + 1 + 1 = \boxed{\phantom{00}}$$

tens	ones

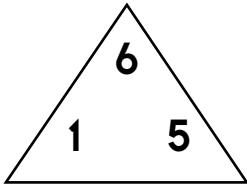
1

**+ New  
= Facts**

$$6 - 1 = \boxed{\phantom{00}}$$

$$6 - 5 = \boxed{\phantom{00}}$$

2



$$\boxed{\phantom{00}} + \boxed{5} = \boxed{\phantom{00}}$$

$$\boxed{5} + \boxed{1} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - \boxed{5} = \boxed{\phantom{00}}$$

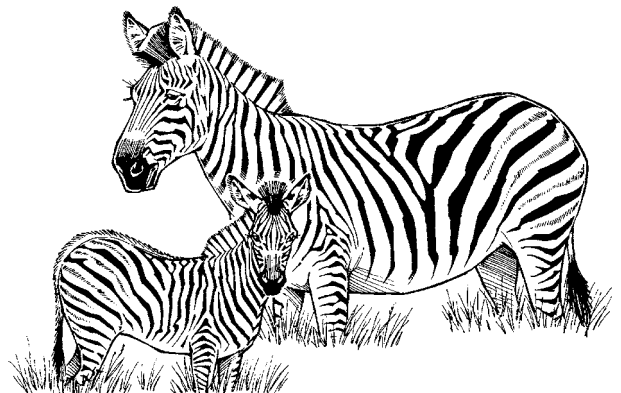
$$\boxed{6} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

3

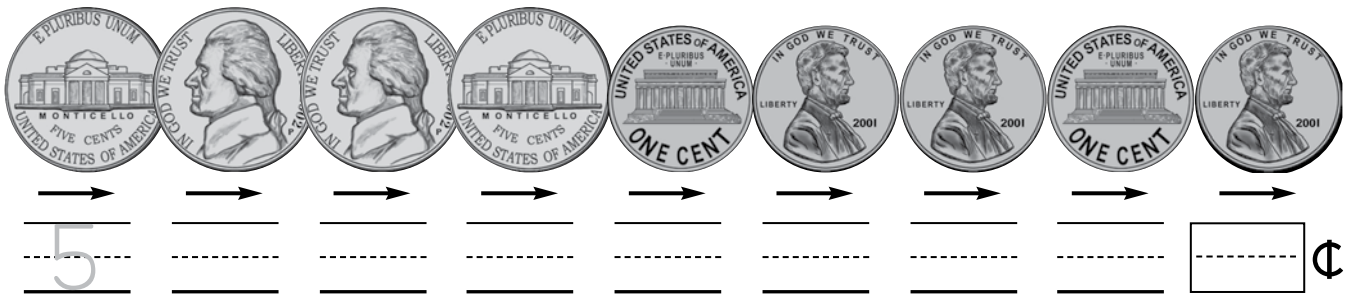
**Story Problem**

$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

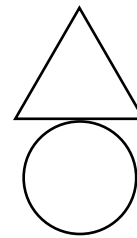
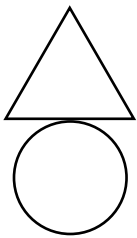
$\boxed{\phantom{00}}$  zebras



4



5 Follow your teacher's directions.



**I Can Do This**

6

$$5 - 3 = \underline{\quad}$$

$$6 - 5 = \underline{\quad}$$

$$5 - 2 = \underline{\quad}$$

$$6 - 1 = \underline{\quad}$$

$$3 - 3 = \underline{\quad}$$

$$1 + 5 = \underline{\quad}$$

$$4 - 0 = \underline{\quad}$$

$$5 + 1 = \underline{\quad}$$

$$0 + 6 = \underline{\quad}$$

$$6 - 6 = \underline{\quad}$$

$$6 + 0 = \underline{\quad}$$

$$6 - 0 = \underline{\quad}$$

# Lesson 44

7



$$X = 90$$

8

$$68 - 72$$

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9 Write < or >.

$$99 \square 91$$

$$65 \square 94$$

$$86 \square 98$$

$$73 \square 72$$

10



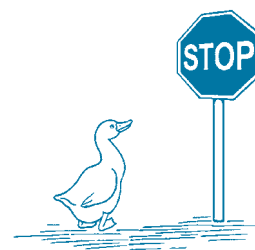
$$= \frac{\quad}{\quad} \text{¢}$$

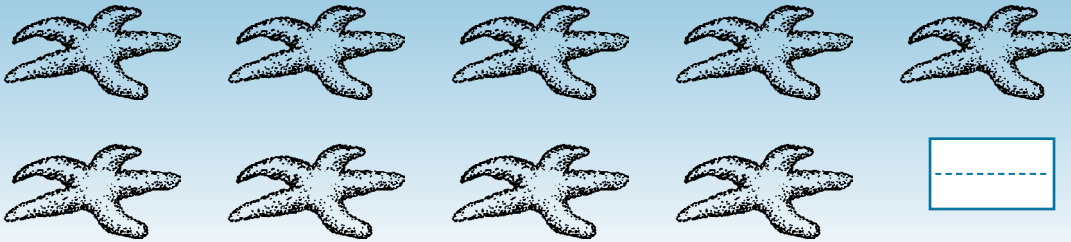
.....

$$5 - 3 = 2$$

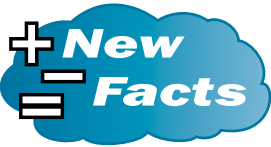


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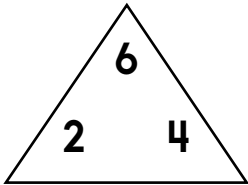
1



$$2 + 4 = \square$$

$$4 + 2 = \square$$

2



$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square - \square = \square$$

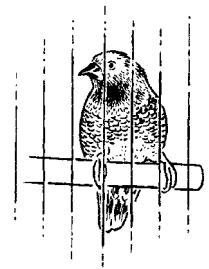
$$\square - \square = \square$$

3



$\square + \square = \square$

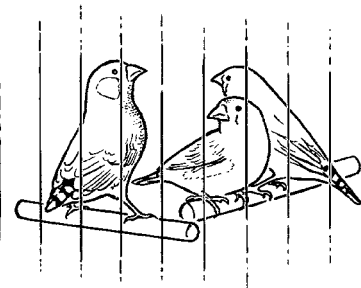
$\square$  finches



4

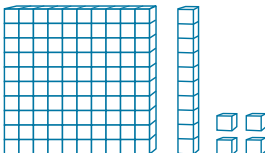


$\square$  ☹



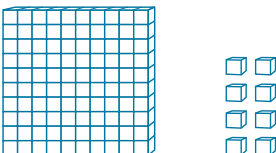
# Lesson 45

**5**



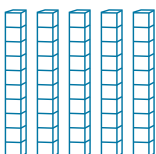
hundreds	tens	ones

**6**

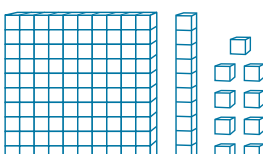


hundreds	tens	ones

**7**



hundreds	tens	ones



hundreds	tens	ones

**8**



hundreds	tens	ones

hundreds	tens	ones

hundreds	tens	ones

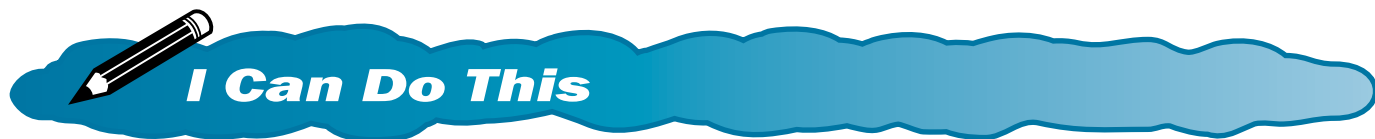
  

hundreds	tens	ones

hundreds	tens	ones

hundreds	tens	ones



**9**

97 - 101


10 Write < or >.

$36 \square 45$

$100 \square 102$

$101 \square 98$

11

$$\begin{array}{r} 5 \\ -2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +4 \\ \hline \\ \hline \end{array}$$

$6 - 0 = \underline{\quad}$

$1 + 5 = \underline{\quad}$

$$\begin{array}{r} 0 \\ +6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -1 \\ \hline \\ \hline \end{array}$$

$6 - 6 = \underline{\quad}$

$5 + 1 = \underline{\quad}$

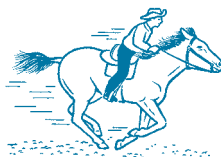
12



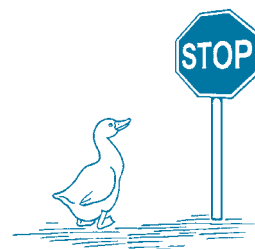
$= \underline{\quad} \text{¢}$

.....

$5 - 2 = 3$



.....



# 46

## Forty-six

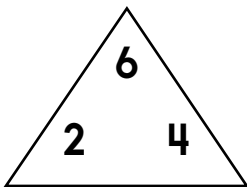
$$\boxed{\phantom{00}} = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$$

### 1 **+ New = Facts**

$6 - 4 = \boxed{\phantom{00}}$

$6 - 2 = \boxed{\phantom{00}}$

2



$$\begin{array}{l} \boxed{2} + \boxed{\phantom{00}} \boxed{\phantom{00}} \boxed{\phantom{00}} \\ \boxed{4} + \boxed{\phantom{00}} \boxed{\phantom{00}} \boxed{\phantom{00}} \end{array}$$

$$\begin{array}{l} \boxed{6} - \boxed{\phantom{00}} \boxed{\phantom{00}} \boxed{\phantom{00}} \\ \boxed{6} - \boxed{\phantom{00}} \boxed{\phantom{00}} \boxed{\phantom{00}} \end{array}$$

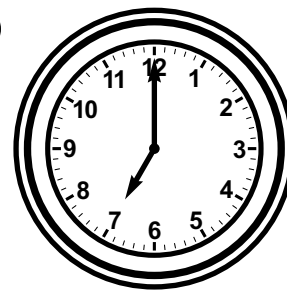
3



$\boxed{\phantom{00}}$	$\boxed{\phantom{00}}$	$\boxed{\phantom{00}}$	$\boxed{\phantom{00}}$	$\boxed{\phantom{00}}$
------------------------	------------------------	------------------------	------------------------	------------------------

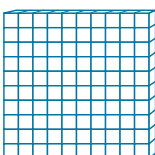
$\boxed{\phantom{00}}$  eggs

4

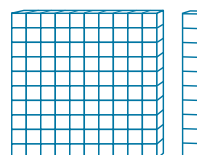


$\boxed{\phantom{00}} : \boxed{\phantom{00}} \boxed{\phantom{00}}$

5



hundreds	tens	ones



hundreds	tens	ones



- 6 Color the congruent shapes red.  
Draw an X on the fifth shape.



- 7

\_\_\_\_\_

-----

\_\_\_\_\_

- 8 Write < or >.



**I Can Do This**

- 9

$$0 + 6 = \underline{\quad}$$

$$6 - 2 = \underline{\quad}$$

$$6 + 0 = \underline{\quad}$$

$$6 - 4 = \underline{\quad}$$

$$6 - 0 = \underline{\quad}$$

$$4 + 2 = \underline{\quad}$$

$$6 - 6 = \underline{\quad}$$

$$2 + 4 = \underline{\quad}$$

$$5 + 1 = \underline{\quad}$$

$$6 - 5 = \underline{\quad}$$

$$1 + 5 = \underline{\quad}$$

$$6 - 1 = \underline{\quad}$$

# Lesson 46

10 99 - 103

11 Order the numbers.

77, 70

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

46, 55

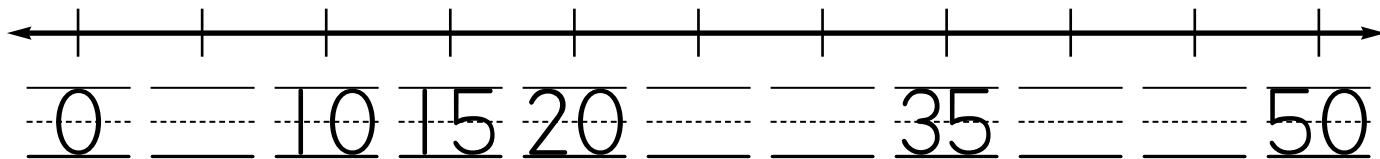
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12



= \_\_\_\_\_ ¢

13



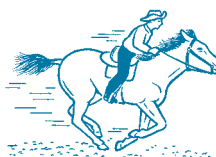
= \_\_\_\_\_

14



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ¢

No  
New  
Facts



# Lesson 44

(Pages 10-12)

## New Skills / Concepts

- Read numbers beyond 100
- Count nickels and pennies
- Begin memorizing  $6-1=5$  and  $6-5=1$

## Class Preparation

- Teaching clock
- ✦ New Flash Cards: Move  $6-1=5$  and  $6-5=1$  from *UNUSED FACTS* to *NEW FACTS*.

## Meet With Students

123...

- 5's to 100
- 97 to 118

New

### Reading Numbers Beyond 100

Teach students how to read numbers beyond 100. The number 127 is read “one hundred twenty-seven,” not “one hundred and twenty-seven.” The word *and* doesn’t belong.

## Review

- Clock numbering – Ask students at various times what time it is on the school clock. Ask while the minute hand is on the 12.
- Function of the hands
- Telling time to the hour

## Optional Activity

- There is no dictation exercise in this lesson. Say the following numbers and have the students find them on their Counting Charts:  
18, 69, 86, 34, 57, 95, 13, 41, 62

44

Forty-four

$$10 + 10 + 10 + 10 + 1 + 1 + 1 + 1 = 44$$

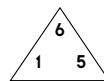
tens	ones
4	4

1  New Facts

$6 - 1 = 5$

$6 - 5 = 1$

2



$1 + 5 = 6$

$5 + 1 = 6$

$6 - 5 = 1$

$6 - 1 = 5$

3

 Story Problem

$5 + 1 = 6$

6 zebras



©Dynamic Graphics

# Begin LightUnit Activities

## Title Bar

Find the answer, counting by 10's and 1's.



$6-1=5$  and  $6-5=1$

Introduce these subtraction facts. Read the fact several times, using *minus*. Subtracting one from a number makes one less. Subtracting a number that is one less equals one.

- 1 Have the students write the answers to the subtraction facts. Drill for memorization.
- 2 Review and write the four related facts for 1, 5, and 6.



- 3 Howard's class went to the zoo. Ted saw five big zebras and one baby zebra. How many zebras did he see?  $5+1=6$  zebras

★ Howard also saw two peacocks in the zebras' pen. How many animals did Howard see in the zebras' pen? 8 animals

New

## Counting Nickels and Pennies

Remind students that when counting money, they count the coins that are worth the most first. Show them on the counting chart how to count by 5's and then change to 1's.

## Review

- Characteristics and value of dime, nickel, and penny (Compare the coins.)

4



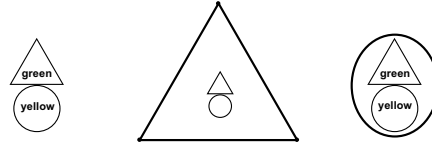
Count the money. Write the numbers under the coins.

Lesson 44

4



- 5 Follow your teacher's directions.



I Can Do This

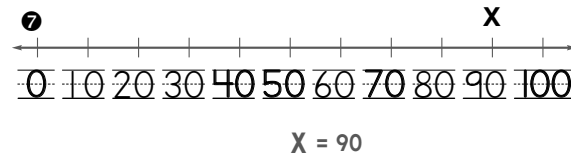
6

$5-3=2$	$6-5=1$	$5-2=3$	$6-1=5$
$3-3=0$	$1+5=6$	$4-0=4$	$5+1=6$
$0+6=6$	$6-6=0$	$6+0=6$	$6-0=6$

11

Lesson 44

7



8

$68-72$   
68 69 70 71 72

- 9 Write  $<$  or  $>$ .

99  $>$  91

65  $<$  94

86  $<$  98

73  $>$  72

10 = 10¢

$5-3=2$



12

**5 Follow these directions:**

- Use your pencil and ruler to draw a triangle by connecting the points.
- Color the congruent circles yellow.
- Color the congruent triangles green.
- Circle the triangle and the circle on the right side of the page.

- Drill flash cards.
- Administer Speed Drill 44 (p. 56).
- Assign *I Can Do This*.

**SPEED DRILL 44** Number correct in one minute

$\begin{array}{r} 2 \\ -2 \\ \hline 0 \end{array}$	$\begin{array}{r} 1 \\ -0 \\ \hline 1 \end{array}$	$\begin{array}{r} 2 \\ -1 \\ \hline 1 \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline 4 \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline 1 \end{array}$	$\begin{array}{r} 4 \\ -4 \\ \hline 0 \end{array}$	$\begin{array}{r} 5 \\ -0 \\ \hline 5 \end{array}$
$\begin{array}{r} 3 \\ -0 \\ \hline 3 \end{array}$	$\begin{array}{r} 2 \\ -0 \\ \hline 2 \end{array}$	$\begin{array}{r} 4 \\ -0 \\ \hline 4 \end{array}$	$\begin{array}{r} 3 \\ -3 \\ \hline 0 \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline 1 \end{array}$	$\begin{array}{r} 5 \\ -5 \\ \hline 0 \end{array}$	$\begin{array}{r} 1 \\ -1 \\ \hline 0 \end{array}$

2 + 2 = 4      0 + 5 = 5      0 + 4 = 4

0 + 1 = 1      3 + 2 = 5      3 + 0 = 3

56

**Lesson 45***(Pages 13-15)***New Skills / Concepts**

- Understand place value – hundreds, tens, and ones
- Write numbers with hundreds and ones
- Begin memorizing  $2+4=6$  and  $4+2=6$

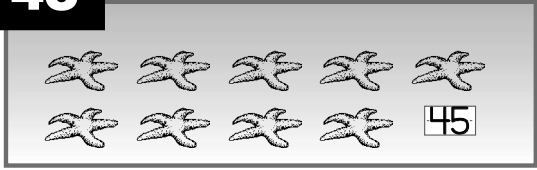
**Class Preparation**


- Teaching clock
- Toothpicks (or other manipulatives) to teach place value to the hundreds place (10 bundles of 10 toothpicks and 10 single toothpicks)
- Money Cup – 6 nickels and 11 pennies
- ★ New Flash Cards: Move  $2+4=6$  and  $4+2=6$  from *UNUSED FACTS* to *NEW FACTS*.

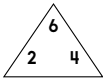
**Meet With Students****Review**



- Clock numbering – 1 to 12
- Hour hand
- Minute hand
- Reading time to the hour
- Reading numbers beyond 100


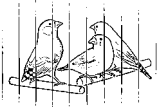
**45 Forty-five**



**1**   $2 + 4 = 6$      $4 + 2 = 6$

**2**   $\begin{array}{|c|c|} \hline 2 & 4 \\ \hline \end{array} = 6$      $6 - 2 = 4$      $6 - 4 = 2$

**3**   $4 + 2 = 6$      6 finches

**4**   $44$  ¢    

13

## Begin LightUnit Activities

### Title Bar

- Count the starfish arms by fives. Write the answer.



$$2+4=6 \text{ and } 4+2=6$$

Introduce these twin addition facts.

- Write the sums for the addition facts. Drill for memorization.
- Review and have students write the four related facts for 2, 4, and 6.



- Rosetta's grandmother has four zebra finches in one cage and two spice finches in another cage. How many finches does she have?  
 $4+2=6$  finches

The tail of the zebra finch has dark and light stripes, much like a zebra. Although pretty, zebra finches are very aggressive and quick to fight.

- ★ Rosetta's grandmother feeds the birds once a day. How many times does she feed them in five days? 5 times



- Count the nickels and pennies in the money cup.

**Lesson 45**

**5**

hundreds	tens	ones
1	1	4

**6**

hundreds	tens	ones
1	0	8

**7**

hundreds	tens	ones
0	5	0

**8**

hundreds	tens	ones
0	6	4

**9**

hundreds	tens	ones
1	0	2

**10**

hundreds	tens	ones
0	4	8

**11**

hundreds	tens	ones
1	0	0

**I Can Do This**

**9**  $97 - 10 =$

97 98 99 100 101

14

**New**

### Understanding Place Value to the Hundreds Place

Using the place-value chart, put nine bundles of ten toothpicks in the tens place. **How many toothpicks are on the place value chart?** 90

**What will happen if I place one more bundle of ten in the tens place?** We have too many for the tens place.

**So we need to take all the bundles of ten and make one bundle of 100. Ten tens equal 100. Now we move them to the hundreds place.**

**How many ones are there?** 0 Write 0 in the ones place. **How many tens are there?** 0 Write 0 in the tens place. **How many hundreds are there?** 1 Write 1 in the hundreds place.

**One hundred, 0 tens, and 0 ones make how many?** 100

- 5** We can use blocks to show the same thing. Look at the group of 100 with all the tiny squares. This picture has 100 little squares. How many groups of 100 are there? 1 Put a 1 in the hundreds place. How many stacks of 10 are there? 1 Put a 1 in the tens place. How many single ones are there? 4 Put a 4 in the ones place.
- 1 hundred, 1 ten, and 4 ones make how many? 114

- 6** Now look at No. 6. How many hundreds are there? 1 Put a 1 in the hundreds place. How many groups of ten are there? 0 Does that mean we leave the tens place blank? No Put a 0 in the tens place. How many ones are there? 8 How much is 1 hundred, 0 tens, and 8 ones? 108

- 7** Assist as needed.



- 8** Dictate 56, 102, 64, 48, 61, 100.

→ Drill flash cards.

→ Administer Speed Drill 45 (p. 57).

→ Assign *I Can Do This*.

## Lesson 45

- 10** Write < or >.

$36 \boxed{<} 45$

$100 \boxed{<} 102$

$101 \boxed{>} 98$

- 11**

$$\begin{array}{r} 5 \\ -2 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 5 \\ -5 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 2 \\ +4 \\ \hline 6 \end{array}$$

$6 - 0 = \underline{6}$

$1 + 5 = \underline{6}$

$$\begin{array}{r} 0 \\ +6 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 6 \\ +0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 6 \\ -1 \\ \hline 5 \end{array}$$

$6 - 6 = \underline{0}$

$5 + 1 = \underline{6}$

- 12**



$= \underline{\quad} \text{¢}$

.....

$5 - 2 = 3$

.....



15



## SPEED DRILL 45

Number correct in one minute 

$\begin{array}{r} 3 \\ -1 \\ \hline 2 \end{array}$	$\begin{array}{r} 5 \\ -5 \\ \hline 0 \end{array}$	$\begin{array}{r} 5 \\ -0 \\ \hline 5 \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline 3 \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline 1 \end{array}$	$\begin{array}{r} 2 \\ -2 \\ \hline 0 \end{array}$
$\begin{array}{r} 4 \\ -3 \\ \hline 1 \end{array}$	$\begin{array}{r} 4 \\ -0 \\ \hline 4 \end{array}$	$\begin{array}{r} 3 \\ -0 \\ \hline 3 \end{array}$	$\begin{array}{r} 1 \\ -1 \\ \hline 0 \end{array}$	$\begin{array}{r} 4 \\ -4 \\ \hline 0 \end{array}$	$\begin{array}{r} 3 \\ -3 \\ \hline 0 \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline 4 \end{array}$

$1 + 4 = \underline{5}$

$5 + 0 = \underline{5}$

$1 + 0 = \underline{1}$

$0 + 2 = \underline{2}$

$3 + 1 = \underline{4}$

$3 + 2 = \underline{5}$

## Lesson 46

(Pages 16-18)

## New Skills / Concepts

- Use less than and greater than symbols to compare coins
- Write time to the hour
- Begin memorizing  $6 - 4 = 2$  and  $6 - 2 = 4$

## Class Preparation

- Teaching clock
  - Money Cup – 7 nickels and 10 pennies
  - Objects to illustrate numbers on the place-value chart through 114
  - ✦ New Flash Cards: Move  $6-4=2$  and  $6-2=4$  from *UNUSED FACTS* to *NEW FACTS*.
  - ✦ Move *E FLASH CARDS* from *ONCE A DAY* to *FRIDAY*.
  - ✦ Move *I FLASH CARDS* from *NEW FACTS* to *ONCE A DAY*.
- (*H FLASH CARDS* remain in *NEW FACTS* for now.)

## Meet With Students

123...

- 1 to 30

### Review

- Reading numbers beyond 100

46

Forty-six

$46 = 4 \text{ tens} + 6 \text{ ones}$

1

+  
=  
New  
Facts

$6 - 4 = 2$      $6 - 2 = 4$

6

24

$2 + 4 = 6$   
 $4 + 2 = 6$


$6 - 4 = 2$   
 $6 - 2 = 4$

3

Story  
Problem

$2 + 3 = 5$   
 5 eggs

4

  
7:00

5

hundreds	tens	ones
1	0	7

hundreds	tens	ones
1	1	6

16

## Begin LightUnit Activities

### Title Bar

Instruct students to write 46 in the answer box on the left. Then have them write how many tens and how many ones are in 46. **Four tens and 6 ones are how many? 46.**



**$6-4=2$  and  $6-2=4$**

Introduce these subtraction facts. Read them several times, using the term *minus*.

Discuss how these facts are related.

- Have students write the answers for the subtraction facts. Drill for memorization.
- Review the related subtraction facts for 6, 4, and 2. **Write the four related facts for 2, 4, and 6.**  
*Students' answers may vary for the four related fact exercises in the coming lessons. They should have a basic order of writing them to avoid forgetting a fact or spending too much time.*



- When Father and Mother zebra finch raise a family of birds, Mother zebra finch lays eggs in a nest box. On Tuesday, Rosetta saw two eggs in the box. On Friday she saw three more eggs. How many eggs did she see in the nest?  $2+3=5$  eggs
- ★ The father zebra finch sat on the eggs for thirteen days. Four eggs hatched. How many did not hatch? 1 egg (Father zebra finches sit on the eggs to hatch them.)



**Review**

- Identify and tell the function of clock hands
- Clock numbering

**New****Writing Time to the Hour**

Set the teaching clock to 4:00. Ask a student to read the time.

**Now we will learn to write the time. First, write the hour. Then make two dividing dots called a colon. After the colon, write the minutes.**

**When writing minutes, you always need two numbers after the colon.**

**When writing time like one o'clock or two o'clock, write two zeros because it is an even hour and there are no minutes past the hour. This shows that the minute hand is at the 12.**

**Let's write 3:00. Demonstrate on the board. We will write the hour number first. 3 Then we'll add the colon. : Now we need to write the minutes, so what will we write? 00 Yes, because the minute hand is at 12.**

**Now let's write 10:30. What number do we write first? 10 Next? the colon What numbers do we write last? 30**

- 4** Drill until students understand how to read and write time to the hour. Have them write the time for the clock.

**Review**

- Hundreds, tens, and ones
- Illustrate 114 on the place-value chart. (Follow procedure in Lesson 45.)

- 5** Write the numbers.

- 6** Read and follow the directions.



- 7** Dictate 74, 121, 95.

**Write the number that is 1 hundred, 1 ten, and 3 ones.**

**Write the number that is 1 hundred and 7 ones.**

Lesson 46

- 6** Color the congruent shapes red. Draw an X on the fifth shape.



**7** 74 121 95 113 107

- 8** Write < or >.



**I Can Do This**

**9**

$0 + 6 = 6$	$6 - 2 = 4$	$6 + 0 = 6$	$6 - 4 = 2$
$6 - 0 = 6$	$4 + 2 = 6$	$6 - 6 = 0$	$2 + 4 = 6$
$5 + 1 = 6$	$6 - 5 = 1$	$1 + 5 = 6$	$6 - 1 = 5$

17

**New****Using Greater Than or Less Than Symbols to Compare Coins**

What are the first two coins in No. 8?

Nickel and penny How much is a nickel worth? 5 cents Write a little 5 under the nickel. How much is a penny worth? 1 cent Write a little 1 under the penny. Which coin is worth more? nickel So we put a greater than symbol in the answer box. Remember, the wide open mouth opens to the coin that is worth more.

**Review**

- Characteristics and value of dime, nickel, and penny
- Counting coins with the greatest value first

⑧ Assist as needed.

→ Drill flash cards.

→ Administer Speed Drill 46 (p. 57).

→ Assign *I Can Do This*.

**Lesson 46**

⑩  $99 - 103$


$99 \quad 100 \quad 101 \quad 102 \quad 103$

⑪ Order the numbers.

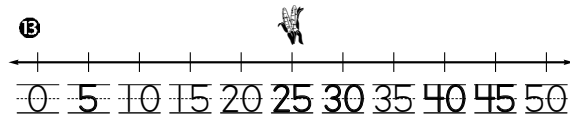
77, 70  $70 \quad 77$


46, 55  $46 \quad 55$

⑫

 =  $5 \text{ ¢}$

⑬



 =  $25$

⑭

  $45 \text{ ¢}$

No  
New  
Facts



18

**SPEED DRILL 46**

Number correct in one minute

$\begin{array}{r} 5 \\ -2 \\ \hline 3 \end{array}$	$\begin{array}{r} 5 \\ -5 \\ \hline 0 \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline 4 \end{array}$	$\begin{array}{r} 4 \\ -0 \\ \hline 4 \end{array}$	$\begin{array}{r} 2 \\ -0 \\ \hline 2 \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline 1 \end{array}$	$\begin{array}{r} 4 \\ -4 \\ \hline 0 \end{array}$
$\begin{array}{r} 1 \\ -0 \\ \hline 1 \end{array}$	$\begin{array}{r} 5 \\ -0 \\ \hline 5 \end{array}$	$\begin{array}{r} 2 \\ -2 \\ \hline 0 \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline 1 \end{array}$	$\begin{array}{r} 3 \\ -0 \\ \hline 3 \end{array}$	$\begin{array}{r} 3 \\ -3 \\ \hline 0 \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array}$

$4 - 3 = 1$        $4 - 2 = 2$        $1 - 1 = 0$

$4 - 1 = 3$        $2 - 1 = 1$        $3 - 1 = 2$

57

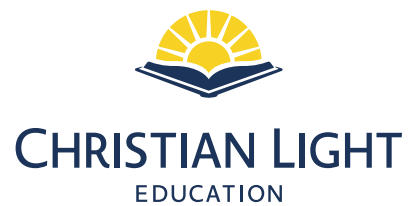
**Lesson 47 and Quiz 1**

(Pages 19, 20; 67, 68)

**Class Preparation**

- Money Cup – 8 nickels and 2 pennies
- Math 103, Quiz 1
- Objects to illustrate 124 on a place-value chart (optional activity)
- ★Flash Cards: No new facts

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