

Lesson
3.1d
Review of the Four Operations
Objectives

- Identify the correct 4 operations symbols to make the equations true.
- Using the greater than, smaller than symbols and equal sign.

California Standards

NS 2.2: Memorize to automaticity the multiplication table for numbers between 1 and 10.

AF 1.3: Select appropriate operational and relational symbols to make an expression true.

AF 1.5: Recognize and use the commutative and associative properties of multiplication.

Materials

- Appendix 3.1d

Note

It would be good to review the use of each of the four operation signs to refresh students' memory. Mental Math 7 may be used here.

Teaching Strategies
Put in the correct 4 operations symbols to make the equations true

Have students discuss **task 13, Textbook p. 74.**

Ask students what information they have available.

Tell students that there were 24 chairs and 18 of them were arranged in 3 rows of 6 and the rest of the chairs were put into another row of 6.

Write " $4 \times 6 = 24$ " on the whiteboard.

Ask students if they know what needs to be done to make the equation true. (Multiply)

Write " $18 \div 6 = 3$ " on the whiteboard.

Ask students if they know what needs to be done to make the equation true. (Add)

$$4 \times 6 = 24$$

$$18 \div 6 = 3$$

Write " $24 \div 6 = 4$ " on the whiteboard.

Ask students if they know what needs to be done to make the equation true. (Divide)

Write " $24 - 6 = 18$ " on the whiteboard.

Ask students if they know what needs to be done to make the equation true. (Subtract)

$$24 \div 6 = 4$$

$$24 - 6 = 18$$

Use the symbol ">" for "greater than" and "<" for "smaller than"

This a review of the use of the "greater than" and "smaller than" symbols.

Write " $3 \times 5 > 6 \times 3$ " on the whiteboard.

Ask students how they would solve this.

Tell students that they will have to work out the problems individually before solving this problem.

Ask them what the answers to the following questions are:

- 3×5 (15)

$$3 \times 5 > 6 \times 3$$