

Primary Mathematics Standards Edition Textbook 2A 2008 Printing		
Page	Question or Section	Error
74	6(a)	Missing color patch between 16 and 20.

Primary Mathematics Standards Edition Workbook 2A 2008 Printing		
Page	Question or Section	Error
77	3	Width is 3 ½ cm, answer can therefore be about 3 cm or about 4 cm or discuss half centimeters.

Primary Mathematics Standards Edition Tests 2A 2008 Printing		
Page	Question or Section	Error
183	4	Put <b>20</b> flowers equally into 2 vases.
142	16	There is no correct answer. Change D to lighter or change the problem.
201	Unit 1 Cum Test B., 4	C

Primary Mathematics Standards Edition HIG 2A 2008 Printing		
Page	Question or Section	Error
33	Notes	Boxes cut off last lines of text. Top box: "...and the total ones under the line in the ones place." Second box: "...Write the 100 above the hundreds place." Third box: "Write the total hundreds under the line in the hundreds place."
34	3rd section	"...add by splitting the 38 into 30 and 8...)"
44		Some sentences got cut off when file was compiled as pdf. See next page here for corrected page 44.

Primary Mathematics Standards Edition Teacher's Guide 2A 2008 Printing		
26	Answers to Textbook p. 21, Question 1	(g) $640 > 604$ (h) $909 < 990$
173	Answer to Textbook p. 125-127	7(b) 120g
177	Answer to Exercise 2 (p. 73-75)	3. Students have not learned decimal numbers; they should answer to the nearest half centimeter. (a) about 5 cm (b) about 9 cm
177	Answers to Exercise 3 (p. 76-77)	3. Students should not answer in decimals. You can have students measure to the nearest half centimeter, so the width is about 3 ½ cm, or the nearest centimeters, so the width is about 3 cm or about 4 cm.
179	Answers to Review 5 (p. 111-114)	3-11 Delete #3, renumber the rest (4-11) as 3-10.

**(1) Subtract ones or tens**

Textbook	Teaching Activities	
Task 1, p. 48		
1. (a) 4            (d) 40 (b) 5            (e) 50 (c) 35          (f) 350		
	Write the expression $15 - 7$ . Ask your student to find the answer. Discuss different methods for finding the answer. ⇒ Subtract from ten. ⇒ Subtract 5 from 15, then 2 more. ⇒ “Count up” from 7 first to 10, then to 15. ⇒ Remember the math fact $15 - 7 = 8$ .	$15 - 7 = 5 + 3 = 8$ ∧ 5 10
	Write the expression $40 - 7$ . Ask your student to find the answer. You can illustrate it with place-value discs by giving him 4 ten discs and asking him to subtract 7. He will need to subtract 7 from one of the tens.	$40 - 7 = 30 + 3 = 33$ ∧ 30 10
	Write the expression $45 - 7$ and discuss methods for finding the answer mentally, using place-value discs if needed. ⇒ Subtract 7 from 40, as before. There are still 5 more ones. ⇒ Subtract 7 from 10. ⇒ Remember that $15 - 7 = 8$ .	$45 - 7 = 33 + 5 = 38$ ∧ 5 40 $45 - 7 = 35 + 3 = 38$ ∧ 35 10 $45 - 7 = 30 + 8 = 38$ ∧ 30 15
	Similarly, discuss the problem $645 - 7$ . Subtracting 7 does not affect the hundreds, so we essentially have to just find $45 - 7$ .	$645 - 7 = 638$ ∧ 600 45
	Now write the problem $400 - 70$ . We can solve this problem in the same way as $40 - 7$ by thinking of it as 40 tens – 7 tens. You can illustrate this with place-value discs, this time giving your student 4 hundreds.	$400 - 70 = 300 + 30 = 330$ ∧ 300 100
	Write the expression $450 - 70$ . 45 tens – 7 tens can be solved by finding the answer to $45 - 7$ .	$450 - 70 = 380$
	Finally, write the expression $451 - 70$ . We can simply find $450 - 70$ , then add the ones.	$451 - 70 = 381$
	Have your student do Task 1, p. 48, in the order (a), (d), (b), (e), (c), (f).	
	<b>Reinforcement</b> Mental Math 14-15	