5A Chapter 2 Writing and Evaluating Expressions

Lesson 4 (Textbook 5A p. 34)
Other Ways to Write and Evaluate Expressions

In this lesson, students are expected to be able to mentally solve problems such as 600 − 56 or 15,000 − 124.

If students cannot subtract from hundreds or thousands mentally, before this lesson use:

Transition Guide Lessons

- **4A.2.3** Subtract from Hundreds or Thousands
- **5A.2.4** Subtract from Ten Thousands

Understanding and using these mental math strategies will be useful when adding and subtracting both measurements in the metric system and decimals, since many of these strategies can be extended to digits in place values to the right of ones. For example, we can find 4 − 0.599 in the same way as we would mentally calculate 4,000 − 599. This type of problem will be seen in Dimensions Math® 5B, Chapter 10 The Four Operations on Decimals.

Lesson 5 (Textbook 5A p. 38)
Word Problems — Part 1

This lesson reviews the use of bar models in problem solving. At this level, students should be able to solve simple one-step and two-step problems without a model. However, this curriculum goes beyond such simple problems, and students will need to be able to use bar models to help them come up with a solution method. Understanding bar models with respect to problems involving multiplication and division will help them with problems involving fractions they will see later.

For more of an introduction to bar models, before this lesson, use:

Transition Guide Lessons

- **4A.2.5** Bar Models — Part 1
- **4A.5.1** Bar Models — Part 2

When doing the lesson itself, consider spending extra time with it and having students attempt to draw models without first looking at the ones in the Textbook. Alternately, draw some of the models as you discuss them, getting students' suggestions, again before looking at the Textbook. This will take longer, but will give students a better idea of the thought processes involved in converting the information in the problem into a usable model.

Lesson 6 (Textbook 5A p. 41)
Word Problems — Part 2

These problems are more challenging than simple one-step or two-step word problems. You can opt to omit them for students transitioning into the program, but if you choose to do so you may have to omit similar problems in the Reviews and Tests and some of the Workbook exercises for the rest of the year. One of the purposes of bar models is to prepare students for problems they will later solve algebraically as part of the concrete to pictorial to abstract progression that is present throughout this series (not just within a single lesson). If possible, consider going back to some of the lessons in Dimensions Math® 4A: Lesson 5 in Chapter 2, Lessons 5 and 6 in Chapter 5, as well as the word problems in the Practices for those chapters. Another good resource is the corresponding Workbook exercises for these lessons.