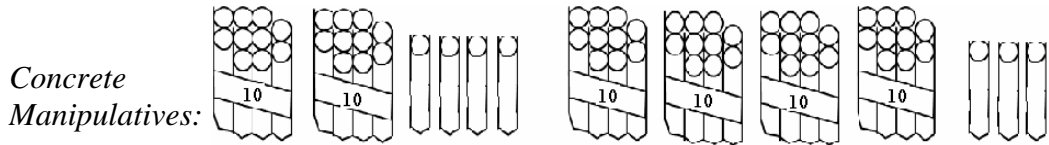


Lesson consists of at least four Instructional sequences composed of Leading Questions (LQ) with children solving and Teacher Evaluation. Lesson begins with a preliminary drill, and then a meaningful word problem. The teacher draws students' attention to the known, and to the procedure needed through leading questions. The same problem is repeated throughout the lesson using the following *modes*:

Verbal: Yun-Ho has 24 pieces of paper and Young-Mi has 43 pieces of paper. How many pieces do they have?

Numbers: $24 + 43 =$ _____ on the felt board.
and In response to teacher's leading questions as to how many
Fingers: tens and ones there were, children held up 6, then 7 fingers.

T. directed students with Leading Questions to do the problem on desks with counters.



Numbers in Horizontal Format T. demonstrates addition of tens and ones on the blackboard thus, first adding the tens, then the single units:

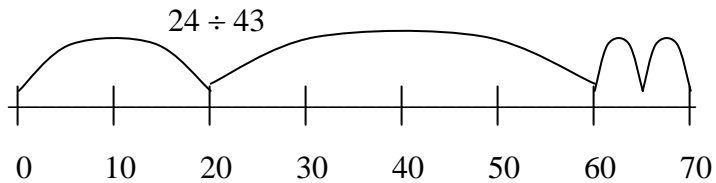
First, the tens: $20 + 40 = 60$

$24 + 43 =$

Then, the ones: $4 + 3 = 7$

and then explains the tens and ones places.

Number line: The same problem is presented on a number line:



Vertical Format: Finally the problem is presented in a vertical format:
$$\begin{array}{r} 24 \\ +43 \\ \hline \end{array}$$