

Errata for Elementary Mathematics for Teachers

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Important Clarifications and Corrections (listed by page number)

13. Problem 2c introduces *list format*. Learn this method of writing solutions: *it will save you lots of time on future homework assignments*. Use it whenever there are multiple levels of problems (e.g. 2a(i), 2a(ii), 2b(i), etc.). In these situations, this list format saves writing and aggravation.
24. Problem 2b(ii) should refer to page 23, not 22. Use list format here.
47. In Problem 1, add the words “in at most five easy steps”.
47. In Problem 6, replace the last phrase by “or X (not be easily done mentally by PV or DP)”.
62. Answer Problem 4a in list format, without explanations. Begin with: 2) ones 3) tens, 4) hundreds 5) ones, ones, tens, etc..
64. Answer Problem 6 in list format, without explanations.
73. The last displayed long division should show $74 \div 2$, not $34 \div 2$ (3 digits must be changed).
95. Remove the words “and a Teachers Solution using algebra” from Problem 8a.
100. Do Problems 2c and 2d using the method explained in Problem 2 on page 95. (These problems are a launching point for Section 4.3.)
100. In Problem 7, replace the identity with “ $(x + y)(a + b + c) = xa + xb + xc + ya + yb + yc$.”
112. Beneath the diagram in Problem 6, add the sentence “The first diagram depicts two groups of k boxes; the second depicts two groups of k boxes plus one more box.” Thus the k s in the diagram count the number of boxes (which are not shown); they do not refer to the length of the bars.
124. In Problem 6, replace “ < 5 ” by “ < 6 ”.
125. In Problem 7 add one more to the list: $q_5 = 2 \cdot 3 \cdot 7 \cdot 43 + 1 = \underline{\quad}$. At each step, we multiply only the previous “answers”, and therefore many primes (such as 5, 11, and 13) never appear anywhere in the calculation. (In particular, q_3 is *not* $2 \cdot 3 \cdot 5 + 1$).
127. In Definition 5.8, include the word “nonzero” before “whole numbers a and b”. (Otherwise the formula on the next page is not true or is undefined.)
148. The paragraph labeled **Caution** is very important. Put a big star next to it and read it carefully.
157. In Line 1, the answer “4” should be “41”.
196. In Problem 2, “Section 6.1” should read “Section 8.1”.
201. In Definition 2, replace “positive or negative fraction” by “fraction or the negative of a fraction” (so that 0 is included!).

Less important corrections

- v. Under *Focus on the Mathematics* heading, delete the word “attention” in the last sentence.
64. Missing word in Example 2.3: “How many are children?”.
75. Missing word: two lines after Example 4.6 replace “multiplication” by “the multiplication”.
95. In Problem 7, remove the extra “the” before “consecutive whole numbers”.
123. Line 13: replace “10,000” by “1000”.
186. Missing word in Definition 1.1: “and those less than zero”.