

Re-ading for A-rith-me-tic

Some young peo-ple know man-y a-rith-me-tic fact^s. The^se young peo-ple can add and sub-tra-ct and mul-ti-ply and di-vide. But they still have trou-ble with a-rith-me-tic. They can-not read the prob-lem^s cor-rect-ly. To d^o this well, you need to learn to read dir-e-ct-ion^s. You must al-so read all the de-tail^s, even de-tail^s that seem un-im-por-tant.

Sup-po^se you were asked to d^o this:

Draw a line a-cross a page. The line sh-ould be straight and 1-inch long (a-bout 2.5 cen-ti-me-ter^s). Now draw a line below each end of this line go-ing down-ward. The new line^s sh-ould each be the same length a^s the top one. Your draw-ing sh-ould look a lit-tle like a ta-ble. Then co-nnect the o-pen end^s with a last line. This line sh-ould be the same length a^s the top one.

What have you drawn? If you have a square, you have fol-lowed the dir-e-ct-ion^s well. Re-ading dir-e-ct-ion^s care-ful-ly and no-ti-cing de-tail^s are good pra-c-ti-ce for all kind^s of re-ading. The les-son^s in this book will help you to read more care-ful-ly.