**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

Directions for Manual Calculator Math Program

(For best results, always have blank Scratch paper and pencils available for trial and error while doing all problems

 26

+37

1. Have the client read a math problem (such as, "twenty-six plus thirty-seven equals \_\_\_\_").

2. Have the client then point to the top number on the right of the equation (six) listed on the (red) number line at the top of the page (number line is listed 0-20).

3. Then, while holding finger or pointer at the top right hand number listed (six), have the client begin counting forward (right, or plus), counting out the lower right hand number on the bottom of the equation (seven).

4. The client will point to the number 6 in the number line at the top of the page. Then the client will look at the bottom number on the right of the equation, which is a "seven." Then the client will begin counting to the right with the finger or pointer, from the number seven. If done right, the client will say "one", while pointing at 7, then "two", while pointing at 8, then "three", while pointing at 9, etc. The client should then hold the finger at the 13 without lifting it. When the client stops at "thirteen", which is the total of the top number (six) plus the bottom number (seven), he/she will be pointing at "thirteen", which is the correct sum of 6 + 7.

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 26

+37

 3

5. The client (or staff) then writes the number 3, which is the right hand number in the product 13, under the line directly beneath the 6 and the seven. The number 1 in the number thirteen then is written above the 2 and the 3 in the left hand column of the numbers.

 1

 26

+37

 3

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

.

6. The client then points to the 1 on the number line and adds the two underneath the one, by counting from the 1 on the number line two spaces to the right. If done correctly, the client says “one” while pointing at the two, and then 2 while pointing at the three. While holding the finger at the three on the number line, the client then gets ready to add the three just below the two in the equation. The client then points to the four on the number line and says “one,” then says “two” while pointing at the five, then “3” while pointing at the 6. When six is reached, that is the sum of 1 plus 2 plus 3. The client or staff writes the 6 under the column on the left below the 1 and 2 and 3, in the equation, under the line. The client then reads "twenty-six plus thirty-seven equals sixty-three,”

or “26 + 37= 63.”

 1

 26

+37

 63

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 **20**

**-12**

7. Conversely: Let's say the equation reads, "20 - 12 =". The client will point to the number 20 in the number line at the top of the page. Then the client will look at the bottom number of the equation, which is twelve. Then the client will begin counting to the left with the finger or pointer, from the number 19. If done right, the resident will say "one", while pointing at 19, then "two", while pointing at 18, then "three", while pointing at 17, etc. The client should then hold the finger at the eight (having counted to twelve) without lifting it. When the client stops counting at 12, which is the total of the bottom number, he/she will be pointing at "eight", which is the correct subtraction of 20 - 12.

8. Then have the client read the whole equation, such as, "twenty minus 12 equals eight", or "20 - 12 = 8."

 **20**

 **-12**

 **8**

9. If the client is physically unable to point to the numbers, then staff can point to the numbers on the number line while the client speaks the numbers, adding or subtracting to get the final score.

10. If the client prefers to use the electronic calculator, fine. But have him/her try with the manual type once or twice so he/she can visually see how addition and subtraction actually work.

11. An alternative method for subtracting the same problem is as follows:

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 **20**

 **-12**

The client or staff asks, “Can 2 be subtracted from zero?” Or “Can 0 take away 2?” No. Well then, to execute the problem, the strategy of “borrowing” is considered. (**and this process is done for all problems in subtracting, when a lower number tries to subtract a higher number**).

 **20**

 **-12**

A line is drawn through the 2, and a one is borrowed from the two to make the zero to the right become a ten. The two becomes a 1 and the zero becomes a ten.

 **1**

 **2¹0**

 **-12**

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

The client then goes to the number line and finds the 10. The client places the finger on the nine and counts 1, then places a finger on the eight and counts 2. As the two is being subtracted from the 10, the answer is 8.

 1

 **2¹0**

 **-12**

 **8**

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

The client then subtracts the 1 from the 1, which is zero, and places it below the line beside the 8.

 1

 **2¹0**

 **-12**

 **08**

As Zero is not needed, the result of the subtraction is

 1

 **2¹0**

 **-12**

 **8**

12. Then have the client read the whole equation, such as, "twenty minus 12 equals eight", or "20 - 12 = 8."

13. When doing a more complex addition problem, the strategies are the same, though it may appear more complicated initially.

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

Take the problem: 47293 + 84951 =

 **47293
+84951**

As always, when adding large numbers, the addition is always started on the right hand side of the problem.

The client will point to the number 3 in the number line at the top of the page. Then the client will look at the bottom number on the right of the equation, which is a "one." Then the client will begin counting to the right with the finger or pointer, from the number three. If done right, the client will say "one", while pointing at 4. The client should then hold the finger at the 4 without lifting it. When the client stops at "four", which is the total of the top number (three) plus the bottom number (one), he/she will be pointing at "four", which is the correct sum of 3 + 1. The client can then place the 4 beneath the line under the 1.

 **47293
+84951**

 **4**

The client will then point to the number 9 in the number line at the top of the problem. Then the client will look at the bottom next number on the right of the equation, which is a "five." Then the client will begin counting to the right with the finger or pointer, from the number ten. If done right, the client will say "one", while pointing at 10. Then the client will say "two", while pointing at 11. Then the client will say "three", while pointing at 12, etc. The client should then hold the finger at the 14 without lifting it when stating “five.” When the client stops at "fourteen", which is the total of the top number (nine) plus the bottom number (five), he/she will be pointing at "fourteen", which is the correct sum of 9 + 5. The client can then place the 4, from the 14, under the five below the line next to the other 4, like this:

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 **47293
+84951**

 **44**

The number 1 in the number fourteen then is written above the 2 and the number 47293, like this:

 **1**

 **47293
+84951**

 **44**

The client will then point to the number 2 in the number line at the top of the problem. Then the client will look at the bottom next number below the two which is a nine. Then the client will begin counting to the right with the finger or pointer, from the number three. If done right, the client will say "one", while pointing at 3. Then the client will say "two", while pointing at 4. Then the client will say "three", while pointing at 5, etc. The client should then hold the finger at the 11 without lifting it when stating “nine.” When the client stops at "eleven", which is the total of the top number (two) plus the bottom number (nine), he/she will be pointing at "eleven", which is the correct sum of 2 + 9. The client will then also add the 1 from the previous addition to the eleven to make twelve. The client can then also place the 2, from the 12, under the nine below the line next to the other 4, like this:

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

**1 1**

 **47293
+84951**

 **244**

The number 1 in the number twelve then is written above the 7 in the number 47293, like this:

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 **1 1**

 **47293
+84951**

 **244**

The client will then point to the number 7 in the number line at the top of the problem. Then the client will look at the bottom next number below the seven which is a four. Then the client will begin counting to the right with the finger or pointer, from the number eight. If done right, the client will say "one", while pointing at 8. Then the client will say "two", while pointing at 9. Then the client will say "three", while pointing at 10, etc. The client should then hold the finger at the 11 without lifting it when stating “four.” When the client stops at "eleven", which is the total of the top number (seven) plus the bottom number (four), he/she will be pointing at "eleven", which is the correct sum of 7 + 4. The client will then also add the 1 from the previous addition to the eleven to make twelve. The client can then also place the 2, from the 12, under the four below the line next to the 2, like this:

 **1**  **1 1**

 **47293
+84951**

 **2244**

The number 1 in the number twelve then is written above the 4 in the number 47293, like this:

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 **1 1 1**

 **47293
+84951**

 **2244**

The client will then point to the number 4 in the number line at the top of the problem. Then the client will look at the bottom next number below the four which is an eight. Then the client will begin counting to the right with the finger or pointer, from the number five. If done right, the client will say "one", while pointing at 5. Then the client will say "two", while pointing at 6. Then the client will say "three", while pointing at 7, etc. The client should then hold the finger at the 12 without lifting it when stating “eight.” When the client stops at "twelve", which is the total of the top number (four) plus the bottom number (eight), he/she will be pointing at "twelve", which is the correct sum of 4 + 8. The client will then also add the 1 from the previous addition to the twelve to make thirteen. The client can then also place the 13 under the 8 below the line next to the 2, like this:

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 **1 1 1**

 **47293
+84951**

 **132244**

Have the client then read the equation: 47,293 + 84,951 = 132,244.

If given a more advanced subtraction problem, such as 82, 367 minus

55, 784, solve it like this:

 **82367
- 55784**

The client or staff asks, “Can 4 be subtracted from seven?” Or “Can 7 take away 4?” Yes. The client then goes to the number line and finds the 7. The client places the finger on the six and counts 1, then places a finger on the five and counts 2. Then the client places the finger on the four and counts 3, then places a finger on the three and counts 4. As the four is being subtracted from the 7, the answer is 3, like this.

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 **82367
- 55784**

 **3**

The client or staff then asks, “Can 8 be subtracted from six?” Or “Can 6 take away 8?” No. Well then, to execute the problem, the strategy of “borrowing” is considered. (**and this process is done for all problems in subtracting, when a lower number tries to subtract a higher number**).

A line is drawn through the 3, and a one is borrowed from the three to make the six to the right become a sixteen. The three becomes a 2 and the six becomes a sixteen, like this.

 **2**

 **823¹67
- 55784**

 **3**

The client then goes to the number line and finds the 16. The client places the finger on the fifteen and counts 1, then places a finger on the fourteen and counts 2. Then the client places the finger on the thirteen and counts 3, etc. Eventually

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

the client says the number eight while pointing to the eight. As the eight is being subtracted from the 16, the answer is 8, and is placed below the eight in 55784 and below the line, like this.

 **2**

 **823¹67
- 55784**

 **83**

The client or staff then asks, “Can 7 be subtracted from two?” Or “Can 2 take away 7?” No. Well then, to execute the problem, the strategy of “borrowing” is considered, again.

A line is drawn through the 2, and a one is borrowed from the two to make the two, next to it, a twelve. The three becomes a 1 and the two next to it becomes a twelve, like this:

 **1** ¹**2**

 **823¹67
- 55784**

 **83**

The client then goes to the number line and finds the 12. The client places the finger on the eleven and counts 1, then places a finger on the ten and counts 2. Then the client places the finger on the nine and counts 3, etc. Eventually the

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

client says the number seven while pointing to the five. As the seven is being subtracted from the 12, the answer is 5, and is placed below the eight in 55784 and below the line, like this.

 **1** ¹**2**

 **823¹67
- 55784**

 **583**

The client or staff then asks, “Can 5 be subtracted from one?” Or “Can 1 take away 5?” No. Well then, to execute the problem, the strategy of “borrowing” is considered, again.

A line is drawn through the 8, and a one is borrowed from the eight to make the one, next to it, an eleven. The eight becomes a 7 and the one next to it becomes an eleven, like this:

 **7** ¹**1** ¹**2**

 **823¹67
- 55784**

 **583**

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

The client then goes to the number line and finds the 11. The client places the finger on the ten and counts 1, then places a finger on the nine and counts 2. Then the client places the finger on the eight and counts 3, etc. Eventually the client says the number five while pointing to the six. As the five is being subtracted from the 11, the answer is 2, and is placed below the second five in 55784 and below the line, like this.

 **7**¹**1** ¹**2**

 **823¹67
- 55784**

 **6583**

The client or staff then asks, “Can 5 be subtracted from seven?” Or “Can 7 take away 5?” Yes. The client then goes to the number line and finds the 7. The client places the finger on the six and counts 1, then places a finger on the five and counts 2. Then the client places the finger on the four and counts 3, then places a finger on the three and counts 4. Then places a finger on the four and counts 5. Then places a finger on the two and counts 5. As the five is being subtracted from the 7, the answer is 2, and the 2 is placed below the first five in 55784 below the line like this.

 **7** ¹**1** ¹**2**

 **823¹67
- 55784**

 **26583**

Have the client then read the equation: 82,367 minus 55,784 = 26,583.

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 203 423 506 721 823 622 444 511 665

+132 +243 +223 +141 +236 +233 +333 +474 +123

 66 75 19 17 27 39 82 76 94 18 19

+55 +45 + 8 +9 +6 +18 +9 +19 +88 +88 +9

 109 632 773 692 5563 7092 6650 8002 970

+874 +268 +377 +473 +4308 +1449 +2773 +2306 +897

 17 17 22 12 15 26 34 273 556 7322

 - 9 -8 -9 -8 -7 -8 -18 -176 -98 -899

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 **2 4 6 1 5 9 2 3 6 7 4 8 5 3 0 2 7 7 6 3 8 1 0 3 2 4 6 8**

**+5 3 1 7 +3 0 4 4 +3 2 4 1 +3 6 9 5 + 2 0 3 7 +2 4 9 2 +7 5 3 1**

 **4 6 8 9 9 7 4 6 7 9 5 2 6 8 4 5 7 9 9 8 6 5 3 0 8 8 9 4**

**- 3 2 6 5 - 4 6 2 3 - 4 6 3 0 - 4 3 2 3 - 3 5 5 4 - 3 2 1 0 - 5 4 6 2**

 **8 7 5 2 7 8 4 3 9 0 3 3 1 0 0 3 7 3 5 1 3 3 9 0 1 0 4 5 8**

**- 1 2 4 1 - 2 5 5 2 -8 2 1 1 - 5 2 2 -4 0 3 0 - 2 2 8 0 - 8 4 3 1**

 **3 6 9 7 4 4 4 5 7 0 3 2 5 9 0 2 7 7 0 0 9 0 1 0 2 2 9 9 5 7 8 9**

**+2 3 4 1 +2 2 4 3 +2 6 7 1 +2 1 8 6 +1 2 5 8 +2 6 7 1 + 5 4 1 2 2 +6 5 4**

 **7 4 6 9 6 4 6 7 4 3 8 7 9 6 7 0 9 9 9 0 0 8 3 3 5 7 9 9 6**

**+3 4 2 +7 4 5 + 3 5 6 8 + 2 4 1 6 + 4 6 3 3 + 2 5 5 3 + 1 1 3 3 +8 8 7**

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

 5 6 3 7 5 7 8 1 2 9 4 3 8 2 1 7 5 6

 7 4 2 6 3 3 2 4 4 2 2 7 7 4 3 8 4 7

+1 3 +4 4 +4 2 +1 3 +3 8 +3 6 +1 9 +1 4 +2 2

 4 5 5 8 6 2 6 9 4 2 4 9 1 6 7 7 4 3

 2 5 4 4 9 5 3 3 5 5 3 6 1 8 3 3 3 4

+3 5 +3 5 +4 1 +1 8 +1 7 +1 2 +2 5 +2 2 +4 3

 8 2 4 7 5 5 6 7 9 3 5 4 3 5 2 9 8 8

 3 4 2 7 3 2 2 4 2 6 5 5 3 7 6 4 2 3

+2 7 +3 5 +1 7 +1 3 +1 3 +5 3 +1 8 +5 1 +9 4

**Math Skills: Addition Tables**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **0** | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| **1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| **2** | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| **3** | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| **4** | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| **5** | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| **6** | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| **7** | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| **8** | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| **9** | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| **10** | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| **11** | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| **12** | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| **13** | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| **14** | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
| **15** | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| **16** | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| **17** | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 |
| **18** | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 |
| **19** | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| **20** | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |

**Math Skills: Subtraction Tables**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **0** | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **1`1** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **1** |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** |
| **2** |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** |
| **3** |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** |
| **4** |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** |
| **5** |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** |
| **6** |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** |
| **7** |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** |
| **8** |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **9** |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
| **10** |  |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **11** |  |  |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **12** |  |  |  |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **13** |  |  |  |  |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **14** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** | **6** |
| **15** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** |
| **16** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** | **4** |
| **17** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** | **3** |
| **18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **0** | **1** | **2** |
| **19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **0** | **1** |
| **20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **0** |