

Word Problems

Unit 6 Overview: 10 lessons

Students solve story problems to 20 of every kind: add to, take from, put together and take apart, and compare, with the missing number at the end, in the middle or at the start, plus stories with three numbers. Each lesson goes from acting the story out with cubes, to a drawing or a model, to a number sentence, so students picture what happens before they choose to add or subtract. Lesson 6.8 brings the models together, 6.9 mixes every kind, and in 6.10 students write stories of their own.

THE UNIT, DAY BY DAY

Day 1	Pre-Check	What students already know (page 1 of the test pack).
Day 2	6.1 Add to stories	I can add when more come.
Day 3	6.2 Take from stories	I can find how many are left.
Day 4	6.3 Put together and take apart	I can find the whole or a part.
Day 5	6.4 How many more are needed	I can find how many more are needed.
Day 6	6.5 How many at first	I can find how many at first.
Day 7	6.6 How many more, how many fewer	I can compare two groups.
Day 8	6.7 Three numbers in a story	I can add three numbers.
Day 9	6.8 Number bonds and bar models	I can use a model to solve.
Day 10	6.9 Mixed story problems	I can choose to add or subtract.
Day 11	6.10 Write your own story problem	I can write a story problem.
Day 12	Unit Review	The review pages, with a tip beside every question.
Day 13	Unit Test	Form A; Form B (other numbers) is for a retest.

GET READY FOR THE UNIT

- Cubes or counters in two or three colors (20 for each student) and two ten frames for each student
- A number line 0 to 20 for each student, whiteboards and dry erase markers
- A story mat for acting stories out (a pond, a tree or a table drawn on paper) and a paper bag
- Chart paper for a class chart of the kinds of story, with a picture and a number sentence for each

HOW EACH LESSON GOES

- 1. Warm up** (5 min)
- 2. Teach** (10 min)
- 3. Try it together** (10 min)
- 4. Practice** (15 min)
- 5. Exit ticket** (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. “Sheet 3” is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

EXIT TICKET	1st Grade Word Problems Exit Tickets: one for every lesson, four to a page
PRINTABLE	1st Grade Word Problems Test: the Pre-Check, the Unit Review and the Unit Test (Forms A and B), with keys



Word Problems

Lesson 6.1: Add to stories

GOAL Students act out and solve stories where more come (9 birds sit in a tree, 6 more fly in) and write a number sentence and the answer with its label: $9 + 6 = 15$, 15 birds.

About 45 minutes

I can add when more come.

THE LESSON

- 1 Warm up** (5 min) Flash a ten frame with 8 dots and say "5 more." Students write the total on whiteboards. Do four that cross 10: $8 + 5$, $9 + 4$, $7 + 7$, $6 + 5$.
- 2 Teach** (10 min) Read: "9 birds sit in a tree. 6 more fly in. How many birds are in the tree now?" Put 9 cubes in a ten frame, then add 6: 1 fills the frame and 5 go in the next. Count 10 and 5 more. Write $9 + 6 = 15$ and 15 birds.
Say: "More came, so the group got bigger. I add: 9 and 6 more is 15 birds."
- 3 Try it together** (10 min) Read three more stories. Partners act each one out on the story mat, then write the number sentence and the answer with its label. Use $7 + 8$, $9 + 9$ and one where the bigger number comes second ($4 + 9$).
- 4 Practice** (15 min) Students solve the stories on sheet 1 of Add To and Take From Word Problems and the owl story on sheet 4 (ten frames). Early finishers do sheet 1 of Halloween Word Problems (all addition stories).
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.1** and circle a face beside the "I can" line. In the frog story, look for 4 dots, then 6 more to fill the frame and 2 in the next: 12 frogs.

Need help? Use stories within 10 with pictures to count (Picture Word Problems Within 10, sheet 1), and act each one out with cubes.

Ready for more? Solve add to stories with a teen start (12 and 6 more), or write a story for $8 + 7 = 15$ for a partner.

GET READY

- Cubes and two ten frames for each student
- A story mat: a tree drawn on paper
- Whiteboards and markers

WORDS TO USE

story problem: a short story with numbers and a question to answer

more come: the group gets bigger, so we add

label: the word after the answer that tells what it counts, like 15 birds

ASK

- Did the group get bigger or smaller? How do you know?
- Which number do you start with? Why?
- What word goes after your answer?

WATCH FOR

Writes 15 with no label. Ask "15 what?" and have them find the word in the question: birds.

Counts all from 1 and loses track past 10. Fill the first ten frame, then count on from 10: 11, 12, 13.

Says 9 again when counting on and gets 14. Whisper 9, then say one new number for each cube: 10, 11, 12, 13, 14, 15.

ON ANIMAL MATH

PRINTABLE **Add To and Take From Word Problems:** sheet 1, sheet 4 problem 1

PRINTABLE **Halloween Word Problems:** sheet 1

PRINTABLE **Picture Word Problems Within 10:** sheet 1, for help within 10

MAKER **Word Problems:** Problem Type Add To, Number Range 1-20

TOOL **Ten Frames:** add a second frame with + 10-Frame

EXIT TICKET **1st Grade Word Problems Exit Tickets:** Exit Ticket 6.1



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Word Problems

Lesson 6.2: Take from stories

GOAL Students solve stories where some go away (15 apples, the kids eat 6) with cubes or by crossing out, and write a number sentence that starts with the whole: $15 - 6 = 9$.

About 45 minutes

I can find how many are left.

THE LESSON

- 1 Warm up** (5 min) Count back together from 14, taking away 4 one at a time: 13, 12, 11, 10. Then take 5 away from 12 the same way.
- 2 Teach** (10 min) Read: "15 apples are on a plate. The kids eat 6. How many apples are left?" Put 15 cubes on the plate, take 6 away and count the rest: 9. Then draw 15 circles, 10 in a row and 5 under, cross out 6 and count. Write $15 - 6 = 9$, 9 apples.
Say: "Some went away, so the group got smaller. I start with all 15 and take away 6."
- 3 Try it together** (10 min) Partners take turns: one tells a take from story with cubes on the story mat, the other writes the number sentence. Give them $13 - 4$, $16 - 9$ and $12 - 8$, and one where only a few are left ($11 - 9$).
- 4 Practice** (15 min) Students solve sheet 2 and the pumpkin and carrot stories on sheet 4 of Add To and Take From Word Problems, then sheet 5 of Subtraction with Pictures to 20. Early finishers do sheet 2 of Halloween Word Problems.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.2** and circle a face beside the "I can" line. On the cookie story, check that 5 are crossed out and only the rest counted; on the doughnut story, that the number sentence starts with 13.

Need help? Act out take from stories within 10 with real things, crossing out pictures as they go away (Picture Word Problems Within 10, sheet 2).

Ready for more? Solve take from stories that start at 20 ($20 - 7 = 13$) and check each one by adding back: $13 + 7 = 20$.

GET READY

- Cubes and two ten frames for each student
- A paper plate and 15 cubes for the teacher
- Whiteboards and markers

WORDS TO USE

take away: some go, so there are fewer

left: how many are still there

cross out: draw a line through each one that goes away

ASK

- Did the group get bigger or smaller? So do you add or subtract?
- Which number goes first? Why?
- How can you check by adding?

WATCH FOR

Writes 6 – 15. Ask how many there were at the start: that number goes first.

Gives the crossed out count, 6, as the answer. Have them say "these went away" over the crossed ones, then count only the ones with no line.

Adds: $15 + 6 = 21$. Act it out: did we end with more or fewer than 15?

ON ANIMAL MATH

PRINTABLE **Add To and Take From Word Problems:** sheet 2, sheet 4 problems 2-3

PRINTABLE **Subtraction with Pictures to 20:** sheets 1 and 5

PRINTABLE **Halloween Word Problems:** sheet 2

MAKER **Word Problems:** Problem Type Take From, Number Range 1-20

TOOL **Ten Frames:** tap a counter to take it away

EXIT TICKET **1st Grade Word Problems Exit Tickets:** Exit Ticket 6.2



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Word Problems

Lesson 6.3: Put together and take apart

GOAL Students solve stories about two parts that make a whole, where nothing comes or goes: they find the whole (8 red and 6 green apples) or a missing part (14 apples, 8 red, how many green?) and show both in a number bond.

About 45 minutes

I can find the whole or a part.

THE LESSON

- 1 Warm up** (5 min) Show 10 cubes, then hide some behind your back and show the 6 you kept. How many are hiding? Repeat with a whole of 8, then 9.
- 2 Teach** (10 min) Read: "Ana has 8 red apples and 6 green apples. How many apples?" Make the parts in two colors and fill the bond: parts 8 and 6, whole 14. Then: "Ana has 14 apples. 8 are red. The rest are green. How many are green?" Same bond, a part missing: $14 - 8 = 6$.
Say: "Two parts make the whole. If I know both parts, I add. If I know the whole, I find the missing part."
- 3 Try it together** (10 min) Partners make a train of up to 20 cubes in two colors and tell two stories about it, one asking for the whole and one for a part, filling in a bond for each. Include 9 and 9, and 10 and 7.
- 4 Practice** (15 min) Students do sheet 1 (the whole) and sheet 2 (a missing part) of Part-Part-Whole Word Problems, then fill in the bonds on sheet 3. Early finishers find three ways on sheet 4.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.3** and circle a face beside the "I can" line. In the apple story the whole, 11, goes on top of the bond: watch for 11 and 4 put in as the two parts.

Need help? Use wholes up to 10 with two colors of cubes, and the picture stories on sheet 3 of Picture Word Problems Within 10.

Ready for more? Find every way to make a whole of 12 with two parts and tell a story for one, or solve the bar models on sheet 5.

GET READY

- Cubes in two colors for each student
- A big number bond drawn on chart paper
- Whiteboards and markers

WORDS TO USE

part: one of the groups that make up the whole

whole: all of them together

the rest: the other part, the ones the story does not count yet

ASK

- Which number is the whole? How do you know?
- Do you know both parts, or the whole and one part?
- Can you write an adding and a subtracting sentence for this bond?

WATCH FOR

Adds the whole and the part: $14 + 8 = 22$. Make the 14 cubes and show that the 8 red ones are inside the 14, not more.

Puts the whole in a part circle of the bond. Ask which number is all of them. It goes in the top circle.

ON ANIMAL MATH

PRINTABLE

Part-Part-Whole Word Problems: sheets 1-4

PRINTABLE

Picture Word Problems Within 10: sheet 3, for help within 10

MAKER

Word Problems: Problem Type Put Together / Take Apart, Number Range 1-20

MAKER

Number Bonds: Missing Value Random Mix, Style Diagram + Equation, Target Number Within 20

EXIT TICKET

1st Grade Word Problems Exit Tickets: Exit Ticket 6.3



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Lesson 6.4: How many more are needed

GOAL Students find the missing change in a story: how many more are needed (has 8, needs 13: 5 more) or how many went away, by counting on or thinking addition.

About 45 minutes

I can find how many more are needed.

THE LESSON

- 1 Warm up** (5 min) Students find the missing number on whiteboards: $8 + \square = 10$, $7 + \square = 12$, $15 - \square = 10$. Ask how they found each one.
- 2 Teach** (10 min) Read: "Jen has 8 stamps. She needs 13. How many more does she need?" Put 8 cubes in a ten frame and add one at a time, counting on 9, 10, 11, 12, 13: 5 cubes. Show the hops on a number line and write $8 + 5 = 13$. Then: "12 birds were on a wire. Some flew away. Now 8 are left." $12 - 4 = 8$.
Say: "I know where the story starts and where it ends. I count on from 8 to 13 to find the missing part: 5."
- 3 Try it together** (10 min) Partners play How Many More: one makes a cube train and names a bigger number up to 20, the other counts on to it and writes a sentence with a box, like $9 + \square = 16$. Then solve a went away story as a class: 14, some leave, 9 left.
- 4 Practice** (15 min) Students do sheet 1 (how many more) and sheet 2 (how many went away) of Change Unknown and Start Unknown Word Problems, then problem 3 on sheet 5 with the number line. Early finishers make a story for $6 + \square = 14$.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.4** and circle a face beside the "I can" line. The balloon story gives $14 - \square = 9$: look for 5, and for 23 from students who added.

Need help? Use one ten frame: put out 6 counters and ask how many more fill it, then build up to 12 and 15 with two frames.

Ready for more? Solve a story where both numbers are teens (has 12, needs 19) and show two ways: count on and subtract.

GET READY

- Cubes and two ten frames for each student
- A number line 0 to 20 for each student
- Whiteboards and markers

WORDS TO USE

some: a number the story does not tell us yet

need: how many more to get to the number you want

count on: start at the number you have and count up to the number you want

ASK

- What do you know: the start, the change or the end?
- Where do you start counting on?
- How can you check by adding?

WATCH FOR

Adds the two numbers: $8 + 13 = 21$. Act it out: 8 cubes, add one at a time until there are 13, and count only the new ones.

Gives the end number, 13, as the answer. Read the question again: it asks how many more, not how many in all.

Says 8 first when counting on and gets 6. Put a finger on 8, then say one number for each hop: 9, 10, 11, 12, 13.

ON ANIMAL MATH

PRINTABLE

Change Unknown and Start Unknown Word Problems: sheets 1-2, sheet 5 problem 3

MAKER

Word Problems: Problem Type Change Unknown, Number Range 1-20

TOOL

Number Line: Mode Jump, hop from the start to the end

TOOL

Ten Frames

EXIT TICKET

1st Grade Word Problems Exit Tickets: Exit Ticket 6.4



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Lesson 6.5: How many at first

GOAL Students solve stories where the start is missing ("some ducks were in a pond, 5 more came, now there are 12") and find it by putting the story back together: the start and the change make the end.

About 45 minutes

I can find how many at first.

THE LESSON

- 1 Warm up** (5 min) Hide some cubes in a bag. Drop in 4 more while the class counts, then pour them out: 11. How many were in the bag before? (7)
- 2 Teach** (10 min) Read: "Some ducks were in a pond. 5 more came. Now there are 12. How many at first?" Draw a bar model: a box with ?, a box with 5, and 12 under both. Make 12 cubes, take off the 5 that came: 7. Then: "Some ducks were in a pond. 4 flew away. Now there are 9." Put the 4 back: $9 + 4 = 13$.
Say: "The start is missing. I know the start and 5 make 12, so the start is 7."
- 3 Try it together** (10 min) Use the bag again: the class sees how many go in or out and how many are there at the end, then works out how many were in the bag. Do 6 in and now 15, 5 out and now 8, 9 in and now 17.
- 4 Practice** (15 min) Students do sheet 3 (more came) of Change Unknown and Start Unknown Word Problems, then the bar models on sheet 4 (some went away) and problems 1 and 2 on sheet 5 (number line).
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.5** and circle a face beside the "I can" line. In the carrot story the rabbit ate 4 and has 7 left: look for 11 at first, and for 3 from students who subtracted.

Need help? Act out each story with cubes in a bag, with numbers within 10.

Ready for more? Solve one with both numbers in the teens (some came, 11 more, now 19), or write a how many at first story for a partner.

GET READY

- A paper bag and 20 cubes for the teacher
- Cubes for each student
- A number line 0 to 20 for each student
- Whiteboards and markers

WORDS TO USE

at first: at the start of the story, before anything happened

some: a number the story does not tell us yet

add back: put the ones that went away back to find the start

ASK

- What do we know in this story? What is missing?
- Were there more at the start or the end?
- Put your answer in the story. Does it work?

WATCH FOR

Subtracts in a went away story: $9 - 4 = 5$. Ask whether there were more at the start or now. Put the 4 back with cubes: $9 + 4 = 13$.

Adds in a more came story: $12 + 5 = 17$. Test it in the story: 17 ducks and 5 more is 22, not 12.

Writes the end number as the answer. Point to "at first" in the question and ask where in the story that is.

ON ANIMAL MATH

PRINTABLE

Change Unknown and Start Unknown Word Problems: sheets 3–4, sheet 5 problems 1–2

MAKER

Word Problems: Problem Type Start Unknown, Number Range 1–20

TOOL

Number Line: Mode Jump

EXIT TICKET

1st Grade Word Problems Exit Tickets: Exit Ticket 6.5



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Lesson 6.6: How many more, how many fewer

GOAL Students compare two groups by lining them up and finding the extra ones (12 frogs and 8 turtles: 4 more frogs, 4 fewer turtles), and find a group that is some more or fewer than another.

About 45 minutes

I can compare two groups.

THE LESSON

- 1 Warm up** (5 min) Two students build cube trains of 9 and 6. The class says which is longer and by how many. Repeat with 11 and 7.
- 2 Teach** (10 min) Read: "There are 12 frogs and 8 turtles. How many more frogs than turtles?" Line up 12 cubes and 8 cubes, one row under the other, and match them: 4 frogs have no partner. Write $12 - 8 = 4$. Ask how many fewer turtles there are: also 4.
Say: "I line them up and match them. The extra ones tell how many more. The same number tells how many fewer."
- 3 Try it together** (10 min) Partners each make a cube train (up to 20), line them up and say two sentences: "I have 3 more than you." "You have 3 fewer than me." Then solve as a class: Ben has 9 cars, Kim has 5 more than Ben. How many does Kim have?
- 4 Practice** (15 min) Students line up and compare on sheet 1 of Compare Word Problems, then do sheet 2 (how many fewer) and sheet 3 (bar models). Early finishers do sheet 4 (more than or fewer than).
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.6** and circle a face beside the "I can" line. Jen has 4 fewer than 13 oranges: look for 9, and for 17 from students who added.

Need help? Compare groups within 10 with real things lined up in two rows.

Ready for more? Solve the tricky wording on sheet 5 ("That is 4 fewer than Ella has") and tell who has more.

GET READY

- Cubes in two colors for each pair
- Animal counters to line up
- Whiteboards and markers

WORDS TO USE

compare: look at two groups to see which has more

how many more: the extra ones in the bigger group

how many fewer: how many the smaller group needs to be the same

ASK

- Which group has more? How many more?
- If you know how many more, do you know how many fewer?
- Who has more, Ben or Kim? How do you know?

WATCH FOR

Adds the two groups: $12 + 8 = 20$. Line them up and match: the question wants only the extra ones.

Subtracts for "fewer" when the story asks for the bigger group. Ask who has more, then draw both bars first.

Gives the bigger group, 12. Read the question again: how many more, not how many frogs.

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PRINTABLE

Compare Word Problems: sheets 1-4

MAKER

Word Problems: Problem Type Compare, Number Range 1-20

QUIZ

Word Problems Quiz: the Within 10 level

EXIT TICKET

1st Grade Word Problems Exit Tickets: Exit Ticket 6.6



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Lesson 6.7: Three numbers in a story

GOAL Students solve stories with three numbers to add (4 red, 7 blue and 6 green beads), looking for two numbers that make 10 or a double to add first: $4 + 6 = 10$, and $10 + 7 = 17$.
I can add three numbers.

About 45 minutes

THE LESSON

- 1 Warm up** (5 min) Call out a number from 1 to 9; students write the number that makes 10 with it. Then call doubles: 6 and 6, 8 and 8.
- 2 Teach** (10 min) Read: "Mia has 4 red beads, 7 blue beads and 6 green beads. How many beads?" Write $4 + 7 + 6$ and show three cube trains. Circle 4 and 6: they make 10, and 10 and 7 is 17. Show that adding in order, $4 + 7 = 11$ and $11 + 6 = 17$, gives the same answer, just harder.
Say: "I can add the numbers in any order. I look for a 10 or a double first."
- 3 Try it together** (10 min) Pairs solve three-number stories on whiteboards and circle the pair they add first. Use 8, 5 and 2 (a 10), 7, 4 and 7 (a double), and 9, 4 and 1, where the 10 is at the two ends.
- 4 Practice** (15 min) Students do sheet 1 (look for 10) and sheet 2 (circle the pair) of Three Addend Word Problems, then the ten frames on sheet 3. Early finishers do sheet 5.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.7** and circle a face beside the "I can" line. In the animal story, 6 owls and 6 ducks are a double: look for 6 and 6 circled, then $12 + 5 = 17$.

Need help? Start with three small numbers (2, 3 and 4) and three colors of cubes, then stories with a pair that makes 10.

Ready for more? Write a three-number story where two numbers make 10, or solve one with a total of 20 (8, 10 and 2).

GET READY

- Cubes in three colors and two ten frames for each student
- Whiteboards and markers

WORDS TO USE

add first: add these two before the third

make 10: a pair that adds to 10, like 4 and 6

double: the same number twice, like 7 and 7

ASK

- Which two did you add first? Why?
- Would another order give the same answer?
- Did you use all three numbers?

WATCH FOR

Adds only two of the numbers. Have them touch each number as they add it and tick it off.

Adds in order and loses track past 10. Circle the pair that makes 10 first and put those cubes in one ten frame.

Writes $4 + 6 = 10 + 7 = 17$. Write two number sentences, $4 + 6 = 10$, then $10 + 7 = 17$, or one with all three numbers.

ON ANIMAL MATH

PRINTABLE

Three Addend Word Problems: sheets 1-3 and 5

PRINTABLE

Adding Three Numbers: sheet 1, for the facts without a story

MAKER

Word Problems: Problem Type Three Numbers, Number Range 1-20

TOOL

Ten Frames: a Counter Color for each number

QUIZ

Word Problems Quiz: the Within 10 level

EXIT TICKET

1st Grade Word Problems Exit Tickets: Exit Ticket 6.7



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Lesson 6.8: Number bonds and bar models

GOAL Students show one story several ways, with a picture, a number bond, a bar model and a number line, and choose a model that helps them see what is missing.

About 45 minutes

I can use a model to solve.

THE LESSON

- 1 Warm up** (5 min) Fill in quick number bonds on whiteboards: whole 15 and part 9; whole 12 and part 5; parts 8 and 8.
- 2 Teach** (10 min) Take one story: "Max has 16 marbles. He gives away 7. How many are left?" Show it four ways on chart paper: 16 circles with 7 crossed out, a bond with 16 on top and 7 in a part, a bar model with 7 and ? over 16, and a jump back of 7 from 16 on a number line. Every one shows 9.
Say: "A model is a picture of the story. The whole goes on top of the bond and under the bar. The missing part is the answer."
- 3 Try it together** (10 min) Give each pair a story: $9 + 7$, $15 - 8$ or 6 red and 7 blue cars. They show it with a bond and a bar model on whiteboards, then explain it to another pair.
- 4 Practice** (15 min) Students do sheets 1 to 3 of Draw to Solve Word Problems (pictures, number bonds, a bar model to fill in), then sheet 5 on the number line. Early finishers draw their own bar models on sheet 4.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.8** and circle a face beside the "I can" line. Both stories use 8, 9 and 17. Look for 17 as the whole each time: on top of the bond, under the bar.

Need help? Use a number bond drawn large with cubes on it: put cubes on the whole, then move them to the two parts.

Ready for more? Show a compare story with a bar model: two bars, the longer one with its extra part marked ?, as on sheet 3 of Compare Word Problems.

GET READY

- Cubes and a number line for each student
- Whiteboards and markers
- Chart paper for a class chart

WORDS TO USE

model: a drawing that shows the story

number bond: the whole on top, joined to two parts

bar model: boxes for the parts, the whole under them

ASK

- Which number is the whole? What is missing?
- Which model helped you most? Why?
- Does your number sentence match your model?

WATCH FOR

Puts the story's two numbers in the two parts, even when one is the whole. Ask if 16 is all of them or some of them. All of them goes on top.

Draws the parts longer than the whole. Lay cube trains for the parts along the whole: together they are just as long.

Draws every marble and loses count. Draw quick circles in fives, or use a bond.

ON ANIMAL MATH

PRINTABLE **Draw to Solve Word Problems:** sheets 1-5

PRINTABLE **Part-Part-Whole Word Problems:** sheet 5 (bar models)

MAKER **Number Bonds:** Missing Value Random Mix, Style Diagram + Equation, Target Number Within 20

TOOL **Ten Frames**

TOOL **Number Line:** Mode Jump

EXIT TICKET **1st Grade Word Problems Exit Tickets:** Exit Ticket 6.8

Word Problems

Lesson 6.9: Mixed story problems

GOAL Students read stories of every kind mixed together, decide what happens, choose to add or subtract, and check that the answer makes sense in the story. **About 45 minutes**

I can choose to add or subtract.

THE LESSON

- 1 Warm up** (5 min) Read four short stories. Students hold up + or – before solving: 9 kids, 6 more come; 14 grapes, 5 are eaten; 8 cats and 8 dogs; 16 cars, 7 are red, the rest blue.
- 2 Teach** (10 min) On the class chart, ask: What happens? Do I know the whole? What is missing? Read “Lily has 8 books. She wants 13. How many more does she need?” Write $8 + 13$, $13 - 8$ and $8 + 8$, act it out, and pick $13 - 8 = 5$. The word “more” does not always mean add.
Say: “I don’t just look for a word. I picture the story, then I choose to add or subtract.”
- 3 Try it together** (10 min) Pairs pull story cards, act each one out, sort it onto the class chart and solve it. Include a “more” story that subtracts and a missing start story.
- 4 Practice** (15 min) Students do sheet 3 (+ or –) and sheet 5 (circle the number sentence) of Add To and Take From Word Problems, then sheet 3 of Halloween Word Problems. Early finishers write a story for a partner.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.9** and circle a face beside the “I can” line. In the robot story, look for $12 - 7$ circled, not $7 + 12$: the word “more” pulls students to add.

Need help? Sort stories before solving them: does the group get bigger or smaller? Then solve with cubes and numbers within 10.

Ready for more? Solve the tricky wording on sheet 5 of Compare Word Problems, or write two stories with 6 and 14, one that adds and one that subtracts.

GET READY

- Cubes and a number line for each student
- The class chart of the kinds of story
- Eight story cards of mixed kinds

WORDS TO USE

add: put groups together

subtract: take away, or find the part that is missing

makes sense: fits when you read it back

ASK

- What happens in this story? Show me.
- Will the answer be more or less than the biggest number?
- Does your answer make sense in the story?

WATCH FOR

Adds whenever a story says “more.” Act it out or draw a bar model before choosing + or –.

Writes the numbers in the order they come: 8 – 13. Ask which number is the whole or the bigger group, and subtract from it.

Gets more left than there were at the start. Read the story back with the answer in it: can that be?

ON ANIMAL MATH

PRINTABLE **Add To and Take From Word Problems:** sheets 3 and 5

PRINTABLE **Halloween Word Problems:** sheet 3

PRINTABLE **Compare Word Problems:** sheet 5, for more

MAKER **Word Problems:** Problem Type All Types, Operations + and –, Number Range 1-20

QUIZ **Word Problems Quiz:** the Within 20 level

EXIT TICKET **1st Grade Word Problems Exit Tickets:** Exit Ticket 6.9



Word Problems

Lesson 6.10: Write your own story problem

GOAL Students write a story problem with a question for a picture or a number sentence ($12 - 5 = 7$), solve it, and trade with a partner to check that the story and the number sentence match.

About 45 minutes

I can write a story problem.

THE LESSON

- 1 Warm up** (5 min) Tell a story with no question: "Sam has 9 apples. He picks 4 more." Students give a question that fits, then answer it.
- 2 Teach** (10 min) Write $12 - 5 = 7$ and think aloud as you write a story: who (Kim), what (12 grapes), what happens (she eats 5) and the question (How many grapes are left?). Act it out with cubes to check it gives 7. Then show a story that does not match (Kim gets 5 more) and ask why.
Say: "A story problem tells who, what and what happens, then asks a question. I check it by solving it."
- 3 Try it together** (10 min) As a class, write one story for each kind on the chart: more come, some go, two parts and compare. Students give the who, the things and the numbers; the class checks each story with cubes.
- 4 Practice** (15 min) Students write stories for the pictures on sheets 1 and 2 of Write Your Own Word Problems and for a number sentence on sheet 3, and write the missing questions on sheet 4. Early finishers write their own on sheet 5 and trade.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.10** and circle a face beside the "I can" line. For 11 – 3 the story needs 3 going away from 11, a question at the end and the answer, 8 turtles.

Need help? Tell the story out loud while a partner or the teacher writes it, or fill in a frame: "____ has _____. _____ more come. How many _____ now?"

Ready for more? Write a how many at first or a compare story and give it to a partner to solve with a bar model.

GET READY

- Picture cards (a pond, a tree, a plate of cookies)
- Story paper or whiteboards
- Cubes to check stories with

WORDS TO USE

story: who, what things, and what happens to them

question: the sentence that asks what to find; it ends with a question mark

label: the word that tells what the answer counts

ASK

- What is the question in your story? Where does it go?
- Does your story match the number sentence? Show me with cubes.
- What word goes after your answer?

WATCH FOR

Writes a story with no question. Have them end with "How many ...?" and circle the two numbers the reader needs.

Writes an adding story for a subtraction sentence. Act out their story with cubes: does it give the number sentence's answer?

Puts the answer in the story. The answer stays a secret: the reader finds it.

ON ANIMAL MATH

PRINTABLE

Write Your Own Word Problems: sheets 1-5

EXIT TICKET

1st Grade Word Problems Exit Tickets: Exit Ticket 6.10



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