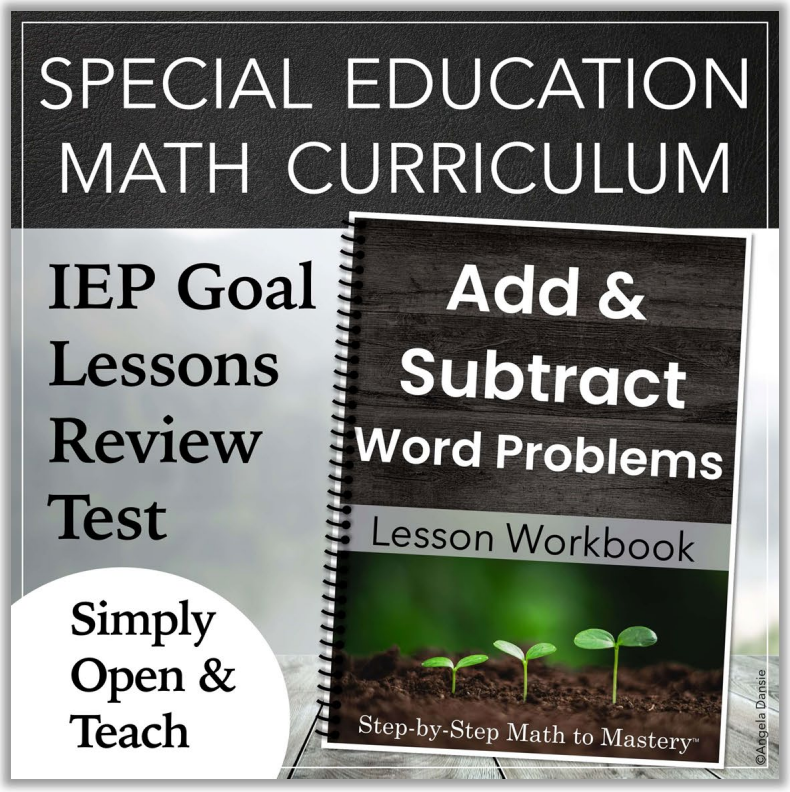
Step-by-Step

Math to Mastery

FOR SPECIAL EDUCATION & INTERVENTION

Preview & Sample Lesson



Hello!

I'm excited to show you my updated Step-by-Step Math to Mastery™ resources!

This preview will answer several frequently asked questions and give you a chance to see a sample lesson straight from the workbook.

If you have more questions or would like to request a product catalog don't hesitate to email me.

Angela Dansie
angela@mathtomastery.com

Skip to Sample Lesson

Have a question? Click to the Answer

Standards-Based

K-5th grade standards addressing numbers, addition, subtraction, multiplication, division, fractions, and decimals are covered.
The lesson workbooks are linked to Common Core State Standards so the standards can be referenced when writing IEP goals. Not every math standard is taught. These resources are focused on mastering essential foundational skills in a straightforward way.

An example IEP goal and objectives are included in each lesson workbook, along with the corresponding standard(s).

Evidence-Based

High-Leverage Practices in Special Education found in Step-by-Step Math to Mastery materials include:

- #12 Systematically Design Instruction Towards Learning Goals
- #14 Use Cognitive and Metacognitive Strategies (Schema Instruction)
- #15 Provide Scaffolded Supports
- #16 Use Explicit Instruction

Teacher-directed instruction is explicit and systematic. Skills are broken down into small steps, reducing cognitive load. Lessons progress incrementally from basic to more complex procedures. Clear, precise language is used so teachers and paraeducators can explain model problems simply and consistently.

Word problems are taught using schema-based instruction.

Special Learners

Step-by-Step Math to Mastery™ resources were created for students who need extra support, preferably in a small group or 1-on-1 setting. These lessons have been used in special education classrooms, intervention groups, Title 1 and English language learner programs, after school tutoring, and in homeschools.

Many math books simultaneously introduce two or more problem-solving strategies. This often confuses struggling students. In these lessons, only one strategy is taught at a time for students to master before moving to the next step.

These lessons could benefit all students, especially students who have:

• **Attention difficulties**—minimal visual clutter, short lessons, simple instructions, clear stopping point

• **Learning disabilities**—objectives are carefully sequenced in small chunks with explicit step-by-step instruction and many practice repetitions

• **Slower processing speed**—accuracy is emphasized rather than speed; mastering a skill will increase automaticity

• **Language difficulties**—
Receptive Language: Teacher directions and vocabulary are simple, consistent, and concise.
Expressive Language: Rather than asking students with limited verbal skills to 'explain their thinking', teach them how to state the steps they are following.

• **Executive functioning difficulties**—clear expectations and predictable routine, organized layout with white space and fewer problems per page

• **Fine motor issues**—larger font and space for writing answers; students are not asked to write many words or sentences

Student Success

I get feedback from teachers and parents of students in elementary, middle school, and high school. What I love most is hearing about a student's success.

I am using several of these units with a couple of students who experienced prenatal alcohol and drug exposure . . . **I have seen them go from being completely overwhelmed and shut down in math to being excited to show me their progress each day**. I cannot recommend these highly enough! –Melissa H.

This is hands down the best math resource I have found. My daughter wasn't retaining info from our previous curriculum so we were in need of a new approach. She has actually **retained what she is learning** with this. –Shelly G.

I've been looking for a good math intervention program for my students and this one is awesome! **My students are making so many gains! One of my students felt so successful that he asked for homework!** I liked this so much I got the entire program! –Jacqueline R.

This resource is amazing!! I have used it with my 3rd grade math intervention groups and my students are actually adding and subtracting with borrowing and regrouping. **I have seen such a huge growth** since using these pages! –Kelsie L.

I love the **confidence** this gives my students! –Kate S.

Amazing! Used in a resource room and students and their parents kept commenting how they wished the classroom teacher used this program. Highly recommend! –Jennifer M.

My students really enjoy this math. It is easier for them to understand than the curriculum the school is using. They need something very clear and straightforward and this is IT! –Tracey M.

I love the approach and routine to your math units and the multiplication was no exception! **Students with Intellectual Disability were multiplying with pride and parents were very tickled!** Great evidenced-based structure. –Melissa G.

Simple steps and explanations **helped my ELL students tremendously**. –L. G.

My intervention students have blossomed with using this resource. It is extremely thorough and guides the students through scaffolded steps to achieve competency. Couldn't ask for a better resource! –Lindsey D.

My 4th and 5th grader students with learning disabilities are **finally feeling successful in math**! –Kimberly D.

I used this resource to teach a child from Somalia how to regroup with subtraction. The explicit instruction was instrumental in helping the child conceptualize regrouping. I also appreciate the numerous sheets available for additional practice. Thank you! –Baudelina A.

This was exactly what I was going for. I've been using it all school-year and **I've never seen my kids make progress like they have**. –Danielle D.

Lesson Presentation

There is not just one right way to use the workbooks. They can be adapted to your student needs, your setting, and time constraints.

General guidelines for how to present model problems and prompt student responses are found on the next page.

Here is how I use the lesson workbooks:

My setting is a small group pull-out at the elementary level (mild/moderate). Students sit at a kidney table facing me and a white board behind me.

Warm-up:
- We begin with a number sense & place value warm-up.
- This may include skip counting, missing number flashcards, and a page from a daily practice workbook.

Model: 5 minutes
- I state the lesson objective and write one model problem on the white board at a time and think out loud while I demonstrate each step.
- I ask students to repeat and recite the steps, rules, and vocabulary with me.

Guided Practice: 10 minutes
- During guided practice I continue working problems on the board. I ask students for the next step as if they are coaching me through the problems.
- When they are answering confidently, I often have a student come to the board to work a problem. I've found students enjoy the chance to "be the teacher" and it gives the others a chance to practice being a respectful audience.

Independent Practice: 15 minutes (more or less)
- Students spread out and go to their individual tables/desks where they can focus quietly during this time.
- They work at their own pace, quietly, and raise their hands when finished so I can quickly check their work and give immediate feedback.
- Quick finishers might be given a set of fact flashcards or a fluency timing to practice while the others finish.

When I have a group that is answering accurately and flying at a faster pace, I reduce the number of practice problems and may do two lessons a day.

If we have time, we do a few word problems together or practice telling time or counting money—whatever I'd like to spend a few minutes reviewing.

Keep Students Engaged

"A responding student is a learning student."

Model each skill step-by-step and think out loud while you demonstrate.
Give many opportunities for each student to respond during *guided practice*.
Don't move to *independent practice* until students are confident with the skill.

Model: Teacher solves problems on the white board or on the paper so everyone can see. Talk through the problem out loud, step by step.

I look at . . .	I see that . . .	I remember . . .
I think . . .	I write . . .	I say . . .

Have students recite the steps and any new rules or vocabulary as you work.

"I add the ones column. What do I do?"
"The rule is . . . Say it with me . . ."
"(Vocab word) means . . . Say that with me . . ."

Guided Practice: Teacher and students work problems together.
Solve together on the white board, projector or teacher's paper.

1. Start → Teacher models correct response before asking a question
"First we look at the sign. What do we do first, everyone?"

2. Fade to → Whole group choral responses
"What is the next step, everyone?"

3. Fade to → Individual responses
"What numbers are in the tens column, . . . Andrew?"

4. Fade to → Solve on individual papers at the same time
Individual responses as you go through the steps together and students write on their papers
"Count back, ... Hailey." "What is the difference, ... Max?" "Everyone write it."

More Options →

- Invite students to come to the board and demonstrate solving problems and talking through the steps. Give each student a chance to be the "teacher" while others practice being a respectful audience.
- Pair students up with a partner. Both solve the same problem, then they quickly compare answers. Or they may take turns demonstrating how to solve a problem while the other watches and checks the answer.

Independent Practice: Students work quietly at their own pace. They may ask for help if needed, but encourage and praise independent work.

Easy to Teach

I know how many things special education teachers have on their plates. It is important to me to make these resources as simple to use as possible.

"I was so scared to buy this [K-5 Math Bundle] because of the price but after 2 months it has **easily saved me that much time** spent after my contracted hours putting things together. I can just **hand it to my paras and they can teach the students without me micromanaging**." –Whitney H.

The practicality of these units is off the charts!!! They make math time **so much easier for me to plan**!!
–Janelle M.

As a special ed teacher who provides push-in support to students at a variety of levels, your math interventions have been a **lifesaver** this year! I'm able to pinpoint where to start my kids, can **easily align it to the standards**, and I don't end up spending hours sifting through websites online trying to find math work that will fit my kids' needs. Thank you! –Kimberly D.

This is a **godsend for teachers who have to program for a wide range of abilities, simultaneously**. –Juliana R.

I love all of your bundles. They **make doing math a breeze** with my kiddos. It used to take me hours to prep and think of what to do - because I have **four different levels in my classroom**. Now I just follow your curriculum for each different level. Thanks for your great stuff. –Marci G.

This resource is **easy to use for my students and paras**. Thanks! –Rachel W.

I was looking for a resource for my 1st and 2nd grade resource room. General education materials made teaching math cumbersome. I felt like I spent more time teaching the various components of the program and teaching math was secondary. This is just what I needed to **make math manageable** for my special learners. I love that examples are concrete and instruction is direct. Thank you so much! –Sherri H.

This is a great resource for math rotations. I teach 4-8 AU/ED/ID in a self-contained classroom in a public separate school. My **capable para is able to implement this easily and it is effective** in teaching the students.
–Emily S.

This is an excellent resource for those self-contained special education teachers that have to reinvent the wheel to put together a curriculum to meet the needs of their students that are not low enough to take the alternate assessment.. –Success Beyond the Box Teaching Materials

I can't say enough about this resource. Best I've ever bought from TPT. I have four grades in my classroom, at the same time. **This makes math time stress free, while everyone works on** what they need to target. Thank you!
–Everyday I'm Teaching It

It works perfect for having a para work with the student. –Jennifer B.

Prep & Organize

Once you have decided which lessons to teach, you may want to print and bind individual student workbooks.

1. Print the student booklet cover onto colored cardstock for a bit of durability
2. Print the lesson pages double-sided. Black & white, no color ink needed.
3. Bind the workbook together using what you have (staple, spiral binding, three-hole punched in a binder, or with binder rings)

In my classroom . . .

- I would plan what I would teach the coming month and spend an hour of my prep time printing and assembling student workbooks.
- The method I used was a double-hole-punch at the top, fastening booklets together with two 1" binder rings. I fastened workbooks at the top to avoid anything on the sides interfering with handwriting.
- Each math group had a separate Sterilite™ bin to store the workbooks in as well as any flashcards or base ten blocks or other manipulatives.
- After students finished a workbook I would take the binder rings out and staple the book to send home. Then I re-used the binder rings in the next workbook.

I know these lessons are a lot of pages, and it can be a concern when you are limited in the number of pages you may print and copy. If you live in an area with a print shop it may be worth looking into having them printed there if your school will reimburse you.

Printed coil-bound workbooks are available at mathtomastery.com so you can save your prep time for other things and have professionally printed workbooks delivered to your door. Just another option to consider!

Suggested Sequence

Placement Test

Visit mathtomastery.com to download a free placement test.

Step-by-Step Math to Mastery™ Lesson Workbook Sequence

Basic Addition and Subtraction

- ❑ 1. Addition and Subtraction: Numbers to 10
- ❑ 2. Addition and Subtraction: Word Problems
- ❑ 3. Addition and Subtraction: Three Addends and Teen Numbers
- ❑ 4. Addition and Subtraction: Fact Families, Missing Addends, Making Ten

Multi-Digit Addition and Subtraction

- ❑ 5. Addition: Two- Three- and Four-Digit Numbers
- ❑ 6. Subtraction: Two- Three- and Four-Digit Numbers

Basic Multiplication and Division

- ❑ 7. Multiplication: Concepts and Factors to 10
- ❑ 8. Division: Concepts and Divisors to 10
- ❑ 9. Multiply & Divide: Word Problems, Missing Factors, Fact Families

Multi-Digit Multiplication and Division

- ❑ 10. Multiplication: One-Digit by Multi-Digit Factors
- ❑ 11. Multiplication: Multi-Digit Factors and Distributive Property
- ❑ 12. Division: Long Division with One-Digit Divisors
- ❑ 13. Division: Long Division with Two-Digit Divisors

Fractions

- ❑ 14. Fractions: Basic Concepts
- ❑ 15. Fractions: Representing Fractions on a Number Line
- ❑ 16. Fractions: Add and Subtract Like Denominators
- ❑ 17. Fractions: Multiply Fractions and Convert to Mixed Numbers
- ❑ 18. Fractions: Add and Subtract Unlike Denominators
- ❑ 19. Fractions: Divide and Simplify Fractions

Decimals

- ❑ 20. Decimals: Read, Write, Compare and Round
- ❑ 21. Decimals: Add and Subtract, Multiply and Divide
- ❑ 22. Decimals: Convert Between Percent, Decimals, and Fractions

Suggested Sequence

Supporting Resources

Number Sense & Place Value

- ❑ Numbers 0 to 20 Count, Read, & Write Numbers
- ❑ Numbers 1 to 120 Place Value & Number Sense Daily Practice
- ❑ Numbers 120 to 999 Place Value & Number Sense Daily Practice
- ❑ Hundreds: Expanded Form, Comparing, & Rounding Off
- ❑ Thousands: Expanded Form, Comparing, & Rounding Off

Fact Fluency

- ❑ Addition & Subtraction Timings, Flashcards & Games
- ❑ Multiplication & Division Timings, Flashcards & Games

Other

- ❑ Telling Time to the Nearest 5 Minutes
- ❑ Counting Money: Coins and Dollar Bills
- ❑ Shapes: Flat and Solid Practice Sheets

These resources may be used alone or with the computation lesson workbooks on the previous page.

Number sense and place value practice sheets are a great daily warm-up routine or entrance activity.

Fact fluency timings: Addition timings may be started after students can add sums to 10. Multiplication timings can begin after students have learned to multiply by 5's, 2's, and 3's.

Telling time and counting money may be taught any time after students are confident skip counting by 5's.

Terms of Use

Step-by-Step

Math to Mastery

FOR SPECIAL EDUCATION & INTERVENTION

Contact Information

Step-by-Step Math to Mastery™ materials are created by Angela Dansie
Published by Dansie Curriculum Design, updated 2022
Email: angela@mathtomastery.com
Website: https://mathtomastery.com

Terms of Use

Printed Workbook

Schools, tutoring centers, and co-ops may NOT photocopy any portion of this book. Educators must purchase one consumable workbook for each student.

PDF Download

By purchasing, you receive a limited individual license for personal and *single classroom use*. If more than one teacher would like to use this resource, please contact me at angela@mathtomastery.com to purchase the appropriate licenses.

You May: Print and use this product in your classroom; Allow paraeducators to use these materials with your students; Enjoy using this product year after year; Share the website URL with others who would like to acquire this product.

You May Not: Share or sell any part of this product; Edit or use any part of this product to create products for sharing or selling; Post any portion of these materials on the internet or shared drives.

Feedback

I appreciate your feedback. I love to hear about your students' experiences and progress. You can contact me with comments or questions by emailing angela@mathtomastery.com. I do my best to provide error-free materials, but if you find a typo feel free to email and tell me so I can quickly correct it. Thank you for your support!

How to Save

Bundle resources and save at least 20%.

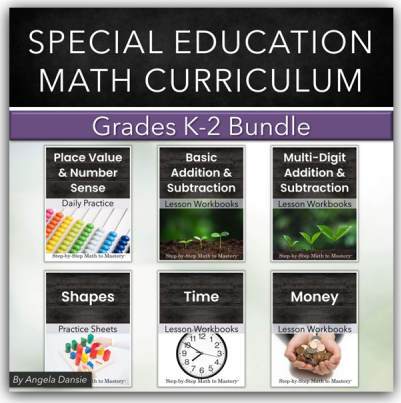
K-2 Math Bundle

15 PDF Resources 2,400+ pages

3 years of math instruction!

Digital Download: **$149**

Save 20% or $38 off individual prices



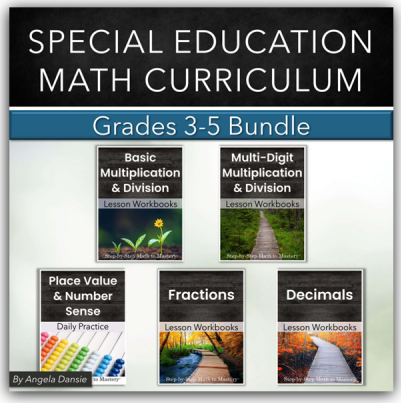
3-5 Math Bundle

17 PDF Resources 2,800+ pages

3 years of math instruction!

Digital Download: **$169**

Save 20% or $43 off individual prices



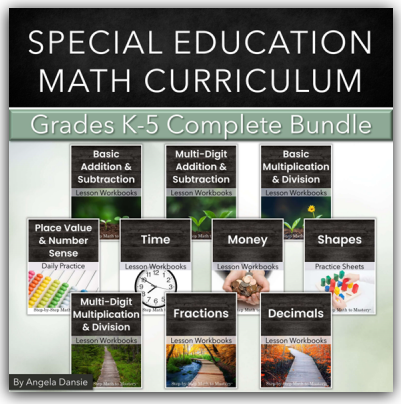
K-5 Math Bundle

All 32 PDF Resources 5,300+ pages

6 years of math instruction!

Digital Download: **$299**

Save 25% or $100 off individual prices



Buy the **K-5 Math Bundle** download for **$299** and Get **$1 off EACH printed workbook** you order, **for life!**

For school district orders or large numbers of licenses, please see the product catalog or email me for a more personalized quote. angela@mathtomastery.com

Sample Lesson

In this sample you will see:

- Table of Contents
- Example IEP Goal & Objectives
- Overview & Suggestions for Use
- 2 Lessons

A few things to notice as you look at the lesson . . .

Consistent & Predictable Format:

- "I Can" statements at the top of each page state lesson objective
- Model (I do), Guided Practice (We do), Independent Practice (You do)
- Uncluttered. White space and fewer problems on each page

Open and Teach. Paraeducator-Friendly.

- There is no separate lesson plan or teacher manual. The lesson workbook contains all that is needed for both the student and teacher.
- Steps to follow are printed next to each model. These written steps can be used to help the teacher "think out loud" while demonstrating.
- This makes it easy to give to a paraeducator to use. S/he doesn't need a detailed script because the lessons are formatted to be predictable and simple. Once familiar with the format, adjustments can easily be made to the number of practice repetitions each student needs.

On some pages there may be quite a bit of text. Please realize that the written step-by-step instructions on each page are to help the teacher be clear and consistent during modeling and guided practice, not for the students to read and make sense of independently.

Step-by-Step Math to Mastery™

Word Problems

Addition and Subtraction, Numbers to 10

Table of Contents:

Step-by-Step Math to Mastery™

Word Problems

Addition and Subtraction, Numbers to 10

Table of Contents: (continued)

Addition and Subtraction Word Problems

Standards & IEP Goal

First Grade CCSS.MATH.CONTENT.1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

IEP Goal Example:

By (month/year), when given addition and subtraction word problems with numbers to 10, student will write the answer with at least 85% accuracy over 3 trials. Progress will be monitored using classroom-based assessments.

Objectives:

- Read and write math symbols + - =
- Understand vocabulary often found in word problems including: gets, gives away, came, went, finds, loses, makes, breaks, in all, left, altogether, sum, more than, fewer, difference, total, some, the rest
- Listen to word problems and decide to add or subtract
- Represent a problem with a quick picture or by shading in boxes
- Write an equation and solve for the answer

Step-by-Step Math to Mastery™

Word Problems

Addition and Subtraction, Numbers to 10

Overview and Suggestions for Use:

This lesson workbook provides schema-based instruction, teaching students a framework for solving common types of word problems. Numbers in this book are within 10 so that the computation is simple and secondary, the primary focus is on understanding when to add and when to subtract. You'll notice these lessons build math vocabulary and listening comprehension. Students learn the vocabulary they'll often encounter in word problems including: gets, gives away, came, went, finds, loses, makes, breaks, in all, left, altogether, sum, more than, fewer, difference, total, some, the rest.

Along with basic vocabulary, they learn the "rules" that go with each type of problem. Arm and hand movements are paired with these rules. Students enjoy "acting them out" while they recite each rule.

Within each word problem, the clue words are underlined so even students who are not strong readers can find and learn to recognize them. Of course, students must also learn to visualize what is happening in the story, so I usually model problems using snapping cubes (or another manipulative) at first and gradually fade this over time.

Each section has many "more practice" problems. I suggest working through these lessons and practice problems over several months in a school year. I found it worked well to do a computation lesson (addition or subtraction) and then during the remaining time we would take out this workbook and do 2 to 4 word problems together each day. No rush, be consistent over time so it sticks!

Finally, you can dramatically increase student engagement by replacing the names in these word problems. When you read each problem aloud, use student names, names of their families, friends, and teachers.

Step-by-Step

Math to Mastery Lesson Workbook

Addition & Subtraction Word Problems

- ❑ Math Symbols
- ❑ Join or Separate
- ❑ Compare or Combine
- ❑ Whole or Part

Name _____

Name _____

I Can Listen to a Story Problem and Decide to Add or Subtract

Model

Rules

Listen to these rules. Then say and act them out with me:

When we join, we add.

When we separate, we subtract.

Vocabulary

Today we are listening for the clue words gets and gives away.
They can help us decide if the story is about joining or separating.

Join Add +	Separate Subtract −
gets	gives away

Listen to this story:

Sam has 3 toy cars. He gets 5 more cars from Andrew. How many cars does he have now?

Which clue did you hear? gets? or gives away?
Yes, "gets" is a joining word.
Say and act out the rule with me, "When we join, we add."

Listen to another story:

Mr. Johnson has 9 pieces of pizza. He gives away 4 pieces to Mrs. Booth. How many pieces of pizza does he have now?

Which clue did you hear? gets? or gives away?
Yes, "gives away" are separating words.
Say and act out the rule with me, "When we separate, we subtract."

Name _____

I Can Listen to a Story Problem and Decide to Add or Subtract

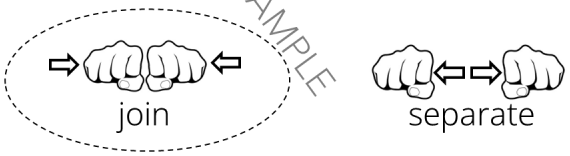
Model

Listen and follow along while I read this story.

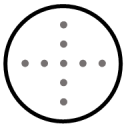
Anthony gets 6 books for his birthday and 4 more books for Christmas. How many books does he have now?

Step 1: What clue did you hear? (gets)
Underline the word gets. (students trace the underline)

Step 2: Is the story about joining or separating? (yes, he had some books from his birthday, and got more to join his collection)
Circle it.



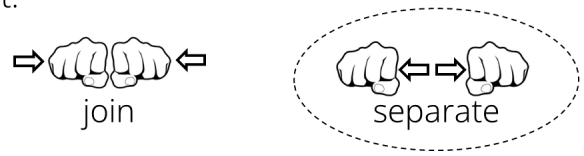
Step 3: Decide to add or subtract.
Act out the rule, "When we join, we add."
Write a plus sign in the circle.



Abby has 3 cookies in her lunchbox. She gives away 2 cookies to Lauren. How many does she have now?

Step 1: What clue did you hear? (gives away)
Underline the words. (students trace the underline)

Step 2: Is the story about joining or separating? (yes, she had some cookies and separated 2 of them out to give away)
Circle it.



Step 3: Decide to add or subtract.
Act out the rule, "When we separate, we subtract."
Write a minus sign in the circle.

Name _____

I Can Listen to a Story Problem and Decide to Add or Subtract

Guided Practice

Steps:
Listen and follow along while I read each story.
1. Underline the clue you hear. What clue did you hear?
2. Circle join or separate. Is the story about joining or separating?
3. Write + or – in the circle. Say the rule (i.e. "When we join, we add.")

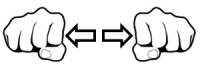
Kaden has 4 old pennies. He gets 2 new shiny pennies. How many does he have now?


join


separate

Jack has 8 dimes in his pocket. He gives away 5 dimes to Brooklyn. How many dimes does he end up with?


join


separate

Alex has 9 nickels. He spends some and gives 4 of them to the cashier. How many does he have now?


join


separate

Name _____

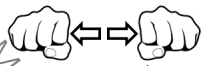
I Can Listen to a Story Problem and Decide to Add or Subtract

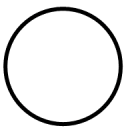
Independent Practice

Steps:
Listen and follow along while I read each story.
1. Underline the clue you hear.
2. Circle join or separate.
3. Write + or – in the circle.

Haley has 5 nickels in her purse. She gives 4 nickels away to Carson. How many nickels does she have now?

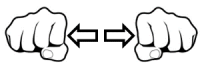

join

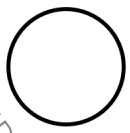

separate



Ruby picks 7 red roses. She gives away 3 roses to Clark. How many roses does she end up with?

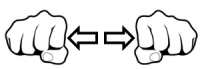

join

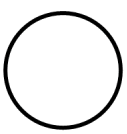

separate



Perry has 2 pumpkins in his garden. He gets 6 more pumpkins from Jack. How many does he end up with?


join


separate



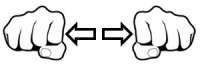
Name _____

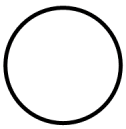
I Can Listen to a Story Problem and Decide to Add or Subtract

Independent Practice

Mrs. Smith has 6 pieces of gum. She gives 5 pieces away to Matthew. How many pieces of gum does she have now?

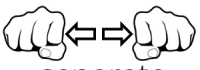

join

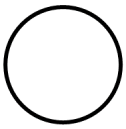

separate



Connor made 9 sandwiches. He gives 6 sandwiches away to his friend Casey. How many sandwiches does he have now?

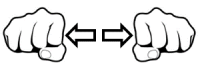

join

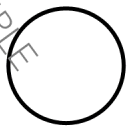

separate



Ryan has 5 marshmallows in his hot chocolate. He gets 1 more marshmallow from the bag. How many does he have now?

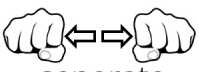

join

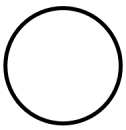

separate



Kim's dog had 4 puppies. She gives away 3 puppies to her friends. How many puppies does she end up with?


join


separate



Name _____

Whole or Part Lesson 4

I Can Write an Equation to Solve a Story Problem

Model

Vocabulary
Equation: An equation is a number sentence with an equal sign.

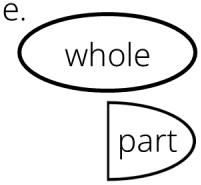
Today we will draw a picture and write an equation for each story problem.
Listen to this story:

There are 6 kids at the party. 2 ate cake. The rest ate ice cream. How many kids ate ice cream?

Step 1: Listen and picture in your mind what is happening.
Are we looking for the whole or for a part? Check one.

☐ We are looking for the whole, so we add +

☒ We are looking for a part, so we subtract −

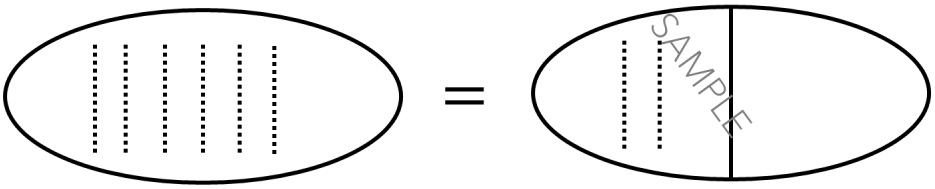


Step 2: Circle the numbers in the problem and draw a quick picture.

I circle the numbers 6 and 2 in the problem.

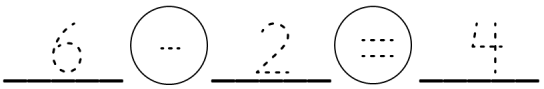
I know 6 is the whole number of kids at the party. I draw 6 lines in the whole.

The story says 2 kids ate cake. That's part of the kids. I draw 2 lines in a part.



I remember an equal sign means "the same as".
I need the same number of lines on both sides of the equal sign.

How do I find the number of lines that go in the missing part? I subtract.



Be sure to write the bigger number first!

Read the equation out loud with me. Six minus two equals four.
Four kids ate ice cream.

Name _____

I Can Write an Equation to Solve a Story Problem

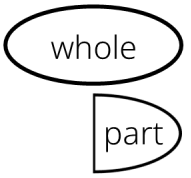
Model (continued)

Let's do another one. Listen to this story:

Chris buys 5 yellow lollipops and 3 orange lollipops. How many lollipops does he buy in all?

Step 1: Listen and picture in your mind what is happening.
Are we looking for the whole or for a part? Check one.

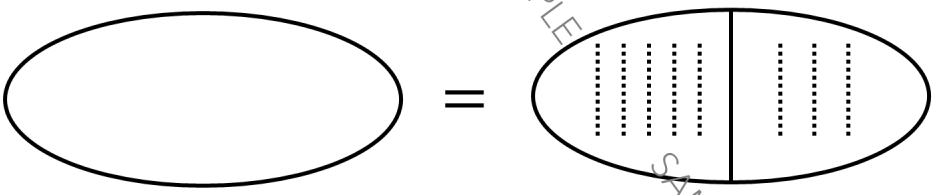
- [X] We are looking for the whole, so we add +
- [ ] We are looking for a part, so we subtract –



Step 2: Circle the numbers in the problem and draw a quick picture.

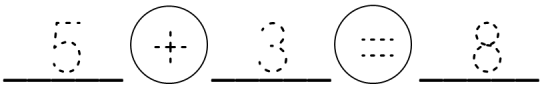
I circle the numbers 5 and 3 in the problem.

I know 5 is a part and 3 is a part. I draw 5 lines in a part and 3 lines in a part.
I'm looking for the whole total of lollipops.



I remember an equal sign means "the same as".
I need the same number of lines on both sides of the equal sign.

How do I find the number of lines that go in the whole? I add.



Read the equation out loud with me. "Five plus three equals eight."
Chris bought 8 lollipops.

Name _____

I Can Write an Equation to Solve a Story Problem

Guided Practice

Step 1: Listen and picture in your mind what is happening.
Step 2: Are we looking for the whole or a part? Check one.
Step 3: Circle the numbers in the problem and draw a quick picture.
Step 4: Write an equation. Bigger number first!

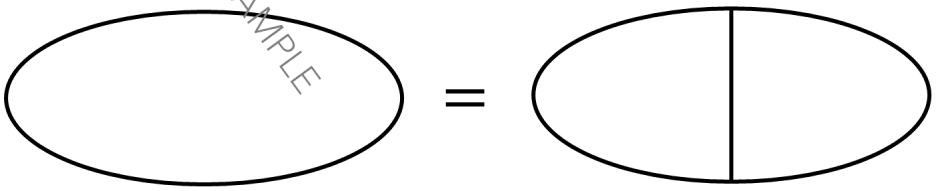
Miss Burton has 10 students in her class. 8 students ride the bus to school. The rest walk to school. How many walk to school?

Act out:
- ☐ We are looking for the whole, so we add +
- ☐ We are looking for a part, so we subtract –

whole

part

Draw it:



Write it: 10 ... 8 ... 2 students walk

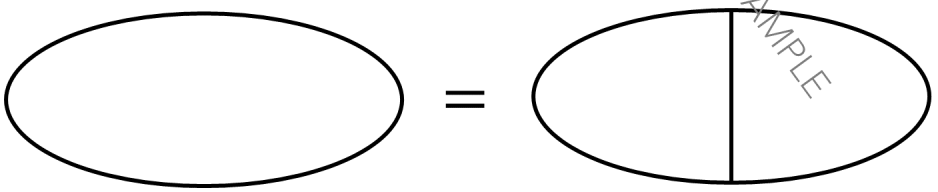
Jane collected 3 small pinecones and 7 large pinecones. How many pinecones did she have in all?

Act out:
- ☐ We are looking for the whole, so we add +
- ☐ We are looking for a part, so we subtract –

whole

part

Draw it:



Write it: _____ ○ _____ ○ _____ pinecones

Name _____

I Can Write an Equation to Solve a Story Problem

Guided Practice

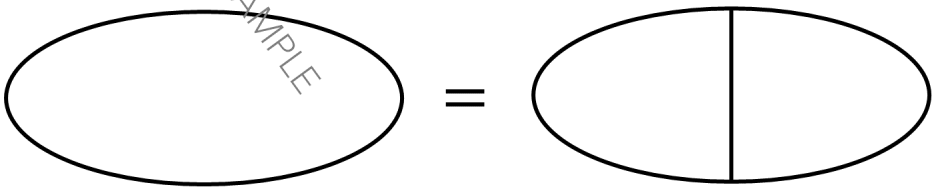
Step 1: Listen and picture in your mind what is happening.
Step 2: Are we looking for the whole or a part? Check one.
Step 3: Circle the numbers in the problem and draw a quick picture.
Step 4: Write an equation. Bigger number first!

Dad baked 8 rolls. Some of them burned in the oven. 6 did not burn. How many rolls burned?

Act out:
- ☐ We are looking for the whole, so we add +
- ☐ We are looking for a part, so we subtract –

whole
part

Draw it:



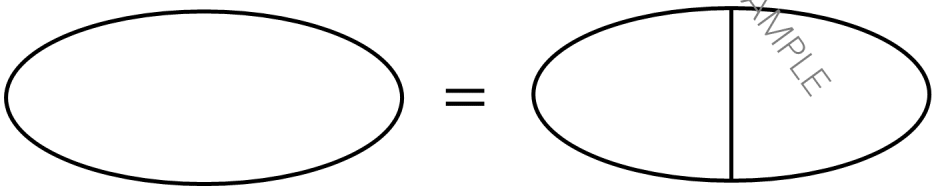
Write it: _____ ◯ _____ ◯ _____ rolls burned

Lee had 4 books. He gave some to Jen. Now he has 1 book. How many books did he give to Jen?

Act out:
- ☐ We are looking for the whole, so we add +
- ☐ We are looking for a part, so we subtract –

whole
part

Draw it:



Write it: _____ ◯ _____ ◯ _____ books

Name _____

I Can Write an Equation to Solve a Story Problem

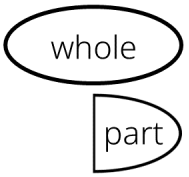
Independent Practice

Andrew dropped 9 crayons on the floor. He picked up 4 of them. Carlos picked up the rest. How many did Carlos pick up?

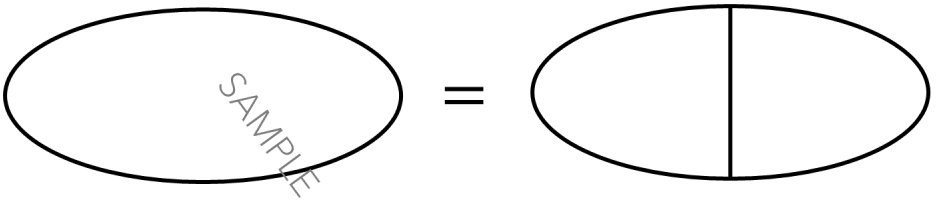
Act out:

☐ We are looking for the whole, so we add +

☐ We are looking for a part, so we subtract –



Draw it:



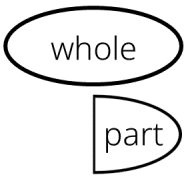
Write it: _____ ◯ _____ ◯ _____ crayons

Tony buys 3 toy cars. He also buys some toy trucks. He buys 6 toys in all. How many toy trucks does he buy?

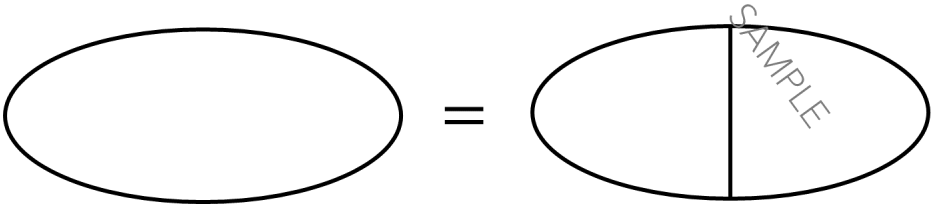
Act out:

☐ We are looking for the whole, so we add +

☐ We are looking for a part, so we subtract –



Draw it:



Write it: _____ ◯ _____ ◯ _____ toy trucks

Name _____

Whole or Part Lesson 4

I Can Write an Equation to Solve a Story Problem

Independent Practice

Hannah has 7 stickers. 2 of them sparkle. The rest of them are smelly. How many smelly stickers does she have?

Act out:

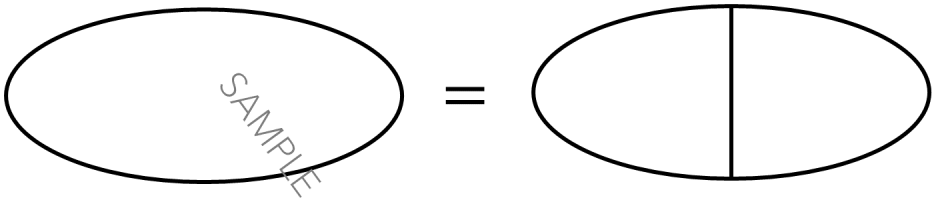
☐ We are looking for the whole, so we add +

☐ We are looking for a part, so we subtract –

whole

part

Draw it:



Write it: _____ ◯ _____ ◯ _____ smelly stickers

Frank counted 3 butterflies and 6 grass hoppers. How many insects did Frank count in all?

Act out:

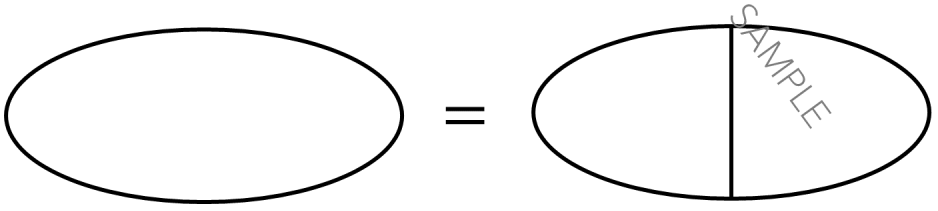
☐ We are looking for the whole, so we add +

☐ We are looking for a part, so we subtract –

whole

part

Draw it:



Write it: _____ ◯ _____ ◯ _____ insects

Name _____

Whole or Part Lesson 4

I Can Write an Equation to Solve a Story Problem

Independent Practice

Ben made 9 invitations to his party. 5 had balloons. The rest of them had stars. How many invitations had stars?

Act out:

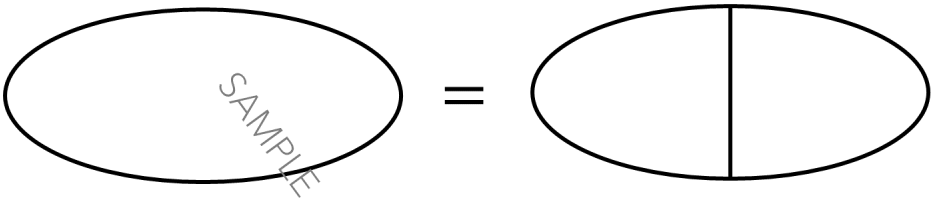
☐ We are looking for the whole, so we add +

☐ We are looking for a part, so we subtract –

whole

part

Draw it:



Write it: _____ ◯ _____ ◯ _____ invitations

Joe and Ted play 8 video games. Joe wins 3 times. Ted wins the rest. How many times does Ted win?

Act out:

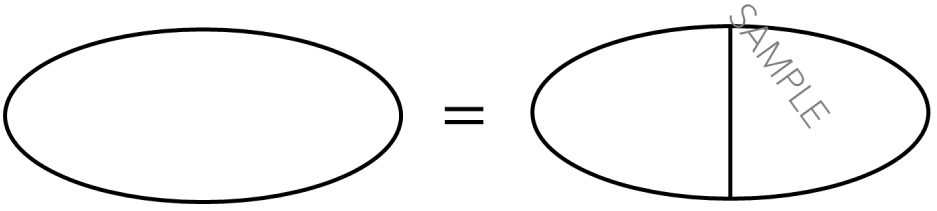
☐ We are looking for the whole, so we add +

☐ We are looking for a part, so we subtract –

whole

part

Draw it:



Write it: _____ ◯ _____ ◯ _____ times