Objectives:
Students will use a graphic organizer to help them solve various word problems. Students will identify the type of operation needed to solve the various word problems.

State Competencies:
Standard 5: Data Analysis
1.d. Collect and organize information
Standards 3: Number Operations
The student will compute with whole numbers.

Materials:
- Each student should have a graphic organizer like the one attached each in a plastic sleeve.
- Each student should also have a dry erase marker

Resources:
The word problems used in this lesson were taken from the following website:
www.fema.gov/kidsApps/quiz_multichoice_questions.do?quiz=math_hurr
&action=init

Introduction: During this time, the graphic organizer will be introduced to the students. This will be a basic overview of what each box says. Also during this time, I will read about tornadoes. I will use information that I will read to them from a book called Wild, Wet, and Windy by Claire Llewelyn. It is a great book about weather. I will only read the pages that pertain to tornadoes which are pages 8 and 9.

Instructional Process:
1. The teacher will model the use of the graphic organizer with a word problem from the worksheet the students will be working. By modeling the process, it will ensure that the students know how to utilize the graphic organizer in their favor.
2. Separate the students into groups of 2 or 3. Have them solve a few problems as a group. The teacher will be monitoring by walking around the room.

3. After the students have worked in groups, they will need to complete the worksheet individually. While this is going on, the teacher will continue to monitor by walking around the room.

**Closure:** The closure to the lesson will done by the students sharing how they used their graphic organizers to solve the word problems. We will also discuss if this made it easier for the students to solve the word problems.

**Evaluation:** The use of the graphic will be informally assessed by the teacher walking around the room to see that every student is using properly. The problems will be assessed for accuracy.

**Adaptations:** The only accommodation I will do on this lesson for my slow learners will be to reduce by 25% the amount of word problems they must complete.

**Reflection:** I was unable to teach this lesson. Rescheduling was done on two occasions. I am planning to do this lesson next week (tentatively).
Solve the following word problems using your graphic organizer for solving word problems.

1. The tornado is moving at 30 miles per hour. It is headed toward Keyes, which is 15 miles away. How long will it take for the tornado to hit Keyes?

2. The city hall building of Elkhart has a large basement. There is a tornado approaching and many people have sought shelter in the basement. The people in the basement are: 15 staff members from city hall, the mayor, and his secretary, 2 from the flower shop across the street, four from the diner next door, 4 members of the Smitty family, 3 members of the Gordon family and one policeman. How many people are in the basement?

3. The policeman leaves to help others outside. Two people walking by, a delivery man and three members of the Lee family have now come to the basement. Now how many are there?

4. The tornado hit Keyes and no one was injured, but it cause some damage to buildings. This was the damage: $2,346 to the Gordon family house; $11,490 to the diner; $3,421 to the flower shop and $874 to City Hall. How much total damage was there in Keyes?

5. There was also damage to the mayor’s car, of $973. Now how much damage was there.
| WHAT DO YOU NEED TO KNOW?  
(In other words, the main question in the word problem.) |   |
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<tr>
<td>WHAT DO YOU KNOW?</td>
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<td>WHAT OPERATION(S) WILL YOU NEED TO USE IN ORDER TO SOLVE THE PROBLEM?</td>
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<td>WORK SPACE</td>
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<td>FINALLY, DOES YOUR FINAL SOLUTION ANSWER THE MAIN QUESTION IN THE WORD PROBLEM?</td>
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