

Name: Candace Collins

Grade Level/Subject: 4th Grade Math

Topic: Guess and Check, Solving Word Problem

Objectives (P.A.S.S.): 1.2.b: Solve simple open sentences involving operations on whole numbers.

Objective: Student will be able to successfully work word problems and create logical word problems.

Introduction: Discuss with students that there are many different tools to use when trying to solve word problems. Refer back to the "Cool Tools" ice cream cone from last lesson. Go over some of the different tools used to solve word problems. Mention the students that there is more than one way to try and solve a word problem. Explain that we are going to use a new method today. We are going to use the guess and check method.

Instructional process: Tell students that when you use the guess and check method, you give a good guess at what you think the answer is, and then check to see if it is correct. If it is not correct then you use the information and decide where to go from there. Model the method.

The students at Yarbrough School sold _____ tickets to the basketball game. Adult tickets were _____ each. Children's tickets were _____ each. If a total of _____ was collected, how many adult tickets and children's tickets were sold?

Fill in each blank with a logical number. For example:

The students at Yarbrough School sold 200 tickets to the basketball game. Adult tickets were \$5 each. Children's tickets were \$2 each. If a total of \$850 was collected, how many adult tickets and children's tickets were sold?

Now think aloud and say: I first need to come up with 2 numbers that equal 200. Lets use 100 and 100. If 100 adult tickets were sold for \$5 that would total \$500. If 100 children's tickets were sold for \$2 that would total \$200. Those two numbers together only total \$700. Since \$700 is less than \$850, more adult tickets must have been sold. Next try 125 adult tickets and 75 children's tickets. Go through the whole process.

Finally try 150 adult tickets and 50 children's tickets. Explain to students that sometimes you have to try it more than once or twice to find the right answer.

Closure: Group the students into pairs and have one student fill in the blanks and another student try to find the answer. Make the student filling in the blanks also work the problem to see what the correct answer is. Next have them switch roles.

Assessment: Have students make up their own word problems to share with friends. Have them work the problem through to find the answer before sharing with a friend.

Modifications/Accommodations: ESL/IEP: Have them paired up with another student throughout the whole process so that they can see how it works and also get help when they are trying to solve the problem. They would then be in a group of three instead of two.

Gifted: Pair them with another gifted student and challenge them to come up with harder word problems.

Reflection: This worked really well in class. The students enjoyed getting to actually provide information for the word problem. They also enjoyed being able to completely make up their own word problems. The students did try to make their own word problem too challenging at first, but when they realized they had to also be able to solve them, they made them easier. This was also a great writing assignment!!!