

Name: Rilla Collins

Grade Level/Subject: 2<sup>nd</sup> or 3<sup>rd</sup> grade

Topic: The Fantastic Five-Step Process to Solving Word Problems

Objectives (P.A.S.S.): Standard 5:

Data Analysis & Probability -- The student will demonstrate an understanding of data collection, display & interpretation.

1. Data Analysis

a. Pose questions, collect, record, & interpret data to help answer questions (e.g., Which was the most popular booth at our carnival?).

b. Read graphs & charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).

c. Construct a bar graph or pictograph with labels & a title from a set of data.

Introduction: This lesson is a great beginning lesson to words problems. This lesson guides the students into a mind fram of how to solve the word problems in a step by step manner.

Instructional process: First, trace each students hand onto a sheet of paper. Have an example so the students know what to do. Second, list the steps for solving a word problem on each fingure. Finally, allow the students the time they need to complete the hand and then as a class for the first couple of story problems use the hand to solve story problems. Allow each child processing time and discussion time about how they came to their answer for each step of the problem.

Closure: In closing, have the students solve one or two word problems in pairs or small groups without the teachers input. Then move to the next step of solving word problems on their own. Make sure each student understands the terminology in the word problems.

Assessment: Assessment can be done on all three steps - class participation, grades on the story problems solved in pairs/groups and grades on the problems solved individually.

Modifications/Accommodations: For students with special needs a lower reading level could be used. A list of vocabulary words used in story problems so they can refer back to what the words mean and what they should be solving for on each story problem.

Reflection: This project worked well in my class. The kids enjoyed tracing their hands and labeling the hands for the story problems. The kids are becoming less scared of the story problems. They don't groan like they use to or look totally afraid of trying to solve the problems.

The labels for the Five-Step Process:

What are the **FACTS**?

What is the **QUESTION**?

What can we **ELIMINATE**?

Choose a **STRATEGY** and **SOLVE**.

Does the answer **MAKE SENSE**?