



Total Time: 11 minutes  
 Instructional Time: 9 minutes  
 Independent Practice: 2 minutes

# Word Problem Solving

## Identify It

**Objective:** Students will be able to identify important information in a join and separate change unknown word problem.

**Vocabulary:** Important, information

- Materials:**
- Teacher Master pp. 3-8
  - Student Booklet pp. 3-4

**Identify It Model**

Pam has 2 pens and some books.  
 She gives 6 books to her mom.  
 Pam still has 9 books left.  
 How many books did Pam have in the beginning?

UNIT

There are some hens in a yard.  
 2 men come and put 8 more hens in the yard.  
 Now there are 14 hens in the yard.  
 How many hens were in the yard before the men came?

UNIT

**Identify It Guided Practice**

Directions: Underline the quantities for each problem. Circle important numbers and words. Cross out extra or not important information. Write the important unit on the line.

1. There are 3 cups and some pots on the table.  
 Mom comes and takes 4 pots off the table.  
 Now there are 7 pots left on the table.  
 How many pots were on the table in the beginning?

UNIT

2. Dillan has some hats and 2 socks.  
 His mom gives him 4 hats for his birthday.  
 Now he has 12 hats.  
 How many hats did Dillan have before his birthday?

UNIT

3. Dad baked 3 cakes and some cupcakes.  
 He gave his family 9 cupcakes to eat.  
 Now Dad has 12 5 cupcakes left over.  
 How many cupcakes did Dad bake?

UNIT

**Identify It Independent Practice**

Directions: Underline the quantities for each problem. Write the important unit on the line. Circle important numbers and words.

1. Kara has some socks and 4 shoes.  
 She gives her sister 5 socks.  
 Now Kara has 9 socks left.  
 How many socks did Kara have in the beginning?

UNIT

2. On Tuesday farm had 3 cows and some pigs. On Friday, the farm will get 9 more pigs. Then the farm will have 16 pigs in all.  
 How many pigs did the farm have on Tuesday?

UNIT

**Identify It Model Answer**

Pam has 2 pens and some books.  
 She gives 6 books to her mom.  
 Pam still has 9 books left.  
 How many books did Pam have in the beginning?

UNIT

There are some hens in a yard.  
2 men come and put 8 more hens in the yard.  
 Now there are 14 hens in the yard.  
 How many hens were in the yard before the men came?

UNIT

**Identify It Guided Practice Answer**

Directions: Underline the quantities for each problem. Circle important numbers and words. Cross out extra or not important information. Write the important unit on the line.

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3. Dad baked 3 cakes and some cupcakes.  
 He gave his family 9 cupcakes to eat.  
 Now Dad has 12 5 cupcakes left over.  
 How many cupcakes did Dad bake?

UNIT

**Identify It Independent Practice Answer**

Directions: Underline the quantities for each problem. Write the important unit on the line. Circle important numbers and words.

1. Kara has some socks and 4 shoes.  
 She gives her sister 5 socks.  
 Now Kara has 9 socks left.  
 How many socks did Kara have in the beginning?

UNIT

2. On Tuesday the farm had 3 cows and some pigs. On Friday, the farm will get 9 more pigs. Then the farm will have 16 pigs in all.  
 How many pigs did the farm have on Tuesday?

UNIT

## Preview

**Instructional Time: 9 minutes**

(allow the majority of time for Guided Practice)

*We will read word problems to find out what each problem is asking us to do.*

## Modeling (My Turn)

1. Put the model word problems on the table. Cover the second problem so students can focus on the problem you are reading. Read the model word problem out loud to students.
2. Prompt students to think about what the story is asking. Use think aloud language to describe what is the important unit of the story.

*What is this problem asking?* (How many books Pam had in the beginning.)

*What changed in this problem?* (The number of books Pam has -she gives 6 books to mom.)

*I underline the question in the story.*

*What is the important unit to focus on for the story?*  
(books)

*I will write that on the unit line next to the story.*

3. Model how to decide if numbers and words provided in the story are important to use to answer the question. Do not solve the problem.

*We will use the Identify It strategy to find important information in word problems. There are 3 parts:*

*a. Underline the question and write the important unit.*

*b. Circle important words and numbers.*

*c. Cross out information that is not important to answer the question.*

***I think about the question and go back and reread each sentence to identify important numbers and words to answer the question.***

***Pam has 2 pens.... Are there important numbers and words to answer the question?*** (No)

***Why?*** (We do not need to know how many pens she has, we are focusing on books.)

***I cross out 2 pens.***

***And some books... Are there important numbers and words to answer the question?*** (Yes)

***Why?*** (some books tells how many books to start; it helps to answer the question.)

***I circle some books.***

***She gives 6 books to her mom. Are there important numbers and words to answer the question?*** (Yes)

***Why?*** (Pam is giving 6 books away; it helps to answer the question. This is the change part.)

***I circle 6 books.***

***Pam still has 9 books left. Are there important words to answer the question?*** (Yes)

***Why?*** (This is the end part, we know how many books Pam has left.)

***I circle 9 books.***

4. Go through second model problem if time allows.

## Guided Practice (Our Turn)

5. Give students the Guided Practice sheet. Read the problems out loud with the students.

- Go through each problem with the students telling them to use the Identify It strategy. Use the language and procedures from modeling. Students do not solve the problems in this lesson. Be sure students can explain why they are circling or crossing out numbers and words.

ERROR CORRECTION: If students have problems with reading, help them read the problems. If students have problems with the Identify It strategy, model. If students have problems with Make 10 + More related problems (the subtraction stories), make direction connections to Addition Subtraction Combination lessons using fact family language.

## Independent Practice/Progress Monitoring (Your Turn)

**Time: 2 minutes**

- Give students one and a half minutes to complete the Independent Practice sheet.

***Underline the question for each problem. Write the important unit on the line. Circle important numbers and words, cross out extra or not important information. I will help you with words you don't know.***

- Have students check their answers as you review for 30 seconds and correct any errors.
- Record data as # correct/ total possible. Score 1 point for each problem completed correctly. Note types of errors (e.g., doesn't underline question, doesn't cross out extraneous information).