

Best Practices in Math: Modeling and Practice Word Problems (Grades K-2)



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Schedule for This Year

December 2022	Best Practices in Math: Math Language and Fluency
January 24, 2023	Best Practices in Math: Modeling and Practice Word-Problem Solving
TBD	Best Practices in Math: Use of Multiple Representations





What are some of the difficulties your students have with math?





What is your mathematical language goal for January?



What is your fluency goal for January?



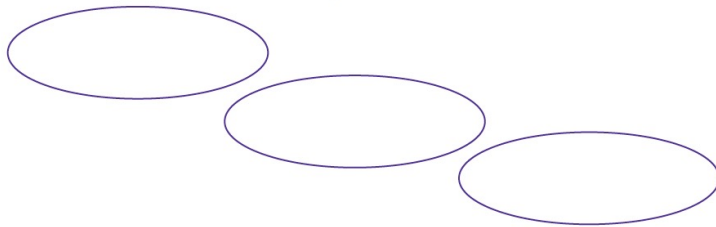


Best Practices in Math: Modeling, Practice, and Word Problems

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Instructional Platform

Instructional Delivery



Instructional Strategies



Instructional Platform

INSTRUCTIONAL DELIVERY

Explicit
instruction

Precise
language

Multiple
representations

INSTRUCTIONAL STRATEGIES

Fluency building

Problem solving
instruction



Explicit Instruction

Research and Information

What are your strengths?

What are your opportunities for growth?

What are your immediate next steps?



Explicit Instruction: Modeling and Practice





Over a half century of research supports explicit (i.e., direct, systematic) instruction.
(Stockard et al., 2018)

When compared to discovery approaches, explicit instruction demonstrates higher outcomes.
(Alfieri et al., 2011; Kroesbergen et al., 2004; Poncy et al., 2010)

Numerous meta-analyses and large-scale studies have identified explicit instruction as essential for the teaching and learning of mathematics.
(Chodura et al., 2015; Ennis & Losinski, 2019; Jitendra et al., 2018; Kong et al., 2021; Morgan et al., 2015; Nelson & McMaster, 2019; Powell et al., 2021).



Explicit
Instruction
(teaching in a
direct and
structured way)

Inquiry (seeking
information)

foundational knowledge

expertise and transfer



Explicit Instruction

MODELING

PRACTICE

SUPPORTS



MODELING

Step-by-step
explanation

Planned examples

PRACTICE

Guided practice

Independent practice

SUPPORTS

Ask high-level and low-level questions

Eliciting frequent responses

Providing affirmative and corrective feedback



Modeling is a
dialogue
between the
teacher and
students.

MODELING

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Modeling includes a step-by-step explanation of how to do a math problem.

A teacher may do 1 modeled problem or several.

MODELING

Step-by-step explanation

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“Today, we are learning about addition. This is important because sometimes you have different amounts – like money – and you want to know how much money you have altogether.”





“Let’s solve this problem. What’s the problem?”

“26 plus 79.”



“To solve 26 plus 79, first decide about the operation. Should we add, subtract, multiply, or divide?”

“Add.”



“How did you know we want to add?”

“There’s a plus sign.”





“The plus sign tells us we want to add. To add, let’s use the partial sums strategy. What strategy?”

“Partial sums.”



“What might partial mean?”

“Part of, only some of.”



“We’ll find parts – or partial sums – then add them together. With the partial sums strategy, we start adding in the greatest place value. What’s the greatest place value in this problem?”

“The tens.”





“So, let’s add the tens.
What’s 20 plus 70?
Work with a partner
and use your base-10
blocks or other tools.”

“20 plus 70 equals 90.
Let’s write 90 right
here below the equal
line. What will we
write?”

“90 is the partial sum
when you add the tens.
What does 90
represent?”

“Now, let’s add the
ones. What should we
add?”

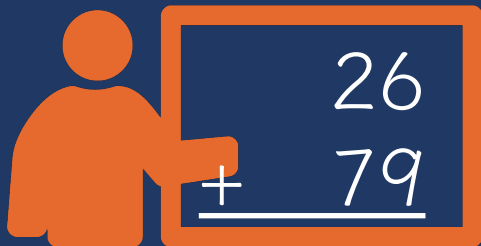
“90.” 

“90.” 

“It’s the partial
sum of adding
20 plus 70.” 

“6 plus 9.” 





“6 plus 9 equals what?
Work with a partner.
Use your base-10
blocks or other tools.”

“15.” 

“How did you get 15?”

“We knew we
had 9, then we
added on 6.” 

“Let’s write 15 below
the 90. Where do we
write the 15?”

“Below the
90.” 

“15 is the partial sum
when you add the ones.
Now, let’s add the
partial sums together.
What will we add?”

“90 plus 15.” 





“What’s 90 plus 15? Use your go-to strategy.”

“105.” 

“How did you add those addends?”

“I added 90 plus 10 then added 5 more.”



“So, when you add 26 plus 79, the sum is 105. Who can share how we solved this problem?”

“We used the partial sums strategy. We added the tens then added the ones. Then we added the partial sums.”





What did you observe?

How would you improve this example?

Modeling
needs to
include
planned
examples.

MODELING

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These
examples
should be
sequenced so
easier skills
lead to more
difficult
skills.



MODELING

Step-by-step
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Explicit Instruction



Share some of the math content that is important to model step-by-step.



MODELING

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Planned examples

PRACTICE

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Independent practice

Practice continues as a dialogue between the teacher and students.

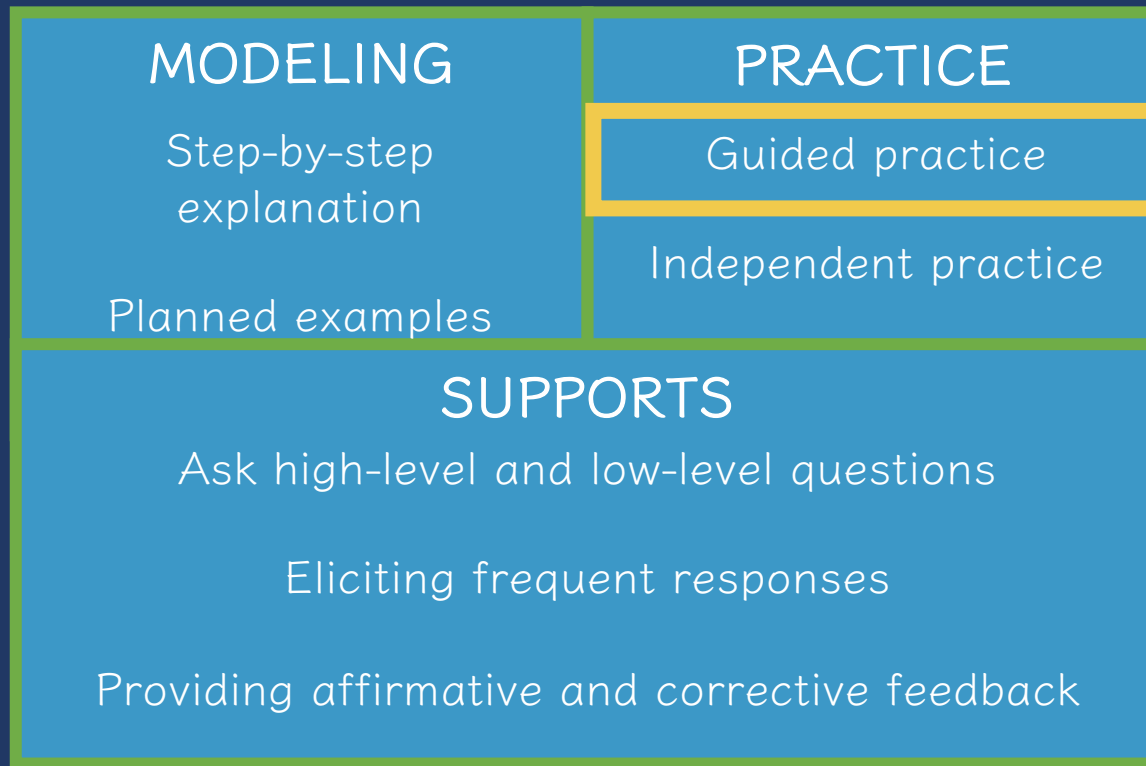
SUPPORTS

Ask high-level and low-level questions

Eliciting frequent responses

Providing affirmative and corrective feedback





Guided practice is practice in which the teacher and students practice problems together.



“Let’s work on a problem together.”



MODELING

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Independent practice

SUPPORTS

Ask high-level and low-level questions

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Independent practice is practice in which the students practice independently with teacher support.



“Now, you’ll practice a problem on your own. Use your attack strategy!”



MODELING

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explanation

Planned examples

PRACTICE

Guided practice

Independent practice

SUPPORTS

Ask high-level and low-level questions

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Explicit Instruction



Describe how you
would engage students
in practice.



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Independent practice

SUPPORTS

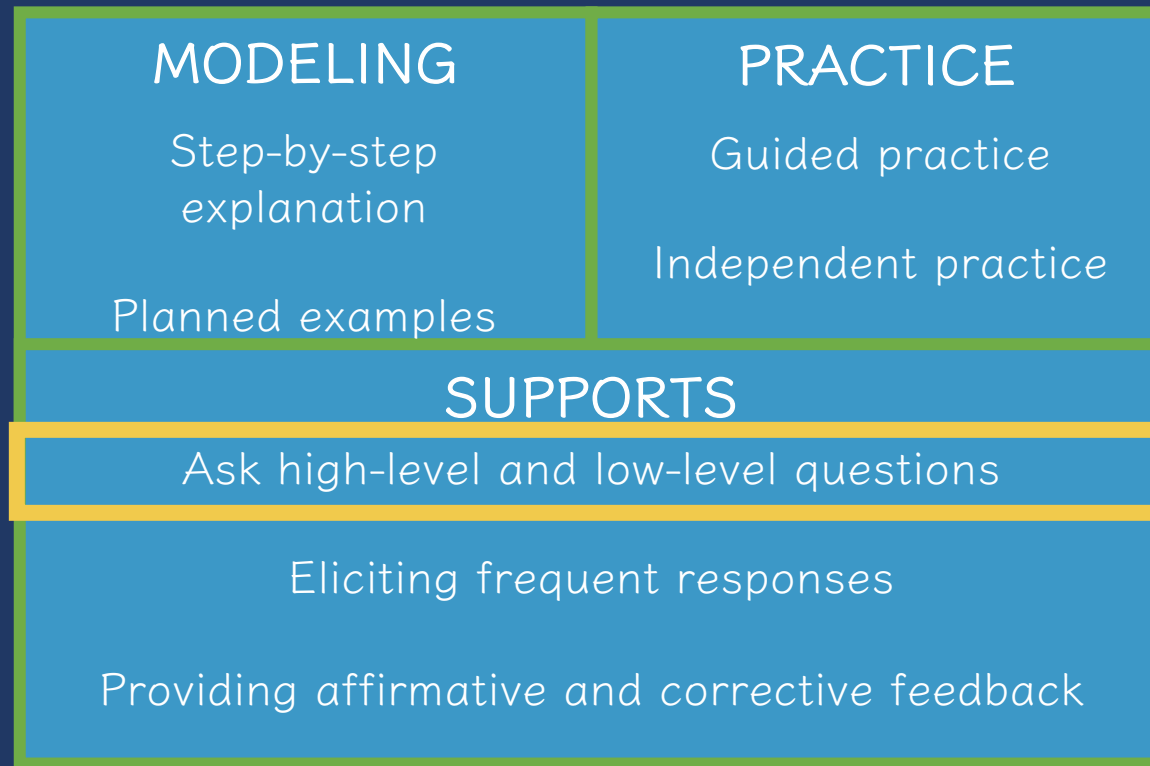
Ask high-level and low-level questions

Eliciting frequent responses

Providing affirmative and corrective feedback

These **Supports** should be used in
both **Modeling** and **Practice**.





During **Modeling** and **Practice**, it is essential to engage students and check for understanding.



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“What is 7 times 9?”

“63.” 



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Ask high-level and low-level questions

Eliciting frequent responses

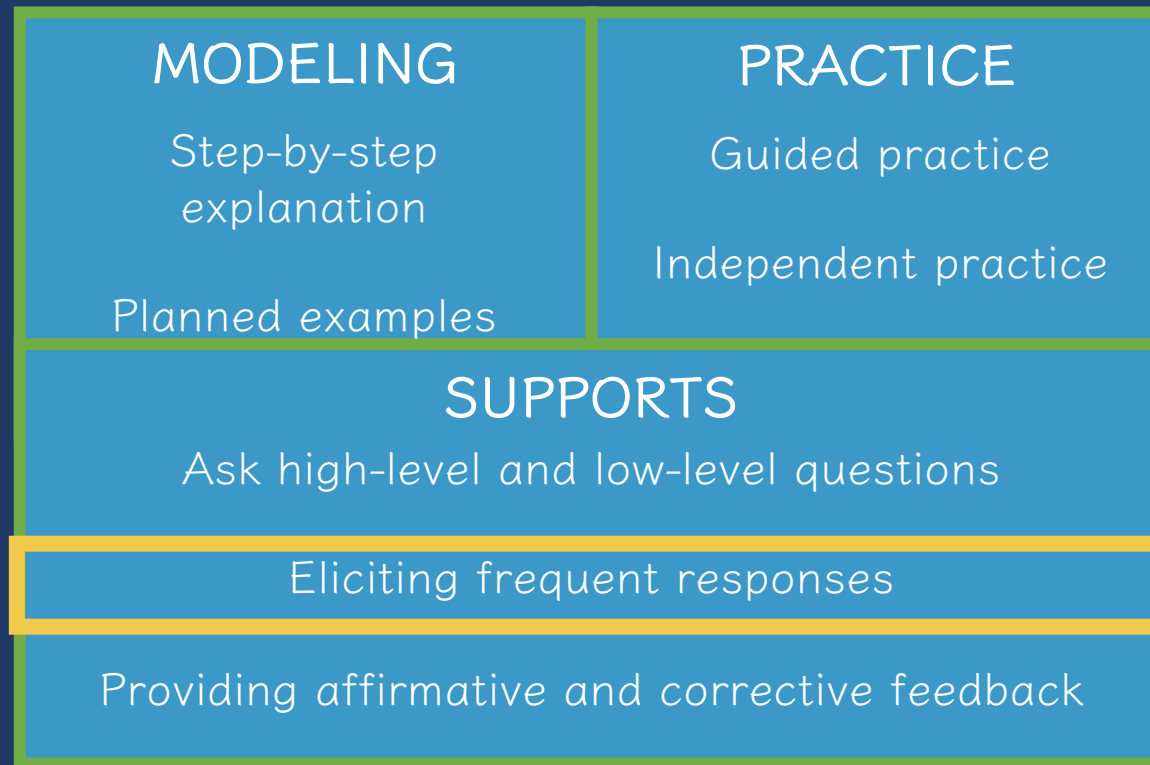
Providing affirmative and corrective feedback



“Why do you
use zero
pairs?”

“Because a positive 1
and a negative 1
equal 0. I use the
zero pair to help me
subtract.”





During **Modeling** and **Practice**, students should frequently respond. The frequent responses keeps student attention and keeps student learning active.



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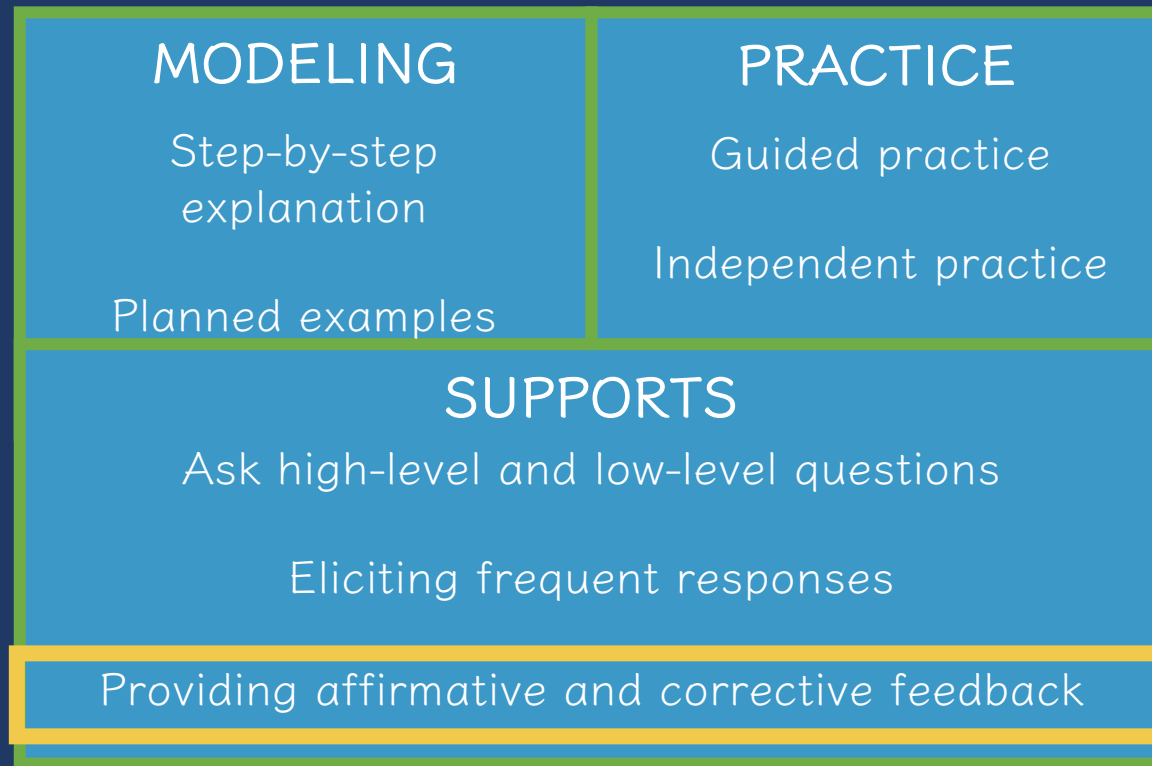
SUPPORTS

Ask high-level and low-level questions

Eliciting frequent responses

Providing affirmative and corrective feedback





During **Modeling** and **Practice**, students should receive immediate feedback on their responses.



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“Nice work using your word
problem attack strategy.”



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“Let’s look at that again.
Tell me how you added in
the hundreds column.”



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Explicit Instruction



Provide several types of questions you ask.

Provide examples of your feedback.



Explicit Instruction

Research and Information

What are your strengths?

What are your opportunities for growth?

What are your immediate next steps?



What are strengths and opportunities for growth?



Instructional Platform

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Word-Problem Solving



Word-Problem Solving

Research and Information





Key words tied to operations is an ineffective word-problem strategy.

(Karp et al., 2019; Powell et al., 2022)

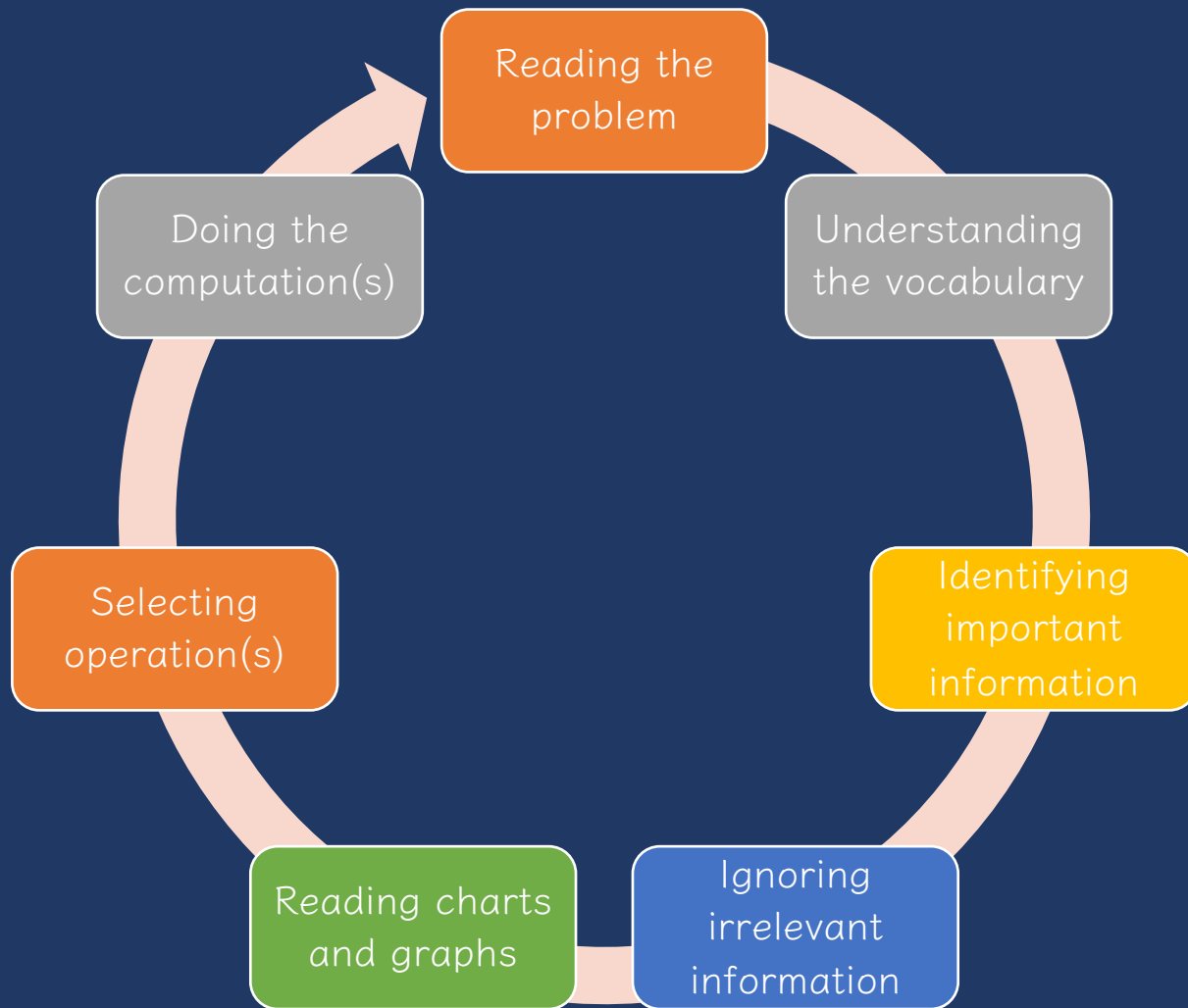
Using a meta-cognitive strategy improves word-problem performance.

(Freeman-Green et al., 2015; Krawec et al., 2012; Montague et al., 2011; Swanson et al., 2014)

A focus on schemas improves word-problem performance.

(Alghamdi et al., 2020; Cook et al., 2020; Flores et al., 2016; Fuchs et al., 2021; Griffin et al., 2019; Jitendra et al., 2013; Lein et al., 2020; Peltier et al., 2020; Powell et al., 2022; Xin & Xhang, 2009; Zheng et al., 2013)





Ineffective Strategies





1. Keywords tied to operations



Lincoln had 8 pencils **fewer** than Roscoe. If Roscoe had 18 pencils, how many pencils did Lincoln have?

Lincoln had 8 pencils **fewer** than Roscoe. If Lincoln had 18 pencils, how many pencils did Roscoe have?

Key Words Used In Math Word Problems

Addition Words	Subtraction Words
<ul style="list-style-type: none"> + all together or altogether + and + both + combined + how many in all + how much + in all + increased by + plus + sum + together + total 	<ul style="list-style-type: none"> - change - decreased by - difference - fewer or fewer than - how many are left (or have left) - how many did not have - how many - how much - taller, heavier, less or less than - lost - minus - need to - reduce - remain - subtract - take away

Multiplication Words

- x by (dimension)
- x double
- x each group
- x every
- x factor of
- x increased by
- x multiplied by
- x of
- x product
- x times
- x triple

Division Words

- ÷ as much
- ÷ cut up
- ÷ each group
- ÷ equal share
- ÷ half (or at)
- ÷ how many
- ÷ parts
- ÷ per
- ÷ percent
- ÷ quotient
- ÷ ratio of
- ÷ separated
- ÷ share some

OPERATION clue words

ADDITION	SUBTRACTION
<ul style="list-style-type: none"> and total join more than in all altogether sum increased 	<ul style="list-style-type: none"> less than decreased remaining change left fewer take away difference minus

MULTIPLICATION	DIVISION
<ul style="list-style-type: none"> product times twice as many as by equal groups 	<ul style="list-style-type: none"> quotient each broken into per distribute evenly parts

KEY Words

ADDITION	MULTIPLICATION
<ul style="list-style-type: none"> -sum -total -more than -plus 	<ul style="list-style-type: none"> -both -combined -increased by -perimeter -product -per -every -each -times

SUBTRACTION	DIVISION
<ul style="list-style-type: none"> -difference -remain -left -less than -minus -how many more 	<ul style="list-style-type: none"> -fewer -decrease -give away -reduce -discount -how many more

Division

Taking a whole and sharing it into equal parts

Addition

Putting two or more things/amounts together.

Keywords

- Total
- Altogether
- In all
- Sum
- more than
- combined

Problem Solving Key Words

Addition	Subtraction
<ul style="list-style-type: none"> add together 	<ul style="list-style-type: none"> are not decrease difference fewer, larger, shorter left less than minus remain take away

key words

Addition

- combined
- addition
- sum
- both
- in all
- together
- total
- plus
- perimeter
- add
- more than

Subtraction

- triple
- factor
- product
- multiply
- each
- per
- in all
- multiple
- area
- double
- times

Division

- average
- division
- split
- quotient
- equal groups
- divide
- half
- shared equally
- each
- distribute

Math Operation - Key Words

Addition	Subtraction
<ul style="list-style-type: none"> add altogether and both in all sum total increase 	<ul style="list-style-type: none"> difference fewer than gave/take away decreased by how many more show much longer/smaller/shorter minus remaining

Multiplication	Division
<ul style="list-style-type: none"> area product Each by - of - per Times double, twice, triple total increase 	<ul style="list-style-type: none"> quotient divide into equal parts/share equally per amount of each

Math Key Words

Addition	Subtraction	Multiplication	Division
<ul style="list-style-type: none"> plus sum add total all together increase more combine 	<ul style="list-style-type: none"> subtract minus difference left left over decrease take away fewer 	<ul style="list-style-type: none"> times product factor double groups each area rows 	<ul style="list-style-type: none"> quotient split share divide separate each average equal groups







Description of Single-Step Word Problems (n = 132)

Schema	Occurrence of schema		Any keyword		Schema-specific keywords ^a		Multiple keywords ^a		Keyword(s) led to correct solution ^a	
	n	%	n	%	n	%	n	%	n	%
Total	27	20.5	26	96.3	23	88.5	5	19.2	21	80.8
Difference	17	12.9	17	100.0	14	82.4	2	11.8	12	70.6
Change	11	8.3	7	63.6	5	71.4	5	71.4	2	28.6
Equal groups	29	22.0	26	89.7	22	84.6	18	69.2	8	30.8
Comparison	10	7.6	9	90.0	9	100.0	4	44.4	5	55.6
Ratios or proportions	29	22.0	23	79.3	9	39.1	9	39.1	6	26.1
Product of measures	9	6.8	9	100.0	8	88.9	1	11.1	5	55.6

^aWhen a problem featured a keyword.





Description of Multi-Step Word Problems (n = 84)

Schema	Occurrence of schema ^a		Any keyword		Keyword(s) led to correct solution ^b	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Total	40	47.6	39	97.5	3	7.7
Difference	11	13.1	11	100.0	1	9.1
Change	21	23.8	19	95.0	1	5.3
Equal groups	49	58.3	48	98.0	1	2.1
Comparison	7	8.3	7	100.0	0	0.0
Ratios or proportions	22	25.0	16	76.2	1	6.3
Product of measures	7	8.3	7	100.0	2	28.6

^aSum across schemas does not equal 100 because each word problem featured more than one schema.

^bWhen a problem featured a keyword.

Mr. Rivera's taxable income is \$20 each hour before taxes are taken out. Mr. Rivera worked a total of 40 hours each week for 50 weeks.

What is the dollar amount, to the nearest dollar, taken out for taxes based on Mr. Rivera's taxable income?

Jessica rented 1 video game and 3 movies for a total of \$11.50.

- The video game cost \$4.75 to rent.
- The movies cost the same amount each to rent.

What amount, in dollars, did Jessica pay to rent each movie?

The temperature of a substance decreased by 24°C per minute for 3 minutes. What was the overall change of the temperature of the substance?



Keywords are important to identify and understand

Keywords are the mathematical vocabulary that help an students understand what the story is about and what they need to do

Talk about keywords
("What does *more than* tell you about?")



But, *do not* tie a keyword to a specific operation!





2. Presenting problems by operation



Name: _____

Date: _____

Addition Word Problems

Solve the word problems. Show your work.

1. Noah had 12 books. He got 5 more books. How many books did Noah have in all?
2. Bonnie found 8 rocks on her front yard. She found 3 more rocks in her backyard. How many rocks did Bonnie find in all?
3. Edward had 5 toy cars. He got 7 more toy cars. How many toy cars did Edward have in all?
4. Mariela collected 11 feathers. She found 3 more feathers. How many feathers did Mariela have in all?
5. LaMonte made 14 cookies. He made 7 more cookies. How many cookies did LaMonte have in all?

DIVISION WORD PROBLEMS

1. Zookeeper Al has 567 bananas. He has 23 monkeys at the zoo and each monkey gets an equal number of bananas. How many bananas does each monkey get? And how many are left over?
2. Betty has 427 oranges. She wants to pack them up equally in 23 boxes. How many oranges will she have left over?
3. Mr. King has 1376 pages of scrap paper. He wants to give 32 students. How many extra pages will he have left over?
4. Mr. King has 1376 pages of scrap paper. He wants to give 32 students. How many extra pages will he have left over?

Effective Strategies



Teach an attack strategy

Teach about schemas



Word-Problem Solving

SOLVE

Study the problem.
Organize the facts.
Line up the plan.
Verify the plan with computation.
Examine the answer.

R-CUBES

Read the problem.
Circle key numbers.
Underline the question.
Box action words.
Evaluate steps.
Solve and check.

UPS✓
UNDERSTAND
Read and explain.

PLAN
How will you solve the problem?

SOLVE
Set up and do the math!

✓CHECK
Does your answer make sense?



RIDE

Read the problem.

Identify the relevant information.

Determine the operation and unit for the answer.

Enter the correct numbers and calculate, then check the answer.

RIDGES

Read the problem.

I know statement.

Draw a picture.

Goal statement.

Equation development.

Solve the equation.



STAR

Stop and read the problem carefully.

Think about your plan and the strategy you will use.

Act. Follow your plan and solve the problem.

Review your answer.

RICE

Read and record the problem.

Illustrate your thinking.

Compute.

Explain your thinking.



SUPER

Slowly read the story problem twice.
Underline the question and circle the numbers you need.
Picture it. Draw the scenario to show what is happening.
Explain the problem with a number sentence.
Rewrite the answer in a sentence.

SHINES

Slowly and carefully read the problem.
Highlight or underline key information.
Identify the question by drawing a circle around it.
Now solve the problem. Show your work.
Examine your work for precision, accuracy, and clarity.
Share your answer by writing a sentence.



SOLVE

Study the problem.

Organize the facts.

Line up the plan.

Verify the plan with computation.

Examine the answer.

R-CUBES

Read the problem.

Circle key numbers.

Underline the question.

Box action words.

Evaluate steps.

Solve and check.



UPS✓
UNDERSTAND
Read and explain.

PLAN
How will you solve the problem?

SOLVE
Set up and do the math!

✓CHECK
Does your answer make sense?

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Share your favorite attack strategy.



Teach an attack strategy

Teach about schemas



Total

Difference

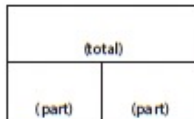

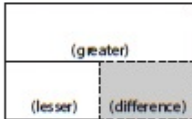

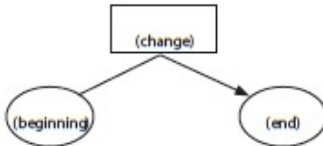
Change

Equal Groups

Comparison

Ratios/Proportions



Schema and Definition	Equations and Graphic Organizers	Examples			Variations
Total (Combine; Part-part-whole) Parts combined for a sum	$P1 + P2 = T$ (part + part = total) 	Sum unknown: Lyle has 11 red apples and 18 green apples. How many apples does Lyle have altogether?	Part unknown: Lyle has 29 red and green apples. If 11 of the apples are red, how many green apples does Lyle have?	More than two parts: Lyle has 34 apples. Of the apples, 11 are red, 18 are green, and the rest are yellow. How many yellow apples does Lyle have?	
Difference (Compare) Sets compared for a difference	$B - s = D$ (bigger - smaller = difference)  $G - L = D$ (greater - less = difference) 	Difference unknown: Sasha wrote 85 words in her essay, and Tabitha wrote 110 words. How many fewer words did Sasha write than Tabitha?	Bigger/greater unknown: Tabitha wrote 25 more words than Sasha. If Sasha wrote 85 words, how many words did Tabitha write?	Smaller/lesser unknown: Tabitha wrote 110 words in her essay. Sasha wrote 25 words fewer than Tabitha. How many words did Sasha write?	(None)
Change (Join; Separate) An amount that increases or decreases	$ST \pm C = E$ (start +/- change = end)  	End (increase) unknown: Jorge had \$52. Then, he earned \$16 babysitting. How much money does Jorge have now?	Change (increase) unknown: Jorge had \$52. Then, he earned some money babysitting. Now, Jorge has \$68. How much did Jorge earn babysitting?	Start (increase) unknown: Jorge has some money, and then he earned \$16 for babysitting. Now, Jorge has \$68. How much money did he have to start with?	Multiple changes: Jorge had \$78. He stopped and bought a pair of shoes for \$42 and then he spent \$12 at the grocery. How much money does Jorge have now?
		End (decrease) unknown: Jorge had \$52. Then, he spent \$29 at the ballpark. How much money does Jorge have now?	Change (decrease) unknown: Jorge had \$52 but spent some money when he went to the ballpark. Now, Jorge has \$23. How much did Jorge spend at the ballpark?	Start (decrease) unknown: Jorge had some money. Then, he spent \$29 at the ballpark and has \$23 left. How much money did Jorge have before going to the ballpark?	

Total

Part-part-whole
Combine

Parts put together into a **total**

Daniela saw **3** canoes and **8** kayaks.
How many boats did Daniela see?

Total

Daniela saw **11** boats. If **3** of the boats
were canoes, how many were kayaks?

Part

Daniela saw **11** boats. **8** of the boats
were kayaks, how many were canoes?

Part



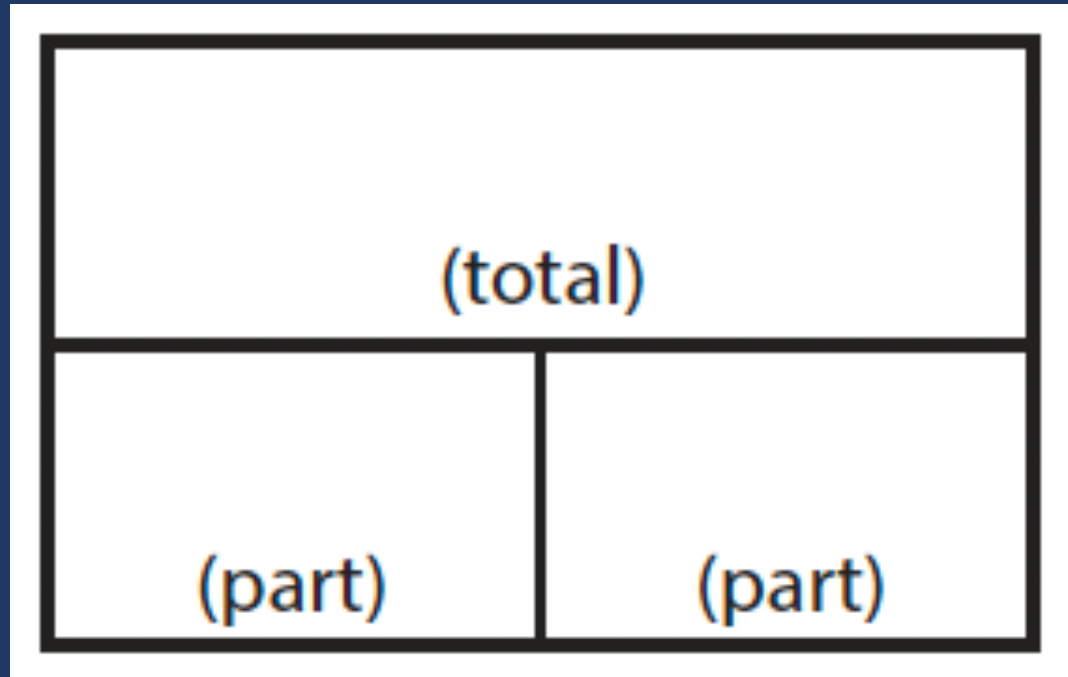
Total

“Are parts put together for a total?”



Total

$$P1 + P2 = T$$



Total

B.

In March and April, it rained a total of 11.4 inches. If it rained 3.9 inches in March, how many inches did it rain in April?

U✓

P✓

S✓

✓✓

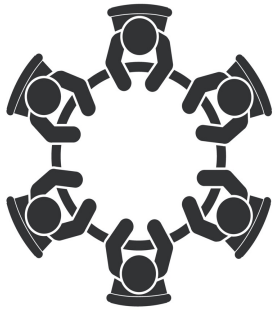
$$P1 + P2 = T$$

$$3.9 + ? = 11.4$$

$$? = 7.5 \text{ inches}$$



Total



Share a Total problem.



Difference

Compare

Greater and **lesser** amounts compared for a **difference**

Adrianna has **10** pencils. Tracy has **4** pencils.
How many more pencils does Adrianna have?

Difference

Adrianna has **6** more pencils than Tracy. If Tracy has **4** pencils, how many does Adrianna have?

Greater
amount

Tracy has **6** fewer pencils than Adrianna.
Adrianna has **10** pencils. How many pencils does Tracy have?

Lesser
amount



Total

“Are parts put together for a total?”

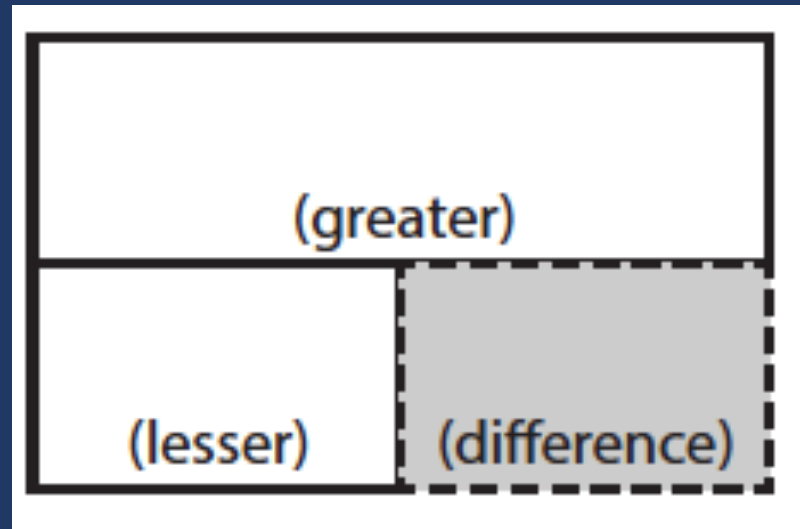
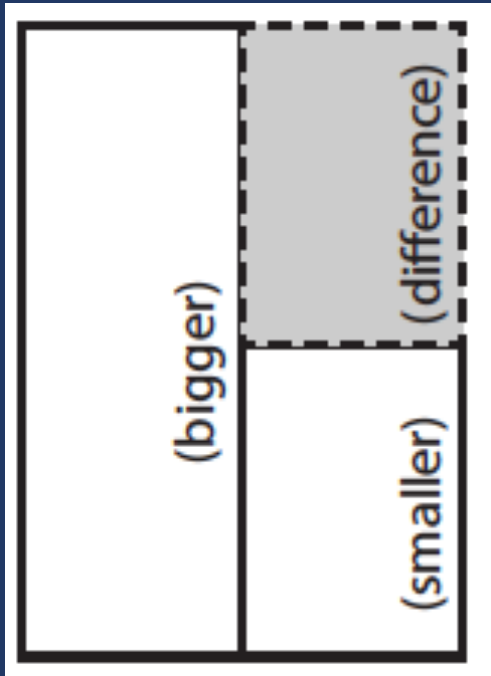
Difference

“Are amounts compared for a difference?”



Difference

$$G - L = D$$



Difference

Jana has 107 wooden beads and 68 glass beads. How many more wooden beads than glass beads does Jana have?

Enter your answer in the response box.

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

U G - L = D
P 107 - 68 = ?
S
✓ ? = 39 more wooden beads

Difference



Share a Difference problem.



Change

Join

An amount that **increases** or decreases

Nickole had 6 notebooks. Then, she bought 3 notebooks. How many notebooks does Nickole have now?

End amount

Nickole had 6 notebooks. Then, she bought a few more notebooks. Now, Nickole has 9 notebooks. How many notebooks did she buy?

Change
amount

Nickole had some notebooks. Then, she bought 3 notebooks. Now, Nickole has 9 notebooks. How many notebooks did she have to start with?

Start
amount



Change

Separate

An amount that increases or **decreases**

Samantha baked **20** cookies. Then, she ate **3** of the cookies. How many cookies does Samantha have now?

End amount

Samantha baked **20** cookies. Then, she ate some of the cookies. Now, she has **17** cookies. How many cookies did Samantha eat?

Change
amount

Samantha baked some cookies. She ate **3** of the cookies and has **17** cookies left. How many cookies did Samantha bake?

Start
amount



Total

“Are parts put together for a total?”

Difference

“Are amounts compared for a difference?”

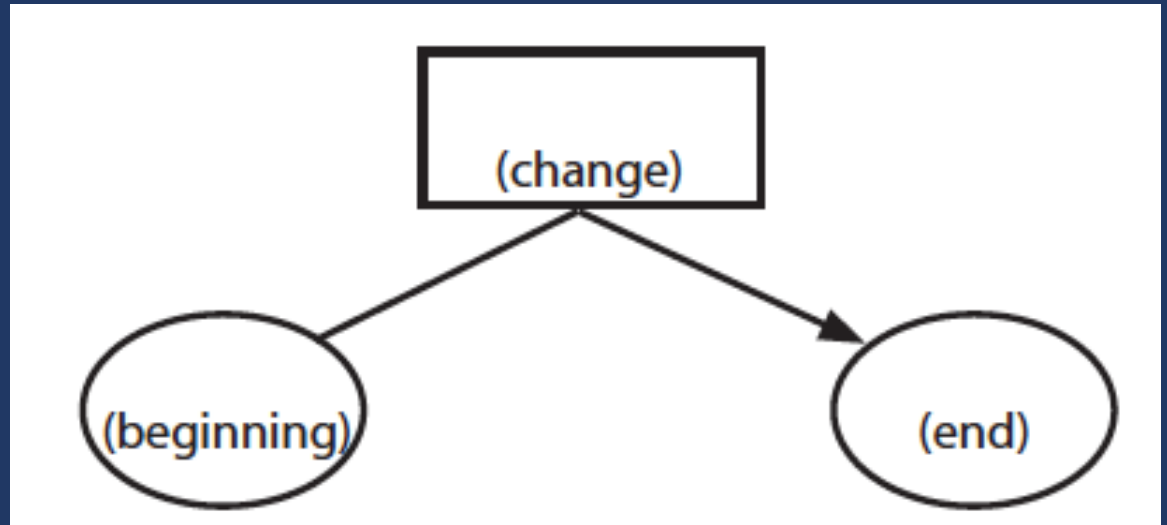
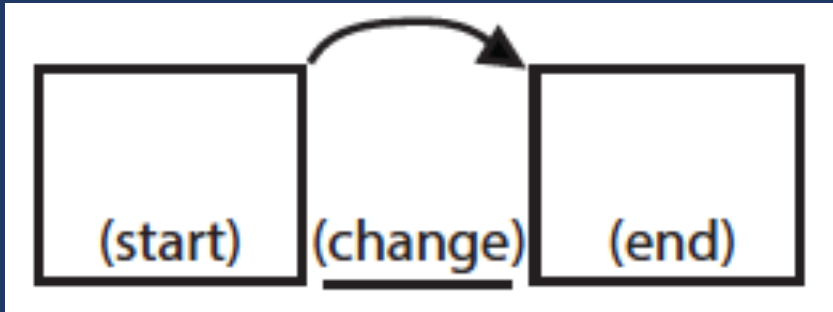
Change

“Does an amount increase or decrease?”



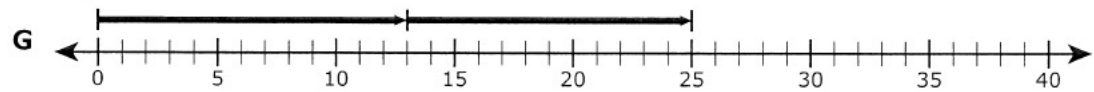
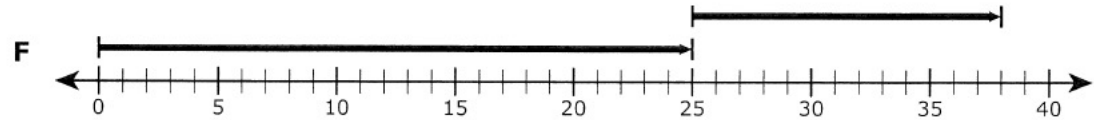
Change

$$ST + / - C = E$$



Change

- 28 There were 25 people in a library. Some people left the library and went home. Then there were 13 people remaining in the library. Which number line represents one way to determine the number of people who left the library?

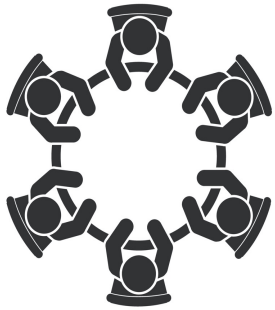


U
P
S
✓

$$\boxed{25} - ? = \boxed{13}$$

? = 12 people left

Change



Share a Change problem.



Schema Check!



Change

Pablo goes to a stamp show where he can share, buy, and sell stamps.

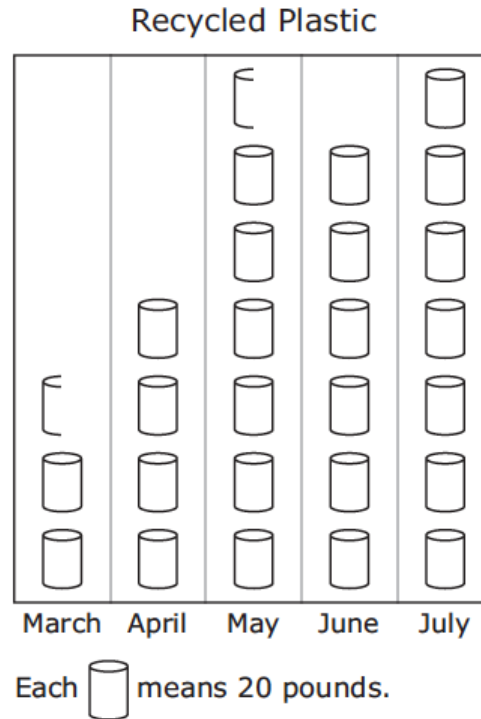
26. Part A

The first day, Pablo starts with 744 stamps. He buys 27 stamps from his friend. He then sells 139 stamps.

What is the total number of stamps that Pablo has after the first day of the stamp show?

Difference

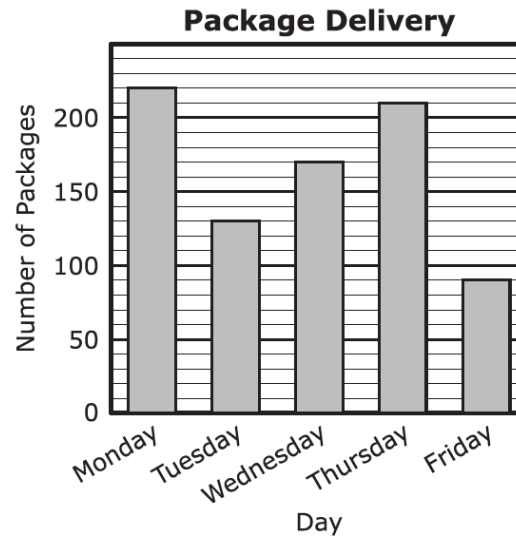
The graph below shows the number of pounds of plastic the Keller family recycled for five months.



Based on the graph, how many more pounds of plastic did the family recycle in July than in April?

Total

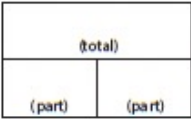

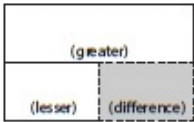

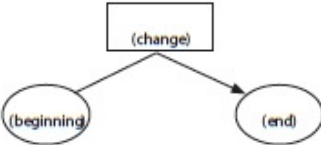
Mr. Conley delivers packages. The bar graph shows the total number of packages he delivered on five days last week.



10. Part A

What is the total number of packages Mr. Conley delivered on Monday and Tuesday?

- (A) 300
- (B) 340
- (C) 350
- (D) 360

Schema and Definition	Equations and Graphic Organizers	Examples			Variations
Total (Combine; Part-part-whole) Parts combined for a sum	$P1 + P2 = T$ (part + part = total) 	Sum unknown: Lyle has 11 red apples and 18 green apples. How many apples does Lyle have altogether?	Part unknown: Lyle has 29 red and green apples. If 11 of the apples are red, how many green apples does Lyle have?		More than two parts: Lyle has 34 apples. Of the apples, 11 are red, 18 are green, and the rest are yellow. How many yellow apples does Lyle have?
Difference (Compare) Sets compared for a difference	$B - s = D$ (bigger - smaller = difference)  $G - L = D$ (greater - less = difference) 	Difference unknown: Sasha wrote 85 words in her essay, and Tabitha wrote 110 words. How many fewer words did Sasha write than Tabitha?	Bigger/greater unknown: Tabitha wrote 25 more words than Sasha. If Sasha wrote 85 words, how many words did Tabitha write?	Smaller/lesser unknown: Tabitha wrote 110 words in her essay. Sasha wrote 25 words fewer than Tabitha. How many words did Sasha write?	(None)
Change (Join; Separate) An amount that increases or decreases	$ST \pm C = E$ (start \pm change = end)  	End (increase) unknown: Jorge had \$52. Then, he earned \$16 babysitting. How much money does Jorge have now?	Change (increase) unknown: Jorge had \$52. Then, he earned some money babysitting. Now, Jorge has \$68. How much did Jorge earn babysitting?	Start (increase) unknown: Jorge has some money, and then he earned \$16 for babysitting. Now, Jorge has \$68. How much money did he have to start with?	Multiple changes: Jorge had \$78. He stopped and bought a pair of shoes for \$42 and then he spent \$12 at the grocery. How much money does Jorge have now?
		End (decrease) unknown: Jorge had \$52. Then, he spent \$29 at the ballpark. How much money does Jorge have now?	Change (decrease) unknown: Jorge had \$52 but spent some money when he went to the ballpark. Now, Jorge has \$23. How much did Jorge spend at the ballpark?	Start (decrease) unknown: Jorge had some money. Then, he spent \$29 at the ballpark and has \$23 left. How much money did Jorge have before going to the ballpark?	

Total

Difference

Change

Equal Groups

Comparison

Ratios/Proportions



Teach an attack strategy

Teach about schemas



Grades K-2 Word Problems

A.

Ali delivered 12 boxes of cookies on Friday and 25 boxes of cookies on Saturday. How many boxes of cookies did Ali deliver?

B.

Hui saved \$70 in January. In February, she spent \$64 of the money she saved. She saved \$92 more in March. How much has Hui saved by the end of March?

C.

A plant was 3 inches tall at the beginning of June. By the end of July, the plant was 9 inches tall. How many inches did the plant grow in 2 months?

D.

Audrey has 62 wooden beads and 95 glass beads. What is the difference between Audrey's wooden beads and glass beads?





What is your modeling and practice goal for this winter?



What is your word-problem goal for this winter?





Schedule for This Year

December 2022

Best Practices in Math:
Math Language and Fluency

January 24, 2023

Best Practices in Math:
Modeling and Practice
Word-Problem Solving

TBD

Best Practices in Math:
Use of Multiple Representations



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