Word problems lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	Mental: Main: Solve word problems	Mental: Main: Explain to children that we will be learning to solve word problems today Emphasise the importance of imagining the word problem to help you Model how to create representations of a word problem using cubes or a drawing for 4 sample word problems, one for each operation. For example, Sam has 4 crayons. Lisa has 3 crayons. How many crayons do they have in total? You can use cubes to represent the pencils. Make one group of 4 and another group of 3 and combine them to see how many in total. Alternatively do a quick drawing Sam's 4 pencils and Lisa's 3 pencils and count how many there are in total Model how to layout work to show the working out and the answer e.g. 4 + 3 = 7 7 crayons Emphasise that if drawing, drawings do not need to be prefect and need to be done quickly and not too big Explain key vocabulary of 'total' and 'altogether' meaning add and 'left' meaning subtract (If some children will struggle with reading the questions, you can sit them with a reading partner who can help them to read anything they get stuck on)	Lower ability – addition and subtraction word problems (with numbers up to 10) Middle ability – word problems with all four operations (with numbers up to 30) Higher ability – word problems with all four operations (with numbers up to 100) Extension – make up some of their own word problems for other children to solve	Children to explain their working out for the problems that they solved to a partner Go through some mistakes that children made, explaining how they could have imagined the problem or used a drawing or cubes to help them