

Name _____

2- Step Word Problems

A. The elves made 94 toys last night and 49 toys today. They were wrapping the toys up and a box fell and 8 toys got broken. How many toys are left?

B. We had 18 red bows and 14 green bows in a box. We used 24 bows for our presents. How many bows are left in the box?

C. Our class made 63 snowflakes to decorate our room. We put 38 snowflakes on the windows. Then we decided to put 15 snowflakes on the door. How many snowflakes do we have left?

D. Mom decorated 27 cupcakes last night and 48 today. Our family ate 9 of them. How many cupcakes do we have left?

E. We have 71 lights on our tree. 19 of them do not work. Then 5 more stopped working. How many lights light up on our tree?

F. We collected 10 cans for the food drive on Monday and 46 cans on Friday. Our sack had a hole in it and we lost 7 cans. How many cans do we have left?



2nd Grade Multi Step Story Problem

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2nd Grade Multi Step Story Problem:

Word Problems, Grade 2 Spectrum, 2013-12-02 Spectrum R Word Problems for grade 2 includes focused practice for essential math skills. Skills include Real world applications Multi step word problems Adding subtracting reading and writing numbers up to 100 Measuring lengths and plotting graphs Time and money Recognizing and drawing shapes Spectrum R Word Problems workbooks supplement classroom work and proficiency test preparation The workbooks provide examples of how the math skills students learn in school apply to everyday life with challenging multi step word problems It features practice with word problems that are an essential part of the Common Core State Standards making it a perfect supplement at home or school

Making Sense of Word Problems Eric de Corte, Brian Greer, Lieven Verschaffel, 2000-01-01 Word problems have been a staple of mathematics instruction for centuries yet the rationale for their use has remained largely unexamined. A range of findings have shown how students consistently answer them in ways that fail to take account of the reality of the situations described. This monograph reports on studies carried out to investigate this suspension of sense making in answering word problems. In Part One a wide range of examples documenting the strength of the phenomenon is reviewed. Initial surprise at the findings was replaced by a conviction that the explanation lies in the culture of the mathematics classroom specifically the rules implicitly governing the nature and interpretation of the word problem genre. This theoretical shift is reflected in Part Two. A detailed analysis of the way in which word problems are currently taught in typical mathematical classrooms is followed by reviews of design experiments illustrating how by immersing students in a fundamentally changed learning environment they can acquire what the authors consider to be more appropriate conceptions about and strategies for doing word problems. Part Three turns to a wider discussion of theoretical issues a further analysis of the features of the educational system considered responsible for outcomes detrimental to many students' understanding and conception of mathematics and suggestions for rethinking the role of word problems within the curriculum

Hands-On Mathematics, Grade 3 Jennifer Lawson, 2006 This teacher resource offers a detailed introduction to the Hands On

Mathematics program guiding principles implementation guidelines an overview of the processes that grade 3 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum. It also provides strategies and visual resources for developing students' mental math skills. Each unit is divided into lessons that focus on specific curricular expectations. Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals Portage Main Press

Building Support for Scholarly Practices in Mathematics Methods Signe E. Kastberg, Andrew M. Tyminski, Alyson E. Lischka, Wendy B. Sanchez, 2017-09-27 This book features contributions from over 40 mathematics teacher educators exploring how theoretical perspectives shape goals and activities for teaching PreK-12 methods. It reflects on diverse experiences serving as a resource

for MTEs to improve their practices through scholarly inquiry **Project-Based Learning+** Jorge Valenzuela,2025-07-04 Project based learning PLUS essential life skills equals student and educator success Imagine not only helping kids reach their potential academically but as citizens in society as well In this updated edition of Jorge Valenzuela's book you will learn how Take project based learning PBL in which students develop educational skills like research critical thinking and teamwork to the next level by enhancing it with personal competencies like self management social awareness and responsible decision making Written by an expert in PBL student well being and technology with different levels of educator PBL experience in mind this guide to harnessing the power of these approaches provides The five elements of the PBL Framework Tools and rubrics that help you engage all students and assess their projects Ways to align PBL with five critical emotional intelligence and career readiness competencies Tips for putting PBL into practice to facilitate your own teaching plans The framework described in this book grounded by research and supported by practical steps is replicable in every classroom and provides educators guidance for strengthening their instructional practice to create an empowering student experience *Resources in Education* ,2001-10 **Investigations in Mathematics Education** ,1985 Academic Languaging Gisela Ernst-Slavit,Margo Gottlieb,2025-06-20 Rethink how academic languaging can transform content area teaching For years the teaching of content based academic language to multilingual learners has focused on formulas vocabulary lists and sentence patterns often sidelining students linguistic and cultural strengths Gisela Ernst Slavit and Margo Gottlieb address these challenges by embracing academic languaging an active collaborative student driven process Academic Languaging offers strategies to integrate language and content learning while fostering student engagement voice and agency Dedicated chapters on academic languaging for Language Arts Mathematics Social Studies and Science highlight the dimensions of disciplinary language for each subject and provide strategies for moving learning forward with multilingual learners Additional features include Stop and Think prompts to help educators connect new ideas with their instructional settings Prompts at the end of each chapter to encourage deeper thinking and application of the material Multilingual examples to mirror the varied classroom settings in the U S and beyond The ultimate resource for educators committed to empowering multilingual learners and fostering meaningful culturally sustaining education Academic Languaging ensures multilingual learners comprehend academic content and thrive as confident autonomous drivers of their own learning

Third and Fifth Graders' Learning of Word Problems Through Help Messages and Their Metalearning Knowledge Chi-Pang Chiang,1988 **How to Evaluate Progress in Problem Solving** Randall Inners Charles,Frank K. Lester,Phares G. O'Daffer,1987 This book puts the goals of problem solving evaluation in sharper focus describes several classroom evaluation techniques and illustrates how these techniques might be used in practice from p 1 **Students with Learning Disabilities** Cecil D. Mercer,1992 This book addresses every aspect of learning disabilities from assessment definition and characteristics through specific strategies for individual disorders Based on a multi theoretical foundation the new edition of

Students with Learning Disabilities integrates numerous philosophical and practical perspectives into a supportive framework of best practices for diagnosis and intervention. A clear presentation of non teaching factors and their affect upon teaching success explores such topics as homework class size parental involvement and curriculum design. There have also been coverage expansions in topics such as cultural diversity learning strategies social skills training affective development phonological awareness development successful transition factors effective assessment and teaching strategies. The coverage of social emotional problems of LD students includes discussions of the use of socio metric measures such as peer status in assessment and planning. An updated reference section also helps familiarize readers with the latest available resources. By providing practical strategies Students with Learning Disabilities is a valuable book for any parent teacher or school administrator who must learn to cope with LD students.

Multiple Methods of Teaching Mathematics in the Elementary School Charles H. D'Augustine,1984

Alberta Journal of Educational Research ,1983

Scott Foresman-Addison

Wesley Mathematics ,2008

Math Centers, Grades 2-3 Evan-Moor,Jo Ellen Moore,Jill Norris,2004-07

Take it To Your Seat Math Centers Grades 2 3 contain 14 full color learning centers that provide students with an engaging way to practice essential grade level math skills through completing meaningful application activities. Some of the skills practiced include number order fractional parts money and time computation measurement graphs geometric shapes and many more.

Instructor's Manual for Elementary and Middle School Mathematics John Van de Walle,2004

Annual Report ,1873

Annual Report of the State Superintendent of Common Schools Maine. State Superintendent of Common Schools,1874

Math Problem Solving for Grades 4 Through 8 James L. Overholt,Jane B. Rincon,Constance A.

Ryan,1984

Math Advantage, Grade 2 Harcourt Brace Publishing,1998

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