

Little Read 2013: *Rules* by Cynthia Lord

<p><b>Title:</b></p> <p>Be the Word Problem</p>
<p><b>Content Area:</b></p> <p>Mathematics</p>
<p><b>NC SCOS or Common Core Objective(s):</b></p> <p>This activity exemplifies the Mathematical Practices in the Core.</p> <p>Mathematical Practices</p> <ol style="list-style-type: none"><li>1. Make sense of problems and persevere in solving them.</li><li>2. Reason abstractly and quantitatively.</li><li>3. Construct viable arguments and critique the reasoning of others.</li><li>4. Model with mathematics.</li><li>5. Use appropriate tools strategically.</li><li>6. Attend to precision.</li><li>7. Look for and make use of structure.</li><li>8. Look for and express regularity in repeated reasoning.</li></ol>
<p><b>Rationale/Relationship to Text:</b></p> <p>Students will be engaged in using words which relate to characters, setting, and events in the story as they create math problems. This activity can function not only as a stimulus to creative thinking but also an invitation to become immersed in the story which is excellent practice for reading comprehension.</p>
<p><b>Instructions/Procedures:</b></p> <ul style="list-style-type: none"><li>● create word/number/punctuation cards using names of characters, places or objects from the text, a variety of verbs and number operations.</li><li>● place the cards in a sentence strip holder(s)</li><li>● students will choose individual sentence strips and put them together to form a number sentence/word problem.</li><li>● have students not involved in the word problem solve (or take a picture of the problem and then have all students work it out)</li><li>● Visual Explanation: This is a whole group or two group (class divided equally into 2) situation. Students one-by-one get up from their seat and go to the sentence strip chart to choose a word. As each student comes up to choose a word, they</li></ul>

need to be sure that the word problem makes sense. The students left sitting down after the word problem is formed then write down the word problem (or take a picture with an iPad or camera) and solve it. The next word problem solved needs to be made by the students who were left seated during the previous word problem and so on.

Example: Choose a character name from the book, choose a mathematical operation, insert your own numbers and words to form a problem.

**Materials:**

- sentence strips (or the printable below)
- sentence strip holders
- camera (optional)

Ideas for word/number cards for students to choose from:

Catherine, David, Jason, the Speech Lady, Mom, Dad, Kristi, Melissa, chocolate cake, *Frog and Toad*, tape player, parking lot, video store, tomatoes, bus stop, Cinnamon, Nutmeg, colored pencils, bathing suit, cards, wheelchair, fishtank, rubber duck, Barbie, wizard, listened, read, ate, had, has, have, wanted, lost, found, gave, spent, borrowed, danced, counted, g, and, x, =, -, division symbol, any fractions you would like, whole numbers, nouns, verbs, etc.

**References:**

[Sentence strip printable](#)