



*Stuck? Scan
for the anchor
chart*

Reading a Problem for Meaning

Name _____ Date _____

For each problem: draw a model, write the equations you used, then answer in a full sentence. The picture comes first, the numbers follow it.

- 1.** A bakery made **8 trays** of muffins with **12 muffins** on each tray. They sold **60 muffins**. How many muffins are left?

MODEL

EQUATIONS

ANSWER *in a full sentence*

Roots of Reason

Name _____

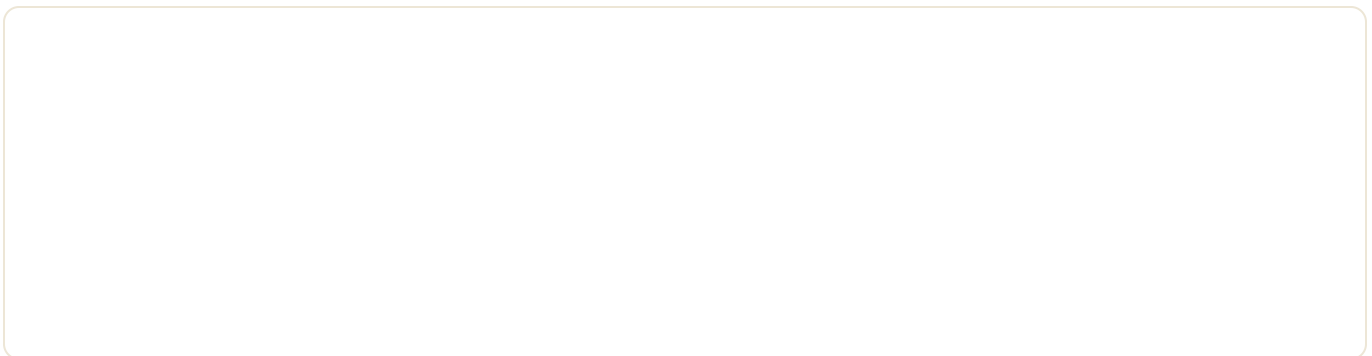
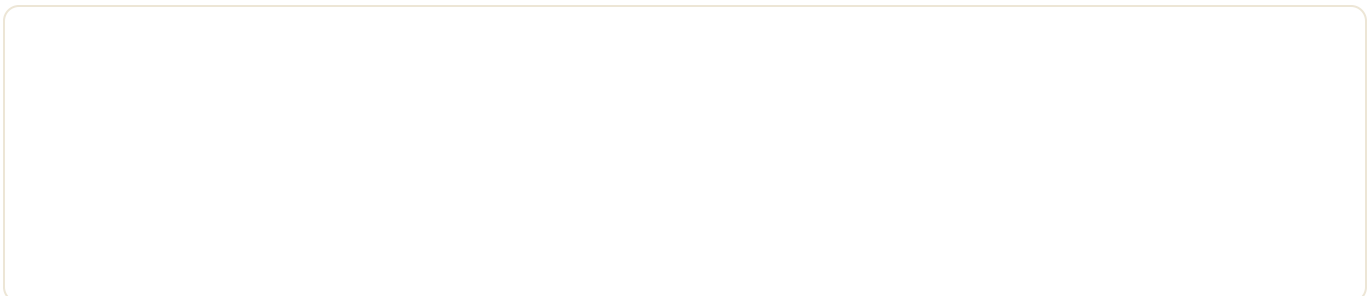
Date _____

2. Maria read **24 pages** on Monday and **3 times as many** on Tuesday. How many pages did she read in all?

MODEL



EQUATIONS

ANSWER *in a full sentence*

Roots of Reason

Name _____

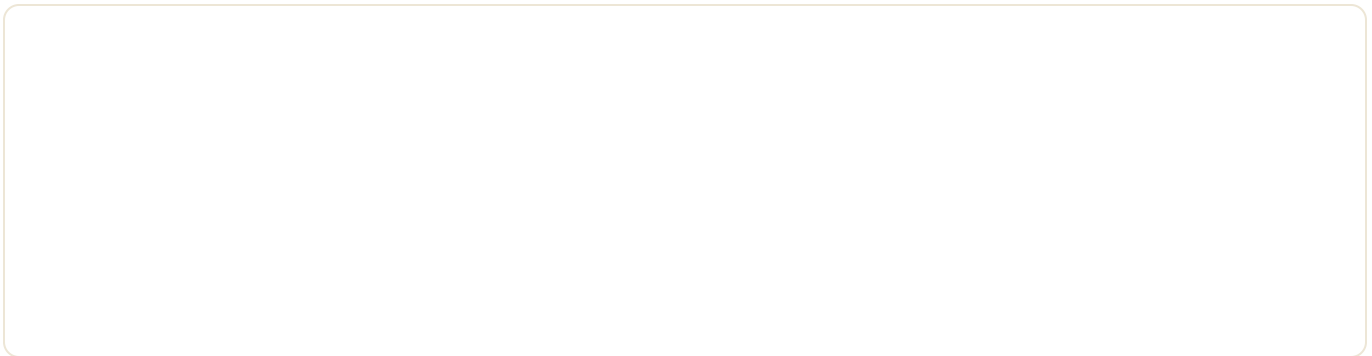
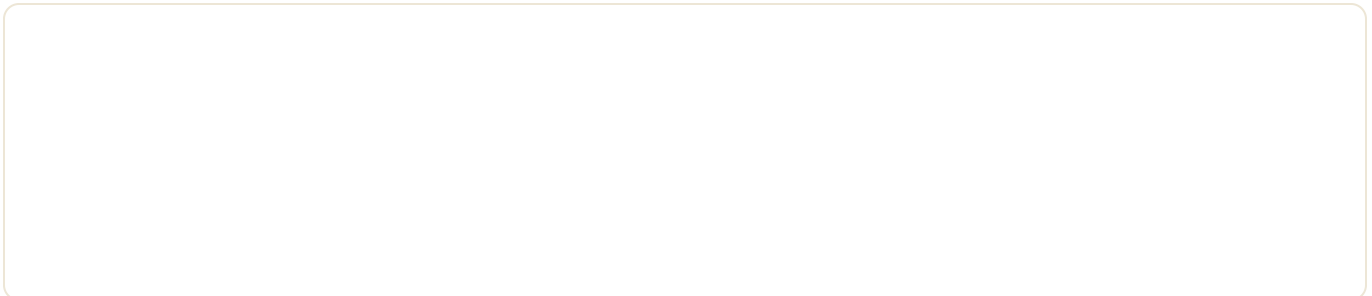
Date _____

3. A class has **6 groups**, and each group needs **4 markers**. Markers come in packs of **5**. How many packs must the teacher buy?

MODEL



EQUATIONS

ANSWER *in a full sentence*



Roots of Reason

Reading a Problem for Meaning

1 • Muffins left = 36

Equations: $8 \times 12 = 96$ $96 - 60 = 36$

Sentence: *There are 36 muffins left.* Two steps: multiply, then subtract.

2 • Pages in all = 96

Equations: $24 \times 3 = 72$ $24 + 72 = 96$

Sentence: *Maria read 96 pages in all.* "3 times as many" is the multiplying comparison.

3 • Packs to buy = 5

Equations: $6 \times 4 = 24$ $24 \div 5 = 4 R4 \rightarrow 5 \text{ packs}$

Sentence: *The teacher must buy 5 packs.* The remainder forces rounding up. You can't buy a partial pack.

Problem 3 is the one to talk about. A student who writes "4.8 packs" understood the arithmetic but not the situation. Talk about that gap with the student instead of marking it wrong and moving on.