

Learning objective

- Use all four operations to solve simple word problems based on 'real life' or money.

Resources



'Superheroes' flipchart file; photocopiable page 100 'More superhero problem', one for each child; individual whiteboards and pens; calculators.

Links to other subjects





English

PoS En3 (1e) Use features of layout, presentation and organisation effectively.

- Ask the children to use the information from their superhero biography as the basis for a cartoon (graphic novel), explaining how their superhero met a prime enemy. Children should make the enemy as opposite to the hero as possible and give them an evil name.

Whiteboard tools

Use the Floating keyboard to add numbers to the page in the Starter activity. Use the Marquee select tool to move the numbers into place. Use the Highlighter tool to identify key information and the Pen tool to annotate the methods of working out.

-  Floating keyboard
-  Marquee select tool
-  Highlighter tool
-  Pen tool

More superheroes (double and multi-stage problems)

Starter

Display page 7 of the flipchart. Establish that 0 is in the middle of the number line. Ask the children to draw the same line on their whiteboards. Then ask them for three positive and three negative numbers between -20 and +20. Write these numbers randomly on the board.

Ask the children to order the six numbers on their number lines. Collect answers and ask for a volunteer to move the numbers into order on the board. Extend the activity by telling the children that you have reversed the signs, so negative numbers are now positive and vice versa. Ask a child to reorder the numbers on the board.

Whole-class shared work

- Review the five stages to solving a problem from the previous lesson (on page 3).
- Display page 8 and read out the problem.
- Discuss what information the class needs and invite volunteers to highlight the parts of the problem that supply the information.
- Ask the class to break the problem into two parts and invite children to explain each part.
- Identify that the first part is 14×8 , and that the second part is $(14 \times 8) \times 7$. Demonstrate the solution.
- Look at the problem on page 9.
- This problem involves different maths. Invite the children to highlight the key maths parts and ask the class to discuss what different types of maths are being used with this problem (addition and division), and how they could be used together to solve the question.
- If the children need more practice, work through the third example on page 10.

Independent work

- Give out copies of the photocopiable sheet for the children to complete using the five-stage method. All the problems are multi-stage. The children can choose which problems they want to do, and in which order they do them.
- Less able learners could highlight what information is needed to solve each problem, and what mathematics is needed to solve it.
- Encourage more able learners to work through all the problems.

Plenary

- Review the solutions from a number of children. Ask them what maths they used and note this down on page 11. Discuss how, with multi-stage problems, a wider range of maths is needed in order to work out the answer.
- Explain that in the next lesson the class will be writing their own problems and presenting them to their friends to solve.