Word problems key words pdf

Phoebe has a 12 cm ribbon and Jack has a 23 cm ribbon. How many ribbons do they have at all? The word 'at all' tells us to add two numbers to make the total. We can write the numbers 12 and 23 with their digits on top of each other. Add a column of units, 2 + 3 = 5.Add tens columns, total 1 + 2 = 3.12 + 23 = 35 and more, there is a total of 35 cm ribbon. Keyword Addition and Subtraction Addition and reduction of word problems are generally taught in Year 2 (Key Stage 1 in the UK) or second grade (in the US). The strategy for solving word problems is first, writing down the numbers involved and secondly, to decide which operation to use by reading the keywords in question. To solve the problem of word addition and subtraction, we try to read questions and search for keywords. The keyword list below will help identify if we have a word addition or subtraction problem. Some common keyword additions are: Add Plus More Total Increase Together / Combined Amount At All Grow If we look at these words, we may have additional word problems. Some common reduction keywords are: Reduce Minus Take away Less/Less than Difference Decrease How much is left/fixed? Changes – in money questions Words that end in 'er', such as shorter, longer, faster. Here is our first example of a word problem. William has 20 counters and is given 7 more. How much does he have in total? We can see that we have two additional keywords namely: 'more' and 'total'. When teaching word problems, it is useful to first write down the numbers in the text of the question. We have 20 and 7. The words 'more' and 'total' tell us that this is an additional word problem. We started with 20 counters and added 7 more. Once we know that we have an additional word problem, then we can add numbers. 20 + 7 = 27 William has a total of 27 counters. Here's an example of another word problem. Phoebe has a 12 cm ribbon and Jack has 23 cm. How much do they have at all? Our strategy is to first write down the numbers involved in the question. We wrote 12 and then 23. We can write numbers on top of each other and line up digits in each number. There is only one keyword in this question at all. It's in additional keywords that tell us that we want to combine two amounts to create a total. We want to add numbers 12 and 23. It is common for children to write down the units involved in the inquiry at this stage. However, it is easiest to simply write down the number itself and then to place the unit at the end as part of checking the work. Add a column of units, 2 + 3 = 5. Adds the digits in the tens column, 1 + 2 = 3. Therefore 12 + 23 = 35 and more, we have a total band of 35 cm. We measure the length of the ribbon in cm and so on, we write 'cm' at the end of our answer. Here's another word Example. I bought 2 candies that cost 43 pence each. How much does it cost in total? Each sweet costs 43 pence and there are two of them. We wrote 43 twice in this question. The keyword 'total' tells us that this is an additional word problem. We'll add two sums of 43 by writing their digits directly on top of each other without writing 'pence' at the end. Add units, 3 + 3 = 6. Adds tens, 4 + 4 = 8. Those two sweets cost a total of 86 pence. We can write pence or 'p' on the final answer now that the calculation has been done. In this pitched question, we have only one number in the text itself. There's only one '43'. It can help draw diagrams when teaching word problems to children to help imagine situations. Here's another word issue involving money. Matthew has 35 pence. He spent 13 pence. How many are left? We wrote down the numbers involved, which are 35 and 13. In the case of this word, the keyword is left. Discover how much is left is the key word for problem reduction. This means that we reduce smaller amounts of larger amounts. To subtract 13 from 35, we write larger numbers over smaller numbers and line up digits. Subtract the column of units, 5 – 3 = 2. Subtract the tens column, 3 – 1 = 2. 35 - 13 = 22 This is a problem that involves finding changes with money. Spending money and then accepting changes is also very likely to indicate that the word problem is a reduction. In the next word problem, Adam had 59 grams of chocolate. He ate 49 grams. How many are left? The first step of the word problem strategy is to write down both numbers involved in the question. We have 59 and 49. The second step is to identify keywords. The left word is the reduction keyword. We want to see how much is left after 49 grams are reduced. We write deductions with larger amounts above smaller amounts. Subtract the digits of the unit column, 9 – 9 = 0. Subtract column digits from tens, 5 – 4 = 1. 59 – 49 = 10. There's 10 grams of chocolate left. Here's an example of another word problem. I have a 38 cm candle. After I turned it on, 11 cm melted. How long is the candle now? This word problem is more difficult because there are no direct keywords in the question. But the phrase 'melt tells us that we remove, or diminish. Again, when teaching word problems, drawing diagrams is a useful technique. If no diagram or drawing is given, it helps to draw the situation at the beginning and also the situation at the end. Subtract the digits in the unit column, 8 – 1 = 7. Subtract the digits in the tens column, 3 – 1 = 2. 38 – 11 = 27 27 cm Left. In this example, the wax is reduced in size because we take off the length when it melts. The candles are shorter. Shorter is a word ends in 'er', which can also indicate that we have a problem with the word reduction. The words 'er' often look for the difference between two values and find the difference is subtraction. Again, this can help draw situations with diagrams to help understand what kind of word problems we have. The hardest thing about doing word problems is using the part where you need to take English words and translate them into math. Usually, once you get the math equations, you're fine; actual mathematics involved is often quite simple. But figuring out the real equation can seem almost impossible. The following is a list of instructions and help. However, it is advisable: To really learn how to do word problems, you have to practice, practice, practice. The first step to effectively translating and solving word problems is to read the problem completely. Don't start trying to solve anything when you only read half a sentence. Try first to feel the whole problem; try first to see what information you have, and then find out what you still need. The second step is to work in an organized manner. Find out what you need but don't have, and name things. Select variables to stand for the unknown, clearly labeling these variables with what they endure. Draw and label images neatly. Explain your reasons when you go along. And make sure you know exactly what the problem is actually asking for. You need to do this for two reasons: Working clearly will help you think clearly, and figuring out what you need will help you translate your final answer back into English. Regarding the points (2) above: It can be really frustrating (and embarrassing) to spend fifteen minutes solving a word problem on a test, only to realize in the end that you no longer know what the length of the x is, so you have to do the whole problem again. I did this on a calculus test – thanks heaven it was a short test! - And, believe me, you don't want to do this for yourself! The third step is to search for key words. Certain words indicate a specific mathematical operation. Below is a partial list. In addition: increased bymore thancombined, togethertotal ofsum, coupled with comparative (greater than, etc) reduction: decrease in byminus, lessdifference between/ofless than, less thanleft, left, aftersave (ancient term)comparative (less than, etc.) Multiplication: oftimes, multiplied by byproducts ofincreased/decreased by factors (this last type may involve addition or subtraction and multiplication!) two threefold, etc. (they each got three, etc.) Division: per, aout ofratio of, quotient ofpercent (divide by 100) the same piece, splitaverage Equals is, will, will begives, proceeds sold for, note that cost per, in Division, means divided by, as in I drove 90 miles on three gallons of gas, so I got 30 miles per gallon. Also, a means divided by, as in When I tank, I pay $12.36 for three gallons, so gas is $4.12 per gallon. Warning: Construction is less than, in Reduction, backwards in English than what is in mathematics. If you need, for example, to translate 1.5 less than x, the temptation is to write 1.5 - x. Don't do this! You can see how this is wrong by using this construction in real-world situations: Consider the statement, He makes $1.50 an hour less than me. You don't find his wages by reducing your wages from $1.50. Instead, you deduct $1.50 from your wages. So remember: construction is less than backwards. (Technically, the construction is greater than, in Addition, also backwards in mathematics than the English language. But the order other than that doesn't matter, so it's okay to add backwards, because the results will be just as good.) Also note that orders are important in quotient/ratio of construction and difference between/of. If the problem says the ratio of x and y, it means x is divided by y instead of y divided by x. If the problem says the difference is x and y, it means x - y, not y - x. Several times, you will be expected to bring your real world knowledge to the exercise. For example, suppose you were told that Shelby worked eight hours of MTThF and six hours of WSat. You will be expected to understand that this means that she works eight hours for each of the four Mondays, Tuesdays, Thursdays, and Fridays; and six hours for each of the two Wednesdays and Saturdays. Suppose you're told that Shelby gets half the time for every hour she works over forty for a given week. You will be expected to know that time and half means 1.5 times the base salary level; if the base rate is twelve dollars per hour, then he will get 1.5 × 12 = 18 dollars for each hour more over time. You will be expected to know that dozens are twelve; You might be expected to know that the score is twenty. You'll be expected to know the number of days of the year, the number of hours in a day, and other basic units of measurement. You'll also be expected to know that the perimeter indicates the length around the outside of a flat shape such as a rectangle (so you'll probably add length) and that the area indicates the size of the inside of the flat shape (so you'll probably multiply the length by width, or apply some other formula). And the volume is part in a three-dimensional form, such as a cube or a ball (so you'll probably multiply). Perhaps the biggest source of error, is the use of variables without definition. When you choose a letter to stand for something, write explicitly what is the last to stand up. Does S stand for Shelby or during Shelby's hours of work? If the first, what does this mean, in practical terms? (And, if you can't think of a meaningful, meaningful definition, maybe you need to slow down and think a little more about what's going on in word issues.) In all cases, don't be shy about using your real-world knowledge. Sometimes you won't feel confident with your English translation into mathematical expressions or equations. In this case, try plugging in the number. For example, if you're not sure if you should split or multiply, try the process with a regular number. For example, you're not sure if half of (an unknown amount) should be represented by multiplying one and a half, or by dividing one and a half. If you use numbers, you can be sure. Choose an easy number, like ten. Then: Well, that's definitely wrong. What about going the other way? ten multiplied by one and a half: It's more like it! You know that half of ten is five, and now you can see which mathematical operation gives you the right score. So now you will know that the expression you want is clear (1/2)x. You have experience and knowledge; don't be afraid to apply your skills to this new context! URL:

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