



Word Problem Intervention

By Numeracy Consultants

Addition and Subtraction to 20

Addition / Subtraction
Result Unknown to 10

Addition / Subtraction
Change/Part Unknown to 10

Addition / Subtraction
Start Unknown to 10

Comparison
Difference Unknown to 10

Larger / Smaller
Quantity Unknown to 10

Addition / Subtraction
Result Unknown to 20

Addition / Subtraction
Change/Part Unknown to 20

Addition / Subtraction
Start Unknown to 20

Comparison
Difference Unknown to 20

Larger / Smaller
Quantity Unknown to 20

Free Supplement:
NumeracyConsultants.net

Any use of this elibrary by anyone besides the individual named above is a violation of the user agreement and will be copyright infringement.

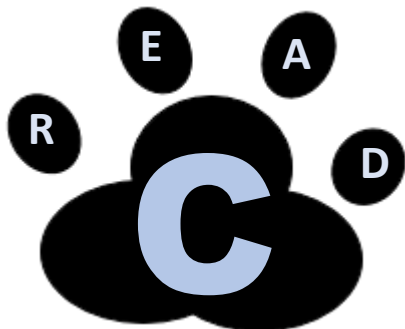
info@numeracyconsultants.net



To purchase the remainder of
this resources please visit:

www.numeracyconsultants.net/store

CUBS Strategy



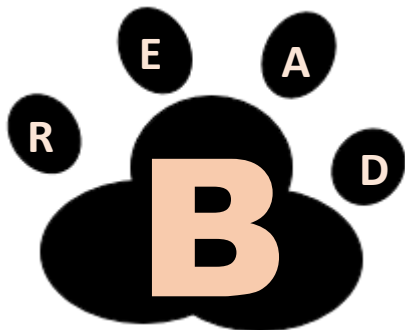
Read the Problem and Comprehend

Say what is happening in your own words.



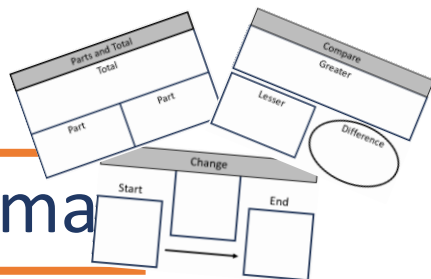
Reread the Problem and Understand the Schema?

Is problem dealing with a total, parts, change, compare, equal groups?



Reread and

Build the Schema



Build the problem using a graphic organizer.

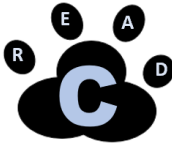


Summarize and Solve



+ - x ÷ =

CUBS Strategy



Read the Problem and Comprehend

Say what is happening in your own words.



Reread the Problem and Understand the Schema?

Is problem dealing with a total, parts, change, compare, equal groups?

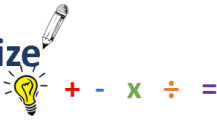


Reread and Build the Schema

Build the problem using a graphic organizer.



Summarize and Solve



©Numeracy Consultants LLC

CUBS Strategy



Read the Problem and Comprehend

Say what is happening in your own words.



Reread the Problem and Understand the Schema?

Is problem dealing with a total, parts, change, compare, equal groups?

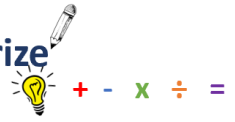


Reread and Build the Schema

Build the problem using a graphic organizer.

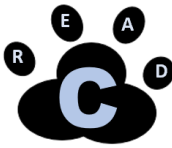


Summarize and Solve



©Numeracy Consultants LLC

CUBS Strategy



Read the Problem and Comprehend

Say what is happening in your own words.



Reread the Problem and Understand the Schema?

Is problem dealing with a total, parts, change, compare, equal groups?

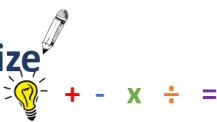


Reread and Build the Schema

Build the problem using a graphic organizer.



Summarize and Solve



©Numeracy Consultants LLC

CUBS Strategy



Read the Problem and Comprehend

Say what is happening in your own words.



Reread the Problem and Understand the Schema?

Is problem dealing with a total, parts, change, compare, equal groups?

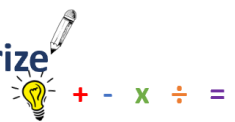


Reread and Build the Schema

Build the problem using a graphic organizer.



Summarize and Solve



©Numeracy Consultants LLC

CUBS Strategy — Classroom Implementation Guide

Step-by-step guide for teaching math word problems

C

STEP 1 · COMPREHEND THE PROBLEM
Free Supplement: [NumeracyConsultants.net](https://www.numeracyconsultants.net)

Read the problem — understand what's happening

- Read the problem aloud together, then ask: "What is this problem about? Tell me in your own words."
- Circle key nouns — who or what the problem involves. No numbers yet.
- Have students retell the story to a partner before moving on.

Tip: Resist pointing out numbers here — pure comprehension of context comes first.

U

STEP 2 · UNDERSTAND THE SCHEMA

Reread — identify the problem type

- Reread slowly, looking for the structure of the problem. Ask: "Is something being joined, separated, compared, or split into equal groups?"
- Underline action words (gave away, altogether, more than, each) that signal the schema.
- Students name the type and explain why: "This is a ___ problem because ___."

Tip: This is the deepest step — spend the most time here, especially early in the year.

B

STEP 3 · BUILD THE SCHEMA

Reread — fill in the graphic organizer

- Students select the matching graphic organizer and reread to pull out numbers and unknowns.
- Fill in known values; write "?" for what is unknown. Model: "I know the total is 24. I don't know one part, so I write a question mark."
- Check: does the organizer match the story? If not, revisit Step 2.

Tip: Laminated organizers with dry-erase markers are great for repeated practice.

S

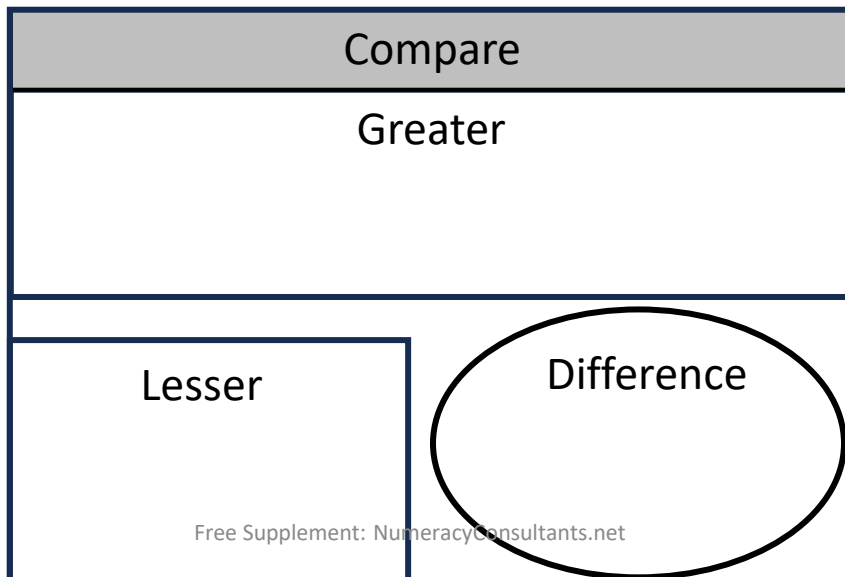
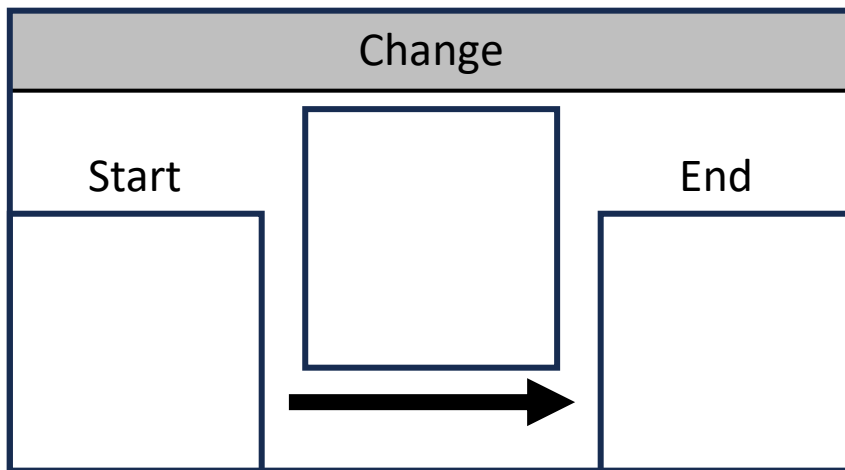
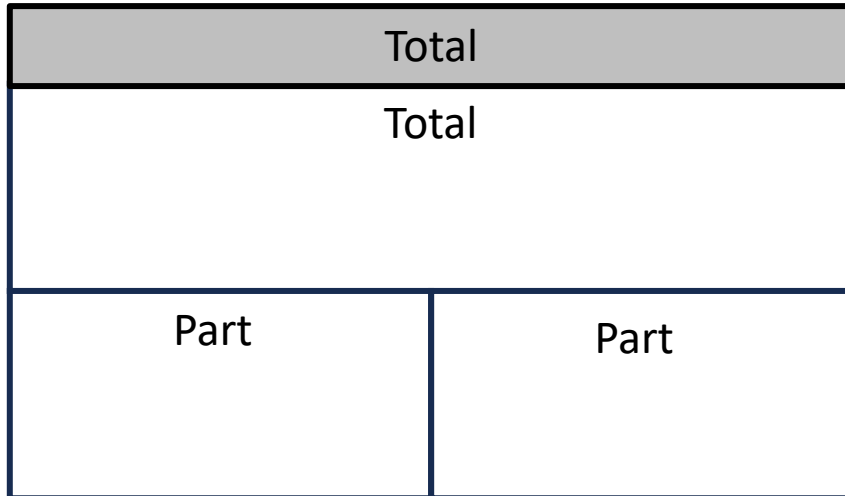
STEP 4 · SUMMARIZE AND SOLVE

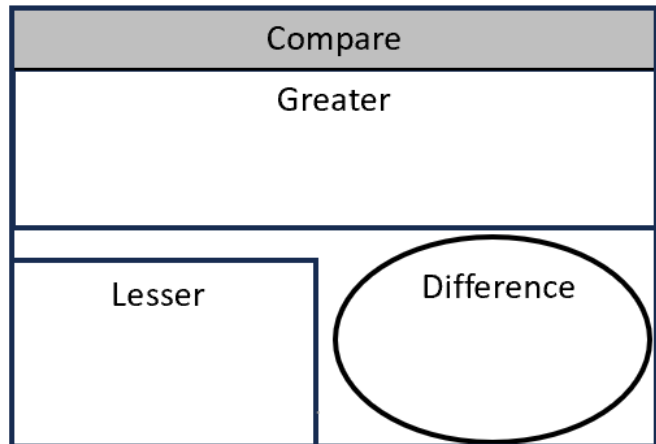
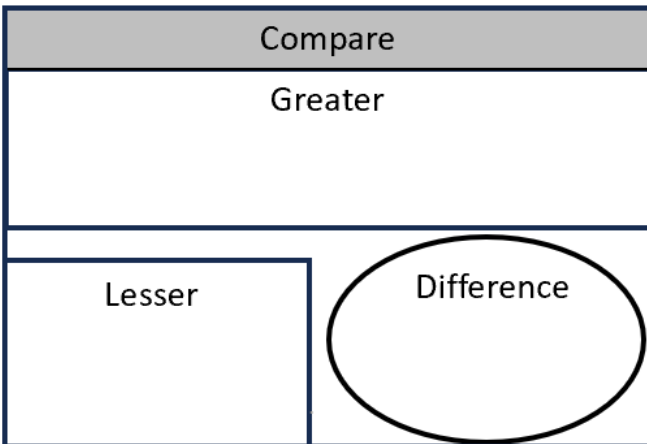
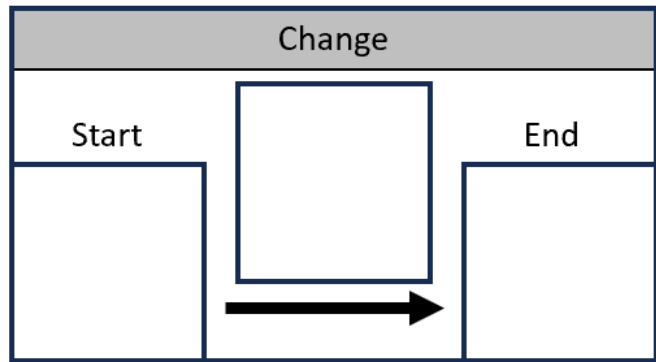
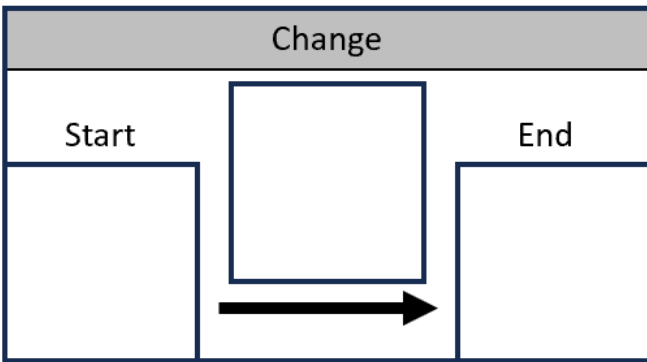
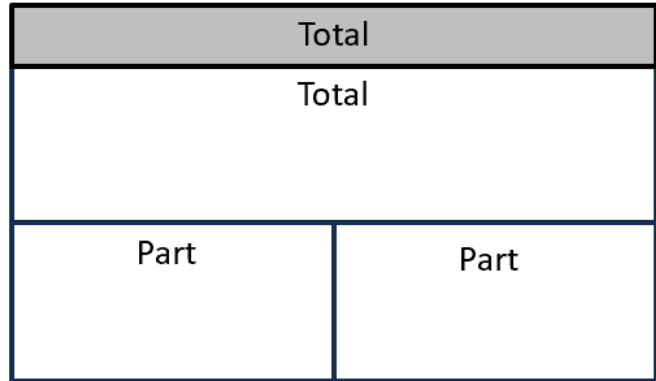
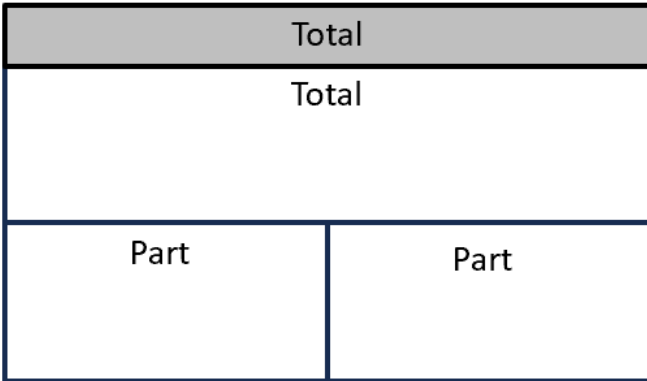
Write the equation — solve and check

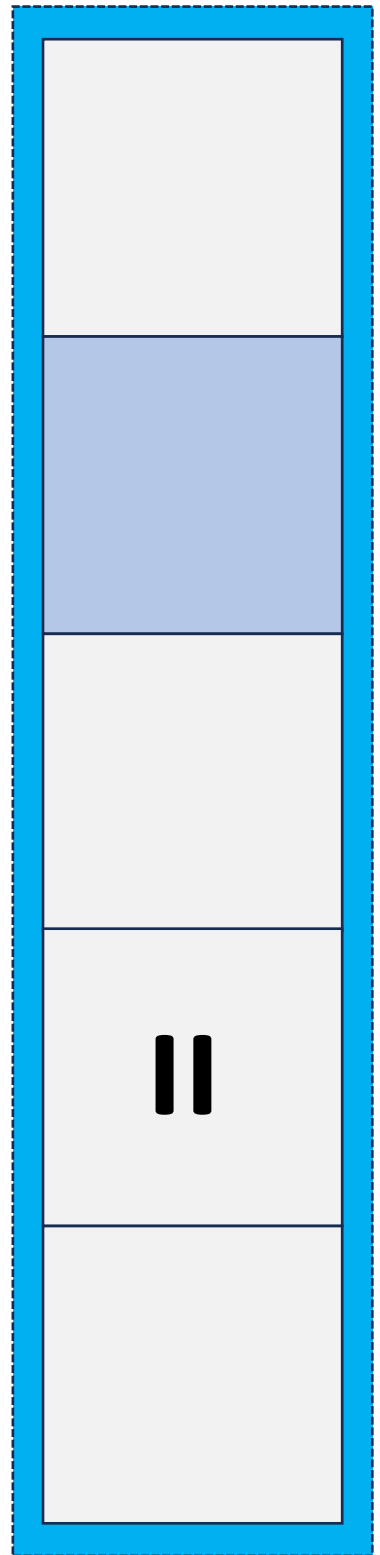
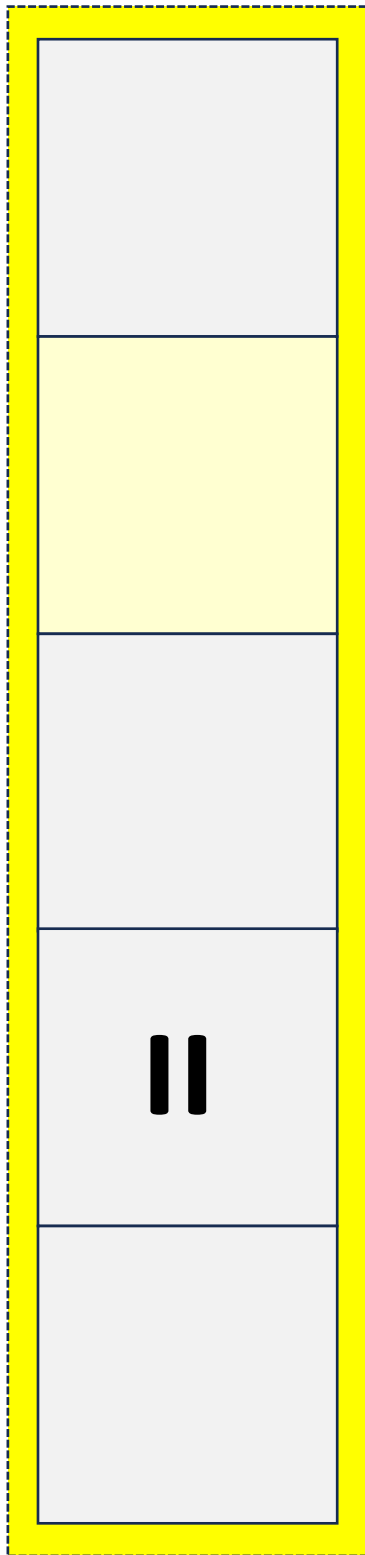
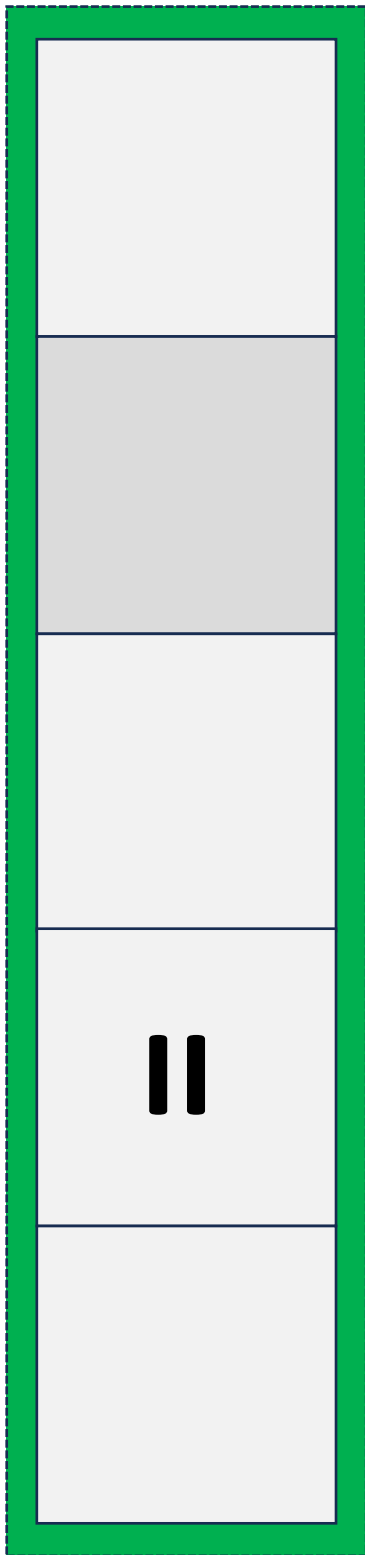
- Use the graphic organizer to write a number sentence. Ask: "What operation does this schema require?"
- Solve using any strategy. Write a complete answer sentence tied to the story context.
- Check: reread the problem with the answer plugged in — does it make sense?

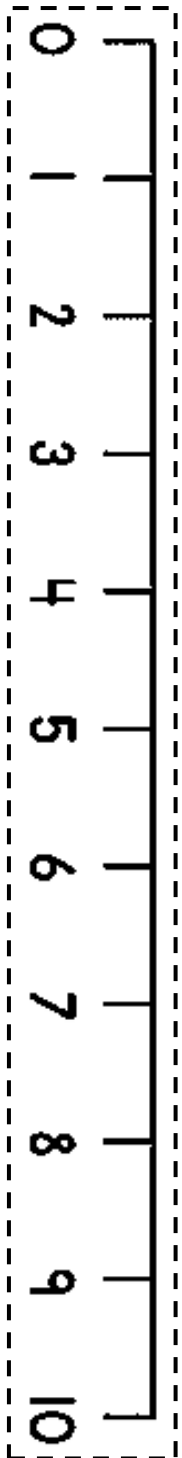
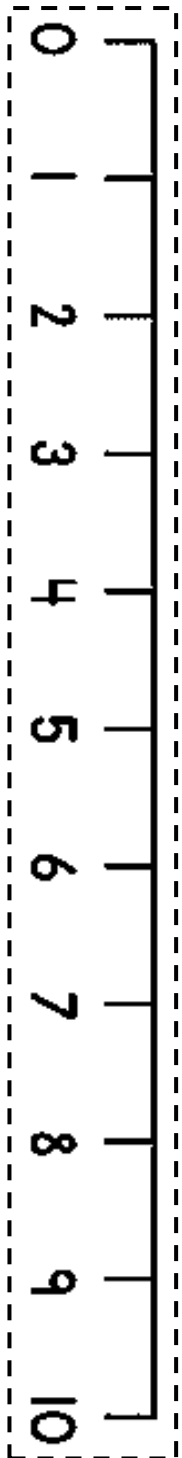
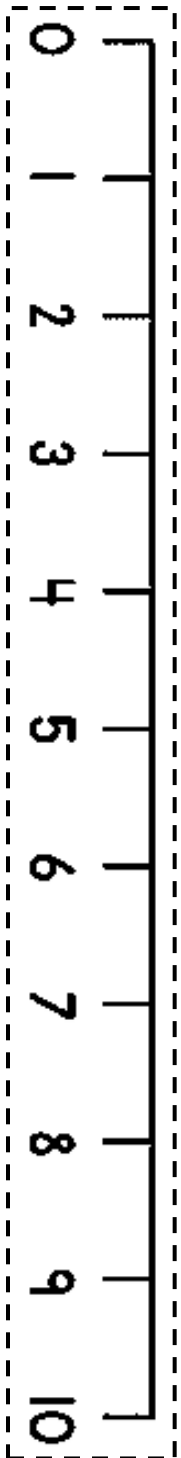
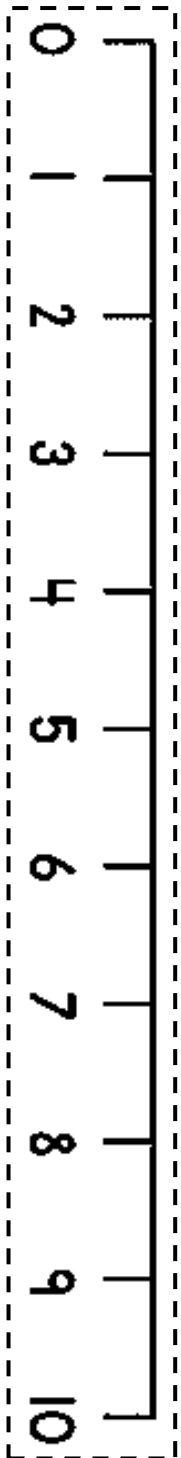
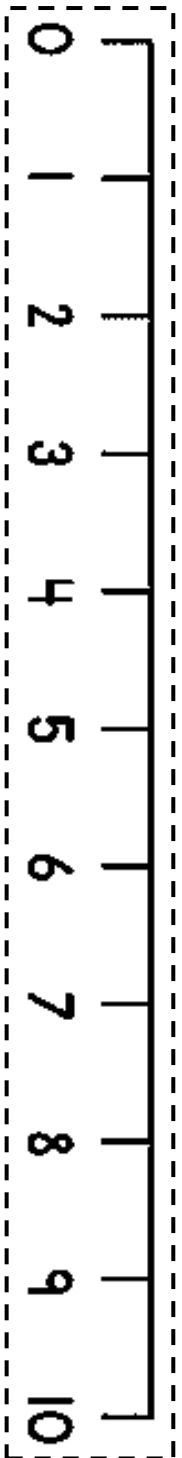
Tip: Require a labeled sentence every time — "There are 15 apples left." — to close the loop back to comprehension.

Rollout suggestion: Introduce one letter at a time over several days before using the full process. Model each step with think-alouds, then move to partner work, then independent practice. Post an anchor chart with all four steps visible throughout the unit.











0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Addition & Subtraction Result Unknown

The result unknown section has two types of problems: change problems, where the result of the change is unknown, and total or total or combining problems, where the total of the combined parts is unknown.

(Total: Part/Part/Whole Problems):

- Total or combining problems involve situations where the result of combining the parts is unknown.
- These are sometimes referred to as part/part/whole problems because they involve breaking down a whole into parts or combining parts to find the whole.

Total: Result Unknown

Tom had 8 blue marbles and 5 red marbles. How many marbles does he have total?

$$8 + 5 = ?$$

Total	
Total	
Part	Part

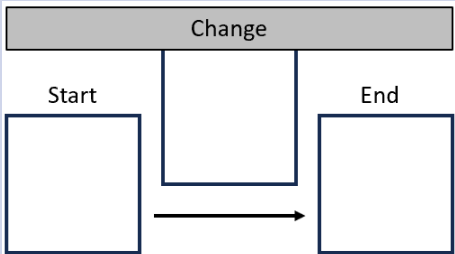
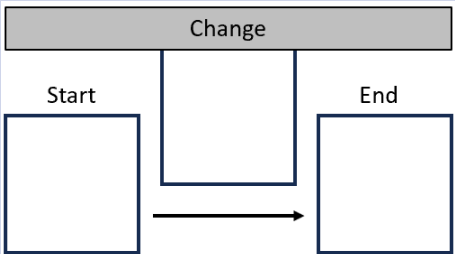
The unknown is the sum or total.

Addition & Subtraction Result Unknown

The result unknown section has two types of problems: change problems, where the result of the change is unknown, and combining problems, where the total of the combined parts is unknown.

Change Problems (Joining or Separating Problems):



- In change problems, the result is unknown because some kind of change occurs, such as an increase or decrease in quantity.
- These problems often involve scenarios where items are added together (joining) or taken away from each other (separating).

Increase Change: Result Unknown	Decrease Change: Result Unknown
<p>Tom has 8 apples. Lisa gave him 5 apples. How many apples does Tom have all together?</p> <p style="text-align: center;">$8 + 5 = ?$</p>  <p>The unknown or end is the result of the change.</p>	<p>Tom has 13 apples. He gave 5 apples to Lisa. How many apples does Tom have now?</p> <p style="text-align: center;">$13 - 5 = ?$</p>  <p>The unknown or end is the result of the change.</p>

Name: _____

Free Supplement: NumeracyConsultants.net

Main Menu

<p>Teacher Led</p>	<p>Jason has 5 pieces of candy. Sam has 3 pieces of candy.</p>						
<p>C ○</p> <p>U —</p> <p>B □</p> <p>S =</p>	<p>How many pieces of candy do they have altogether?</p> <table border="1" data-bbox="308 477 725 726"> <tr><th colspan="2">Total</th></tr> <tr><td colspan="2">Total</td></tr> <tr><td>Part</td><td>Part</td></tr> </table>	Total		Total		Part	Part
Total							
Total							
Part	Part						
<p>Teacher Guided</p>	<p>Cal saw 4 spiders. Fred saw 4 spiders. How many spiders did they see in all?</p>						
	<table border="1" data-bbox="308 977 725 1226"> <tr><th colspan="2">Total</th></tr> <tr><td colspan="2">Total</td></tr> <tr><td>Part</td><td>Part</td></tr> </table>	Total		Total		Part	Part
Total							
Total							
Part	Part						
<p>Independent Problem</p>	<p>Jim drew 2 pictures. Emma drew 7 pictures. How many pictures did they draw combined?</p>						
	<table border="1" data-bbox="308 1503 725 1752"> <tr><th colspan="2">Total</th></tr> <tr><td colspan="2">Total</td></tr> <tr><td>Part</td><td>Part</td></tr> </table>	Total		Total		Part	Part
Total							
Total							
Part	Part						

Name: _____

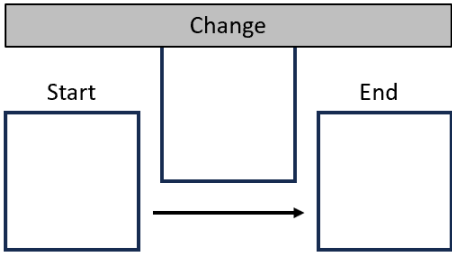
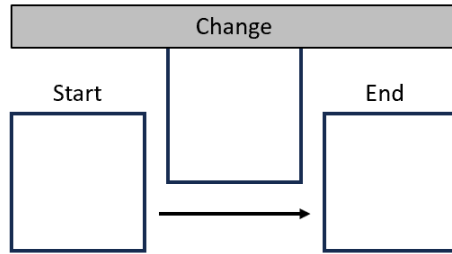
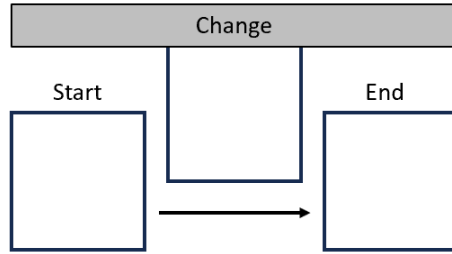

Free Supplement: NumeracyConsultants.net

Teacher Led	<p>There are 7 butterflies in a garden, and then 2 more butterflies flew into the garden. How many butterflies are in the garden total?</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 20px;"> <p>C ○</p> <p>U —</p> <p>B □</p> <p>S =</p> </div> <div style="border: 1px solid gray; padding: 5px; display: flex; align-items: center;"> <div style="background-color: #cccccc; padding: 2px 5px; font-size: small;">Change</div> <table style="margin: 0 10px; border-collapse: collapse;"> <tr> <td style="border: 1px solid gray; width: 40px; height: 40px; text-align: center; font-size: x-small;">Start</td> <td style="border: 1px solid gray; width: 40px; height: 40px;"></td> <td style="border: 1px solid gray; width: 40px; height: 40px; text-align: center; font-size: x-small;">End</td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;">→</td> </tr> </table> </div> </div>	Start		End	→					
Start		End								
→										
Teacher Guided	<p>In a basket, there were 5 oranges and in another basket there were 3 oranges. How many oranges are there altogether?</p> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #cccccc;"><td colspan="2">Total</td></tr> <tr><td colspan="2">Total</td></tr> <tr><td style="width: 50%;">Part</td><td style="width: 50%;">Part</td></tr> </table> </div>	Total		Total		Part	Part			
Total										
Total										
Part	Part									
Independent Problem	<p>At the zoo, there were 6 monkeys playing in the trees, and 4 more monkeys joined them. How many monkeys in total?</p> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="background-color: #cccccc; padding: 2px 5px; font-size: small;">Change</td> </tr> <tr> <td style="border: 1px solid gray; width: 40px; height: 40px; text-align: center; font-size: x-small;">Start</td> <td style="border: 1px solid gray; width: 40px; height: 40px;"></td> <td style="border: 1px solid gray; width: 40px; height: 40px; text-align: center; font-size: x-small;">End</td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;">→</td> </tr> </table> </div>	Change			Start		End	→		
Change										
Start		End								
→										

Main Menu

Name: _____

Free Supplement: NumeracyConsultants.net

<p>Teacher Led</p>	<p>Lisa had 8 candies, and she ate 4 of them. How many candies does Lisa have left?</p> 
<p>C ○ U — B □ S =</p>	
<p>Teacher Guided</p>	<p>Sarah had 9 stickers, but she gave 4 to her friend. How many stickers does Sarah have now?</p> 
<p>Independent Problem</p>	<p>In a box, there were 8 toy cars, 3 of them were taken out to play with. How many toy cars are still in the box?</p> 
<p></p>	

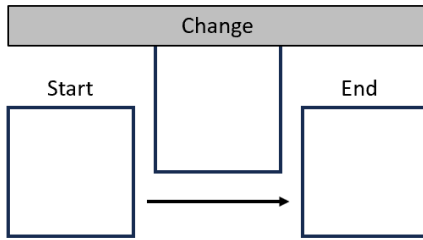
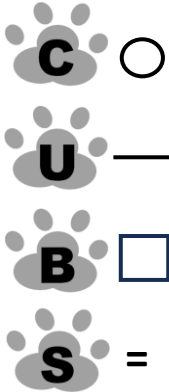
Main Menu

Name: _____

Free Supplement: NumeracyConsultants.net

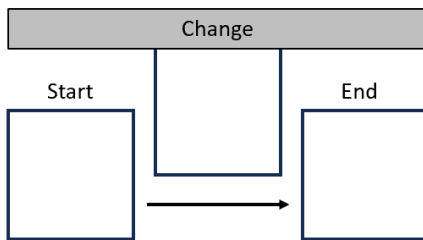
Teacher Led

Bella had **10** marbles, and she decided to give **6** of them to her younger brother. **How many marbles does Bella have now?**



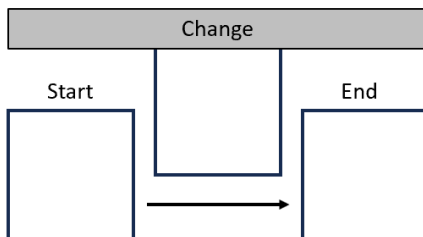
Teacher Guided

A bakery had 6 apple pies, and they sold 2 of them in the morning. How many apple pies are still available for the afternoon customers?



Independent Problem

Tom collected 10 seashells at the beach, but he accidentally dropped 5 of them back into the ocean. How many seashells does he have left?

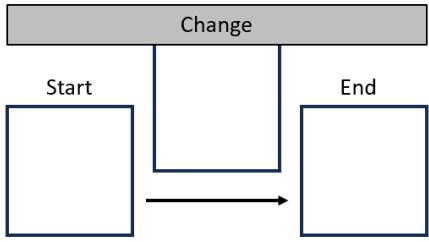
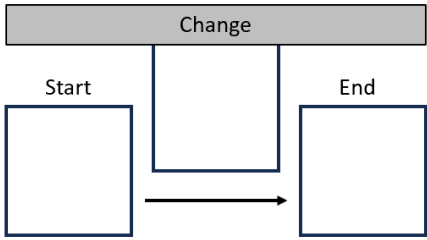
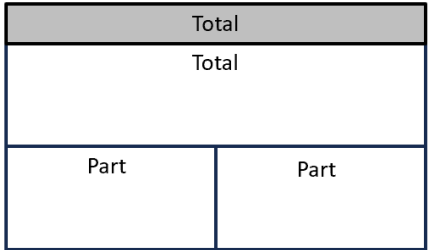


Main Menu

Name: _____

Free Supplement: NumeracyConsultants.net

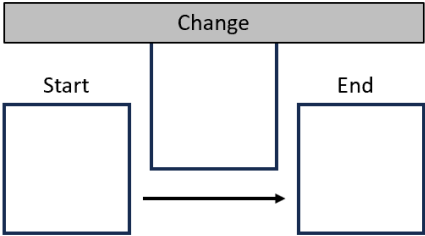
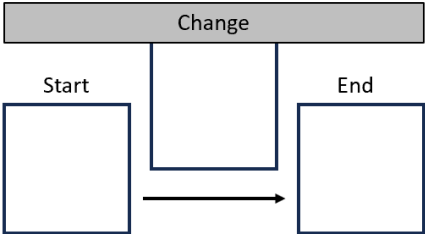
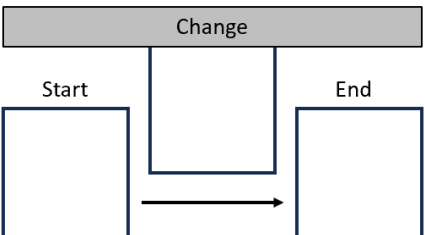
Main Menu

<p>Teacher Led</p>	<p>Emily had 3 apples, and her friend gave her 5 more. How many apples does Emily have now?</p>  <p>The diagram shows a horizontal bar labeled "Change" above three boxes. The first box is labeled "Start", the second "Change", and the third "End". An arrow points from the "Start" box to the "End" box.</p>
<p>Teacher Guided</p>	<p>In a toy store, there were 3 teddy bears on the shelf. The owner brought 4 more teddy bears from the back room. How many teddy bears are there in total?</p>  <p>The diagram shows a horizontal bar labeled "Change" above three boxes. The first box is labeled "Start", the second "Change", and the third "End". An arrow points from the "Start" box to the "End" box.</p>
<p>Independent Problem</p>	<p>James had \$5 last week and had \$8 this week. How much money has he saved in total?</p>  <p>The diagram shows a large rectangle divided into three sections. The top section is a single bar labeled "Total". The middle section is a single bar labeled "Total". The bottom section is divided into two equal boxes, each labeled "Part".</p>

Name: _____

Free Supplement: NumeracyConsultants.net

Main Menu

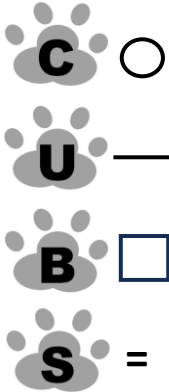
<p>Teacher Led</p>	<p>A pizza has 6 slices, and Sarah ate 3 slices. How many slices are left?</p>  <p>The diagram shows a horizontal bar labeled "Change" above a flow. Below the bar, a box labeled "Start" has an arrow pointing to a box labeled "End". A vertical line connects the "Change" bar to the arrow between the boxes.</p>
<p>Teacher Guided</p>	<p>Sarah had 8 cookies, and she gave 3 cookies to her friend. How many cookies does Sarah have now?</p>  <p>The diagram shows a horizontal bar labeled "Change" above a flow. Below the bar, a box labeled "Start" has an arrow pointing to a box labeled "End". A vertical line connects the "Change" bar to the arrow between the boxes.</p>
<p>Independent Problem</p>	<p>There were 10 fish in the fish bowl, but 3 fish died. How many fish are left in the fish bowl now?</p>  <p>The diagram shows a horizontal bar labeled "Change" above a flow. Below the bar, a box labeled "Start" has an arrow pointing to a box labeled "End". A vertical line connects the "Change" bar to the arrow between the boxes.</p>

Name: _____

Free Supplement: NumeracyConsultants.net

Teacher Led

In a basket, there are **6** oranges and in a bucket, there are 3 oranges. **How many oranges are there in all?**



Total	
Total	
Part	Part

Teacher Guided

The zoo has 3 monkeys in one cage and 3 monkeys in another cage. How many monkeys are there in total?



Total	
Total	
Part	Part

Independent Problem

Sophie has 6 crayons in her bin and 4 crayons in her desk. How many crayons does Sophie have total?









Total	
Total	
Part	Part

Main Menu

Name: _____

Free Supplement: NumeracyConsultants.net

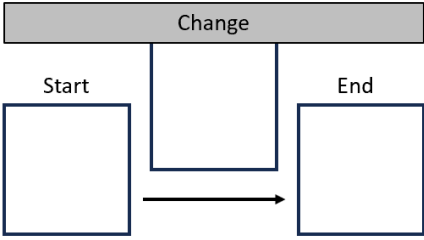
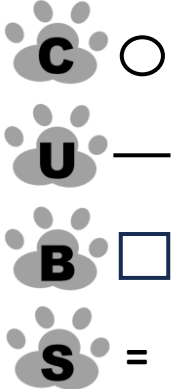
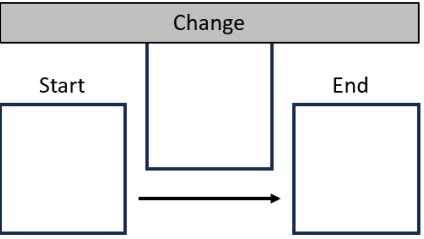

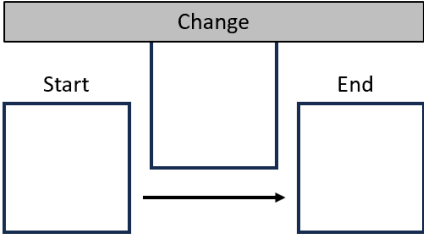

Main Menu

Teacher Led	<p>There are 8 ducks swimming in a pond, and 2 ducks swimming in another pond. How many ducks are there altogether?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr style="background-color: #cccccc;"><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Part</td><td style="text-align: center;">Part</td></tr> </table>	Total	Total	Part	Part
Total					
Total					
Part	Part				
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"></div> <div style="margin-bottom: 10px;"></div> <div style="margin-bottom: 10px;"></div> <div></div> </div>					
Teacher Guided	<p>John has 7 balloons in his room, and 2 balloons in his basement. How many balloons does he have total?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr style="background-color: #cccccc;"><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Part</td><td style="text-align: center;">Part</td></tr> </table>	Total	Total	Part	Part
Total					
Total					
Part	Part				
<div style="display: flex; flex-direction: column; align-items: center;">  </div>					
Independent Problem	<p>Emma has 3 apples in her lunch box, and she has 3 apples in her locker. How many apples does Emma have in all?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr style="background-color: #cccccc;"><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Part</td><td style="text-align: center;">Part</td></tr> </table>	Total	Total	Part	Part
Total					
Total					
Part	Part				
<div style="display: flex; flex-direction: column; align-items: center;">  </div>					

Name: _____

Free Supplement: NumeracyConsultants.net

Main Menu

<p>Teacher Led</p>	<p>There are 9 birds sitting on a tree branch, and 5 of them fly away. How many birds are still on the branch?</p>  <p>A change model diagram with a grey bar at the top labeled "Change". Below the bar are three boxes: "Start", "Change", and "End". An arrow points from the "Start" box to the "End" box. The "Change" box is empty.</p>
 <p>C ○ U — B □ S =</p>	
<p>Teacher Guided</p>	<p>Emma has 5 balloons, and 3 of them accidentally popped. How many balloons does Emma have now?</p>  <p>A change model diagram with a grey bar at the top labeled "Change". Below the bar are three boxes: "Start", "Change", and "End". An arrow points from the "Start" box to the "End" box. The "Change" box is empty.</p>
	
<p>Independent Problem</p>	<p>In a box, there are 9 candies, and Timmy eats 4 of them. How many candies are left in the box?</p>  <p>A change model diagram with a grey bar at the top labeled "Change". Below the bar are three boxes: "Start", "Change", and "End". An arrow points from the "Start" box to the "End" box. The "Change" box is empty.</p>
	

Name: _____

Free Supplement: NumeracyConsultants.net

There are 10 pears in a fruit bowl, 7 of them are taken for a snack.
How many pears are left in the bowl?

A farmer had 3 chickens and 5 pigs. How many animals does he have
on his farm?

Jason has 8 toy cars, but he gives 4 of them to his friend. How many
toy cars does Jason have now?

Addition & Subtraction Result Unknown

The result unknown section has two types of problems: change problems, where the result of the change is unknown, and total or total or combining problems, where the total of the combined parts is unknown.

(Total: Part/Part/Whole Problems):

- Total or combining problems involve situations where the result of combining the parts is unknown.
- These are sometimes referred to as part/part/whole problems because they involve breaking down a whole into parts or combining parts to find the whole.

Total: Result Unknown

Tom had 8 blue marbles and 5 red marbles. How many marbles does he have total?

$$8 + 5 = ?$$

Total	
Total	
Part	Part

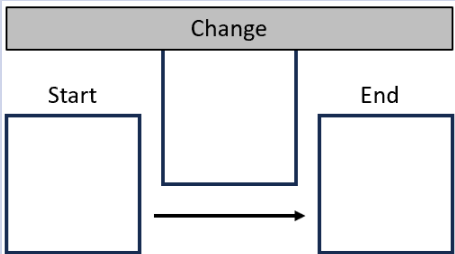
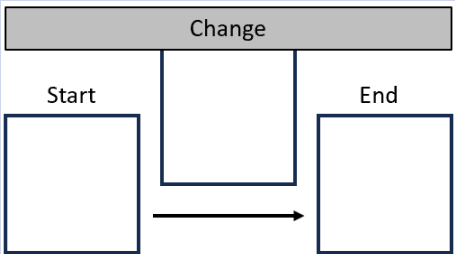
The unknown is the sum or total.

Addition & Subtraction Result Unknown

The result unknown section has two types of problems: change problems, where the result of the change is unknown, and combining problems, where the total of the combined parts is unknown.

Change Problems (Joining or Separating Problems):

- In change problems, the result is unknown because some kind of change occurs, such as an increase or decrease in quantity.
- These problems often involve scenarios where items are added together (joining) or taken away from each other (separating).

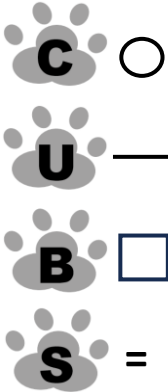
Increase Change: Result Unknown	Decrease Change: Result Unknown
<p>Tom has 8 apples. Lisa gave him 5 apples. How many apples does Tom have all together?</p> <p style="text-align: center;">$8 + 5 = ?$</p>  <p>The unknown or end is the result of the change.</p>	<p>Tom has 13 apples. He gave 5 apples to Lisa. How many apples does Tom have now?</p> <p style="text-align: center;">$13 - 5 = ?$</p>  <p>The unknown or end is the result of the change.</p>

Name: _____

Free Supplement: NumeracyConsultants.net

Main Menu





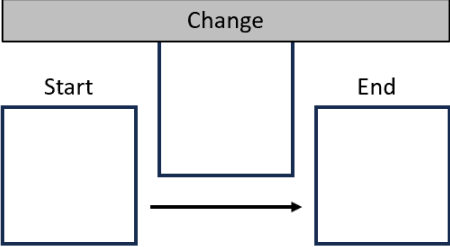
Teacher Led	<p>Jason has 9 pieces of candy. Sam has 7 pieces of candy.</p> <p>How many pieces of candy do they have altogether?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr style="background-color: #cccccc;"><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Part</td><td style="text-align: center;">Part</td></tr> </table>	Total	Total	Part	Part
Total					
Total					
Part	Part				
Teacher Guided	<p>Cal saw 8 spiders. Fred saw 5 spiders. How many spiders did they see in all?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr style="background-color: #cccccc;"><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Part</td><td style="text-align: center;">Part</td></tr> </table>	Total	Total	Part	Part
Total					
Total					
Part	Part				
Independent Problem	<p>Jim drew 9 pictures. Emma drew 4 pictures. How many pictures did they draw combined?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr style="background-color: #cccccc;"><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Total</td></tr> <tr><td style="text-align: center;">Part</td><td style="text-align: center;">Part</td></tr> </table>	Total	Total	Part	Part
Total					
Total					
Part	Part				





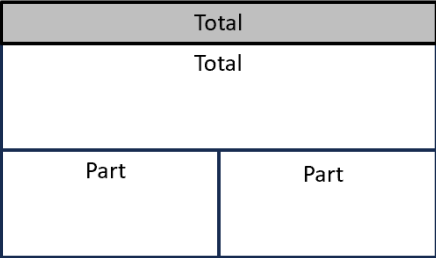



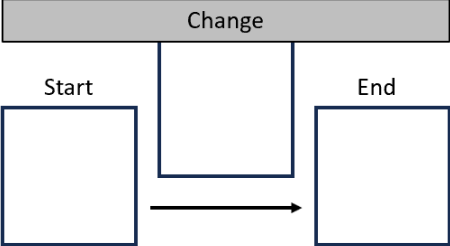
Name: _____

Free Supplement: NumeracyConsultants.net

Main Menu

Teacher Led	<p>There are 7 butterflies in a garden, and then 8 more butterflies flew into the garden. How many butterflies are in the garden total?</p>
 ○  —  □  =	

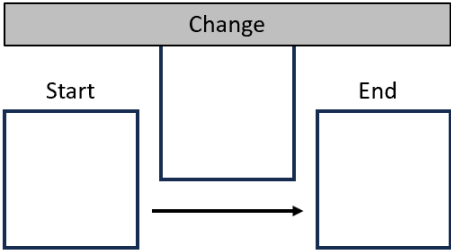
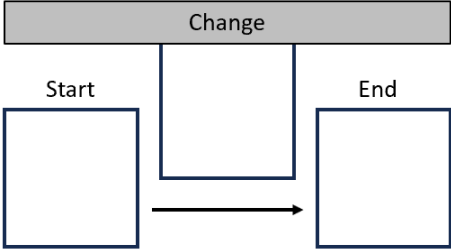
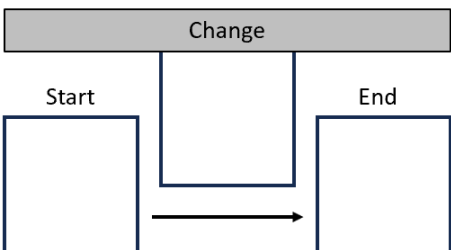

Teacher Guided	<p>In a basket, there were 7 oranges and in another basket there were 8 oranges. How many oranges are there altogether?</p>
   	

Independent Problem	<p>At the zoo, there were 6 monkeys playing in the trees, and 7 more monkeys joined them. How many monkeys in total?</p>
	

Name: _____

Free Supplement: NumeracyConsultants.net





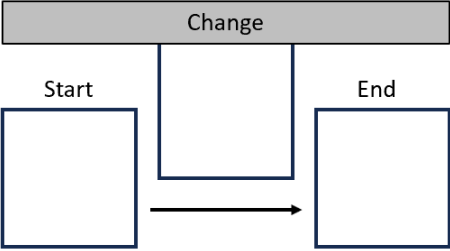

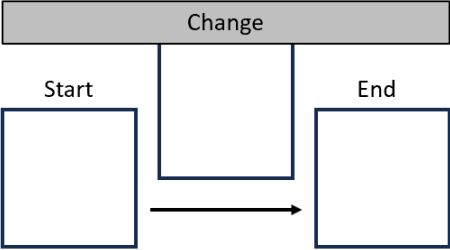

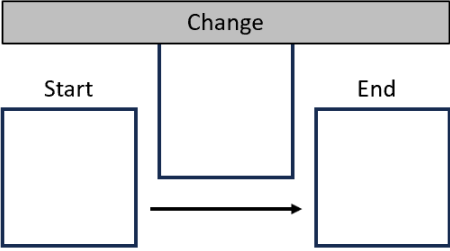
Main Menu

<p>Teacher Led</p>	<p>Lisa had 14 candies, and she ate 7 of them. How many candies does Lisa have left?</p> 
<p>C ○ U — B □ S =</p>	
<p>Teacher Guided</p>	<p>Sarah had 13 stickers, but she gave 6 to her friend. How many stickers does Sarah have now?</p> 
<p>Independent Problem</p>	<p>In a box, there were 16 toy cars, 7 of them were taken out to play with. How many toy cars are still in the box?</p> 
<p></p>	

Name: _____

Free Supplement: NumeracyConsultants.net

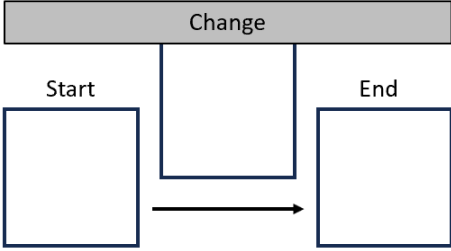

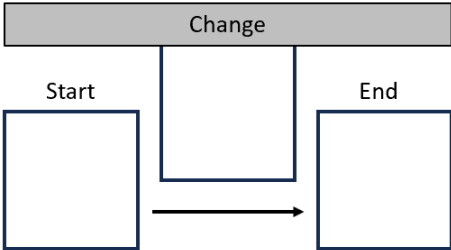

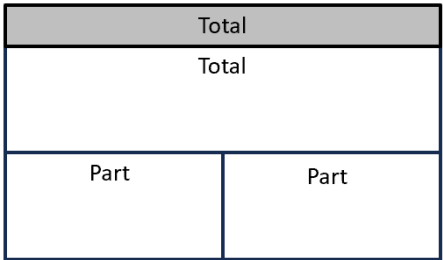
Main Menu

Teacher Led	<p>Bella had 20 marbles, and she decided to give 8 of them to her younger brother. How many marbles does Bella have now?</p>
   	<div style="text-align: right; margin-right: 50px;">  </div>
Teacher Guided	<p>A bakery had 16 apple pies, and they sold 8 of them in the morning. How many apple pies are still available for the afternoon customers?</p>
	<div style="text-align: right; margin-right: 50px;">  </div>
Independent Problem	<p>Tom collected 14 seashells at the beach, but he accidentally dropped 5 of them back into the ocean. How many seashells does he have left?</p>
	<div style="text-align: right; margin-right: 50px;">  </div>

Name: _____

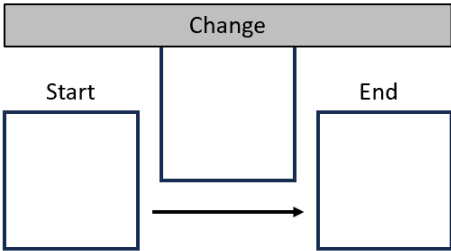
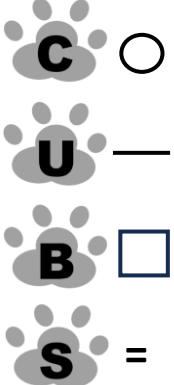
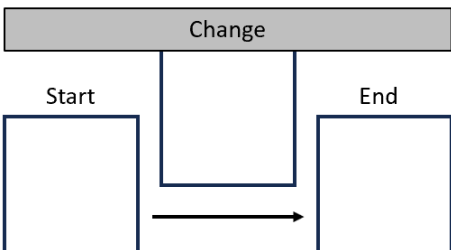
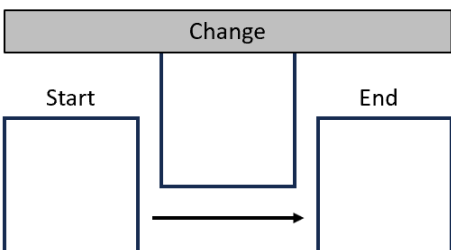

Free Supplement: NumeracyConsultants.net

Main Menu

<p>Teacher Led</p>	<p>Emily had 13 apples, and her friend gave her 6 more. How</p>
<p>C ○</p> <p>U —</p> <p>B □</p> <p>S =</p>	<p>many apples does Emily have now?</p> 
<p>Teacher Guided</p>	<p>In a toy store, there were 12 teddy bears on the shelf. The</p>
	<p>owner brought 6 more teddy bears from the back room.</p> <p>How many teddy bears are there in total?</p> 
<p>Independent Problem</p>	<p>James had \$15 last week and had \$5 this week. How much</p>
	<p>money has he saved in total?</p> 

Name: _____

Free Supplement: NumeracyConsultants.net

<p>Teacher Led</p>	<p>A pizza has 12 slices, and Sarah ate 5 slices. How many slices are left?</p>  <p>The diagram shows a horizontal bar labeled "Change" above three boxes. The first box is labeled "Start", the second "Change", and the third "End". An arrow points from the "Start" box to the "End" box.</p>
	
<p>Teacher Guided</p>	<p>Sarah had 13 cookies, and she gave 7 cookies to her friend. How many cookies does Sarah have now?</p>  <p>The diagram shows a horizontal bar labeled "Change" above three boxes. The first box is labeled "Start", the second "Change", and the third "End". An arrow points from the "Start" box to the "End" box.</p>
<p>Independent Problem</p>	<p>There were 17 fish in the fish bowl, but 9 fish died. How many fish are left in the fish bowl now?</p>  <p>The diagram shows a horizontal bar labeled "Change" above three boxes. The first box is labeled "Start", the second "Change", and the third "End". An arrow points from the "Start" box to the "End" box.</p>
	

Main Menu

Name: _____

Free Supplement: NumeracyConsultants.net

Teacher Led

In a basket, there are **11** oranges and in a bucket there are 6 oranges. **How many oranges are there in all?**



Total	
Total	
Part	Part

Teacher Guided

The zoo has 6 monkeys in one cage and 6 monkeys in another cage. How many monkeys are there in total?



Total	
Total	
Part	Part

Independent Problem

Sophie has 9 crayons in her bin and 6 crayons in her desk. How many crayons does Sophie have total?



Total	
Total	
Part	Part

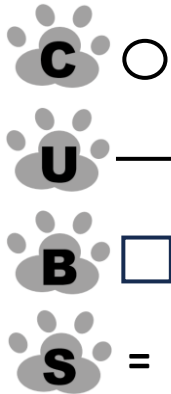
Main Menu

Name: _____

Free Supplement: NumeracyConsultants.net

Teacher Led

There are **8** ducks swimming in a pond, and **8** ducks swimming in another pond. **How many ducks are there altogether?**



Total	
Total	
Part	Part

Teacher Guided

John has 7 balloons in his room, and 8 balloons in his basement. How many balloons does he have total?



Total	
Total	
Part	Part

Independent Problem

Emma has 6 apples in her lunch box, and she has 5 apples in her locker. How many apples does Emma have in all?



Total	
Total	
Part	Part

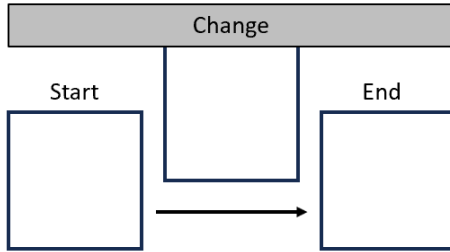
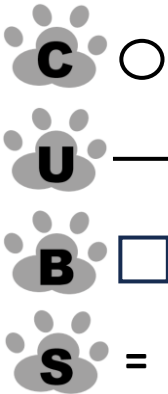
Main Menu

Name: _____

Free Supplement: NumeracyConsultants.net

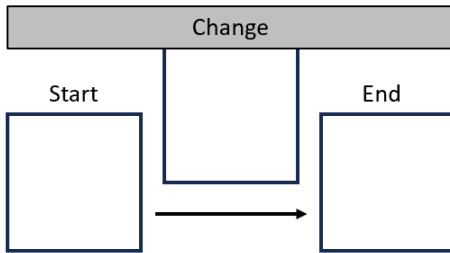
Teacher Led

There are **20** birds sitting on a tree branch, and **8** of them fly away. **How many birds are still on the branch?**



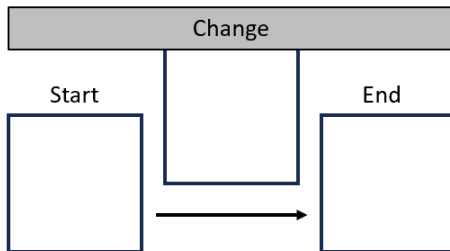
Teacher Guided

Emma has 12 balloons, and 5 of them accidentally popped. How many balloons does Emma have now?



Independent Problem

In a box, there are 15 candies, and Timmy eats 6 of them. How many candies are left in the box?



Main Menu

Name: _____

Free Supplement: NumeracyConsultants.net

There are 20 pears in a fruit bowl, 8 of them are taken for a snack.
How many pears are left in the bowl?

A farmer had 13 chickens and 5 pigs. How many animals does he
have on his farm?

Jason has 17 toy cars, but he gives 9 of them to his friend. How many
toy cars does Jason have now?

To purchase the remainder of
this resources please visit:

www.numeracyconsultants.net/store