

Word Problem Intervention

By Numeracy Consultants



Multistep Problems & Extra Info

Multistep Problems + -
Up to 20

Multistep Problems
+, -, x, ÷

Multistep Problems + -
Up to 100

Multistep Problems (Medium)
+, -, x, ÷

Multistep Problems + -
Up to 1,000

Multistep Problems (Hard)
+, -, x, ÷

Fractions

Addition and Subtraction
Scaffolded

Multiplication and Division
Scaffolded

Free Supplement

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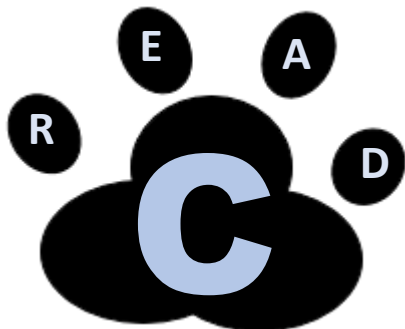
Numeracy Consultants: Multistep Problems



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CUBS Strategy



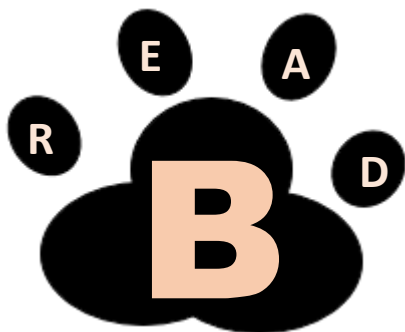
Read the Problem and Comprehend

Say what is happening in your own words.



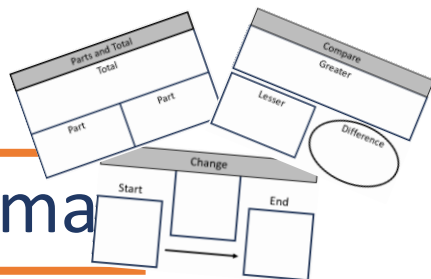
Reread the Problem and Understand the Schema?

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



Reread and

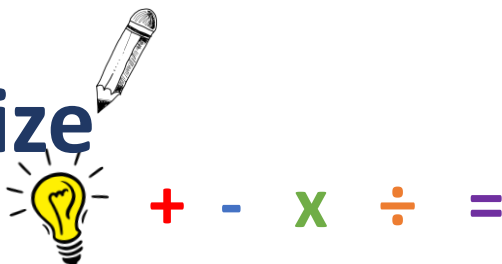
Build the Schema



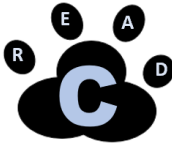
Build the problem using a graphic organizer.



Summarize and Solve



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?

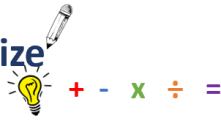


Reread and Build the Schema

Build the problem using a graphic organizer.



Summarize and Solve



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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?

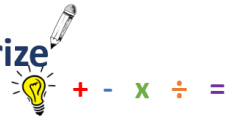


Reread and Build the Schema

Build the problem using a graphic organizer.

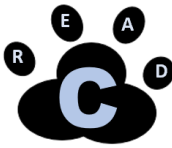


Summarize and Solve



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Read the Problem and Comprehend

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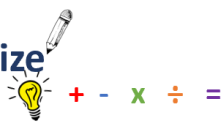


Reread and Build the Schema

Build the problem using a graphic organizer.



Summarize and Solve



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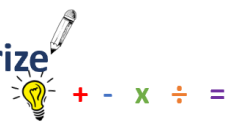


Reread and Build the Schema

Build the problem using a graphic organizer.



Summarize and Solve



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CUBS Strategy — Classroom Implementation Guide

Step-by-step guide for teaching math word problems

C

STEP 1 · COMPREHEND

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.

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Main Menu

<p>Teacher Led</p>	<p>Olivia had 8 marbles. She gave 3 marbles to her friend. Then she found 5 more marbles. How many marbles does Olivia have now?</p>
<p> ○  —  □  =</p>	<p>Teacher Guided</p> <p>There were 12 oranges on a tree. 8 oranges fell off the tree. Then 6 more oranges grew on the tree. How many oranges were left on the tree?</p>
<p>Independent Problem</p> <p></p>	<p>Lily had 13 stickers. She bought 5 more stickers at the store. Then she gave 3 stickers to her sister. How many stickers does Lily have now?</p>

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<p>Teacher Led</p>	<p>Sophia had 14 seashells. She found 4 more seashells at the beach. Her mom has 9 beach towels. How many seashells does Sophia have now?</p>
<p> ○</p> <p> —</p> <p> □</p> <p> =</p>	<p>Teacher Guided</p> <p>There were 16 students in a class. 8 students went home early. There were 5 buses at the school. How many students were in the class?</p>
<p>Independent Problem</p> <p></p>	<p>Lily had 14 stickers. She gave 8 stickers to her brother. Her brother has 4 baseball hats. How many stickers does Lily have now?</p>

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<p>Teacher Led</p>	<p>Ethan had 17 baseball cards. He gave 9 baseball cards to his friend. Then he traded 5 baseball cards for stickers. How many baseball cards does Ethan have left?</p>
<p> ○</p> <p> —</p> <p> □</p> <p> =</p>	
<p>Teacher Guided</p>	<p>A box contained 20 markers. 11 markers were taken out of the box. Then 7 more markers were added to the box. How many markers remained in the box?</p>
<p></p> <p></p> <p></p> <p></p>	
<p>Independent Problem</p>	<p>Sophia had 18 cookies. She gave 9 cookies to her siblings. Later, she baked 6 more cookies. How many cookies does Sophia have now?</p>
<p>  </p>	

Name: _____












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<p>Teacher Led</p>	<p>Daniel collected 16 stamps. He gave 7 stamps to his friend as a gift. Then he bought 8 more stamps from the store. How many stamps does Daniel have now?</p>
<p> ○  —  □  =</p>	
<p>Teacher Guided</p>	<p>Emily had 15 balloons. She gave away 3 balloons at a party. Then she popped 7 balloons. How many balloons does Emily have now?</p>
<p></p>	
<p>Independent Problem</p>	<p>Noah planted 16 flowers in his garden. 8 flowers wilted due to the heat. Then he planted 5 more flowers. How many flowers are there in Noah's garden now?</p>
<p></p>	

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<p>Teacher Led</p>	<p>Ava had 18 crayons. She lent 8 crayons to her classmates. She also has 6 markers. How many crayons does Ava have now?</p>
<p> ○</p> <p> —</p> <p> □</p> <p> =</p>	
<p>Teacher Guided</p>	<p>Liam had 14 books. He donated 7 books to the local library. He then went and bought 3 t-shirts. How many books does Liam have now?</p>
<p></p> <p></p> <p></p> <p></p>	
<p>Independent Problem</p>	<p>Harper had 15 stickers. She traded 5 stickers for temporary tattoos. Harpers mom gave her \$5. How many stickers does Harper have now?</p>
<p>  </p>	

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<p>Teacher Led</p>	<p>Ethan had 16 trading cards. He sold 7 cards to his neighbor. Then he won 9 cards in a game. How many trading cards does Ethan have now?</p>
<p> ○</p> <p> —</p> <p> □</p> <p> =</p>	
<p>Teacher Guided</p>	<p>Isabella had 15 candies. She ate 8 candies. Then she bought 6 more candies from the store. How many candies does Isabella have now?</p>
<p></p> <p></p> <p></p> <p></p>	
<p>Independent Problem</p>	<p>Jacob had 12 toy soldiers. He then bought 4 toy soldiers at the store. His mother gave him 4 more as well. How many toy soldiers does Jacob have now?</p>
<p>  </p>	

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<p>Teacher Led</p>	<p>Mia had 8 apples. She shared 5 apples with her friends.</p> <p>Later, she found 7 more apples in her backyard. How many apples does Mia have now?</p>
<p> ○</p> <p> —</p> <p> □</p> <p> =</p>	
<p>Teacher Guided</p>	<p>Oliver had 10 marbles. He lost 6 marbles during a game.</p> <p>Then he bought 8 more marbles from the store. How many marbles does Oliver have now?</p>
<p></p> <p></p> <p></p> <p></p>	
<p>Independent Problem</p>	<p>Emma had 12 stickers. She gave 9 stickers to her classmates. Then she received 7 stickers from her teacher.</p> <p>How many stickers does Emma have now?</p>
<p></p>	

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<p>Teacher Led</p>	<p>Sophie had \$10 dollars. She received \$5 dollars as a gift from her grandmother. Then, she earned \$4 dollars for helping her neighbor with chores. How much money does Sophie have now?</p>
<p> ○</p> <p> —</p> <p> □</p> <p> =</p>	<p>Teacher Guided</p> <p>Owen collected 8 shells at the beach. He found 4 more shells during his walk. Later, he discovered 3 additional shells hidden under a rock. How many shells does Owen have in total now?</p>
<p>Independent Problem</p> <p></p>	<p>Isabella bought 6 stamps for her collection. She received 9 more stamps as a birthday present. Later, she bought 5 more stamps at the post office. How many stamps does Isabella have now?</p>

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Main Menu

<p>Teacher Led</p>	<p>Ethan had 19 marbles in his collection. He also has 3 bikes. He gave away 6 marbles to his friend.. How many marbles does Ethan have left?</p>
<p> ○</p> <p> —</p> <p> □</p> <p> =</p>	<p>Teacher Guided</p> <p>Lily had 12 cookies in her jar. She ate 8 cookies for dessert. Lilly made 5 cupcakes. How many cookies are left in Lily's jar?</p>
<p>Independent Problem</p> <p></p>	<p>Noah had 20 trading cards. He traded 10 cards for rare collectibles. Noah then bought 5 pieces of candy. How many trading cards does Noah have now?</p>

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Jacob went fishing and caught 6 fish. Then, his friend joined him, and they caught 6 more fish together. After that, Jacob caught 6 additional fish on his own. How many fish does Jacob have in total now?

Ava had 13 balloons at her birthday party. She gave away 6 balloons to her friends. Later, some balloons popped during the celebration, leaving her with 3 fewer balloons. How many balloons does Ava have left?

Benjamin had 18 pieces of candy. He shared 10 pieces with his siblings. Later, his parents gave him \$10 for his allowance. How many pieces of candy does Benjamin have left?