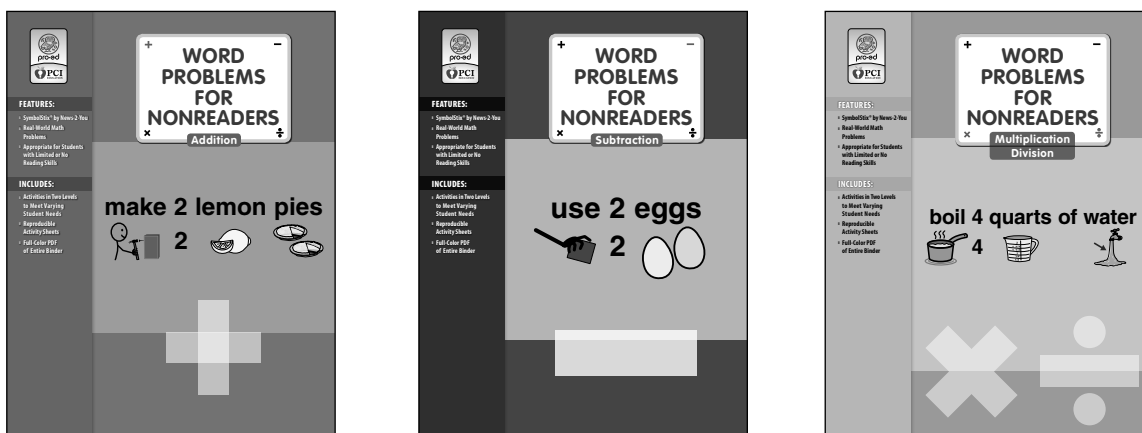


INTRODUCTION

Word Problems for Nonreaders was developed by PCI's Janie Haugen-McLane to help students with limited or no reading skills solve basic addition, subtraction, multiplication, and division word problems. Math word problems can be especially challenging for students with learning differences because not only do students have to solve a math problem, but they also have to be able to read and understand the word problem. In order to make the word problems accessible to students with limited or no reading skills, text modifications have been made. Additionally, the math problems are focused on real-life scenarios so that students can easily understand how the problems relate to their everyday lives.

The *Word Problems for Nonreaders* series has three titles in three separate books: Addition, Subtraction, and Multiplication and Division.



Each title includes activity sheets in two levels. Level 1 features SymbolStix® symbols by News-2-You® below the text of each word problem to support students with limited or no reading abilities. These symbols allow students to make a connection between the pictures and words, enhancing the understanding of text and the development of literacy. The math problem also has visuals to reinforce what is being added, subtracted, multiplied, or divided. The page layout is clean and uncluttered with only one word problem per page, to further aid students with reading challenges. Level 2 features the same word problems without symbol support. There are two word problems on each page, and the pages also feature a clean and clear page layout along with visuals to reinforce the math problems.

INTRODUCTION

How to Use the Program

Choose Level 1 or Level 2 Activity Sheets for each student. Level 1 includes symbols to support nonreaders and students with limited reading abilities. Level 2 does not have symbols. Both levels feature math problem picture support.

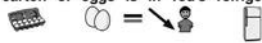
WORD PROBLEMS FOR NONREADERS

Name _____
Date _____

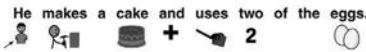
Subtraction

Read the story below, and work the math problem to find the answer.

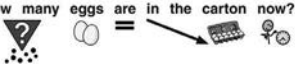
1 A carton of eggs is in Ted's refrigerator.



He makes a cake and uses two of the eggs.



How many eggs are in the carton now?



$$\begin{array}{r} 12 \text{ eggs in a new carton} \\ - 2 \text{ eggs to make a cake} \\ \hline \end{array}$$

_____ eggs left in the carton

LEVEL 1

LEVEL 1

WORD PROBLEMS FOR NONREADERS

Name _____
Date _____

Subtraction

Read each story below, and work the math problems to find the answers.

1 A carton of eggs is in Ted's refrigerator. He makes a cake and uses 2 of the eggs. How many are in the carton now?

$$\begin{array}{r} 12 \text{ eggs in a new carton} \\ - 2 \text{ eggs to make a cake} \\ \hline \end{array}$$

_____ eggs left in the carton

2 Pat counts the money in his wallet. He has \$8.32. He puts \$5.00 of the money in his piggy bank. How much money is in Pat's wallet now?

$$\begin{array}{r} \$ 8.32 \text{ in Pat's wallet} \\ - 5.00 \text{ put in Pat's piggy bank} \\ \hline \end{array}$$

_____ money left in Pat's wallet

LEVEL 2

LEVEL 2

Distribute appropriate copies to each student. Give each student a copy of the appropriate activity sheet, and instruct the students to write their names and the current date on the paper.

INTRODUCTION

Read the instructions aloud to the students. Note that the directions for Level 1 and Level 2 are slightly different since Level 1 activity sheets have one problem per page while Level 2 activity sheets have two per page.

Record student progress on the Progress Chart. Document mastery or nonmastery of each problem to assist in monitoring progress. The same math word problems are presented in Level 1 and Level 2, so refer to the problem number to determine which word problem is being used. Place a ✓ in the corresponding level column if the student successfully completed that word problem. Place an X in the column if the student was not successful. Record the date in the corresponding date column. Note any additional observations in the Comments section.

WORD PROBLEMS	DATE	LEVEL 1	LEVEL 2	COMMENTS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
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21				
22				
23				
24				
25				

PROGRESS CHART

Other Suggestions

Use manipulatives. Students are often better able to understand math word problems when they use actual objects to help them “see” the math. For example, you might gather small plastic lemons or real lemons for students to use with a math problem for figuring out how many lemons to use in making a lemon pie. Simple counters can also be used in place of real or plastic items.