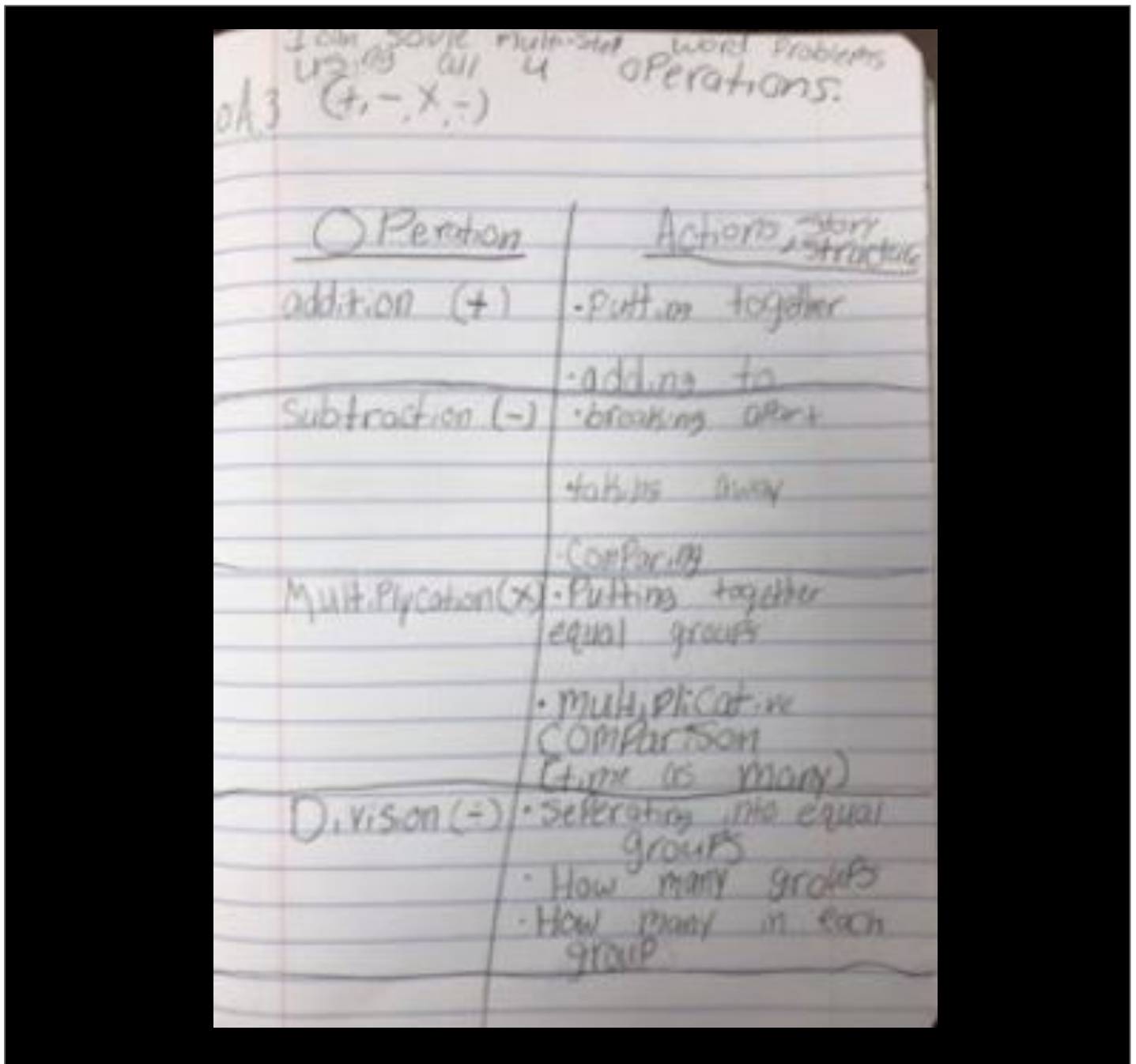


OPERATIONS AND ALGEBRAIC THINKING

<p>NC.4.OA.3</p>	<p>Solve two-step word problems involving the four operations with whole numbers.</p> <ul style="list-style-type: none"> • Use estimation strategies to assess reasonableness of answers. • Interpret remainders in word problems. • Represent problems using equations with a letter standing for the unknown quantity.
<p>DESCRIPTION</p>	<p>Notice how this anchor chart has been recorded in a student journal. Using graphic organizers to keep information neat and easy to read is a key to a useful anchor chart.</p>



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DESCRIPTION	This anchor chart poses different division situations and calls for students to determine what to do with the remainder (drop it, use it, round it). This would be a good introduction to a lesson where students have to sort word problems into these categories.

Division - Remainder

Drop it: Josh had 53 cookies. Seven cookies fit into his snack size bag. How many bags did he fill? $53 \div 7 = 7r4$
Josh filled 7 bags.

Use it: Josh had 53 cookies. Seven cookies fit into each snack bag. How many cookies would he have left? $53 \div 7 = 7r4$
Josh had 4 leftover.

Round it: Josh had 53 cookies. Seven cookies fit into his snack bags. What would be the fewest number of bags he would need in order to hold all of his cookies? $53 \div 7 = 7r4$
Josh needs 8 bags to hold all of his cookies.