Lesson 26

Multi-step word problems and operation choice

MODULE 2 · OPERATIONS AND COMPUTATIONAL FLUENCY NUMBER

Multi-step problems need a **plan**: decide which operation each step needs, work in order, and **check the answer makes sense**.

→ Underline the question; list the steps before you calculate.

→ Estimate the final answer so a wrong operation stands out.

HOW TO ANSWER TODAY

- **Order of operations.** Brackets first, then × and ÷, then + and −. Inside each group, work LEFT to RIGHT.
  $3 + 2 \times 5 \rightarrow 3 + 10 = 13 \cdot (4 + 2) \times 3 \rightarrow 6 \times 3 = 18$

WARM-UP

a. $84 + 34 =$ ☐ **b.** $28 + 68 =$ ☐ **c.** $28 + 96 =$ ☐ **d.** $28 + 25 =$ ☐

PRACTICE

1. 5th class are heading on a school tour to Glendalough. The bus already has **45** pupils on board. At the next stop, **7** families each send **4** children to join the trip, and then **4** pupils hop off to travel with their parents instead. How many pupils end up on the bus? Work out **45** + **7** × **4** − **4**.

2. 5th class are keeping a tally of birds at the classroom window feeder for the year. By the end of the spring term they have counted **570** visits in total, and **249** of those were in February alone. How many visits were counted in the other months?

CHALLENGE

1. The local wildlife group counted **9834** ducks visiting the pond in Wicklow last year. This year only **4190** ducks have been counted so far. How many fewer ducks have been counted this year?

2. Mr Ó Briain prints **4190** maths worksheets and **9834** reading worksheets in the photocopier room for the whole school next term. How many worksheets has he printed in total?

REFLECT How do you decide which operation a word problem is really asking for?