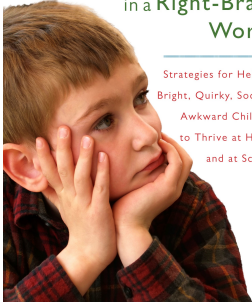


Out In Left Field

For left-brainers and kin: thoughts on education, left-brainedness, autism, and right-brain biases.

The Book

Raising a
Left-Brain Child
in a Right-Brain
World



Strategies for Helping
Bright, Quirky, Socially
Awkward Children
to Thrive at Home
and at School

Katharine Beals, PhD

"A must-read for parents, educators, and professionals."
—Michael Gurian, author of *Nurture the Nature* and *The Minds of Boys*

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Recent Comments

Anonymous commented on [Http://](http://) "I am a math teacher who uses CPM. This is a ridiculous comparison, making it seem as though there..."

Anonymous commented on [Http://](http://) "Silly problem. In reality, if I thought I'd have 15 ounces, when a recipe listed 16 ounces for..."

Katharine Beals commented on [Http://](http://) "The scoring guidelines were written by Common Core-inspired testing institutions, not by elementary..."

S Goya commented on [Http://](http://) "There are two kinds of Singapore math, the real Singapore math used in Singapore, and the US..."

Friday, July 9, 2010

Math problems of the week: riddles in 2nd grade Investigations vs. Singapore Math

Name _____ Date _____

Putting Together and Taking Apart

My Own Comic Strip

1 Write a story for this problem:
 $36 + \underline{\quad} = 52$
Your story can be funny or silly or serious!

*I found 36 flys.
I caught some more.
Now I have 52 flys. How many?*

Family Connection
Students have been creating their own story problems. Here your child is being challenged to write and illustrate a story in which an unknown part (or unknown) is being added to a known part (or unknown) to create a given total. Being able to visualize what is given in a problem—and what is missing—is an important skill.

2 Draw pictures that show how your story starts, what happens, and how your story ends.

| | | |
|--|--|--|
| | | |
|--|--|--|



3 Show or tell how you solved your problem.

Use during Investigation 1 (Finding the Missing Part, Sessions 3, 4, and 5). 121

S Goya commented on Http: "Barry, As an American math teacher with substantial experience teaching math in China, I can tell..."

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OILF speaks to:

Linear thinkers

who absorb things one-at-a-time

Uni-taskers

who finish one task before the next

Structured learners

who need logical organization

Low band-width processors

overwhelmed by multi-media

One-on-one socializers

who shy away from large groups

Independent self-starters

who don't work well in groups

Introverts

who prefer reading to partying

"Male"-brained males & females

MaleFemale.asp

Math buffs, linguists, engineers,

programmers, scientists & skeptics

About Me



Katharine Beals

Katharine Beals, PhD, is the author of "Raising a Left-Brain Child in a Right-Brain World: Strategies for Helping Bright, Quirky, Socially Awkward Children to Thrive at Home and at School" (Shambhala/Trumpeter). Katharine is an educator and the mother of three left-brain children. She has taught math, computer science, social studies, expository writing, linguistics, and English as a second language to students of all ages, both in the U.S. and overseas. She is also the architect of the GrammarTrainer, a linguistic software program for language impaired

2. Find the missing number in each of the following:

| | |
|-----------------------|-----------------------|
| $68 + \square = 88$ U | $20 + \square = 90$ E |
| $15 + \square = 50$ O | $58 - \square = 18$ T |
| $\square + 35 = 80$ E | $\square - 15 = 15$ R |
| $\square + 16 = 91$ Y | $\square - 35 = 65$ H |
| $\square - 30 = 50$ T | |

What is the best thing to put into a pie?
Write the letters in the boxes below to find out.

| | | | |
|----|----|----|----|
| | | U | |
| 75 | 35 | 20 | 30 |

| | | | | |
|----|----|----|----|-----|
| | | | | |
| 80 | 70 | 45 | 40 | 100 |

Unit 7: Addition and Subtraction

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Posted by Katharine Beals at [12:59 PM](#) 

Labels: [math](#), [Reform Math](#), [Singapore Math](#)

4 comments:

GPC said...

I've never understood the popularity of story writing in Math. Is there supposed to be a point to this? I sometimes wonder if the people who are developing curricula and writing textbooks ever stop and ask what is the purpose of this or that exercise? What are we expecting children to learn from this? Is what they are learning useful? Or are they just trying to make school fun for kids, regardless of a lack of educational benefit?

[July 9, 2010 at 5:13 PM](#)

ChemProf said...

I understand what they are trying to do, but not how they do it. I'm getting ready to teach a math review as part of a summer bridge program, and as part of their review assignment, I have them write their own problems and solve them. But, these are college students and I'm teaching them to look for patterns and types of word problems (since often students with modest math skills see each word problem as a unique thing that is unrelated to any other problem they've seen).

I could imagine a good assignment for a second grader that had several related Singapore math-type word problems, and then asked them to write one of their own. Learning how to write a problem is a good skill to have, since to do it well you need to identify all the key parts of a problem. But giving them the

children. She is currently a lecturer at the University of Pennsylvania Graduate School of Education and an adjunct professor at the Drexel University School of Education.

[View my complete profile](#)

Left-brain, right-brain, and brain hemispheres

This site uses *left-brain* and *right-brain* not as physiological terms for the actual left and right hemispheres of the brain, but as they are employed in the everyday vernacular. They appear here in the same spirit in which people use *type A* and *type B* (themselves the relics of a debunked theory about blood type and character type): an informal shorthand for certain bundles of personality traits.

Left-brain: logical, systematic, analytical, one-at-a-time, abstract, verbal, introverted.

Right-brain: emotional, incidental, intuitive, holistic, relational, nonverbal, social.

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 - creativity
 - The logic of computer programming courses
 - www.carver.phila.k12.pa.us/Computer_Science.html...

numbers they have to use without any models is just setting them up for randomness and frustration, without teaching them anything.

[July 10, 2010 at 12:55 PM](#)

[LexAequitas](#) said...



I suspect the popularity of story-writing is to try to teach application. It always seems a bit forced.

[July 12, 2010 at 10:08 AM](#)

[Unknown](#) said...



I suspect the popularity of story-writing is to try to teach application. It always seems a bit forced.

I have used it (infrequently) to allow students an opportunity to explain their thinking. These comments prompted me to finally write a [blog post about a book I picked up in Singapore on using journals in the math classroom](#).

One thought on the Investigations page: How can you ask a second grade child to write and illustrate a funny or silly or serious word problem in so little space? Do the publishers lack knowledge of both content AND pedagogy?

[July 14, 2010 at 6:18 PM](#)

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