Exploring CGI Problem Types

1. For each problem below, identify the problem type. Record the problem number in the chart on the next page. Work with a partner to verify the problem types.

2. Assume that the teacher will help students with reading the problems and that manipulatives will be available. Rank the problems from easiest to hardest.

3. As time permits, write a new problem for each type on the chart. Do this on other paper. Share.

	1. Amy had some cookies. Mark gave her 4 more. Now Amy has 12 cookies. How many cookies did Amy have to begin with?
	2. Dequan has 12 treats. Eight of his treats are cookies, and the rest are candies. How many treats does Dequan have?
	3. Jack has 12 balloons. Tara has 7 balloons. How many more balloons does Jack have than Tara?
	4. Jenny had 8 cookies. Mike gave her 4 more. How many cookies does Jenny have altogether?
	5. Jim has 4 cookies and Leah has 8 cookies. They put their cookies into a cookie jar. How many cookies did they put into the jar?
	6. Mark and Sally put 12 cookies into the cookie jar. Mark put in 4 cookies. How many cookies did Sally put in?
	7. Mark has 4 cookies and 8 candies. How many treats does he have?
	8. Pam had some cookies. She gave 4 to Mark. Now Pam has 8 cookies left. How many cookies did Pam have to begin with?
	9. Katie had 13 cookies. She ate 6 of them. How many cookies does Katie have left?
	10. Roxana has 7 dollars. How many more dollars does she have to earn so that she will have 22 dollars to buy a puppy?
	11. Sally had 12 cookies. She gave some to Mark. Now she has 8 cookies. How many did she give to Mark?
	12. Sally had 12 cookies. She gave 4 cookies to Mark. How many cookies Sally have now?
	13. Sally had 8 cookies. Mark gave her some more. Now Sally has 12 cookies. How many did Mark give her?

Join	Result Unknown	Change Unknown	Start Unknown
Separate	Result Unknown	Change Unknown	Start Unknown

Part-Part-Whole	Whole Unknown	Part Unknown

Discuss at your table:

1. Why is it helpful for teachers to be aware of different problem types?

2. How does this knowledge influence a teacher's choice of problems for the class?

3. If anyone in the group had had CGI training and is using the ideas in the classroom, ask that person to talk about how CGI has influenced him or her.

GradeKModule6Handout