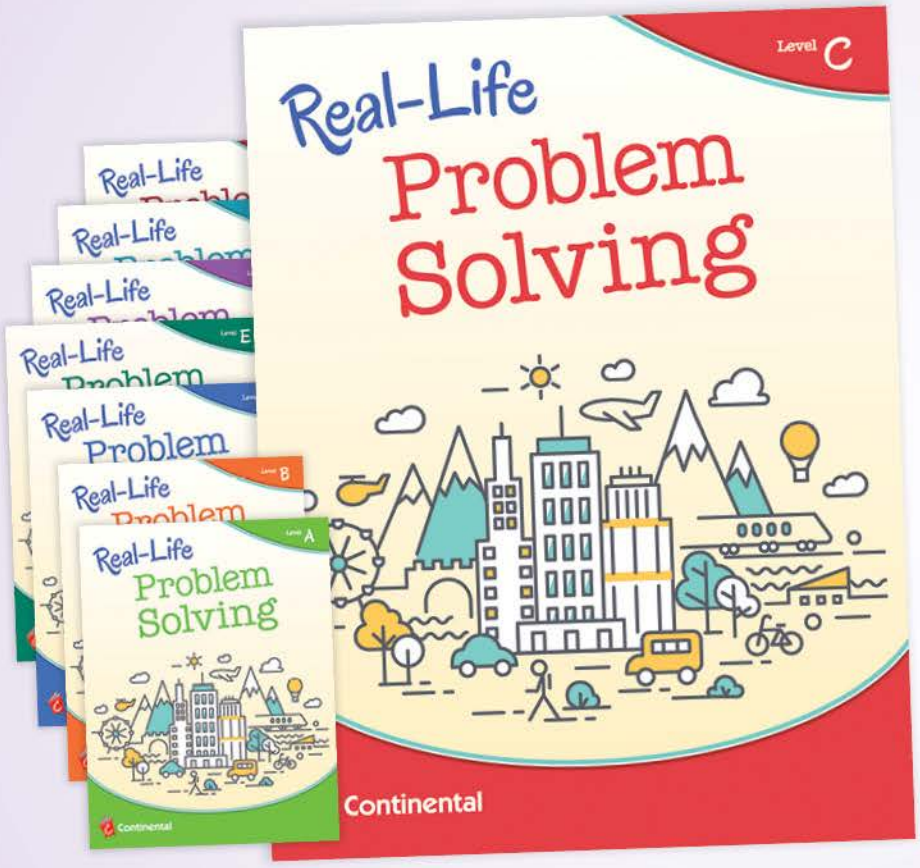

Books available

Grades 1–8

Continental
inspire every learner

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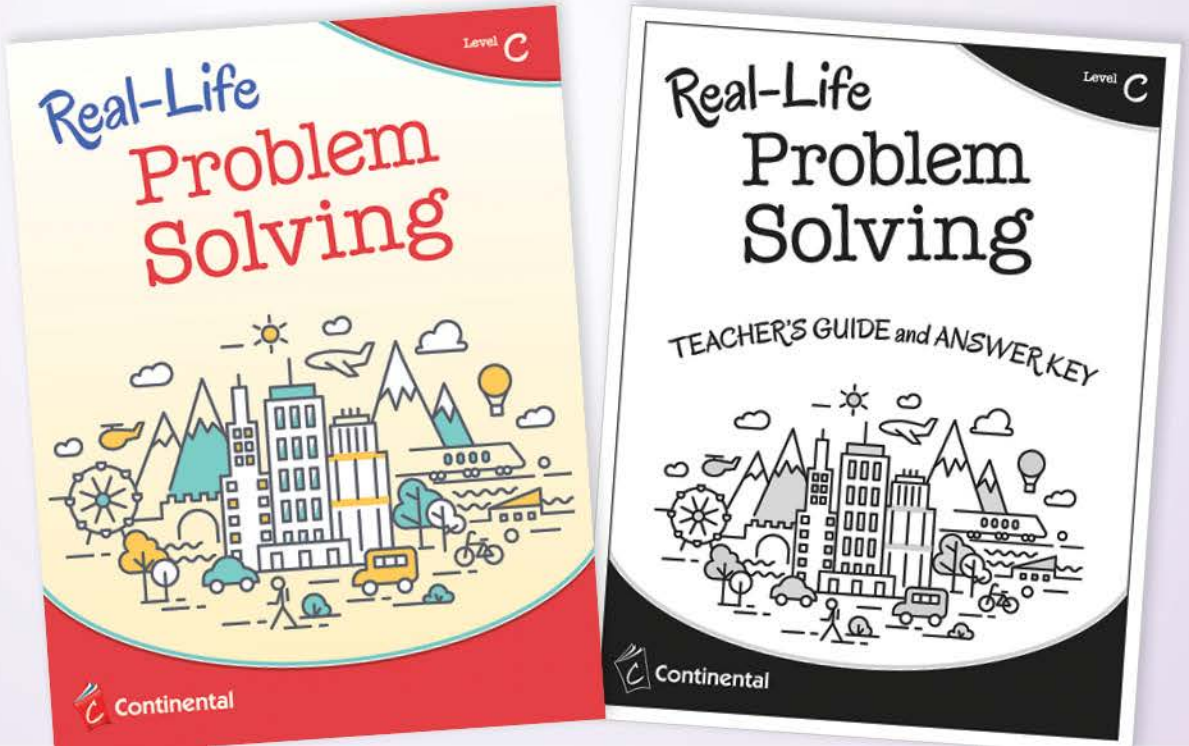
What does the series do?

Make math meaningful to students. *Real-Life Problem Solving* uses engaging, kid-friendly lessons to reinforce their problem-solving skills and understanding of mathematics in their daily lives. In real life, the information needed to solve a problem may come from a variety of sources. The books introduce students to this idea. Components include student books and teacher's guides in print and eBook formats.

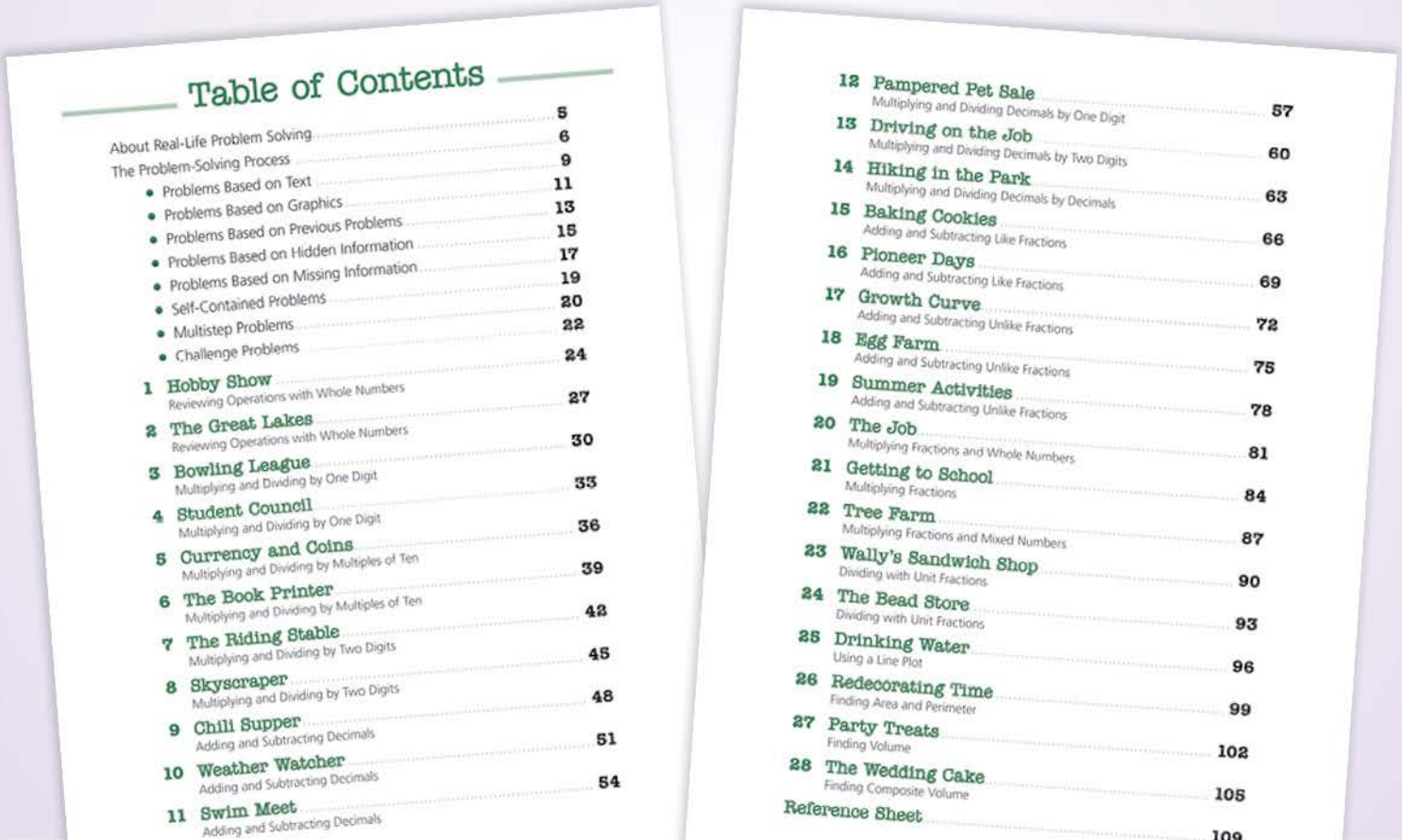


eBooks available

Grades 1–8

Curriculum Support

The skills required in each student workbook parallel the Common Core State Standards at grade level.



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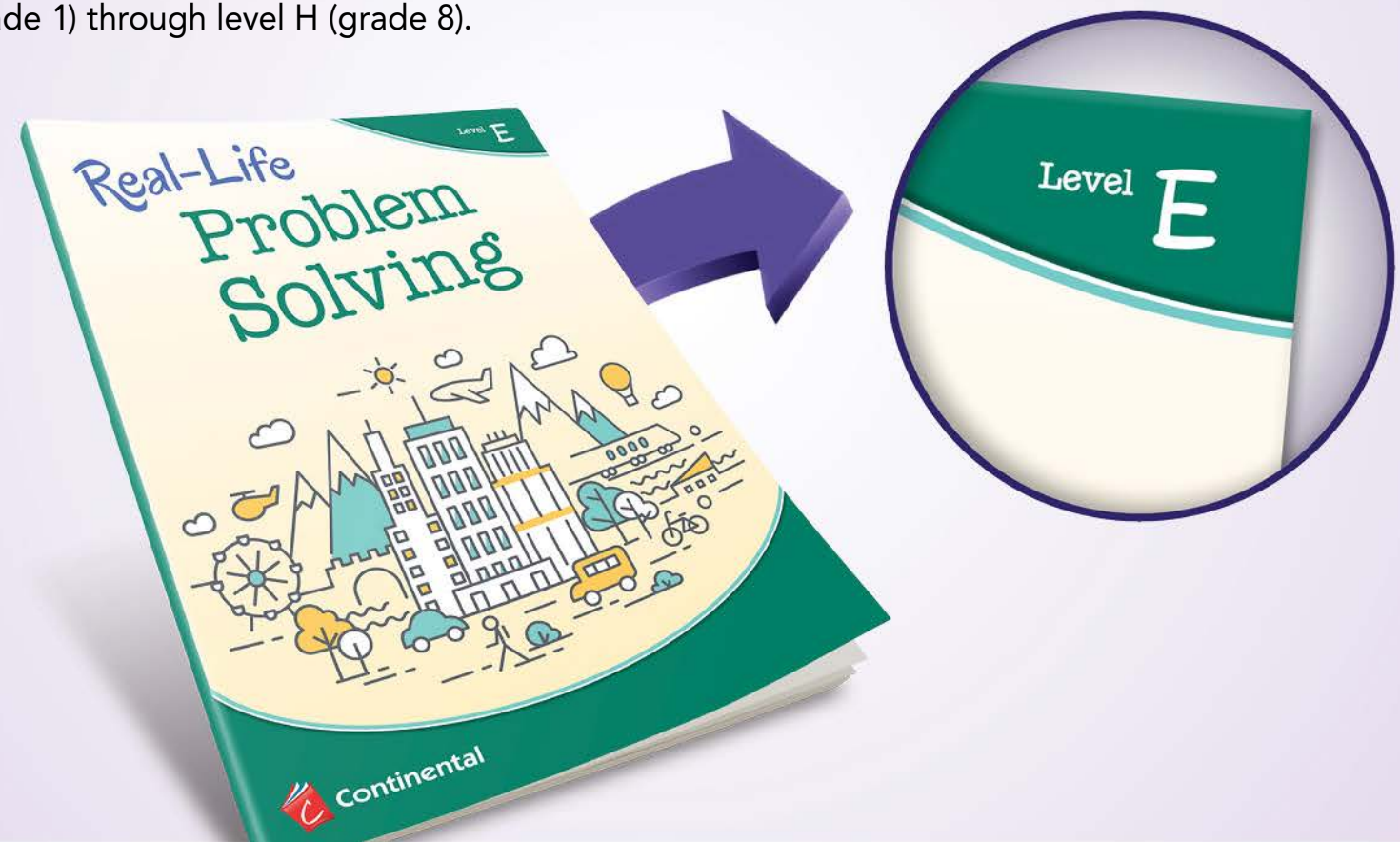
Book Levels

Books are assigned alpha levels so you can **pick and choose the right practice for every student's needs,** regardless of his/her grade. Eight books in the series range from level A (grade 1) through level H (grade 8).



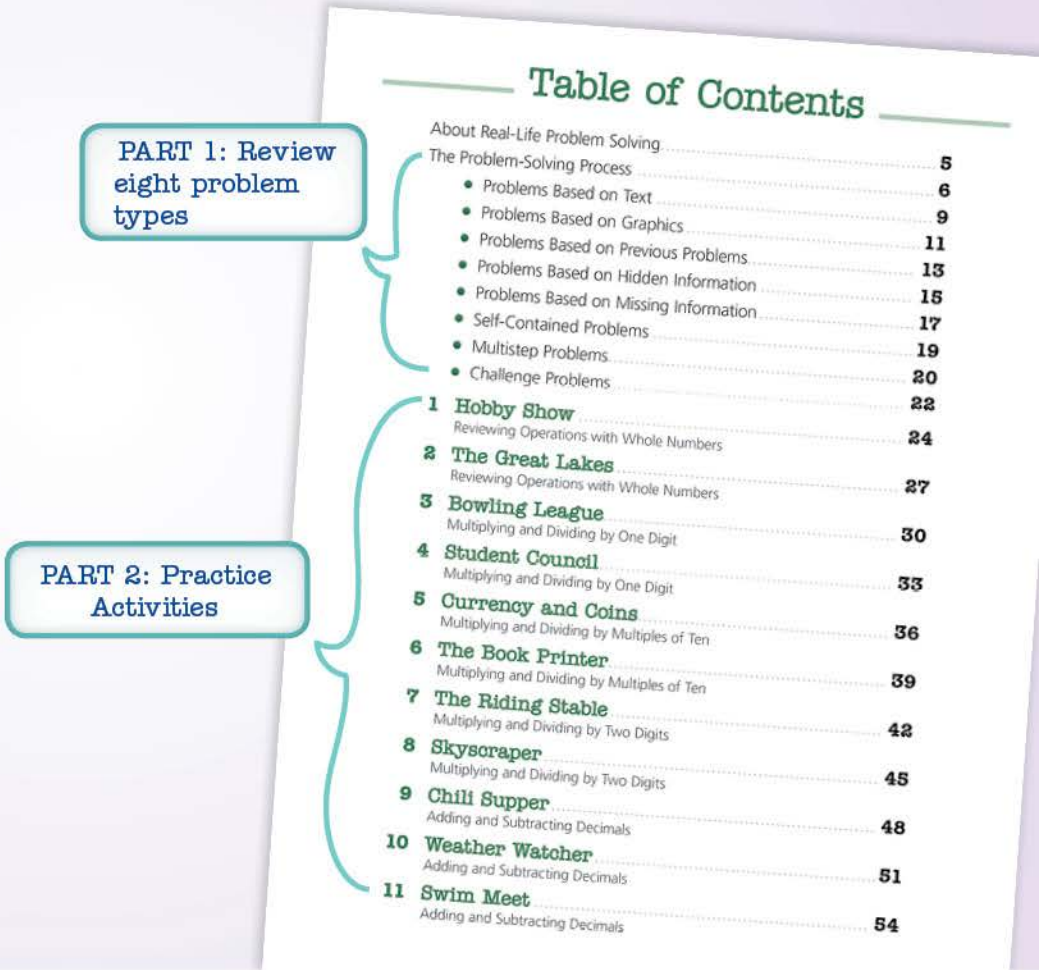
Organization

Part 1: Teaching Lessons

Students will learn the basic process for approaching problem solving and specific approaches for solving eight different problem types. These lessons form the foundation for part 2 of the book.

Part 2: Practice Activities

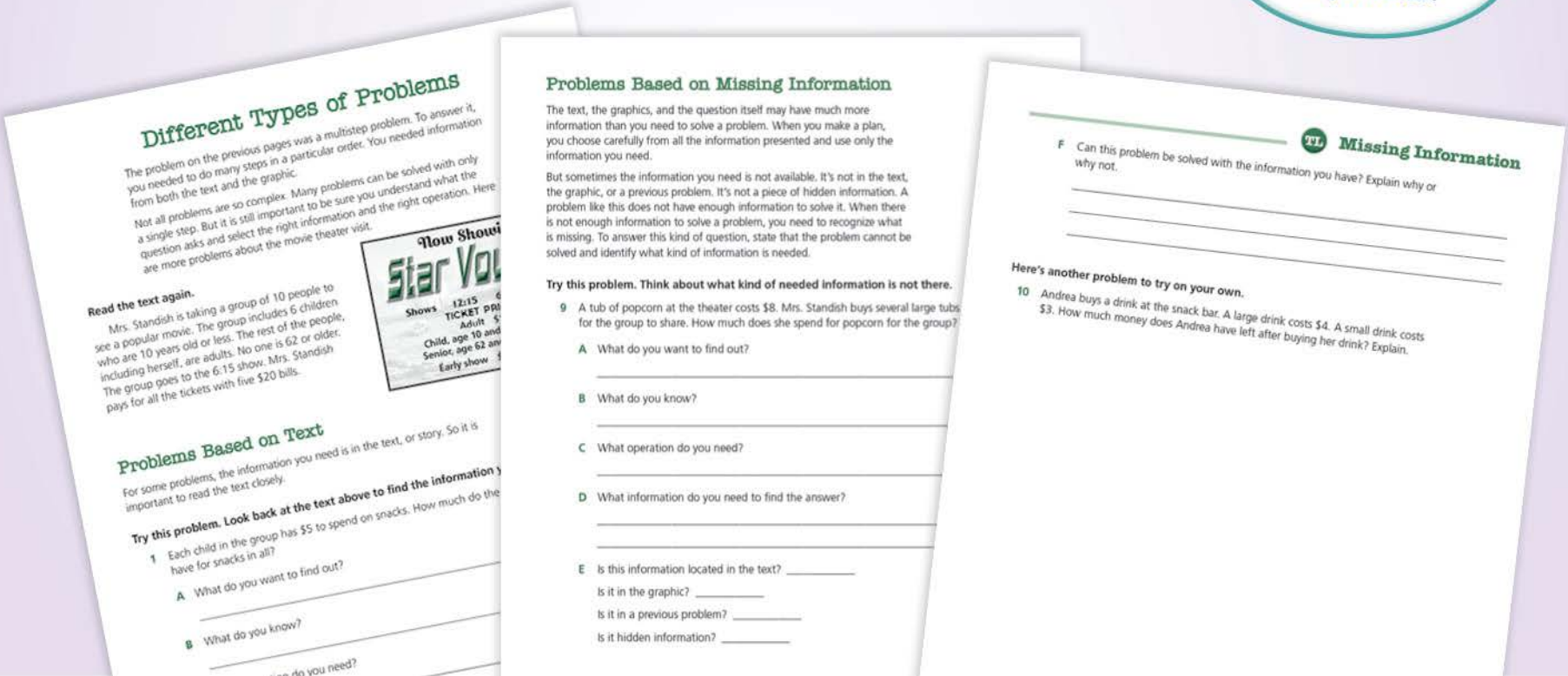
Students are ready to apply what they've learned in part 1. Each of 28 practice activities presents a real-life situation with related problems to solve.



Part 1: Teaching Lessons

Brief instruction begins each lesson to show students how to approach a specific problem type. Guided questions follow, leading students to analyze and solve problems of that type. The lesson concludes with a problem for independent practice.

A reference sheet for hidden information problems is provided.



Different Types of Problems

The problem on the previous pages was a multistep problem. To answer it, you needed to do many steps in a particular order. You needed information from both the text and the graphic.

Not all problems are so complex. Many problems can be solved with only a single step. But it is still important to be sure you understand what the question asks and select the right information and the right operation. Here are more problems about the movie theater visit.

Now Showi
Star Vo
Shows 12:15
TICKET PR
Adult
Child, age 10 and
Senior, age 62 an
Early show

Read the text again.

Mrs. Standish is taking a group of 10 people to see a popular movie. The group includes 6 children who are 10 years old or less. The rest of the people, including herself, are adults. No one is 62 or older. The group goes to the 6:15 show. Mrs. Standish pays for all the tickets with five $20 bills.

Problems Based on Text

For some problems, the information you need is in the text, or story. So it is important to read the text closely.

Try this problem. Look back at the text above to find the information y

1 Each child in the group has $5 to spend on snacks. How much do the have for snacks in all?

A What do you want to find out?

B What do you know?

do you need?

Problems Based on Missing Information

The text, the graphics, and the question itself may have much more information than you need to solve a problem. When you make a plan, you choose carefully from all the information presented and use only the information you need.

But sometimes the information you need is not available. It's not in the text, the graphic, or a previous problem. It's not a piece of hidden information. A problem like this does not have enough information to solve it. When there is not enough information to solve a problem, you need to recognize what is missing. To answer this kind of question, state that the problem cannot be solved and identify what kind of information is needed.

Try this problem. Think about what kind of needed information is not there.

9 A tub of popcorn at the theater costs $8. Mrs. Standish buys several large tubs for the group to share. How much does she spend for popcorn for the group?

A What do you want to find out?

B What do you know?

C What operation do you need?

D What information do you need to find the answer?

E Is this information located in the text? _____

Is it in the graphic? _____

Is it in a previous problem? _____

Is it hidden information? _____

TL **Missing Information**

F Can this problem be solved with the information you have? Explain why or why not.

Here's another problem to try on your own.

10 Andrea buys a drink at the snack bar. A large drink costs $4. A small drink costs $3. How much money does Andrea have left after buying her drink? Explain.

Part 2: Practice Activities

Each three-page activity presents a story in text accompanied by a graphic, such as an illustration, a diagram, a table or graph, or similar source of data. Students will need to select information carefully to solve eight related problems, at least one of each problem type.

3 Bowling League

The Alley Cats Bowling League plays at Bella's Bowling Lanes. The league has 38 members. Every Saturday afternoon, each member of the league bowls 3 games.

Jason is a member of the Alley Cats. On Saturday, his scores for his games were 97, 103, and 127.

Bella's Bowling Lanes
Bowling $4 a game
Shoe Rental $3 a pair

Solve each problem. If there is not enough information to solve it, tell what is needed.

1 How much did it cost each member of the league to play 3 games?

2 Rita rented a pair of shoes last Saturday. How much did she pay for the shoe rental and the games she played?

3 Twenty-nine members of the league brought their own shoes, and the rest rented shoes. What was the total amount the members paid for shoe rental?

How many members rented shoes?

3 Bowling League

4 What was Jason's average score for the 3 games?

5 No more than 4 people bowled at each lane. What is number of lanes the league could have used? Explain answer is correct.

6 How many lanes were left for other people to use

3 Bowling League

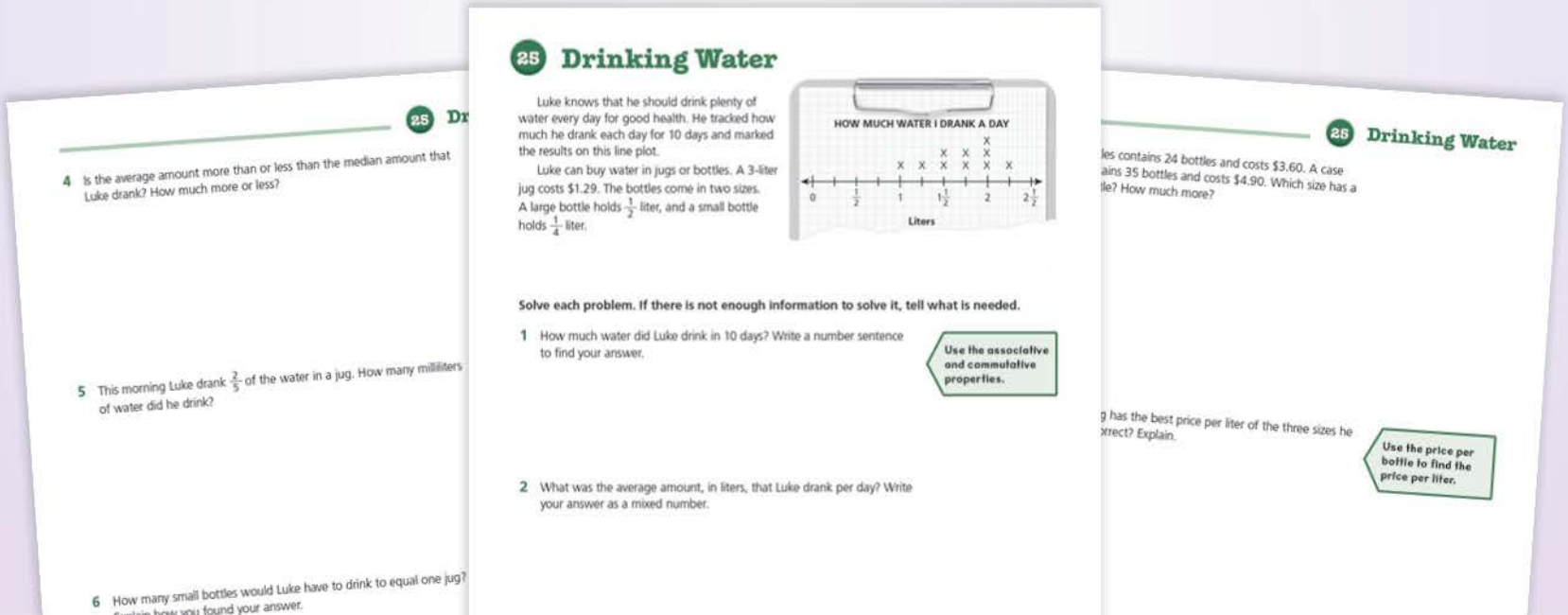
7 Each lane is 20 yards long from the foul line to the bowling pins. Each game consists of 10 frames, or rounds. In each round, a player gets two chances to roll the ball at the pins. If Jason rolled the ball twice in every frame, how many feet did his ball travel in one game? Explain how you know.

Is the question asking for an answer in the same units that are given in the problem?

8 Rita's 3-game average was 113. She scored 108 in her first game and 93 in her second game. What was Rita's score for her third game? Explain how you found the answer.

Part 2: Practice Activities (cont.)

- Many items represent more than one problem type and require a variety of problem-solving skills.
- Because communication is an important part of problem solving, at least one item in each activity set asks students to explain their thinking.
- Many problems are multistep, requiring careful planning.
- One item in each activity is unsolvable due to insufficient information.



25 Dr

4 Is the average amount more than or less than the median amount that Luke drank? How much more or less?

5 This morning Luke drank $\frac{2}{5}$ of the water in a jug. How many milliliters of water did he drink?

6 How many small bottles would Luke have to drink to equal one jug? Explain how you found your answer.

25 Drinking Water

Luke knows that he should drink plenty of water every day for good health. He tracked how much he drank each day for 10 days and marked the results on this line plot.

Luke can buy water in jugs or bottles. A 3-liter jug costs $1.29. The bottles come in two sizes. A large bottle holds $\frac{1}{2}$ liter, and a small bottle holds $\frac{1}{4}$ liter.

Solve each problem. If there is not enough information to solve it, tell what is needed.

1 How much water did Luke drink in 10 days? Write a number sentence to find your answer.

Use the associative and commutative properties.

2 What was the average amount, in liters, that Luke drank per day? Write your answer as a mixed number.

26 Drinking Water

les contains 24 bottles and costs $3.60. A case ains 35 bottles and costs $4.90. Which size has a le? How much more?

g has the best price per liter of the three sizes he rrect? Explain.

Use the price per bottle to find the price per liter.

Part 2: Practice Activities (cont.)

- Hints in the sidebar direct students' thinking.
- A challenge problem completes each activity. It may require more difficult computation or higher-level reasoning than other items in the set, or nonroutine problem-solving strategies. At times, students are asked to explain their solutions.

eBooks

Continental's eBooks go where you and your students need to be, making them ideal for both distance and blended learning models. Our printed books are delivered online with features to help you personalize instruction and make the most of practice time.

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With the easy-to-use tools and notifications, students can:

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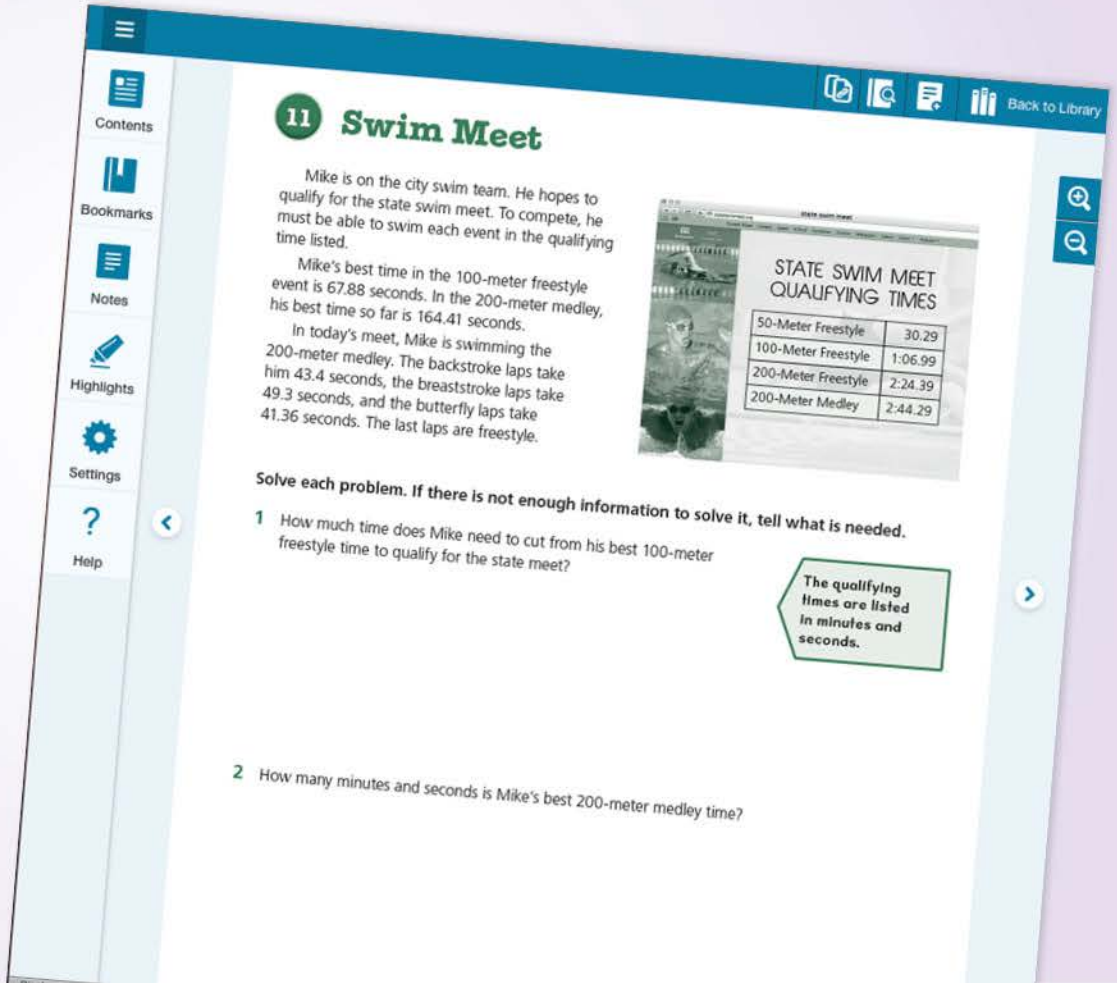


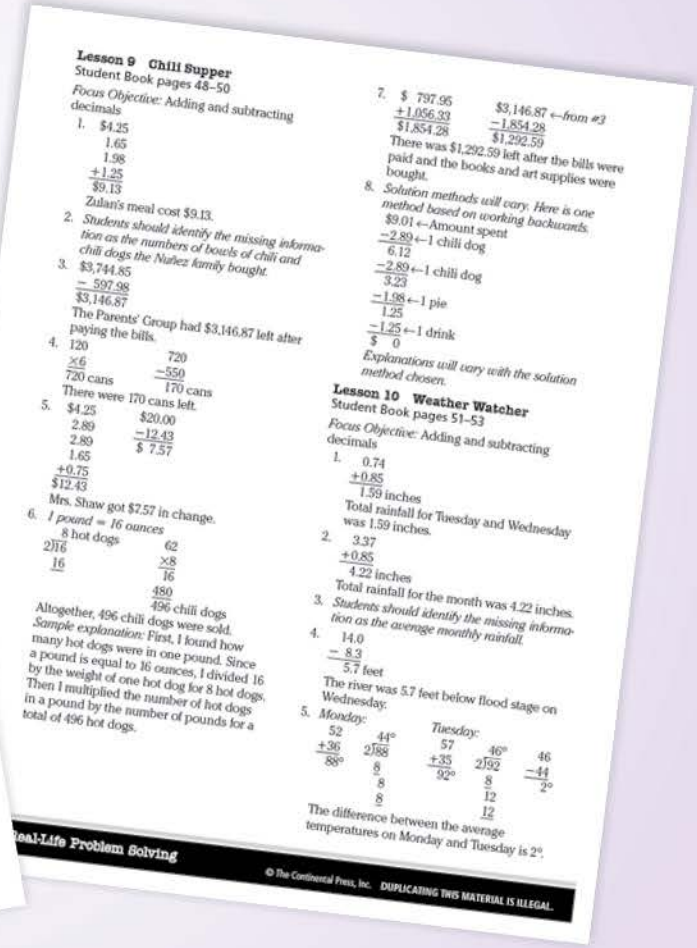
Teacher's Guides

An easy-to-use resource for every level includes:

- Suggestions for use
- Identification of problem type(s) for each item
- Complete answer key, including exemplary answers for written responses

REAL-LIFE PROBLEM SOLVING LEVEL E—PROBLEM-SOLVING CHART

Lesson Number and Title	Focus Objective	Problem Type 1 Text	2 Graphic	3 Previous Problem	4 Missing	5 Hidden	6 Self-Contained	7 Multistep	8 Challenge
1 Hobby Show	Reviewing operations with whole numbers	1, 2	3, 7	4	5	2–dozen	6	2, 7	8–guess-and-check
2 The Great Lakes	Reviewing operations with whole numbers	1, 7	4, 5, 6, 8	6, 7	3	1–current year	2	4, 5, 8	8–find and compare averages
3 Bowling League	Multiplying and dividing by one digit	3, 4, 5	1, 2, 3	2	6	7–feet/yard	7	3, 4, 8	8–work backwards
4 Student Council	Multiplying and dividing by one digit	1, 3	3, 4	2, 7	7	3–half 5–days/week, October = 31 days	6, 8	2, 3, 4, 5	8–logical reasoning
5 Currency and Coins	Multiplying and dividing by multiples of ten	1, 5, 7	2, 4	7, 8	6	2–red/penny 5–twice	3	4, 5, 8	8–explain multistep solution
6 The Book Printer	Multiplying and dividing by multiples of ten	1, 2	5	3, 4, 8	7	4–minutes/hour	6	4, 5, 8	8–explain multistep solution
7 The Riding Stable	Multiplying and dividing by two digits	1, 3, 6, 7	1, 3, 8	2, 8	5	2–minutes/hour 7–days/year	4	6, 7, 8	8–explain multistep solution
8 Skyscraper	Multiplying and dividing by two digits	4, 5	1, 2	8	3	6–months/year	7	6, 8	8–explain multistep solution
9 Chili Supper	Adding and subtracting decimals	3, 7	1, 5, 8	7	2	6–ounces/pound	4	4, 5, 6, 8	8–work backwards
10 Weather Watcher	Adding and subtracting decimals	1, 2	1, 2, 5, 6	7	3	8–minutes/hour	4	5, 6, 7	8–explain time problem
11 Swim Meet	Adding and subtracting decimals	1, 2, 6	1, 3, 6	7	5	1, 2, 6–seconds/minute	4, 8	1, 2, 6, 8	8–make an organized list
12 Pampered Pet Sale	Multiplying and dividing decimals by one digit	2, 7	1, 4	5, 8	3	7–cups/ounces/pounds	6	5, 8	8–work backwards
13 Driving on the Job	Multiplying and dividing decimals by two digits	1, 3, 4, 5, 7	1, 8	7, 8	2	5–5 days/work week	6	1, 4, 8	8–explain multistep solution
14 Hiking in the Park	Multiplying and dividing decimals by decimals	3	1, 2, 4, 5	3, 8	6	5–feet/mile	7	3, 4, 8	8–explain a comparison



Lesson 9 Chili Supper
Student Book pages 48–50

Focus Objective: Adding and subtracting decimals

1. $4.25 + 1.65 + 1.98 + 1.25 = $9.13
Zidan's meal cost $9.13.

2. *Students should identify the missing information as the numbers of bowls of chili and chili dogs the Nuñez family bought.*

3. $3,744.85 − 597.98 = $3,146.87
The Parents' Group had $3,146.87 left after paying the bills.

4. 120 ×6 = 720 cans
720 − 550 = 170 cans
There were 170 cans left.

5. $4.25 + 2.89 + 2.89 + 1.65 + 0.75 = $12.43
$20.00 − 12.43 = $ 7.57
Mrs. Shaw got $7.57 in change.

6. *1 pound = 16 ounces*
8 hot dogs
2)16
16
62 ×8 = 16, 480
496 chili dogs
Altogether, 496 chili dogs were sold.
Sample explanation: First, I found how many hot dogs were in one pound. Since a pound is equal to 16 ounces, I divided 16 by the weight of one hot dog for 8 hot dogs. Then I multiplied the number of hot dogs in a pound by the number of pounds for a total of 496 hot dogs.

7. $ 797.95 + 1,056.33 = $1,854.28
$3,146.87 ←from #3 − 1,854.28 = $1,292.59
There was $1,292.59 left after the bills were paid and the books and art supplies were bought.

8. *Solution methods will vary. Here is one method based on working backwards.*
$9.01 ←Amount spent
2.89 ←1 chili dog = 6.12
2.89 ←1 chili dog = 3.23
1.98 ←1 pie = 1.25
1.25 ←1 drink = $ 0
Explanations will vary with the solution method chosen.

Lesson 10 Weather Watcher
Student Book pages 51–53

Focus Objective: Adding and subtracting decimals

1. 0.74 + 0.85 = 1.59 inches
Total rainfall for Tuesday and Wednesday was 1.59 inches.

2. 3.37 + 0.85 = 4.22 inches
Total rainfall for the month was 4.22 inches.

3. *Students should identify the missing information as the average monthly rainfall.*

4. 14.0 − 8.3 = 5.7 feet
The river was 5.7 feet below flood stage on Wednesday.

5. *Monday:* 52 + 36 = 88°
Tuesday: 57 + 35 = 92°
92 − 88 = 4°
The difference between the average temperatures on Monday and Tuesday is 2°.

Real-Life Problem Solving

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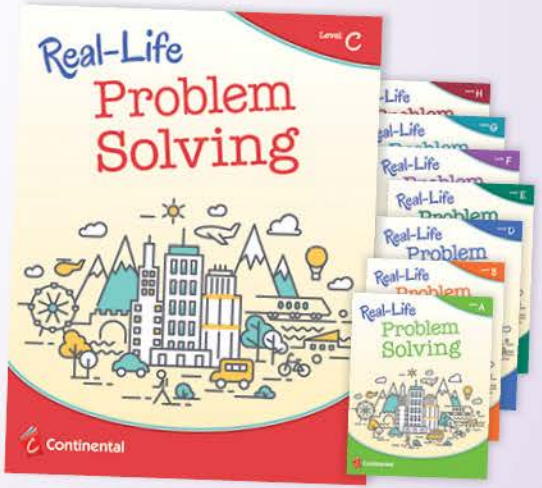

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