

## Chocolate Candies and Hard Candies

Start by reading to the child only the first three lines.

*Aunt Ann gave some candies to her nephews – Ken and John.*

*Ken got 2 chocolate candies and 5 hard candies.*

*John got 4 chocolate candies and 4 hard candies.*

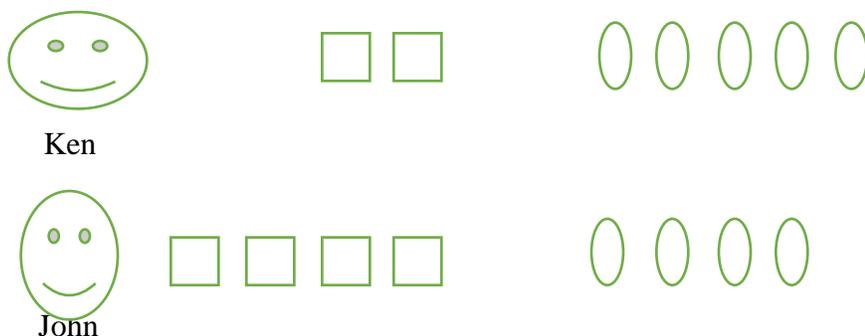
How many candies altogether did Aunt Ann give to her nephews?

How many hard candies did Aunt Ann give to her nephews?

Who got fewer chocolate candies? How many fewer?

Parents and teachers, of course you already have read the questions (silently!) and know the answers, but do not ask a child to calculate anything yet.

This is a story. Let's illustrate it. I will draw chocolate candies as squares and hard candies as ovals.



The picture makes the word problem look like a story from a storybook. Now we can start asking questions. Parents do it every time when they read stories from a storybook!

How many candies altogether did Aunt Ann give to her nephews?

We can simply count all squares and ovals. This way the problem becomes accessible for children who are not familiar with the formal writing:  $2 + 5 + 4 + 4 = 15$

How many hard candies did Aunt Ann give to her nephews?

Well, we have to count ovals only:  $5 + 4 = 9$

Who got fewer chocolate candies? How many fewer?

(please be prepared to explain the word “fewer” and then the meaning of the question How many fewer?)

Most likely the child is familiar with the question: “Who has more? How much more?”)

Ken got 2 chocolate candies fewer – you see he has 2 squares while John has 4.

But Ken got one extra hard candy. I hope he loves them and they are really big.

That would make it fair. 😊