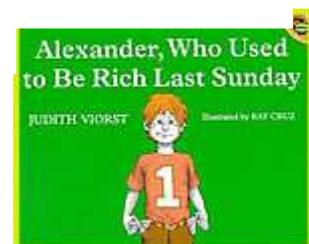# WRITING A MATH STORY

Time: 40 minutes

Materials: paper and pencil, book: *Alexander, Who Used to be Rich Last Sunday*, by Judith Viorst

After reviewing how to add and subtract using decimals, the students will listen to *Alexander, Who Used to be Rich Last Sunday* by Judith Viorst; then write their own story that involves adding and subtracting money. Students will be required to show their math work. A rubric will be used to assess the completed assignment.

1. The students will listen as *Alexander, Who Used to be Rich Last Sunday* is read aloud.

2. As a class, we will review and discuss the steps that happened in the story to cause Alexander to not be rich anymore.

3. The students will create their own story - about themselves, or a fictional character, that involves the addition and subtraction of money.

4. Instructor should give an example (talk aloud while demonstrating math computations on board): I started with $200 that I received for my birthday. I wanted to buy this really neat CD, so I did. It cost $15.95. That left me with $184.05. I had to baby sit for my neighbor on Tuesday and I made $12. Now I have $196.05.

5. When students are finished they must turn in their story and show their math work for each step of the problem.

6. Students should include at least 6 math problems involving money in their story – 3 addition, and 3 subtraction. (Teacher should give directions as to how many equations need to include cents/decimals.)

The students will be assessed using a rubric on the completion of assigned problems, and accuracy of their math work.

♪Music Connection

Writing a Math Story

Rubric – Math

Points	Math Completion	Accuracy	Organization
4	Student includes 6 math problems in their story. There is a variety of addition and subtraction (3 of each).	All six math equations are completed showing work, and contain correct answers.	Math equations are well organized, easy to follow and understand each process used.
3	Student includes 5 math problems in the completed story. Both addition and subtraction is used.	Student completes five correct answers, and shows work for each problem solved.	
2	Student uses 3-4 math problems, using both addition and subtraction.	3-4 correct answers are given. Steps showing work and how answer was attained may be missing.	
1	Student includes less than 3 equations in their completed story. There is only one operation used (+ or – not both)	Less than 3 correct math equations are performed. Work for each problem is not shown.	Assignment lacks organization. Math equations are not formatted correctly.

*See Language Arts Section for rubric on writing.