

# SPIRAL Activity Guide

## Set/Comparison Schema

Let's use the Set/Comparison equation to solve our word problem!

First let's write our Set/Comparison equation. What is our Set/Comparison equation?

Write  $S \times T = P$ .

Good. We write the Set/Comparison equation: S times T equals P. In a Set/Comparison problem, there is a set compared a number of times. The Set/Comparison equation, S times T equals P, helps us remember how to write our number sentence for a Set/Comparison problem.

(Writes.)

Now we need to find the product. Does the problem give us the product or ask us to find the product?

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<p><i>If P is a number:</i> Very good. __ is the product. The problem gives us P. We write __ under P.</p> <p>(Writes and checks off the number.)</p>	<p><i>If P is missing:</i> That's right. In this problem, we have to figure out the product. The product is missing. We write a blank under P.</p> <p>(Writes.)</p>
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Next, we need to find S and T. We have to decide the set and the number of times or multiplier. Let's start with S. Sometimes the problem tells us the set. Other times, the set is missing. Look at the problem. Do we know the set?

<p><i>If S is a number:</i>  <b>Yes! __ is the set. We write __ under S.</b></p> <p>(Writes and checks off the number.)</p>	<p><i>If S is missing:</i>  <b>Yes. We have to find the set. The set is what's missing. We write a blank under S.</b></p> <p>(Writes.)</p>
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Now we need to find T. We have to decide the number of times or multiplier. Sometimes the problem tells us the number of times or multiplier. Other times, the number of times or multiplier is missing. Look at the problem. Does it tell us the number of times or multiplier?

<p><i>If T is a number:</i>  <b>Yes! __ is the number of times or multiplier. We write __ under T.</b></p> <p>(Writes and checks off the number.)</p>	<p><i>If T is missing:</i>  <b>Yes. We have to find the number of times or multiplier. The number of times or multiplier is what's missing. We write a blank under T.</b></p> <p>(Writes.)</p>
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**What should we do next?**

Write the signs.

**Good. What math signs do we use to complete our number sentence?**

× and =.

(Writes.)

**Does this look like a number sentence we know how to solve?**

Yes!

**Let's read the number sentence together.**

*Read number sentence aloud with student.*

**Let's solve for blank!**

*After you find blank, label the number answer with the word underlined in the problem.*

**The last thing we need to do is check to see if our answer makes sense.  
Does this answer make sense? Why?**

(Student explains.)