



ST Math Activity Page: Teacher Guide



Students are developing strategies to keep track of their thinking when there are multiple steps to a problem. Focus on what students did first, next, etc. and how they organized their work.



**PUSH BOX
MISSING QUANTITY**



$$\boxed{4} - \boxed{2} + \boxed{5} = \boxed{7}$$

$$3 + \boxed{7} + 4 = 14$$

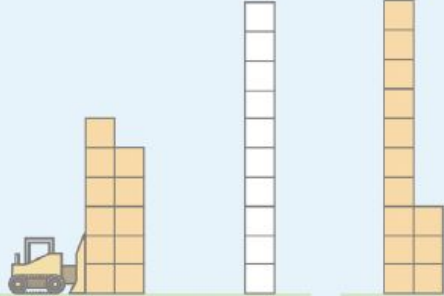
$$\boxed{2} + 8 - 9 = 1$$

$$\boxed{10} - 6 + 6 = 10$$


$$8 + 4 + 7 = \boxed{19}$$

$$\boxed{12} = 19 - 4 - 3$$

$$10 + \boxed{8} + 7 = 25$$



$$\boxed{11} + \boxed{5} - \boxed{3} = \boxed{13}$$



I have **11** stickers. I got **5** more stickers from Arman, then gave **3** stickers to Mateo. How many stickers do I have now?

Oh! The game can help me figure this out!

13 stickers



What operations do you see happening in the problem?

What expression would match the situation?



How does Anjali's sticker situation connect to the Push Box model above?