

## Abstract

The purpose of our study was to investigate how a group of students entering third grade made sense of multiple types of word problems and to design an instructional sequence to help them develop an array of problem-solving strategies. The research questions guiding our study were: Which strategies do students use to solve word problems before, during, and after the instructional sequence? To what extent, and how, do students use these strategies? The four study participants had completed second grade and were entering third. Each student participated in a 30-minute individual pre- and post-interview; seven weekly lessons took