



WORDED PROBLEMS WHODUNNIT PUZZLES



INFORMATION SHEET

What are the **WORDED PROBLEMS WHODUNNIT PUZZLES**? They are a collection of 14 puzzles that form the basis of a systematic, whole-school approach to teaching worded problems. Set during the reign of the mighty Pharaoh Keveses in the realm of Ancient Egypt, they are colourful and cartoon-based to enthuse your children when they practise worded problems.



Tafista 12
Pomenep 21
Minhoti 11
Mahotep 9
Fipeses 16
Simenta 4
Hatshep 8

Oh Mighty Vizier, we have found out some information about the suspects. Answer the questions and if the answer matches the number under any of the suspects YOU CAN CROSS THEM OFF YOUR PAPYRUS.

Two of the suspects need a total of 20 men for a job. One suspect has 6 men and the other has 7. How many more men do they need?

Another of the suspects spends £21 altogether on identical vases. They buy 3. How much does one vase cost?

One gang of criminals starts with 20 members. 3 members become ill and have to stay in camp. Another 8 members get lost in a sandstorm. How many criminals are left?

Three of the suspects need a total of 20 camels to carry their treasure. One suspect has 5 camels, one has 3 and the final suspect has 3 camels. How many more camels do they need?

One criminal took 6 chests with them on a journey. Each chest contained 4 gold bars. How many gold bars did the criminal take altogether?

Four suspects need some chests to carry their gold in. One suspect has 5 chests, whilst the others have 4, 2 and 8 chests. They need 25 chests altogether. How many more chests do they need?

A gang set off on a trip with 25 chariots. 6 chariots lost wheels and couldn't continue. 5 had to stop because their drivers became ill and another 7 got lost and went in the wrong direction! How many chariots completed the trip?

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Each of the puzzles is made up of three tasks which the children have to complete to eliminate suspects who may have perpetrated a crime, such as the theft of the Sphinx's beard or the revealing of the whereabouts of King Tutankhamun's tomb.

The tasks within each puzzle are differentiated at three or four levels. However, all of the tasks look identical. This means that within the class four levels of work can be taking place, yet all of the children are working to solve the same puzzle

which is massively motivating for children who find worded problems difficult since they can actually finish at the same time, what appears to be, the same work as their peers.

We have found some information about the suspects' home town, Oh Mighty Vizier!
Answer the problems and if the answer matches the number below the name of the suspect's home town you can cross them off your papyrus.

Alphos 26
Thucos 77
Alphos 61
Thucos 33
Sagoras 198
Giza 29
Anomus 8

The towns of Alphos and Giza are collecting criminals, ready for a trial. Alphos has 26 criminals and Giza has 8. They are trying to collect 80 altogether. How many more do they need?

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Alphos 96
Thucos 601
Alphos 141
Thucos 411
Sagoras 247
Giza 145
Anomus 125

The towns of Alphos and Giza are collecting criminals, ready for a trial. Alphos has 96 criminals and Giza has 125. They are trying to collect 800 altogether. How many more do they need?

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Alphos 24
Thucos 13
Alphos 21
Thucos 3
Sagoras 18
Giza 8
Anomus 15

The towns of Alphos and Giza are collecting criminals, ready for a trial. Alphos has 24 criminals and Giza has 15. They are trying to collect 80 altogether. How many more do they need?

Alphos has 24 criminals. Giza has 15. They are trying to collect 80 altogether. How many more do they need?

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These four tasks all look identical but they are actually differentiated at four different levels!

Each of the tasks has a definite answer, but the teacher will know. This is fabulous for creating careful, independent learners... The children all want to be the first to finish each task, but if they make a mistake the teacher can just tell them they are wrong and leave them to find their own mistakes - much more effective than lots of crosses in a book that they only discover the next day! In addition, marking is massively cut down, allowing the teacher to analyse mistakes and work out next steps for children who got the task wrong.

The types of questions in the **WORDED PROBLEMS WHODUNNIT PUZZLES** have been meticulously researched to ensure that they match the challenges the children will face in their Key Stage Two SATs. The puzzles have all been written by an outstanding maths teacher with twenty years of experience teaching throughout Key Stage Two... And rigorously tested by his Year Six class who are desperate to be the first to solve the puzzles!

The puzzles are designed to systematically introduce new types of worded problems throughout Key Stage Two, ensuring that when your children eventually get to the SATs they are ready to produce outstanding results in this key area of the curriculum. For a list of the types of worded problems, and when they are introduced, click on the document called “Types of Worded Problems” on the website.

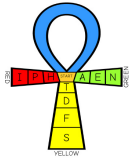


Oh Mighty Vizier We have found out the name of a suspect who is definitely not guilty! Just crack the code hidden in this ankht symbol and you can cross them off your papyrus...

To discover the innocent suspect's name, work out the answer to each question. Follow the code in brackets next to the correct answer.

For example, if the code says 'yellow 2', start in the centre space and move 2 places along the yellow part of the ankht. That would be a D.

Write this on the dotted line at the bottom of the page. Do this for all 7 questions. Rearrange all of the letters and you will discover the innocent suspect!



98 (JOHN 1) 89 (JED 1)
28 (YELLOW 1) 30 (YELLOW 3)
68 (YELLOW 4) 69 (JOHN 1)
108 (YELLOW 4) 98 (GREEN 1)
34 (YELLOW 1) 33 (JED 3)
29 (YELLOW 1) 33 (JOHN 1)
42 (YELLOW 1) 43 (JED 4)

PH 72 11

look at the two examples on the website. Puzzle One is ideal for using with children at the bottom of Key Stage 2 - the language is fairly simple, but the problems are challenging for children of that age. Puzzle 12, on the other hand, is designed with children at the end of Year Six in mind; all of the question types are revised and the language and vocabulary has increased complexity - perfect for preparing the children for the most complex, three mark questions in the SATs papers.




Mighty Vizier, before the artefacts were stolen the suspects all made us less suspicious by visiting the temple. We have some information about their visits. Answer each of the questions and look at the answer next to it. If it is correct the person whose name is in brackets is not guilty and you can cross them off your papyrus.

9 (Tempt)
68 (Pomney)
627 (Safney)
66 (Mithet)
635 (Tempt)
62 (Mithet)
665 (Mithet)

PH 72 11

9 (Tempt)
68 (Pomney)
627 (Safney)
66 (Mithet)
635 (Tempt)
62 (Mithet)
665 (Mithet)



The fate of the Pyramids is in your hands Oh Mighty Vizier! We have found out some information about the 'suspect' gang. Work out the answer to each problem and it should match one of the answers next to it. Use the code in brackets after the correct answer to find a letter in the grid to the left. Answer all of the questions and write the letters on the dotted line at the bottom of the page. When you have all of the letters, rearrange them to spell out the name of one of the suspects. Cross them off your papyrus.

1 2 3

PH 72 11

PH 72 11

The **WORDED PROBLEMS WHODUNNIT PUZZLES** are ideal for use with the whole class, since they are so flexible and adaptable. However, they are also great for working with individual children who have not grasped certain methods for solving worded problems, and who need more input.

The **WORDED PROBLEMS WHODUNNIT PUZZLES** are also ideal for homework. It is motivating for the children, extremely easy to differentiate, and requires very little marking - a cursory glance will do the trick!

In short, the **WORDED PROBLEMS WHODUNNIT PUZZLES** are the ideal solution if you want to ensure that your children actually enjoy learning how to solve worded problems and prepare for the SATs tests thoroughly with a smile on their faces.