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Students often have trouble solving word problems even when they can successfully solve the underlying equation. To try to find how best to help students reduce word problems to equations, we compared the effectiveness of providing explicit instruction in developing equations from a description with providing additional examples of such problems. These techniques were used both with traditional algebra students at a university and non-traditional students taking algebra at a local army post. We will discuss which techniques worked best for which types of students. (Received September 21, 2011)