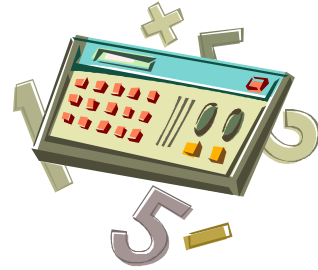


Algebra/Geometry Institute Summer 2004

Lesson Plan One

Faculty Name: Denise Taylor
School: Shelby Middle School
City: Shelby, Mississippi
Grade Level: 4th Grade



1 Teaching objective(s)

- The students will be able to utilize the four basic operations for whole numbers and the addition and subtractions of decimals, by counting change to \$10.00.

2 Instructional Activities

- The teacher will review the lesson on counting change to \$10.00 by asking a series of questions.
 - John goes to the store with \$10.00. When he returns home with a loaf of bread, he gives his mother \$8.95. How much has he spent on the loaf of bread?
 - Sharon has \$10.00. She buys flowers for \$4.30, soil for \$2.75, and a flowerpot for \$1.00. How much will she have when she leaves the store?
- When students have responded to these questions teacher may write responses on board for students' reference.
- The teacher will then place students in groups of 3 (no more than 3) and assign each group a name or number.
- Each group will be given a grocery newspaper.
- The teacher will read scenario to the students.
- Scenario: You are having a sleep over with two of your friends. Each of you are given \$10.00 (30.00 per group) to buy enough food for all three of you. This food is to last through the weekend (Friday and Saturday). You are to complete a list of foods that you purchased (or bought), the price of the item, and your reason for choosing that purchase.
- The students are to complete a list of foods they purchase, the price of the item, and their reason for choosing that purchase. (Attachment 1)
- The groups should put the list of all three people on one piece of poster board/paper.
- Students should be sure to complete checklist before turning in all materials. (Attachment 2)
- After all groups have finished, allow students to place poster boards/paper on the board in numerical order or in order of group names, alphabetically. These boards/papers should not have student names on them, only group number or name. The students will be able to see the different ways

people can spend the same amount of money for the same amount of people, using different methods.

- Allow the students time to reflect on which method is best and why. Use this in a class discussion for closing or for journal writing.

3 Materials and Resources

- 10-grocery newspaper (more are needed depending on the size of classroom).
- Poster boards/paper
- Attachment 1
- Attachment 2

4 Assessment

- Teacher Observation
 - Check to see if each student is using correct addition (or multiplication) when working with more than one quantity.
 - Check to see if each student is only finding items for \$10.00 (not the group total \$30.00).
- Student Checklist (Attachment 2)
- Journal
 - Which group “made the most of their money?” Explain your reason for choosing this group.

Attachment 1

Name: _____

Date: _____

Group Number: _____

| Food Item | Price | Reason for Purchase |
|-----------|-------|---------------------|
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- What is the total amount of money you spent? _____
- How much money do you have left from the \$10.00 you began with? _____
- What item did you spend the most money on? _____
- What item did you spend the least amount of money on? _____

Attachment 2

Student Checklist

- Remember there is only \$10.00 per person.
- You should be able to feed 3 people.
- You should have enough food for one weekend (Friday and Saturday).
- Be sure to add prices correctly.
- Have FUN!