

LESSON PLANS: SASKATCHEWAN

Grade 4: Number Money

 45 MINS

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 Mathletics

Outcome: N4.7

- Demonstrate an understanding of decimal numbers in tenths and hundredths (pictorially, orally, in writing, and symbolically) by:
 - describing
 - representing
 - relating to fractions.

Introduction to Lesson

 10 MINS

Teacher Background:

Log into your

[Teacher Console](#) > [Demonstrations](#) > [Concept Search](#).

Type money into your **Search** bar. Other suggested words are: coins, cents, equivalent, and dollar. Review these words with students and add to your math word wall or math journals.

Play Marian Small's video, "Coin Count Problem" found in

[Teacher Console](#) > [eBooks](#) > [Grade 4](#) > [Marian Small's Coin Count](#) > [Videos](#) > [Coin Count](#).

Pause during the video to explain each monetary value. Pause at the end of the video and have students come up with as many answers as they can in their table groups. Use the Teacher Notes for questions to prompt students.



ITEMS NEEDED

- ✓ Mathletics teacher login
- ✓ Interactive whiteboard
- ✓ Mathletics eBooks
- ✓ Marian Small's "Coin Count" eBook
- ✓ Dice
- ✓ Coin manipulatives
- ✓ Sample of real coins



ASSESSMENTS

- ✓ Participation and group work checklist



ACCOMMODATIONS/ MODIFICATIONS

- ✓ Change monetary values to accommodate various learners.
- ✓ Use as centres for kinesthetic learners.
- ✓ Use ability groups and modify coin count problem to calculate change with easier or more difficult value



EXTENSION OF LEARNING

- ✓ Mathletics eBook: "Addition and Subtraction" money handouts
- ✓ Give students flyers from local grocery stores. Have students plan a meal (health) and determine how much that meal would cost. How many different ways could they pay for it?

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The Lesson

 30 MINS

Coin Count Problem:

- Use [eBooks > Grade 4 > Marian Small's Coin Count > Interactives > Coin Count](#). Display problem on interactive whiteboard.
- Use Printable Problem with cut-and-paste coins for students to follow along.
- Have students work in partners or groups to solve the problem in as many ways as they can.
- Try changing the problem and have students determine a new answer. In the Teacher Notes, the Extension of Learning section has a new problem-solving question to use.

High Life Mathletics Problem Solving Game:

- Open "High Life" Mathletics Problem Solving game. Sign into [Mathletics Teacher Console > Demonstrations > Problem Solving > Money > High Life](#).
- Work through the problem-solving activity together, calculating money and introducing change. Explain to students when we pay for something we have to give money of a certain value(which may be represented in many different ways) and then we receive change in return. Ask students, What coins or bills could we use to make this change? What if we only had coins and no bills? Suppose you have 4 nickels, how many dimes would you need? How many quarters? What is this worth?



Calculate the Change:

- Using the Grade 4 Mathletics eBook - Addition and Subtraction. From Problem Solving Game - Click home in top left hand corner [eBooks > Grade 4 > Addition and Subtraction](#) Click on [Money Section > Page 40 and 41](#). Print game sheets to give to students. Each partner/group will need two dice.
- Students roll the dice and using the number they roll, they need to determine how much change would be given according to the problem. Winner has the most money at the end of the game.

After the lesson

 5 MINS

Think, Pair, Share

- **Think** about how often we use money. When would we have to make change?
- **Pair** up with a person of the opposite sex.
- **Share** your real-life experience of using money.



For more information contact our friendly team...

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