

Veronica Nevarez

5th Grade

If you want to spend money, you have to earn it first!

Shopping \$pree



A. Objectives:

Students will practice adding and subtracting money amounts in dollars and cents using a 10-sided die and two regular die

B. State Competencies:

Standard 3: Number Operations and Computation

2. Whole Numbers, Decimals, and Fractions

a. Add and Subtract decimal numbers with the same and different place values

C. Lesson Resources:

The Idea for this lesson came from Crazy Dice Math by Kris Hirschmann by CB Publishing ISBN: MTH-DCEGM

D. Materials:

Per two person group:

2 regular die

1 10-sided die

E. Instruction:

a. Introduction:

The students will be told that they will play to help them practice their adding and subtracting skills in money. Instruct the students to get in groups of two. Tell them that the goal of the game is to earn enough money for a shiny new bicycle that in this case costs \$75.

b. Instructional Process:

1.) Ask the groups to choose one student to go first.

2.) Player 1 will roll the crazy die. The number on the top of the crazy will determine how many dollars he or she earns. Player 1 then rolls the regular dice one at a time to see how many cents are earned. For example: If player 1 rolls a 5 on the crazy die, then a 2, then a 6 with the regular dice, the player earns \$5.26 for that turn.

- 3.) (These sets of rules are only if you have the “Crazy Dice Math” dies that come with the book.)
HAPPY FACE: Earn \$10 plus the cents from the regular dice.
SAD FACE: Earn \$0 plus the cents from the regular dice.
CRAZY FACE: Roll one regular die. Take that many dollars from the player of your choice. Add the number of your total.
- 4.) When player one has taken a turn, just take turns player by player until one earns \$75.
- 5.) The WINNER is the player that earns \$75 because that is enough to buy a nice new bike.

c. Closure:

The closure to the lesson will be done with a review of the addition of money amounts including decimals. At this point, the students will need to turn in the work where they added they money they earned while playing.

- F. **Assessment:** Students will be assessed informally in their participation in the game. The students will be assessed formally on the papers they turn in where they added the money amount they earned while playing.

G. **Modifications/Accomodations**

Low Level: I would pair these students with students that would be apt to help these students in playing the game with added guidance. I might also want to reduce the total goal amount to a smaller amount.

Upper Level: I would add an additional part to the game to add a challenging opportunity. This part would be to add an additional colored die in which would determine if the player gets or loses money (according to a set criteria For example: odd= negative/even=postive)

H. **Reflection:**