

**Objectives**

- Demonstrate an understanding of adding money
- Round amounts of money to the place with the greatest value
- Add amounts of money
- Solve money word problems
- Read a menu

**Teacher Materials**

- Money Kit
- Number Cards and hyphen card
- Menu transparency, IA12 (CD)
- Division flashcards: 2 as a divisor, and previously reviewed division facts

**Student Materials**

- Money Kit
- Number Cards and hyphen card

## Practice and Review

**Word form for numbers 10–100**

1. Lead in reading the word form for each decade number on the Number Word Cards.
2. Guide the students in “writing” the word form for non-decade numbers 11–99 using the Number Word Cards and the hyphen.

**Division facts: 2 as a divisor**

Display, one at a time, the division flashcards with 2 as a divisor and division facts reviewed in previous lessons. Direct each student to use Number Cards 0–9 to “write” each quotient.

## Introduce the Lesson

The albatross is the largest seabird. The one seen by Captain Bailey and Ernesto had a wingspan of nearly eight feet, but the longest recorded wingspan of an albatross is eleven feet. God gave these birds long, narrow wings so that they can glide with the wind above the ocean. They can soar for hours, scarcely flapping their wings. [Bible Promise: I. God as Master]

## Teach for Understanding

**Demonstrate an understanding of adding money**

1. Distribute the Money Kits. Write  $\$3.56 + \$2.19 = \underline{\quad}$  for display.
  - **What is the purpose of the decimal point?** *Possible answers: It marks the Ones place; it separates the whole numbers from the numbers that represent parts of the whole; it separates the dollars from the cents.*
  - **What does the 3 represent in the first amount of money?** *3 dollars 56¢ 56 cents*
  - **How does 56 cents compare to \$1.00?** *56 cents is less than or part of \$1.00.*

Explain that the decimal point separates the whole dollars from the parts of a dollar.

2. Direct each student to use the fewest possible coins to show \$3.56 near the top of his desk and \$2.19 near the bottom of his desk as you display the amounts.
3. Instruct each student to find the total amount of the 2 sets of money.
  - **How much money do you have?** *\$5.75* Complete the equation.  
Choose students to explain the methods they used to find the total amount of money.
4. Write  $\$3.56 + \$2.19 = \underline{\quad}$  vertically for display. Direct each student to again show \$3.56 and \$2.19 on his desk, this time using only dimes and pennies for the cents. Demonstrate each step as you add these amounts.
5. Remind the students that a penny is one hundredth of a dollar and a dime is one tenth of a dollar. When you add pennies you are adding hundredths, and when you add dimes you are adding tenths.
  - **How many pennies do you have altogether?** *15*
  - **How can you rename 15 pennies using only pennies and dimes?** *1 dime and 5 pennies*  
Direct each student to rename 10 pennies as 1 dime. Write 5 in the Hundredths place in the answer of the problem and 1 above the Tenths place.
    - **What do you add next?** *dimes or tenths*
    - **How many dimes do you have?** *7*
    - **Do you need to rename? Why?** *No; 10 dimes are needed to make \$1.00.*  
Write 7 in the Tenths place of the answer.
    - **What do you add next?** *dollars*
    - **What do you use to separate the dollars from the cents?** *decimal point*  
Write a decimal point in the answer.
    - **How many dollars are there?** *5*  
Write a 5 in the Ones place. Remind the students that the dollars are in the Ones place.
    - **What else do you need in this answer?** *dollar sign* Write a dollar sign to complete the answer: \$5.75.
6. Remind the students that adding money is similar to adding whole numbers. Explain that it is important to remember to line up the decimal points and to write a dollar sign and decimal point in the answer.

**Round amounts of money to the place with the greatest value**

1. Write \$5.35 for display.
  - **What 2 whole dollar amounts is \$5.35 closest to?** *\$5.00 and \$6.00*
  - **What is half of \$1.00?** *\$0.50*
  - **Is \$5.35 closer to \$5.00 or \$6.00? How do you know?** *\$5.00; \$0.35 is less than \$0.50*
2. Write \$15.79 for display.
  - **Which place in this amount has the greatest value?** *Tens*
  - **What 2 ten-dollar amounts is \$15.79 closest to? How do you know?** *\$10.00 and \$20.00; \$15.79 is more than \$10.00 but less than \$20.00*
  - **When the digit to the right of the rounding digit is 5 or greater, do you round up or down?** *round up*
  - **Do you round \$15.79 down to \$10.00 or up to \$20.00? How do you know?** *up to \$20.00; 5 is to the right of the rounding digit*
3. Write  $\$2.78 + \$3.53 = \underline{\quad}$  vertically for display. Follow a similar procedure for rounding each amount as you guide the students in estimating the total amount and then in finding the exact answer. *\$3.00 + \$4.00 = \$7.00; \$6.31*

## Add Money

Name \_\_\_\_\_

Round the money amounts to the place with the greatest value.

\$5.00      \$60.00      \$200.00  
 $\$4.\overset{1}{\underset{0}{7}}5$        $\$6\overset{1}{\underset{0}{3}}.27$        $\$1\overset{1}{\underset{0}{5}}6.83$

Estimate by rounding to the place with the greatest value. Solve.

1. **Estimate**  
 $\begin{array}{r} \$50.00 \\ + \$40.00 \\ \hline \$90.00 \end{array}$        $\begin{array}{r} \$47.69 \\ + \$38.15 \\ \hline \$85.84 \end{array}$

2. **Estimate**  
 $\begin{array}{r} \$400.00 \\ + \$500.00 \\ \hline \$900.00 \end{array}$        $\begin{array}{r} \$364.29 \\ + \$526.38 \\ \hline \$890.67 \end{array}$

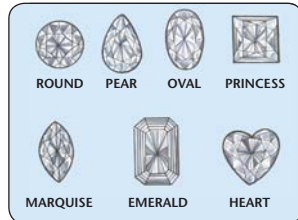
3.  $\begin{array}{r} \$57.25 \\ + \$18.40 \\ \hline \$75.65 \end{array}$       4.  $\begin{array}{r} \$816.26 \\ + \$98.75 \\ \hline \$915.01 \end{array}$       5.  $\begin{array}{r} \$8.32 \\ + \$9.49 \\ \hline \$17.81 \end{array}$       6.  $\begin{array}{r} \$25.97 \\ + \$6.49 \\ \hline \$32.46 \end{array}$

7.  $\begin{array}{r} \$26.45 \\ + \$19.63 \\ + \$46.89 \\ \hline \$92.97 \end{array}$       8.  $\begin{array}{r} \$3,742 \\ + \$1,809 \\ + \$2,491 \\ \hline \$8,042 \end{array}$       9.  $\begin{array}{r} \$26,421 \\ + \$74,256 \\ + \$43,469 \\ \hline \$144,146 \end{array}$       10.  $\begin{array}{r} \$117.39 \\ + \$289.96 \\ + \$74.15 \\ \hline \$481.50 \end{array}$

Solve and label.

11. Mr. Connors makes jewelry from uncut diamonds. A necklace he made sold for \$699.95, and matching earrings sold for \$585.99. What was the total cost of the necklace and earrings?

$$\$699.95 + \$585.99 = \$1,285.94$$



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4. Repeat the procedure using these problems.

$\begin{array}{r} \$30.00 \\ + \$10.00 \\ \hline \$40.00 \end{array}$        $\begin{array}{r} \$25.34 \\ + \$13.97 \\ \hline \$39.31 \end{array}$        $\begin{array}{r} \$10.00 \\ + \$4.00 \\ \hline \$14.00 \end{array}$        $\begin{array}{r} \$9.79 \\ + \$4.37 \\ \hline \$14.16 \end{array}$

### Add amounts of money

- Display the Menu transparency. Discuss the menu.
- Direct attention to number 1 on the transparency.
  - What operation should you use to find the total cost of fries and a soda? **addition** What do you add?  $\$1.29 + \$0.99$
  - Write  $\$1.29 + \$0.99 = \underline{\hspace{1cm}}$  for display.
  - What would you estimate the cost to be? **Elicit \$2.00.** Write the estimate on the transparency.
  - What must you remember when adding money? **Line up the decimal points and write a dollar sign and decimal point in the answer.**
- Instruct the students to write the equation vertically on paper and solve it.
  - What is the total cost of fries and a soda? **\$2.28**
  - Write the cost on the transparency.
  - Is \$2.00 enough money to buy fries and a soda? **no**
  - Do you think \$2.00 was a good estimate? Why? **Answers will vary.**

Explain that \$2.00 is a close estimate but that when you round prices down to estimate the total cost, it's possible that the estimate will be less than the total cost. Point out that in this case, the cost of the fries rounded down \$0.29, while the cost of the soda rounded up only \$0.01, causing the total estimate to be lower than the exact cost.
- Repeat the procedure for number 2. **\$5.00, \$4.77**
  - When estimating the total cost, did you round any of the prices down? **yes** Which prices? **fries, \$1.29**

Complete the table.

	1,000 less		1,000 more		10,000 less		10,000 more
1.	5,418	6,418	7,418	3.	65,602	75,602	85,602
2.	2,073	3,073	4,073	4.	3,418	13,418	23,418

Round to the place with the greatest value. Circle the estimated answer. Solve.

5. **Estimate**  
 $\begin{array}{r} \$7.00 \\ \$8.00 \\ \$9.00 \\ \hline \end{array}$        $\begin{array}{r} \$1.96 \\ + \$5.39 \\ \hline \$7.35 \end{array}$

6. **Estimate**  
 $\begin{array}{r} \$60.00 \\ \$70.00 \\ \$80.00 \\ \hline \end{array}$        $\begin{array}{r} \$23.47 \\ + \$45.84 \\ \hline \$69.31 \end{array}$

Add.

7.  $\begin{array}{r} 16,288 \\ + 96,734 \\ \hline 113,022 \end{array}$       8.  $\begin{array}{r} 52,750 \\ + 76,937 \\ \hline 129,687 \end{array}$       9.  $\begin{array}{r} 2,175 \\ 6,336 \\ + 3,560 \\ \hline 12,071 \end{array}$       10.  $\begin{array}{r} 56,218 \\ 24,785 \\ + 78,565 \\ \hline 159,568 \end{array}$

The Banks family enjoyed an exciting day at the aquarium. Find the cost of their tickets.



Sandville Aquarium Tickets	
Adults	\$26.00
Children	\$19.50
Seniors	\$21.50

Use the chart to solve and label.

- 2 adults **\$52.00**
- 3 children **\$58.50**
- 2 grandparents (seniors) **\$43.00**
- Total cost of tickets for the family **\$153.50**

Complete **Daily Review** on page 58.

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- Which prices did you round up? **hamburger, \$2.59 and ice cream, \$0.89**
  - Why do you think the total estimate of \$5.00 is more than the exact cost? **Answers will vary, but elicit that the prices of the hamburger and the ice cream were rounded up a total of \$0.52 while the cost of the fries was rounded down only \$0.29, causing the total estimate to be more than the exact cost.**
5. Follow a similar procedure for number 3 **\$2.00, \$1.78** and number 4 **\$3.00, \$3.14.**

### Read a menu to solve money word problems

- Choose a student to read the first word problem on the transparency.
  - What is the question asking you to find? **if Captain Bailey has enough money**
  - What information is given? **Captain Bailey has \$5.00; Meal #2 costs \$4.69, and ice cream costs \$0.89.**
  - What must you do to find out if Captain Bailey has enough money? **Add the costs of Meal #2 and the ice cream.**
  - What equation can you write?  **$\$4.69 + \$0.89 = \underline{\hspace{1cm}}$**  Write the equation for display.
- Direct the students to write the equation on paper and then to write the equation vertically and solve it.
  - What is the total cost? **\$5.58**
  - Does Captain Bailey have enough money? **no**
- Repeat the procedure for the remaining word problem.  **$\$12.95 + \$4.49 = \$17.44$**



**Worktext pages 41–42, 58 (d)**