

HOW MUCH MONEY DO YOU HAVE LEFT?

Part A:

You have 71¢. You buy a plastic spider for 15¢. How much money do you have left? Use your Base Ten Blocks to find the answer. Make a recording. Tell how you know how much money you have left.

Materials:

For each pair of students

- Base Ten Blocks
- Paper and pencils for recording

For the overhead projector

- Base Ten Blocks (2 tens, 15 ones)

Introducing the Question

Have 12 students – 4 boys and 8 girls – line up in front of the class. *Suppose I asked the boys to sit down. How many people would still be standing here? How do you know?* Give students time to explain their answers. Then act out the problem.

How can you show what happened using Base Ten Blocks? Have a volunteer come up and demonstrate using blocks on the overhead projector. How did you figure that out?

Introduce the problem to the class. *Suppose you have 71¢. You buy a plastic spider for 15¢. How much money do you have left? Use your Base Ten Blocks to find the answer. Make a recording. Tell how you know how much money you have left.*

Questions for Discussion

- How much money would you have left after buying the plastic spider? How did you figure that out?
- Did anyone find the answer a different way? Tell us how you did this problem.
- Did anyone have trouble figuring out how much money was left? Why? What did you do?
- Suppose you did this problem again. How would you figure it out this time?

[Adapted from: 20 Thinking Questions for Base Ten Blocks Grades 2-3, Creative Publication]

Have students complete some additional problems as you circulate and monitor their work. Close this portion of the lesson by asking them to write a problem in their learning log that they would give to their friend to solve.

Part B

Explore problems similar to the following with students. Discuss with them how the thinking they need to do for these problems compares to the thinking they did to solve the problems they worked on yesterday.

Introduction

1. On the overhead projector make a group of 7 ones blocks and a group of 3 ones blocks. *Suppose these blocks are apples. Two friends have to carry these apples home from the store. What can we do to make these two piles equal? (move 2 blocks from the pile of 7 to the pile of 3) Give students time to consider their answers. Move the blocks around as they tell you how to make the piles equal. How did you figure that out?*



2. Tell the students that they will be working on a similar problem using their Base Ten Blocks. *Suppose that I have 21 stickers. You have 15 stickers. How many stickers should I give you to that we both have the same number of stickers? Use your Base Ten Blocks to solve this problem. Make a recording showing how you worked the problem. Tell how you know how many stickers you need.*
3. Provide students with 3 or 4 additional problems to solve as you circulate and monitor their work.
4. Assign the following homework
 - *Suppose I had 22 stickers and you had 15. Could we share the stickers evenly? Explain.*
 - *Make up a sharing problem. Be sure you know the answer. Tomorrow you will give the problem to a friend to solve.*

[Adapted from: 20 Thinking Questions for Base Ten Blocks Grades 2-3, Creative Publication]