

# Think Outside the Box

## Operations and Algebraic Thinking

- Use estimation strategies
- Solve multistep word problems

## Number and Operations in Base Ten

- Round decimals
- Use mental math strategies

## Number and Operations—Fractions

- Estimate fractions

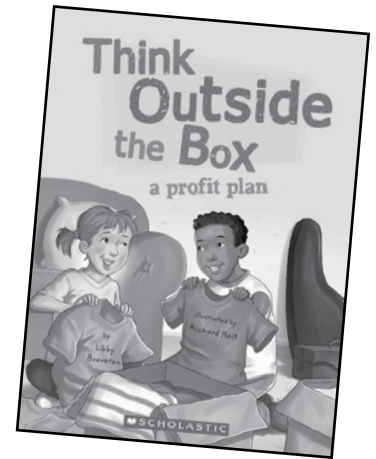
## Key Vocabulary

estimate, round, profit, actual cost, double

## Level R

## Read and Talk Math

- Preview the book by looking at the cover, reading the chapter titles, and looking at the illustrations. Ask: *What kind of problems do you predict the children in the story will be solving?* Guide students to see that the children will probably be solving problems involving money.
- After students have read the story independently, turn to page 2 and review the Fast Fact on estimating. Remind students that when rounding numbers to a specific place, they should round up if the digit to the right of the place is 5 or greater and round down if the digit is 4 or less.
- Look at the story together and ask: *What problem do Eric and Jody have? What great idea do they decide to try?* Then turn to page 4 and ask questions based on the chart that shows the costs of the T-shirts: *How much is the wholesale cost of a one-pocket T-shirt and how much is the retail cost? Which T-shirt costs the most? How much profit does the seller make?*
- Discuss what the calculations on page 12 show. Point out that Eric first estimates the amount and then figures out the actual cost.
- Ask a student to read aloud page 17, then ask: *What equation do you think Jody might have written in her notebook to figure out the cost of the five blue T-shirts?*
- Discuss how students can use the calculations on pages 22 and 23 to help them identify who bought which T-shirts. Suggest they turn back to find the descriptions of the purchases. Complete the activity together.



## Read and Do Math

- Pair students and have them revisit the story, this time finding and discussing answers to the Wise Up! activities. Remind students to refer to the chart on page 4 to find the prices of the T-shirts.  
Hint for the Wise Up! on page 8: To estimate, students will find the total number of people, round the number, and write it as the denominator. Then students will round 19 and write it as the numerator.
- Assign partners to complete the Challenge activity. Make sure students follow all the steps for making the business plan. When their plans are complete, have students present their plans and compare them.
- Have students design their own catalog for selling clothing items or sports items. Remind students to add a price to each item. When the catalogs are complete, have students use them to make up word problems about making purchases.
- Ask students to use the retail prices on the page 4 chart to plan a purchase of five shirts. Have students determine which shirts to buy and then find the amount they will need to spend.

## Practice Math

- Give students a copy of the reproducible page, What Will You Buy? Note that students will have different answers. After students complete the problems, have them share and compare their answers with a partner.

## Think Outside the Box

Name \_\_\_\_\_

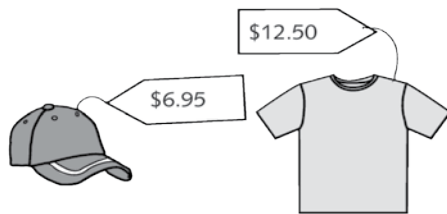
Date \_\_\_\_\_

# What Will You Buy?

See how much money you have to spend and decide what you will buy.

You might want to round the numbers and use estimation strategies.

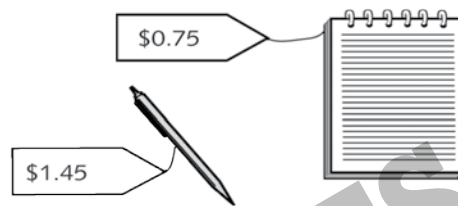
Spend between \$25 and \$50 on clothes.  
What will you buy?



\_\_\_\_\_ shirts and \_\_\_\_\_ caps

Total spent: \_\_\_\_\_

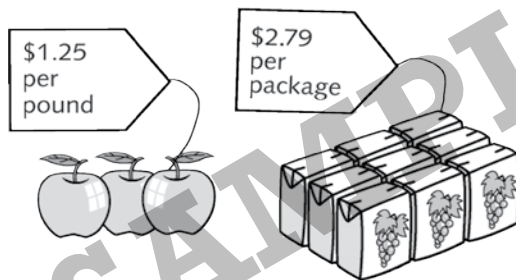
Spend between \$5 and \$10 on school supplies.  
What will you buy?



\_\_\_\_\_ pens and \_\_\_\_\_ notebooks

Total spent: \_\_\_\_\_

Spend between \$10 and \$15 on food.  
What will you buy?

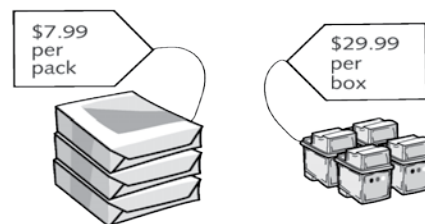


\_\_\_\_\_ pounds of apples and

\_\_\_\_\_ boxes of juice

Total spent: \_\_\_\_\_

Spend between \$40 and \$60 on computer supplies.  
What will you buy?



\_\_\_\_\_ packs of paper and \_\_\_\_\_ ink cartridges

Total spent: \_\_\_\_\_

Use your answers above to answer these questions:

1. How much did you spend altogether? \_\_\_\_\_
2. How much more did you spend on computer supplies than on school supplies? \_\_\_\_\_
3. If you paid for your food with a \$20 bill, how much change should you receive? \_\_\_\_\_

### Dear Family

For additional practice solving money problems, have your child complete each of the problems on this page with different answers. Your child might estimate the total before deciding what to buy.