



Teaching with Math and Me!

Math at the Store

Connection to Standards

Students will solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (CCSS.MATH.CONTENT.2.MD.C.8)

Differentiation for ESL

- Review these additional vocabulary words in context: *section*, *weight*, *successful*. Have each student choose a vocabulary word and write it in a sentence.



Lexile: 460
Words: 361

PreK-2

Before Reading

Building Background Knowledge:

- If this is students' first time reading this series, explain to them that in each book they'll be reading about different ways they can use math in their everyday lives. Tell them that in this book, they'll be learning about using math at the grocery store.
- Ask students to raise their hands if they've ever been to the grocery store. Invite these students to share their experiences and to discuss some of the ways they use numbers at the store.

Preview:

- Show the cover of the book. Explore the cover photo. Ask students to guess who the people are and what they are doing.
- Lead students on a brief picture walk of the book, exploring the photos on each page. Have students identify one or two details in each photo.

Predict: Ask students to predict some of the parts of grocery shopping they will read about. Have students support their predictions with evidence they discovered while previewing the book.

Vocabulary: Turn to page 23 ("Words to Know"). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don't know the word well.
- give a thumbs-down if they don't know the word at all.



Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning.

Skill Introduction: Pull up these free money charts for kids on the smartboard, or print them out and tape them up:

- <https://www.mathworksheets4kids.com/counting-money/charts/united-states/coins.pdf>
- <https://www.freebiefindingmom.com/wp-content/uploads/2021/04/free-money-chart-for-kids-printable-US-bills-1.pdf>

You can cross out or cover up the half dollar on the coin chart and the \$50, and \$100 bills on the bills chart. Go over how much the penny, nickel, dime, quarter, \$1 bill, \$5 bill, \$10 bill, and \$20 bill are worth. Explain and write on the board that dollar amounts are written with a \$ before the number (\$1), amounts under a dollar are written with a ¢ after the number (25¢), and a combination of dollars and cents is written like this: \$1.25. Invite students to come to the board to practice writing different amounts.

During Reading

Look for Key Details: Remind students that the main idea of the book is to describe all the ways we use math at the grocery store. As you read each chapter, invite volunteers to share how that chapter supports the main idea. In what ways does the chapter show math being used at the grocery store?

Practice the Concepts: Ask students the following questions as they read.

- **pp. 6–7:** *How much would 6 apples cost if the price were \$3 per pound? (\$18)*
- **pp. 8–9:** *How much money would you need to buy 8 apples? (\$4)*
- **pp. 10–11:** *Suppose you could only buy bananas in bunches of 5. How many bunches would you need to buy so you, your mom, and your sister could each have 3 bananas? (2) How many bananas would be left over? (1)*
- **pp. 14–15:** *The store runs out of large bunches of carrots. How many small bunches would you need to buy to have the same amount? (2)*
- **pp. 18–19:** *You have \$3 worth of coupons. How much do your groceries cost now? (\$12) How much change will you get back? (\$8)*
- **pp. 20–21:** *Your mom and sister each have a cupcake as well. Now how many cupcakes are left? (3)*

After Reading

Reflection: Ask students to share any other sports they play or watch. Have them discuss the ways in which they use math in those sports.

Skill: Have students complete the “Money Mania” worksheet on the final page with help from the money charts you pulled up on the smartboard or printed and posted.

Math at the Store Answer Key

1. Simone buys a book that costs \$6.50. She gives the cashier a \$10 bill. How much change should she get back? **\$3.50**
2. Andrea wants to buy a notebook, a pencil, and a sheet of stickers. The notebook costs \$3, the pencil costs \$1.25, and the sheet of stickers costs \$1.50. How much money does Andrea need? **\$5.75**
3. Michael wants to buy a candy bar that costs \$1.50. He has three quarters. How many more quarters does he need to buy the candy bar? **Three or 3 more**
4. Isaiah has one \$5 bill, two \$1 bills, two quarters, one dime, and one nickel in his piggy bank. How much money does Isaiah have? **\$7.65**
5. Jenna has a lemonade and cookie stand. Each cup of lemonade costs \$1 and each cookie costs 50¢. Jenna sells 12 cups of lemonade and 10 cookies. How much money does Jenna make? **\$17.00 or \$12.00 + \$5.00**

Name _____

Money Mania

Use addition, subtraction, and your knowledge of money to answer the following word problems. Be sure to write your answers in the proper format using \$ and ¢.

1. Simone buys a book that costs \$6.50. She gives the cashier a \$10 bill. How much change should she get back? _____
2. Andrea wants to buy a notebook, a pencil, and a sheet of stickers. The notebook costs \$3, the pencil costs \$1.25, and the sheet of stickers costs \$1.50. How much money does Andrea need? _____
3. Michael wants to buy a candy bar that costs \$1.50. He has three quarters. How many more quarters does he need to buy the candy bar? _____
4. Isaiah has one \$5 bill, two \$1 bills, two quarters, one dime, and one nickel in his piggy bank. How much money does Isaiah have? _____
5. Jenna has a lemonade and cookie stand. Each cup of lemonade costs \$1 and each cookie costs 50¢. Jenna sells 12 cups of lemonade and 10 cookies. How much money does Jenna make? _____