

How Much are Those Doggies?

Purpose

Students will determine the amount of change from a purchase and find the difference between two sums of money.

Materials

For the teacher: *Where The Red Fern Grows* by Wilson Rawls, chalk, chalkboard

For each student: copy of Black Line Master (BLM) *Pet Shop*, paper, pen or pencil

Activity

A. Introduction

1. Explain the purpose of the activity to students. Tell them that they will use information from *Where The Red Fern Grows* by Wilson Rawls for the activity.
2. Read the third chapter of *Where The Red Fern Grows* by Wilson Rawls aloud to the class.
3. Review the following information with student input and write it on the chalkboard.

Cost of each dog:	\$25
Total Billy needed for both dogs:	\$50
Amount of money Billy started with:	23 cents
Amount of money Billy had after one year:	\$27.46
4. Ask students how they might find the amount of money that Billy needed to begin with to reach the fifty dollars [$\$50.00 - \0.23]. Show students how to set up the problem using the decimal method. Demonstrate the subtraction computation. Discuss the “counting back change” method as well.
5. Have student volunteers write on the board the subtraction sentence that shows how much Billy needed to save during the second year to reach \$50. Have students solve the subtraction problem.
6. Tell students to suppose that Billy changed his mind after the first year and decided to buy only one dog. Have a student volunteer write the subtraction sentence on the board that shows how much change Billy would receive from his first year’s saving if he purchased only one dog.

(continued)



connecting
across the
curriculum

English/ Language Arts

Have students write stories about a specialty store and the purchases that they made. Instruct students to include the change that they received with each purchase.



EXTENDING
THE
ACTIVITY

Create a “Rewards Shop” in the classroom. Give students play money for various tasks (e.g., returning report cards, good behavior, etc.). Once a month, allow student volunteers to be shopkeepers and make change while other students make purchases at the store. Have inexpensive items such as stickers or pencils available. Instruct buying students to check the change they receive.

Standards Links
4.1.8, 4.2.9, 4.2.12

Activity (continued)

B. Partner Activity

1. Divide the class into groups of two.
2. Hand each student a copy of the BLM *Pet Shop*. Review the directions.
3. Have students take turns “buying” pets and pet supplies. Instruct partners to calculate the amount of change to give after each purchase. Have buyers check change on calculators.


C. Post-Activity Discussion


1. Ask students how they chose to purchase their pets. Ask if they have food for all of their pets.
2. Discuss any problems they had while calculating their purchases.
3. Ask students if they were able to buy more or less than they had thought they would be able to buy.


Questions for Review

Basic Concepts and Processes

During the Partner Activity and Post-Activity Discussion, discuss the following questions with students to gauge their understanding of the indicator:

 How do you write 65 cents in decimal notation?

 How much change would you receive if you bought a bag of chips costing \$2.09 and paid with a ten-dollar bill?

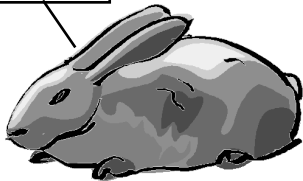
 How did you set up the subtraction problem?

Name: _____

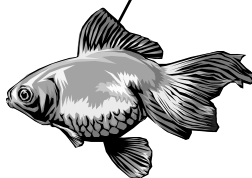
Pet Shop

1. Each student has \$150 to spend on pets and supplies.
2. Partners should take turns being the storekeeper and the shopper. The shopper will make one purchase while the storekeeper will calculate by hand the change the shopper receives. Shoppers will check the change on the calculator.
3. Switch roles.
4. Subtract the purchase price from your total dollar amount with each purchase and continue to take turns until you have spent all of your money.
5. Make a list of each of your purchases and the change you have left at the end of your spending.

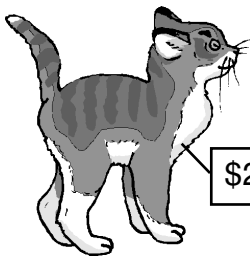
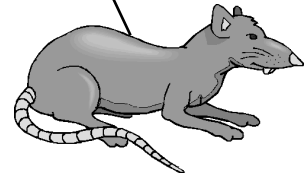
\$14.97



\$0.88



\$4.99



\$24.95

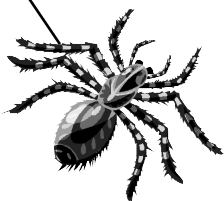
\$1.25



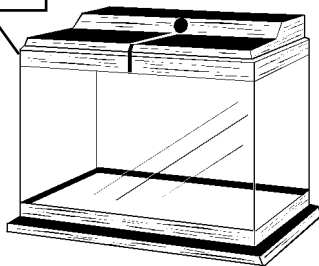
\$47.29



\$16.44



\$11.76



\$2.98



\$3.49



\$3.56



Other items for sale:	Leash – \$5.37
Pet Collars – \$5.49	Scratching Post – \$6.73
Fish food – \$2.29	Critter Habitat – \$35.66
Pellets – \$3.79	Rabbit Cage – \$49.78
Rabbit Food – \$4.50	Bedding – \$4.77

Pet Shop

Teacher Directions

Tell students that they each have \$150 to spend at the Pet Shop and have students take turns “buying” pets and pet supplies.

Instruct partners to calculate the amount of change to give after each purchase and have buyers check change on calculators.

Answer Key

Answers will vary.