



Book Title: You Can't Buy a Dinosaur with a Dime by Harriet Ziefert

Grade Levels: 3 to 5

Learning Outcomes:

Grade 3

A9 Demonstrate an understanding of addition & subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by:

- using personal strategies for adding and subtracting with & without manipulatives
- creating and solving problems in context that involve addition and subtraction of numbers concretely, pictorially and symbolically.

Grade 4

A3 Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by:

- using personal strategies for adding and subtracting
- estimating sums and differences
- solving problems involving addition and subtraction.

A11 Demonstrate an understanding of addition and subtraction of decimals (to hundredths)

- Using compatible numbers
- Estimating sums and differences
- Using mental math strategies to solve problems

Grade 5

A11 Demonstrate an understanding of addition and subtraction of decimals (to thousandths)

- Solve a given problem that involves addition and subtraction of decimals

Materials:

- Bags of unifix and/or base 10 blocks (especially for the 3's)
- Book: You Can't Buy a Dinosaur with a Dime by Harriet Ziefert
- Money Part/Part/Whole Cards
- Story Problem Think Board
- Story Problems – grade specific
- Blank part/part whole cards – for grades 2 and up

Lesson Focus 'Result Unknown' Problems:

1. Discuss learning intention: "I can write an equation that matches the result unknown problem in the story."
2. Warm-up students with money Part/Part/Whole Cards. Do lots of turn and talk with this as strategies are shared.
3. Read the story, You Can't Buy a Dinosaur with a Dime by Harriet Ziefert.
4. Explain to the class that you have some money problem for them to solve.

Pose the problem (adjust numbers for the ability of your class):

Pete has \$1.25. He earns 68cents more. How much money does Pete have?

Brainstorm ways to model the problem.

5. Give the children an opportunity to discuss their strategies, then record their thinking on the Think Board (electronically or on an overhead or the mat at the carpet) a picture and an equation that represents the way the problem is written and the way it was solved.
6. Have pairs or small groups of students take the problem papers (have available the adapted versions depending on abilities – one at a time to solve. A variety of addition and subtraction problems are purposefully included – all result unknown.
7. Independent practice – complete attached sheet – recording equation and solution on the sheet but completing the work on the story board. Be prepared to use larger or smaller numbers depending on the level of ability.
8. Have students debrief, first with a turn and talk and then whole group, the strategies they used to help them decide how to solve the problems. Finish reading the book.
9. Ticket out the door: 'Which type of problem did they find easier to solve – a subtraction or an addition?'