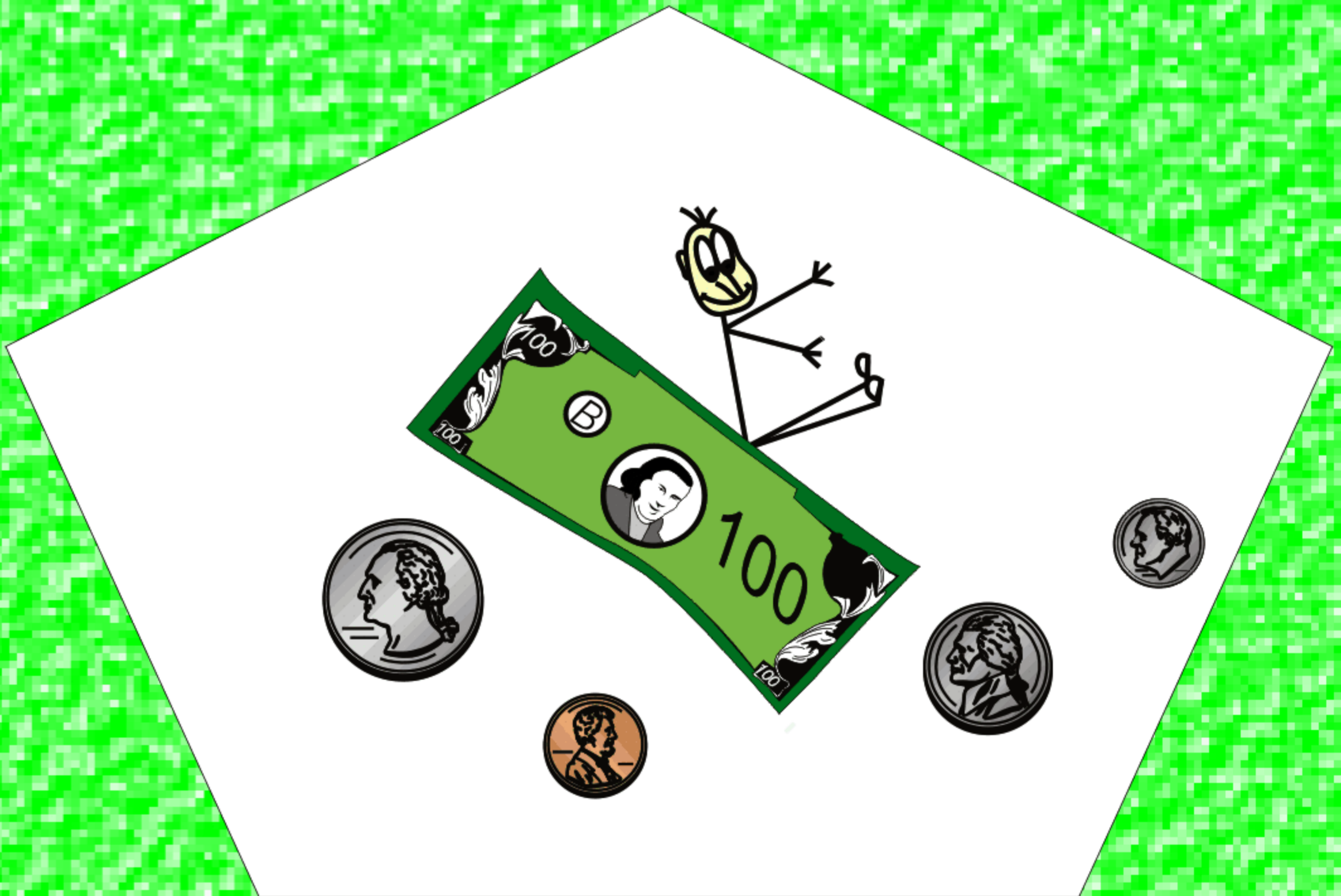


Money

From the *Just Turn & Share*™ Centers Series

Kathryn Robinson



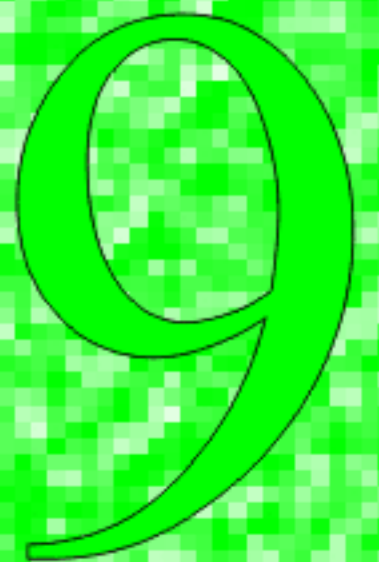
Real-World Mathematics

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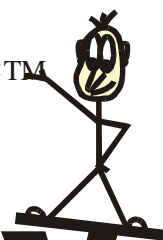
Grades 3 - 5



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Valrico, Fl. 33594-7248
813-685-0392



Just Turn & Share™
Math Centers Series



Money

Volume 9

(Grades 3 – 5)

Real-World
Mathematics
that
students
understand

Kathryn Robinson

W WriteMath Enterprises
Valrico, Florida

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Published by WriteMath Enterprises

2303 Marseille Ct., Valrico, FL 33594

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- I dedicate this series to my husband, Steve Robinson, for advising, supporting, guiding, and editing years of work and making my dreams possible.
- I would also like to dedicate this series to my brother-in-law, Michael Ghormley, for his expert mathematical advice, patience, and willingness to answer my constant questions over a period of several years.

This book is published by WriteMath Enterprises.

ISBN 0-931970-03-3

Graphics from: Corel Draw 8 (Corel Corporation) and Microsoft Publisher

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Introduction

Money is a great center in the 'Just Turn & Share' Series. This series gives students **daily** practice in 16 math areas or a math topic of your preference. After gradually working in a center-based atmosphere, students can tackle all 16 centers in half an hour. This program can be used in conjunction with any regular math series. Some students have difficulty attaining proficiency in specific math areas due to the limited practice provided by a textbook. 'Just Turn & Share' math centers provide real-world practice with mathematical concepts.

The series is designed for center-based review of concepts or as whole-group overhead instruction. These lessons are designed to provide practice for 30 weeks of the school year. The program contains three-week sets worth of practice in each concept. Each concept is covered for three weeks before a new concept is introduced to the students. During each three-week period, only the numbers change - not the concepts. The first week is designed as a review of the concept, the second provides further practice, and the third is set apart for mastery of the concept. As your students become more proficient in one particular concept, you might choose to eliminate the third week set to move to a new concept. The third week then serves as a review during the last ten weeks of the year or intensive practice prior to standardized testing.

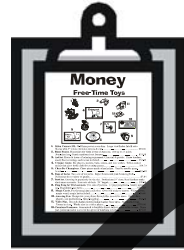
The new concept for the week is listed in the *Table of Contents*. At the onset of a new concept, we recommend that teachers conduct a mini-lesson before releasing students to work the centers. Each center contains concept-information sheets with student-directions about how to perform individual concepts. These information sheets have a third-grade readability level. I recommend that the information sheets remain at the centers as long as possible to accommodate new students entering the class throughout the year. Many weeks in the series contain reference sheets that contain data that students will need to perform certain operations. Both the information sheets and reference sheets are located at the beginning of each week.

This center contains:

1. Information sheets designed to remain at the center
2. Charts that relate to pertinent information about money concepts.
3. Blank pages each week for extra practice
4. Daily student activity sheets

Suggestion:

Each center sheet should be placed in a plastic protective COVER.



Each center is designed for grades 3 through 5 as follows:

- (*) **Grade 3** students calculate the single asterisk activities
- (**) **Grade 4** students calculate the double asterisk activities
- (***) **Grade 5** students calculate the triple asterisk activities

If you are using more than five centers in the classroom, I recommend using the answer sheet to help students keep track of the completed centers. Accompanying each complete set is a set of corrected answer sheets that help students self-correct their responses. Students self-correct their answer sheets three out of the four days. Self-correction prevents embarrassment and allows students time to practice each concept before an assessment. I place a sign-up sheet in the classroom to allow students to sign up for assistance in their less proficient areas. I assist those that have signed up for help during the next day's *Center Time*. The fourth day of each week is teacher-corrected and entered in a grade book. If you have any questions please feel free to e-mail us on our website:

www.writemath.com.

I know that you will have as much fun employing this program as I have had designing it. Remember the program is as simple as *turning each page and sharing* the activities with your class. So go ahead just...

Turn & Share

Name:		Date:		Day #1	Day #2	Day #3	Day #4
Time:		Estimation:		Calendar:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number Sense:		Grid:		Temperature:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place Value:		Volume:		Weight/Mass:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algebra:		<input type="checkbox"/>		<input type="checkbox"/>			
Graph:		<input type="checkbox"/>		<input type="checkbox"/>			
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			

Linear Measure:		Fractions/Decimals:	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geometry:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking:			
<i>range:</i>	<i>median:</i>	<i>mean/average:</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>mode:</i>		
	<input type="checkbox"/>		

Contents

Introduction	III
Blank Answer Sheets	VI
Contents.....	VIII
Tax Information	2
<i>Week 1: Adding Prices</i>	3
Subtracting Prices	
Giving Change	
Writing Money Two Ways	
1% Tax	
<i>Week 2: Adding Prices</i>	8
Subtracting Prices	
Giving Change	
Writing Money Two Ways	
1% Tax	
<i>Week 3: Adding Prices</i>	13
Subtracting Prices	
Giving Change	
Writing Money Two Ways	
1% Tax	
<i>Week 4: Adding Three Prices</i>	18
Giving Change	
Types of Coins	
Rounding to the One-Dollar Position	
2% Tax	
<i>Week 5: Adding Three Prices</i>	23

Giving Change
 Types of Coins
 Rounding to the One-Dollar Position
 2% Tax

Week 6: Adding Three Prices28

Giving Change
 Types of Coins
 Rounding to the One-Dollar Position
 2% Tax

Week 7: Buying Two of One Item33

Using a Coupon with Dollar Deductions
 Types of Coins
 Rounding to the One-Dollar Position
 3% Tax

Week 8: Buying Two of One Item38

Using a Coupon with Dollar Deductions
 Types of Coins
 Rounding to the One-Dollar Position
 3% Tax

Week 9: Buying Two of One Item43

Using a Coupon with Dollar Deductions
 Types of Coins
 Rounding to the One-Dollar Position
 3% Tax

Week 10: Buying Two of One Item48

Types of Coins
 Rounding to the One-Dollar Position
 Estimating Prices
 3% Tax

Week 11: Buying Two of One Item53

Types of Coins
 Rounding to the One-Dollar Position
 Estimating Prices
 3% Tax

Week 12: Buying Two of One Item58

Types of Coins
 Rounding to the One-Dollar Position
 Estimating Prices
 3% Tax

Fraction of a Price Information.....63

Week 13: Fractions of a Price ($\frac{1}{4}$).....64
 Types of Coins
 Estimating Prices
 4% Tax

Week 14: Fractions of a Price ($\frac{1}{3}$).....69
 Types of Coins
 Estimating Prices
 4% Tax

Week 15: Fractions of a Price ($\frac{1}{2}$).....74
 Types of Coins
 Estimating Prices
 4 $\frac{1}{2}$ % Tax

Week 16: Fractions of a Price ($\frac{1}{3}$).....79
 Types of Coins
 Estimating Prices
 4 $\frac{1}{2}$ % Tax

Week 17: Fractions of a Price ($\frac{1}{4}$).....84
 Types of Coins
 Estimating Prices
 4 $\frac{1}{2}$ % Tax

Week 18: Fractions of a Price ($\frac{1}{2}$).....89
 Types of Coins
 Estimating Prices
 4 $\frac{1}{2}$ % Tax

Finding Percentage Information.....94

Week 19-21: Catalog Information.....95

Week 19: Giving Change96
 Percentage Coupons
 Quantities
 5 % Tax

Week 20: Giving Change101
 Percentage Coupons
 Quantities
 5 ½ % Tax

Week 21: Giving Change106
 Percentage Coupons
 Quantities
 6 % Tax

Week 22-24: Catalog Information111

Week 22: Sharing Expenses112
 Percentage Coupons
 Shipping Costs Per Dollar
 7 % Tax

Week 23: Sharing Expenses117
 Percentage Coupons
 Shipping Costs Per Dollar
 7 % Tax

Week 24: Sharing Expenses122
 Percentage Coupons
 Shipping Costs Per Dollar
 7 % Tax

Week 25-27: Menu Information127

Week 25: Sharing Expenses128
 10% of a Total
 Percentage of a Dollar
 Comparing Prices

Week 26: Sharing Expenses133

10% of a Total
 Percentage of a Dollar
 Comparing Prices

Week 27: Sharing Expenses 138
 10% of a Total
 Percentage of a Dollar
 Comparing Prices

Week 28-30: Menu Information 143

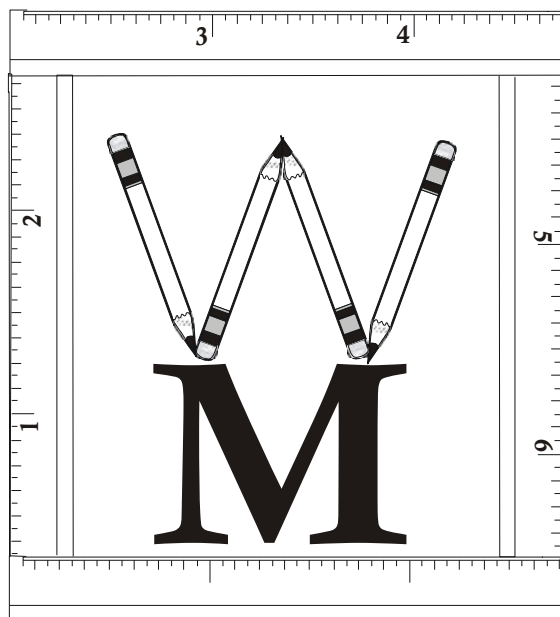
Week 28: Sharing Expenses 144
 10% of a Total
 Percentage of a Dollar
 Comparing Prices

Week 29: Sharing Expenses 149
 15% of a Total
 Percentage of a Dollar
 Comparing Prices

Week 30: Sharing Expenses 154
 20% of a Total
 Percentage of a Dollar
 Comparing Prices

Answer Sheet 159

SAMPLE



Centers in the 'Just Turn & Share' Math Center Series:

1. Algebra
2. Calendar
3. Estimation
4. Fractions & Decimals
5. Geometry
6. Graph
7. Grid
8. Linear Measure
9. Money
10. Number Sense
11. Place Value
12. Temperature
13. Thinking: Range, Median, Mode, Mean
14. Time
15. Volume
16. Weight & Mass

For more information:

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The 'Just Turn & Share' Centers Series



SAMPLE

How to compute your TAXES \$

Cities charge a tax on items purchased to repair roads, build and maintain schools, support fire and policemen, and provide assistance to the poor and elderly. Tax amounts vary from city to city and from state to state. You must pay a percent of each dollar spent.

If a city charges 4% on each dollar, you must compute the tax on the item purchased by multiplying the total cost of the item by 4% (or \$.04) per dollar. You then must pay this tax in addition to the cost of the item.

To compute 4% tax on a \$2.00 item:

1. $4\% = \$0.04$ per dollar
2. Tax = $\$0.04 \times \2.00 or \$0.08
3. Add the tax to the cost of the item: $\$2.00 + \$0.08 = \$2.08$
4. You will pay the cashier a total of **\$2.08**

$$\begin{array}{r} \$2.00 \\ \times .04 \\ \hline \$0.80 \end{array}$$

To compute 4½% tax on a \$2.00 item:

1. $4\frac{1}{2}\% = \$0.045$ per dollar
2. Tax = $\$0.045 \times \2.00 or \$0.09
3. Add the tax to the cost of the item: $\$2.00 + \$0.09 = \$2.09$
4. You will pay the cashier a total of **\$2.09**

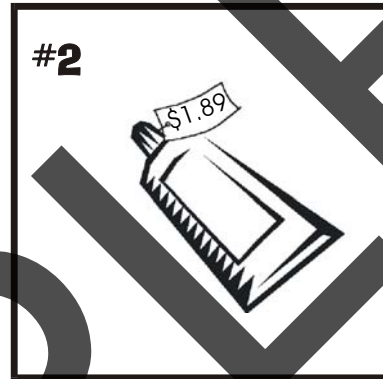
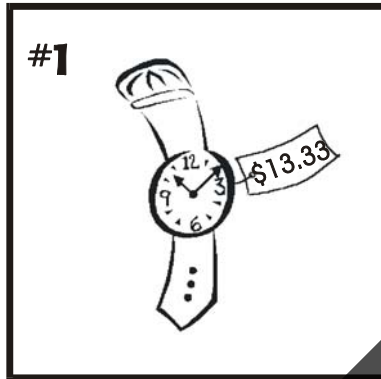
$$\begin{array}{r} \$2.00 \\ \times .045 \\ \hline 1000 \\ + 8000 \\ \hline \$0.9000 \end{array}$$

(Remember to round all answers to the penny position.)**

Money

(Day #1)

A. How much money do you need to buy items #1 and #2?



B. If you gave the cashier \$30.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

\$ ____ . ____ _____ ¢



E. Calculate problem ‘A’ including a 1% sales tax.

- * A, C, & D
- ** A, B, & D
- *** B, D, & E


Money

(Day #2)

A. How much money do you need to buy items #1 and #2?

#1

14⁸⁸



BEEPER Alarm Clock works every time for mornings, afternoon snoozes, and nighttime risers.

#2

7⁹⁹



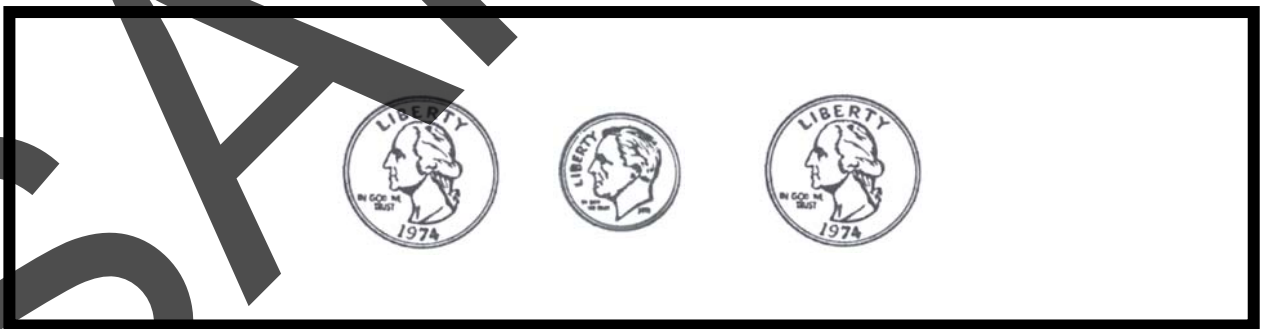
Washable Running Shoes for men & boys.

B. If you gave the cashier \$30.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

\$ _____ . _____ ¢



E. Calculate problem 'A' including a 1% sales tax.


- * A, C, & D
- ** A, B, & D
- *** B, D, & E

Money

(Day #3)


A. How much money do you need to buy items #1 and #2?

#1
15⁴⁴



Wiggle Wagon carries large loads, medium-sized loads, and even the smallest loads to the toy box.

#2
2⁹⁹



Bentley Baseballs for the fast-pitching baseball player.

B. If you gave the cashier \$30.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

\$ ____ . ____ _____ ¢



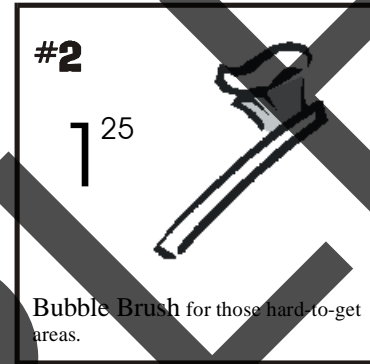
E. Calculate problem ‘A’ including a 1% sales tax.

- * A, C, & D
- ** A, B, & D
- *** B, D, & E

Money

(Day #4)

A. How much money do you need to buy items #1 and #2?



B. If you gave the cashier \$30.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

\$ _____ ¢



E. Calculate problem 'A' including a 1% sales tax.

- * A, C, & D
- ** A, B, & D
- *** B, D, & E

Money

(Day # ___)

A. How much money do you need to buy items #1 and #2?

#1

#2

B. If you gave the cashier \$30.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

\$ ____ . ____ _____ ¢

E. Calculate problem ‘**A**’ including a 1% sales tax.

- * A, C, & D
- ** A, B, & D
- *** B, D, & E

Money

(Day #1)

A. How much money do you need to buy items #1 and #2?

#1


17³⁵



Moxie Mower mows even the toughest kids' lawns.

#2

2⁰⁹



Baby's Bliss - drink with the best of them.

B. If you gave the cashier \$45.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

\$ ____ . ____ _____ ¢



E. Calculate problem 'A' including a 1% sales tax.

- * A, C, & D
- ** A, B, & D
- *** B, D, & E

Money

(Day #2)

A. How much money do you need to buy items #1 and #2?

#1


34⁴⁸



Lightweight Stroller - features large mesh basket to carry all the 'little one's' necessities

#2

7⁰⁶



Brass Keys - We can match even the most difficult shapes.

B. If you gave the cashier \$45.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

\$ ____ . ____ _____ ¢



E. Calculate problem 'A' including a 1% sales tax.

- * A, C, & D
- ** A, B, & D
- *** B, D, & E

Money

(Day #3)

A. How much money do you need to buy items #1 and #2?

#1



24⁸⁸

Our Lowest Price of the Season:
Leather handbags- 20 % off!

#2



1⁰⁵

The Bakery's Best!
pecan, lemon meringue, pumpkin...

B. If you gave the cashier \$45.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

1. \$ _____ ¢



E. Calculate problem 'A' including a 1% sales tax.

- * A, C, & D
- ** A, B, & D
- *** B, D, & E

Money

(Day #4)

A. How much money do you need to buy items #1 and #2?


#1



30⁷⁸

Kingdom Canister Vacuum has 3.0 hp and vacuums the deepest carpet messes.

#2



3⁰³

Chalkboard + Chalk
Practice your letters, numbers, etc. in the comfort of your home.

B. If you gave the cashier \$45.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

1. \$ _____ ¢



E. Calculate problem 'A' including a 1% sales tax.

- * A, C, & D
- ** A, B, & D
- *** B, D, & E

Money

(Day # ___)

A. How much money do you need to buy items #1 and #2?

#1

#2

B. If you gave the cashier \$45.00 to pay for items #1 and #2, how much change would you receive?

C. How much more does item #1 cost than item #2?

D. Write the amount of money you see below in two ways:

1. \$ ____ . ____ ____ ¢

E. Calculate problem ‘**A**’ including a 1% sales tax.

- * A, C, & D
- ** A, B, & D
- *** B, D, & E