



Learning Task 5, p. 42

➤ Read and discuss the problem with your student as follows.

We need to find the total number of buttons.

We are given the number of cards (parts) and the number of buttons on each card.

We can represent each card with a bar. 

The bar is the part.

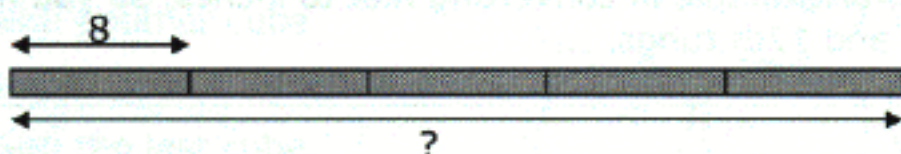
How many bars would we draw to show all 5 cards? (5 bars)

We want to find the total, so we put them end to end.

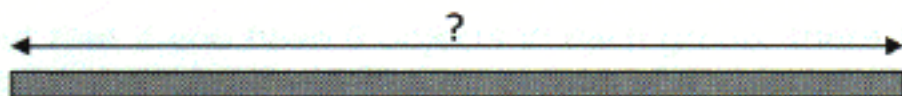


We can label one part as 8 to show how many buttons are on each card. We don't have to label all the parts since we know they are all the same.

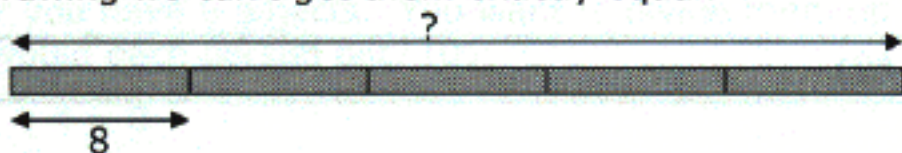
Then we can show that we need to find the total by labeling the total bar.



We could draw a bar representing the total first, and then divide it up into 5 equal parts. We need to find a total:



We know the number of cards (parts) and the number in each part, so we divide the bar up into 5 parts. We know the 5 parts are equal, even if in the hand drawing we can't get them exactly equal:



To find the total number of buttons, we multiply the number in each part by the number of parts.

$$8 \times 5 = 40$$

➤ Write and discuss the following problem:

4 boys shared 36 toy cars equally. How many toys cars did each boy get?

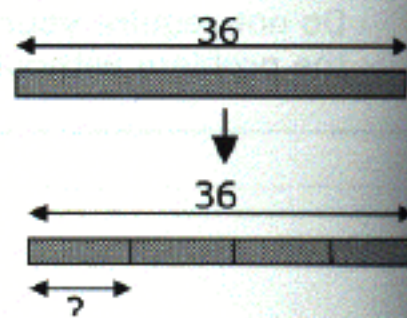
We draw a bar to show the total, and label it.

There are 4 boys (parts or groups). Each boy is getting the same number of cars, so we divide the bar up into 4 equal parts, one part for each boy. We want to find out how many cars will go into each part. How do we find the number of cars for each part?

(We divide)

$$36 \div 4 = 9$$

Each boy gets **9** cars.



Unit 5 Money

Part 1 Dollars and Cents

(1) Dollars and Cents (pp. 91-92)



Read and write amounts of money in decimal notation and in words.
 Count the amount of money in a set of bills and coins.
 Convert dollars and cents to cents, and cents to dollars and cents.
 Make change for \$1.



This section is primarily review of unit 3 in Primary Mathematics 2, but extends the amount of money to \$100.

The concept of decimals has not yet been taught. The decimal point here should be considered to be a point separating dollars from cents. Decimals will be taught in Primary Mathematics 4.

- Ask your student how many cents are in a dollar. Remind him that when writing money, dollars are separated from cents with a dot. Remind him that he must always have two digits after the dot to indicate the number of cents. For example, ask him to write six dollars and five cents (\$6.05), then six dollars and 50 cents (\$6.50).



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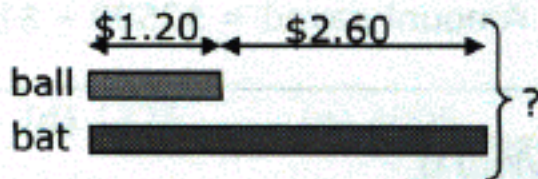
- If your student needs practice counting money, provide this practice using either play or real money. Help him come up with strategies for counting coins if necessary. He can count first by quarters, then by 10's for dimes, then by 5's for nickels, and finally by 1's for pennies. He can also make 30 cents from a quarter and a nickel and then count dimes.
- Write or say an amount less than \$1.00 and have your student make change for \$1.00 by counting out coins. For example, 42¢. The student hands you three pennies, saying "43, 44, 45" then a nickel, saying "50", then dimes or quarters, saying the amount of change as he hands the coins to you.

Ask your student for the number of
 nickels in a dollar
 dimes in a dollar
 quarters in a dollar
 dimes in four dollars
 quarters in six dollars
 nickels in three dollars
 etc.

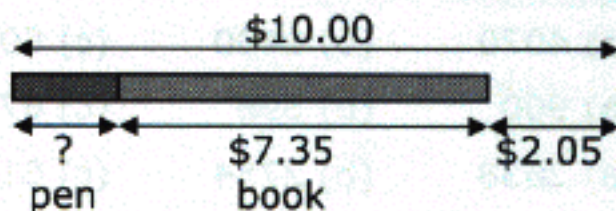
Exercise 51

1. Total spent = $\$24.95 + \$9.50 = \$34.45$
 Change = $\$50 - \$34.45 = \mathbf{\$15.55}$

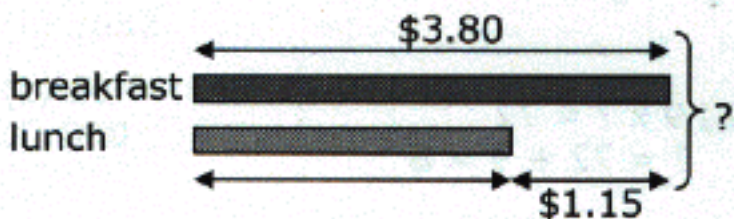
2. Cost of bat = $\$1.20 + \$2.60 = \$3.80$
 Total spent = $\$3.80 + \$1.20 = \mathbf{\$5.00}$



3. Amount spent
 = $\$10.00 - \$2.05 = \$7.95$
 Cost of pen
 = $\$7.95 - \$7.35 = \mathbf{\$0.60}$



4. Cost of lunch
 = $\$3.80 - \$1.15 = \$2.65$
 Total money
 = $\$3.80 + \$2.65 = \mathbf{\$6.45}$



Review 5

1. (a) \$200 (b) B
 2. (a) five thousand, seven
 (b) one thousand, forty-three
 (c) nine thousand, five hundred sixty
 3. 5000
 4. 800
 5. 4
 6. 2; 200
 7. 3263; 2030
 8. (a) 6553 (b) 3944 (c) 9107 (d) 4590

9.

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| 450 |
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| 18 |
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| 9 |
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| 288 |
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| 36 |
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10. Number more that visited Sunday = $3300 - 2950 = \mathbf{350}$
 11. Total rice = $905 \text{ kg} + 145 \text{ kg} = \mathbf{1050 \text{ kg}}$
 12. Total number of oranges = $50 \times 7 = \mathbf{350}$