

CARPET

A number sense lesson

Episode 213: Blossom and Snappy Redecorate, Part One **3rd Grade**

Georgia Performance Standards

- Money is a concept/skill to maintain for third grade
- Addition and subtraction of multi-digit numbers are concepts/skills to maintain in third grade
- M3N3 Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving
- M3M4 Students will understand and measure the area of simple geometric figures (squares and rectangles)
- M3P1c Determine the operation(s) needed to solve a problem
- M3P1d Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator)

Objectives

- The students will determine whether or not Blossom and Snappy have enough money saved up to replace the carpet they ruined according to the price per square foot of new carpet and how much they need.
- The students will, depending on their answer, determine what their change will be if they do have enough, or how much carpet they will be able to buy according to how much money they have.

Materials

- TV/VCR or Computer/LCD Projector
- Video *Count On It!* 213
- Paper/pencils
- Any manipulatives necessary throughout the room
- Rubric (included)
- One square foot of carpet
- Overhead, overhead transparencies, overhead markers

Procedure

Opening

- View *Count On It!* 213 clip “Carpets” (VHS 00:00 – 4:41).
- Briefly discuss Blossom’s and Snappy’s problem (they ruined Robbie’s carpet and now have to replace it).
- Pair up students and give each pair an amount of money that Snappy and Blossom each have (each pair of students will have a different amount). The amounts should all vary so that the results of each pair of students will all vary and they each will be able to explain their answer to the class.

- Show class what one square foot of carpet looks like. Explain why it is called a square foot. Let the students know that each square foot of carpet costs \$2.50.

Work time

- Task: How much money do Blossom and Snappy have combined? Will that amount be enough for them to buy the fifteen square feet of carpet needed to replace the ruined carpet? If yes, how much money total did you spend (show your work) and how much money will you have left over? If not, how many square feet of carpet will you be able to buy with the money you have? How much will that cost and how much will you have left over?
- Students work in pairs to figure out, first, how much they have totally (adding money, regrouping).
- Students then work to figure out if their amount of money will be enough to buy all 15 square feet of carpet at \$2.50 per square foot. They may use whatever manipulatives they see fit. But all work must be documented on paper, as well.
- Some pairs will be able to buy the carpet with money left over, and others will have to continue to figure out how much carpet they can actually afford with the money they have.
- As pairs finish up, have them transfer their results onto an overhead transparency to show during closing.

Closing

- Each pair of students takes a turn in front to explain how they came to their conclusion, using the overhead to show their thinking.
- Students who are listening are encouraged to ask questions, make connections to their own thinking, and make thoughtful comments.

Assessment

- Class rubric of elements required to meet standard (example included on website).
- Task Rubric (included)