Rainbow supermarket – 10/19/07	**Expected Time: 45 minutes**

Objectives:

- Students will be able to cooperatively complete a written shopping activity with a partner, using the created classroom store to "purchase" items and compare costs in order to relate the process of 3-digit addition to a real-life scenario.
- Students will be able to participate in a group shopping activity, filling out individual shopping lists and adding up the prices of two items in order to apply their knowledge of 3-digit addition to a situation involving yen.

Materials:

- Pencil case/Orange file
- Homework for tomorrow (x52)
- Teacher-created shopping lists and shopping activity sheets (x52)
- Food cards (teacher-created visuals)
- Classroom "store" – area set aside, signs, etc.
- Math notebooks
- Play money (10, 100, 500 yen), shopping bags for students

***Homework Check (5-8 minutes):**

5-8 minutes: Hand back the students' homework, making sure to initial the page and check it off on the clipboard – have the superstar help with this. Once students have their homework and each student has a red pencil out for correcting, begin the homework check (oral answers, volunteers to write on the board, whole class response, etc.)

*When homework check is finished, every other day hand out a new page to students – make sure the superstar tells students which side they are to complete. Gather students back to the carpet in a circle.

***Introduce shopping activity (10-12 minutes):**

*Welcome students to the Rainbow Supermarket! Today, we are going to go shopping! Who thinks they know why we are going shopping – how does this relate to 3-digit addition? (Adding yen is just like adding 3-digit numbers). Who remembers what we did on Thursday using yen? (Read a story, added up our total). Today, we'll use the same food cards that we used in our story yesterday, plus a few new ones.

*Our first activity, we'll do all together. Then, we'll split into groups of 3 or 4 for our second shopping adventure. First, everyone is going to get a shopping list. It has space for you to choose two items from the store. When you enter the store, quickly decide which two items you want to purchase (we only have 2 minutes in the store!), write them down on your list (don't forget to write their cost!), and add up how much money you will spend. When you think you have the right total, bring your items and shopping list to the cashiers to check out before leaving the store. After you have checked out, bring your items and your list back to the carpet and sit down.

Allow students time to complete the shopping activity – help with adding where necessary, and act as a cashier to check students' totals. If students finish quickly and are waiting for the others to finish, they can use the back of their shopping list to solve some story problems involving yen (have cards provided or write them on the board ahead of time).

*When the students have all come back to the circle, engage students in a short discussion about the shopping experience. Who thinks they spent the most money? How much did you spend? Who thinks they spent the least amount of money?

***Group shopping activity (15-20 minutes):**

*Explain the group shopping activity to students. Now, you have the chance to go back to the store with a group. Every shopper will have an allowance of 2,000 yen. If you lose your money, then you can't shop! For the first part, each of you will create a shopping list with 4 or 5 items that you think will cost 2,000 yen or less (estimate, don't add exacts!). Then, trade lists with each other and come back to the store to shop. When you come back, make sure to write down the prices of each item – if the store is out of items, don't put it on cost list. Add up your items and answer one of the questions at the bottom of your sheet. The last thing you need to do is check out – bring your money to the cashier, making sure to tell her your total cost and how much change you should get back.

Conclusion:

*End class with about 5 minutes left- students can put their food cards back into the right pockets, and a few students can make sure that the change purses have the correct amounts for the next class. 2 minute warning to begin packing up their things, and then finally with 1 minute officially end the class. Collect the students' shopping worksheets before students leave the classroom.

Assessment:

- Observe students during the opening discussion and group shopping activity – students should be actively volunteering answers for homework check and correcting their sheets, as well as participating in the shopping activity. All students should be able to complete their shopping list with the correct addition totals.
- Observe students during the partner activity – students should be cooperating with each other and searching out the answers to the problems. Collect student activity sheets – students should have at least Step 1 completed and have all necessary information included. Check student sheets for accuracy of addition and correct labels.

Lesson Success

_____Excellent _____Good _____Fair _____Flop