

## Family Math Engagement Grab & Go: Money

This activity would be  
best used by:

Schools  Families

### Materials:

- Paper and pencil
- Problem Set

### Steps:

1. Give these two problems to your child.
2. Allow your child to complete the problems.
3. Once completed, check the accuracy of the work.  
The child should explain his/her thinking and math process.

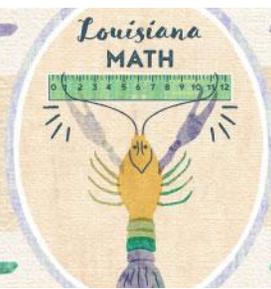


### Problem Set:

1. Mary wants to buy candy that costs \$4 a pound. She has 3 pounds of candy in her bag. When she goes to pay, she gives the clerk a \$10 bill and a \$5 bill. How much change should Mary get back? Explain two ways the clerk could use to give Mary her change. You should include different combinations of bills and coins in one of your responses. Explain how you know that both of your ways will work.
2. Sam received a \$20 bill from each of his 4 aunts on his birthday. He has a \$10 bill and 12 one dollar bills in his savings box at home. Does Sam have enough money to buy a bike that costs \$125? Show your work or explain how you know.

### Lagniappe:

- Solve word problems involving money.
- In fifth grade, students will be able to understand money expressed as a decimal rather than separate units of dollars and cents. For additional practice with money involving decimals see “Upper Elementary Grab & Go: Money Practice.”



**Answer Key:**

1.  $\$4 \text{ a pound} \times 3 \text{ pounds of candy} = \$12 \text{ total owed}$

Gave  $\$10 + \$5 = \$15 \text{ total gave}$

$\$15 - \$12 = \$3 \text{ in change}$

Example ways:

Possible way #1: Three \$1 bills

Reasoning:  $\$1 + \$1 + \$1 = \$3$

Possible way #2: Two \$1 bills and Four Quarters

Reasoning:  $\$1 + \$1 + \$.25 + \$.25 + \$.25 + \$.25 = \$3$

Check accuracy and Reasoning for other possible ways.

2.  $\$20 + \$20 + \$20 + \$20 + \$10 + \$12 = \$102$

Needs \$125.

No, Sam does not have enough to buy the bike. He is short \$13.