

# Table of Contents

	Page
<b>Overview</b> .....	1
<b>How to Use this book</b> .....	1
<b>Section One: Making Wise Buys</b>	
Comparison Shopping.....	2
Rounding .....	2
Multiplying Decimals.....	2
Supermarket Maths .....	3
Read the Fine Print .....	3
Finding Discounts .....	4
Discount Road.....	4
Instalment Buying .....	4
Saving for a Rainy Day.....	5
Let's Party! .....	5
<b>Section Two: The Cheque is in the Mail</b>	
<b>Checking Out Cheques</b>	
Another Way to Pay .....	6
A Look at a Cheque.....	6
The Life of a Cheque .....	6
<b>Working with Numbers</b>	
Spelling Out Numbers.....	6
It Makes Cents!.....	7
Let's Make a Match.....	7
Adding and Subtracting Money .....	8
Practice Makes Perfect .....	8
<b>Writing Cheques</b>	
Filling Out Cheques .....	8
Recording Cheques and Deposits.....	9
Balancing Act.....	9
<b>Depositing Money</b>	
Analysing a Deposit Slip .....	9
Add It Up! .....	9
<b>Mailing Cheques</b>	
Addressing Envelopes.....	10
The Final Warm-up .....	10
<b>The Cheque-Writing Project</b>	
Making a Chequebook .....	11
Paying the Bills and Making a Deposit.....	11
<b>Blackline Masters</b>	
Blank Cheques .....	14
Cheque Register .....	15

## Section Three: A Share of the Market

How to Make Your Money Grow .....	16
A Conversation with Alexander Hamilton .....	16
The Stock Market—How Does It Work? .....	16
Stock Market Quiz .....	17
How to Decide What Stock to Buy .....	17
Reading Stock Listings.....	18
Converting Fractions to Money Amounts .....	18
Net Change .....	19
Multiplying Decimals .....	19
Finding the Commission .....	20
Stock Listings Review .....	20
The Stock Market Game .....	21

### Blackline Masters

The Stock Market Crashes of 1929 and 1987.....	23
Stock Market Chart .....	24
Stock Purchase Record.....	25
Daily Stock Decisions Form .....	26

## Overview

Are you fed up with students who complain about boring maths lessons? Can you bear reading one more newspaper article that describes the poor state of maths education in our country? Students are not being challenged with relevant and useful maths programs. What teachers want and what students need is a program that applies maths skills to real life. *Managing Money in the Real World* does just that.

**Making Wise Buys** gives students opportunities to learn and practise important maths skills and apply them to the real world of money and economics. The activities are designed to teach students how to make wise consumer decisions. The student book presents a number of maths skills that will increase the students' consumer awareness. Rounding numbers, estimating, multiplying decimals and common fractions, and using percentages are some of the key skills taught in this section. Fun activities reinforce each new skill. Whether the students comparison shop, take advantage of discounts, determine interest earned on a savings account, or figure out the advantages of saving over borrowing, they will have a great time utilising their new maths skills.

**The Cheque is in the Mail** gives students further opportunities to learn and practise important maths skills and apply them to the real world of money. This section is designed to help students gain an understanding of all facets of cheque writing. The students are shown, step-by-step, how to write and record cheques, keep balances, make deposits, and pay bills. They learn an array of maths skills that will assist them in the cheque-writing process. Spelling out whole numbers and decimals, learning place value, adding and subtracting decimals, and solving word problems are some of the key skills taught in this section.

**A Share of the Market** gives students a realistic glimpse into the world of the stock market. The section was designed to introduce students to the basic ideas of the stock market in a way they will understand and enjoy. This section firstly provides a historical overview of the stock market, then explains how the market works, defines important terminology, and teaches essential maths skills for 'playing' the market. The students will learn through a series of exercises how to convert common fractions to decimals; add, subtract, and multiply decimals; figure out percentages; read charts; and record stock results. By being able to master skills that can be applied in a real-life

situation, the students will enhance their maths and decision-making abilities.

The section concludes with a stock market game. In this simulated game, the students apply all the skills and concepts previously taught in a 'game' similar to that played by millions of investors. The students are given a sum of money to invest in stocks from fifteen fictitious companies. Each day for five days, the students will follow the progress of their stocks through mock newspaper listings and will read about news events that may affect stock prices. These two sources of information will help the students decide whether to hold or sell their stocks, or buy new stocks. Their daily stock decisions will be recorded on a form. Finally, on the fifth day, the students will tabulate their results to see how well they did.

## How to Use This Book

This book can be used in a number of ways:

### **Supplemental Unit**

Treat the book as a 4- to 6-week supplement to your maths program. Individual lessons can be presented to the whole class on a daily basis. The culminating projects for each section should take approximately two weeks.

### **Integral Part of the Classroom Maths Program**

Use the book to complement your maths program. Provide direct or guided instruction of selected material once a week or every few days.

### **Individual Learning**

Allow highly motivated learners to complete the book independently. All activities are explained in detail, and sample answers are provided.

### **Cooperative-Learning Groups**

Divide the class into cooperative-learning groups to work on the book. Meet with each group regularly to share what the students have learned.

# Teaching Procedures

## Making Wise Buys

### Comparison Shopping

#### Page 2

This practical lesson asks the students to buy a number of school supplies, staying within an established budget. The students will price the items in two different stores, total the amounts, and then compare costs.

#### Strategies

This activity makes a great opener for the school year since many students must buy their own supplies. For younger students, you may want to send this activity home with a letter to the parents explaining its purpose. When the students have completed the activity, have them discuss their findings. Was one store consistently cheaper than the other? Were certain items the same price no matter where they were sold? Was \$30 enough money to pay for all the supplies? (Whether this amount is enough will depend on the students' tastes and the quality of the items, and whether the students chose name brands or generic materials.) Create a large chart that lists each school supply and the range of prices found.

#### Enrichment

Ask the students to suggest other categories for comparison shopping. Clothing, sporting goods, CDs, and food all lend themselves to price comparisons. Have the students work in teams to tabulate their results.

#### Answers

Answers will vary depending on where the students shop. If you ask the students to shop at two designated stores, their answers will be much more consistent.

### Rounding Pages 3–4

This lesson teaches the skill of rounding numbers. The students are shown the steps for rounding numbers to the nearest dollar, ten cents, and cent, and asked to round money amounts to each specified place.

#### Strategies

Rounding numbers is a critical skill for all students to understand. Discuss why estimating and rounding are important. On the chalkboard, write some large

numbers with decimals. Have the students practise identifying the place value of each digit in the numbers. Make sure the students differentiate between whole numbers and decimals. Then use the overhead projector to show the steps for rounding money amounts to the nearest dollar, ten cents, and cent. Explain to the students that they can use these steps to round numbers to any place. If necessary, reinforce this skill with supplemental activities from maths texts and other workbooks.

#### Enrichment

Ask the students to look for large money amounts in the headlines, advertisements, and charts of newspapers and magazines. Have the students round these amounts to the nearest cent, ten cents, dollar, ten dollars, hundred dollars, or thousand dollars. Encourage the students to be on the lookout for print advertisements and television commercials in which money amounts are purposely cut short a few cents or dollars to make the price sound more reasonable. (For example, You can buy this handy gadget for only \$19.95!)

#### Answers

##### *Rounding to the Nearest Dollar Page 3*

- |           |            |            |
|-----------|------------|------------|
| 1. \$6.00 | 5. \$4.00  | 9. \$3.00  |
| 2. \$4.00 | 6. \$8.00  | 10. \$7.00 |
| 3. \$9.00 | 7. \$7.00  | 11. \$0.00 |
| 4. \$1.00 | 8. \$10.00 | 12. \$9.00 |

##### *Rounding to the Nearest Ten Cents Page 4*

- |           |           |              |
|-----------|-----------|--------------|
| 1. \$2.30 | 5. \$4.60 | 9. \$9.00    |
| 2. \$3.70 | 6. \$9.50 | 10. \$23.50  |
| 3. \$0.80 | 7. \$1.30 | 11. \$3.10   |
| 4. \$7.70 | 8. \$0.10 | 12. \$100.00 |

##### *Rounding to the Nearest Cent Page 4*

- |            |             |              |
|------------|-------------|--------------|
| 1. \$4.57  | 5. \$115.07 | 9. \$948.29  |
| 2. \$34.71 | 6. \$3.31   | 10. \$79.19  |
| 3. \$0.91  | 7. \$64.26  | 11. \$0.64   |
| 4. \$8.83  | 8. \$7.72   | 12. \$106.00 |

### Multiplying Decimals Page 5

This lesson teaches the important skill of multiplying decimals. The students learn that multiplying decimals is like multiplying whole numbers, with some extra steps. These steps include adding up the number of digits to the right of the decimal point in each factor and shifting the decimal point that number of places in the product. The students practise what they've learnt first by placing the decimal point correctly in products and then by multiplying money amounts.

### Strategies

Use the overhead projector to demonstrate the steps involved in multiplying decimals. Write down numbers with decimals in the tenths, hundredths, thousandths, and ten thousandths place. Have the students practise counting places to the right of each decimal point. Make up problems in which the same factors are being multiplied but the decimal points have been shifted (for example,  $7.1 \times 22$  and  $0.71 \times 2.2$ ). Ask the students to estimate products by rounding each factor to the nearest whole number before multiplying. (Estimating will help them know whether their actual answers are reasonable.)

Allow the students to use calculators to check their answers. After the students complete the problems, you may want them to round answers with decimals in the thousandths place and beyond to the nearest ten cents.

### Enrichment

Have the students make up word problems that involve multiplying money amounts.

### Answers

- |               |             |
|---------------|-------------|
| 1. \$21.14    | 5. \$17.632 |
| 2. \$72.27    | 6. \$8.109  |
| 3. \$22.86    | 7. \$.3330  |
| 4. \$1,001.16 | 8. \$4.9323 |
| 1. \$6.70     | 5. \$3.192  |
| 2. \$567.10   | 6. \$39.69  |
| 3. \$1.84     | 7. \$59.865 |
| 4. \$3.798    | 8. \$2.5995 |

## Supermarket Maths Pages 6–8

The students have \$50 to spend on grocery items advertised in a supermarket circular. They try to spend as close to the entire \$50 as possible without exceeding the amount. The students must list actual prices of the items chosen and prices rounded to the nearest ten cents and dollar. Then they total the amounts and compare the differences between actual and estimated costs.

### Strategies

Use this activity to have some fun! Have the students work individually or in shopping teams. Allow them to use calculators to keep running totals. When the students complete their shopping, discuss their grocery choices. Why did they choose certain items? Was estimating amounts accurate enough? Try the activity again by increasing the amount of money the students can spend.

### Enrichment

As a class, examine newspaper advertisements and circulars from supermarkets and other stores. Discuss pricing strategies and how ads are written and illustrated. Have the students make up their own ads.

### Answers

Answers will vary.

## Read the Fine Print Pages 9–10

This activity asks the students to weigh the pros and cons of a 'too good to be true' offer. They read a letter that extols the many advantages of joining a CD club and calculate the actual cost of the deal.

### Strategies

Begin by talking about 'something for nothing' deals that frequently arrive in the mail. If possible, bring in a few examples. Next, have the students read the Excellent CD Club letter silently. Highlight hidden costs and conditions of the deal. Discuss the offer's merits.

### Enrichment

Have the students look through magazines and junk mail for other can't-miss deals. Choose a few offers to examine in class.

### Answers

Page 10

- \$2.76
- \$89.88
- \$6.00
- \$8.20
- 16 CDs
- \$106.84
- \$6.68
- Answers will vary.
- Answers will vary, depending on the number of CDs the students would normally buy in two years. (For example, 10 CDs at \$12.98 each equals \$129.80.)
- Answers will vary. Some students may answer yes because they like the club's low prices and they can make their selections at home. Other students may answer no because they don't buy that many CDs, they don't own a CD player, or they like going to music stores and looking through the CD bins.

## Finding Discounts

### Pages 11–12

This lesson focuses on understanding what a percentage is and using percentages to find discounts. The students learn a number of ways to calculate the discount and solve problems by using the various methods.

#### Strategies

Discuss why stores offer discounts. Further explain the different methods for finding discounts and have the students practise using them. Ask what procedure works best for them. Allow the students to use a calculator to check their answers. Compare this calculation method with the paper-and-pencil method and the mental shortcuts presented in the lesson.

#### Enrichment

Provide each student with a page from a catalogue. Using various percentages of discount (10%, 20%, 25%, 30%, or 50% off), have the students figure out the discount and sale price of each item on their catalogue page.

#### Answers

*Finding the Discount and Sale Price Page 12*

Discount	Sale Price
1. \$50.00	\$150.00
2. \$35.00	\$315.00
3. \$1.80	\$10.20
4. \$380.00	\$380.00
5. \$16.00	\$64.00
6. \$8.70	\$20.30

*Mental Shortcuts Page 12*

1. \$5.00	6. \$1.50
2. \$25.00	7. \$24.00
3. \$1.80	8. \$36.00
4. \$125.00	9. \$30.00
5. \$9.00	10. \$0.19

## Discount Road

### Page 13

This activity confirms whether the students understand how to use percentages to find discounts. The students are shown a number of sales advertisements and are asked to find the discount and sale price of each item advertised.

#### Strategies

Review the various methods used in finding discounts. Have the students complete the activity individually or in cooperative groups.

## Enrichment

Have the students bring in real sales advertisements. Display the ads on a bulletin board. Change the percentage of discount for various items and have the students figure out the discount and sale price.

#### Answers

Discount	Sale Price	Discount	Sale Price
1. \$100	\$300	6. \$4	\$16
2. \$1.60	\$14.40	7. \$3.20	\$12.80
3. \$50	\$100	8. \$2	\$8
4. \$270	\$30	9. \$4.50	\$25.50
5. \$35	\$35	10. \$3	\$17

## Instalment Buying

### Page 14

This lesson introduces the students to instalment buying. First the students learn how to figure out instalment prices. Then they solve problems that state the cash price of an item and the terms of an instalment plan. The students must calculate the instalment price and find the difference in price from the cash price. Last, they choose which payment method is more desirable.

#### Strategies

Make a two-column chart and have the students list the advantages and disadvantages of instalment buying over paying cash. Ask the students whether they or their parents have ever bought anything on an instalment plan. Then use an overhead projector to demonstrate how to calculate the instalment price. Explain that the difference in price between an instalment plan and cash payment is an interest fee charged for lending the money. After the students have completed this activity, encourage them to give reasons for their choices.

#### Enrichment

Have the students name items that they will probably buy in the next 5 to 10 years, such as a car, computer, or stereo system. Ask the students to find the current prices for these items and whether they can be bought on an instalment plan. Discuss repercussions of not making the monthly payments.

#### Answers

Item	Instalment Price	Difference in Price
Automobile	\$18,300	\$3,300
Boom Box	\$200	\$30
Guitar	\$750	\$100
Leather Jacket	\$360	\$40
Colour TV	\$1,540	\$440