

## “How Much Do I Need?”

**Objective:**

By the end of the activity, the students will be able to:

- Solve a real world scenario using quarters, nickels, dimes, and pennies.

**Materials:**

- Noticeably fake coins
- “Concessions” activity sheet

**Teacher Preparation:**

- Copy the “Concession” activity sheet.
- Group the students into pairs.

**Introduction:**

“What do you do when your stomach starts growling at a sports game? Do you take the food from the counter and walk away? How did you pay for the food? Did they give you change? Why would someone give you money after you paid for food? Today we are going to go to a basketball game and order some food!”

**Activity:**

- Have the students take turns ordering a food item from each other. Make sure you tell them which food item they will be purchasing so you can talk about how the students paid for food different ways.
- Each student must count the correct amount of money. They will give it to their partner to check.
- Allow different students to explain the way he or she purchased their food. You want the students to observe more than one way to purchase an item.

**South Carolina College- and Career-Ready Standards for Mathematics:**

2.MDA.7 Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.

**Extensions:**

- You may change the prices and how they are written to meet the needs of your students.
- Allow the students to show more than one way to pay for the concessions item.



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# CONCESSIONS

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Pizza..... 95¢



Fries.....90¢



Popcorn..... 75¢



Candy..... 5¢



Soda..... 50¢



Water..... 45¢