Halftime Break?

Objective:
By the end of the lesson/activity, the students will be able to:
- Represent whole number differences on a number line with real-world scenarios.

Materials:
- "Concessions" activity sheet
- "One Dollar Bills" activity sheet
- "Number Line" activity sheet

Teacher Preparation:
- Copy and cut the "Number Line" sheet for each student.
- Copy the "Concessions" sheet for each student.
- Copy and cut enough money from the "One Dollar Bills" sheet for each student to have $15.

Introduction:
- Show the students a picture of the Colonial Life Arena and various concessions.

Question(s):
- "When you go to a basketball game or any sports game, what do you do when you get hungry?"
- "Have you heard of a concession stand? What is it?"
- "How do you pay for your food and drinks when you purchase items from a concession stand?"

Activity:
- Give each student $15 money and allow them to count and determine how much they have during the activity. Show this number as the starting point on their number line. Require the students

to circle the number 15 and label it as their starting point. Walk around to check that each student followed your instructions.
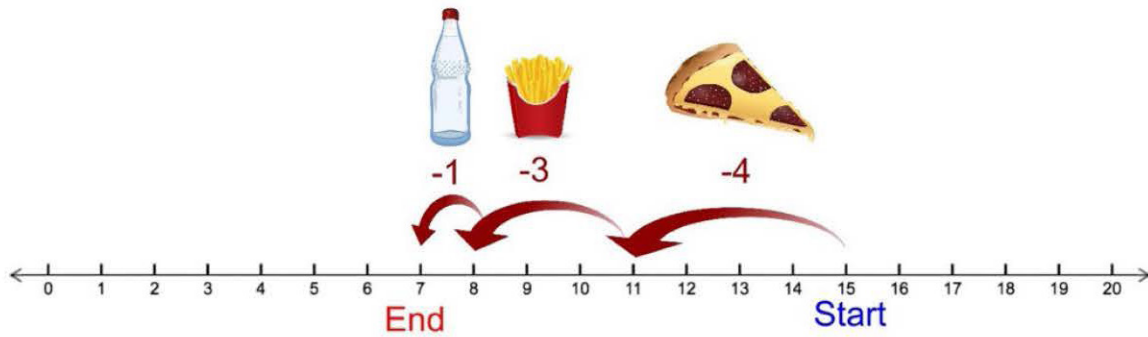
Question(s):
- "I want to purchase a slice of pizza, fries, and a bottle of water. How much money is a slice of pizza? How much do fries cost? How much will I have to pay for a bottle of water? How do you know this is the correct price?"
- "How much money should I give to the cashier? How did you figure this out?"

Teacher Model:
- Take out enough money for each item and model the rule of subtraction on your number line.
- Allow the students to demonstrate additional ways to make subtract. Be sure to show the students that they can add all of the items to find out how much to subtract instead of subtracting each item individually.

Question(s):
- "Will I have enough money to buy more food from the concession stand?"
- "How much money will I have left to buy more food or drinks?"

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Equation: 15 - 8 = 7

15 - 4 - 3 - 1 = 7

Extensions:
- Give the student more or less money to complete this activity, adjusting the money line accordingly.
- To teach addition, allow the students to use the money and number line to see how much money they will need to purchase items.
- Create your own concession stand and allow the students to purchase items from their peers and justify their payment.

CONCESSIONS

Pizza.. $4

Fries.. $3

Popcorn.. $2

Candy.. $1

Soda.. $2

Water... $1

One Dollar Bills

Number Line

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

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