

Party time

Related outcomes

- N 2.5: A student uses number skills to solve real life problems (whole numbers only).
- WM 2.2: A student uses one or more strategies to solve mathematical problems.
- WM 2.3: A student represents, interprets and explains mathematical situations using everyday language with some mathematical terminology, including simple graphs and diagrams.
- WM 2.4: A student checks, using an alternative method if necessary, whether answers to problems are correct and sensible.
- WM 2.5: A student compares own method of solution to a problem with that of others.
- WM 2.6: A student uses available technology to help in the solution of mathematical problems.
- VA 5: A student demonstrates a willingness to work cooperatively with others and to value the contributions of others.
- VA 9: A student uses mathematics creatively in expressing new ideas and discoveries.

Possible indicators

- A student can:
- add amounts of money
 - choose an appropriate strategy to solve a problem.
 - use data to answer a question.

Syllabus links

Working mathematically	Communicating, Problem solving, Using technology, Reflecting (pp 20-37)
Number	Addition 8 Multiplication 10 Fractions & decimals 1,2,3

Teaching activity

1. Provide the class with the following:

“4J is planning a party. Twenty-four children will be going to the party to enjoy a healthy sandwich luncheon. The local sandwich shop, “Tim’s Takeaway”, offers a choice of any two fillings on wholemeal bread for \$2.50 per sandwich. Fillings are chicken, cheese, lettuce or tomato.”
2. In groups, ask students to think of all the possible combinations of two fillings for the sandwiches.
3. Groups record all the different combinations.
4. Each group shares with the class their results and discoveries.
5. “Each sandwich is cut into four equal parts. If Mingh Le calculated that each person will eat 6 parts, how many sandwiches will the teacher need to buy and what will be the total cost?” What is the cost per student? Calculators should be available for students’ use.

6. Students complete the activity in their small groups and report back to the class.

Language

how much, parts, money, dollars, combinations, altogether, left over, total, multiply, add, groups, cost

Equipment

counters, concrete materials to represent the fillings for the sandwiches

