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| **Subject:** | Mathematics |
| **Title:** | Hockey Store |
| **Grade Level:** | 6 |
| **Purpose:** | Students will use a repertoire of math strategies to solve decimal multiplication and division problems. |
| **Curricular****Connections:** | * Solve problems involving whole numbers and decimal numbers.
* Demonstrate an understanding of multiplication and division of decimals.
* Demonstrate an understanding of place value.
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| **Materials:** | * Book or poster/picture that shows various hockey equipment.
* blank paper – one per pair of students
* construction paper (9x12) –one per pair of students
* glue sticks
* Variety of math manipulates that students can utilize while solving math problems such as counters, cube links, ten frames, two part mats, number lines, hundred charts
* Blank paper (for extension activity)
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| **Activity:** | Brainstorm hockey equipment used to protect various body parts. During lesson students can look at hockey book or magazine for assistance. Teacher can display a poster or picture of Hockey Equipment.1. As a class generate a list of hockey equipment. Record student responses.
2. Model to students how you would create a price list.

**Example: Dot’s Sporting Goods*** Elbow pads $2.50
* Shoulder pads $55.00
* Helmet $92.50
	+ - * Skates $225.99

(Other equipment: hockey stick, shin pads, gloves, jersey and socks, etc.)1. Working in pairs, have students come up with a name for their store.
2. Go over the place value chart, from hundreds column to the one hundredths column.
3. Have each pair of students create a price list for various pieces of hockey equipment. Remind students they can look at the class list. Tell students to keep the prices of the items at their store in the $1.00 – $500.00 price range. Make sure the students are using decimals to the one hundredth.
4. Students paste their price lists on coloured construction paper.
5. Post price lists around the classroom.
6. Explain to students that they are customers. They visit the different stores to decide what they are going to purchase at each store.
7. Students need to purchase a minimum of two things from each store, and then solve how much money they need to purchase those two items.
8. Students go around the room and write down the name of the store, the equipment they need to purchase, and the cost of the equipment.
9. Using multiplication, students figure out how much it costs to purchase all the equipment they need to play hockey.
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| **Extension:** | * Using multiplication, students will figure out how much it would cost team Canada to fully equip their national teams. Example: multiply jersey cost by number of players - $25.50 X 20 players
* Using division, students can figure out how much each player’s equipment would cost. Example: A team buys their equipment for $8,246.80. There are 18 players on the team. How much is the cost of each player’s equipment?
* Give students a budget that they have to buy their equipment.
* Have students record the ‘stores’ that they bought their equipment from.
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| **Assessment:** | Anecdotal: How well are students explaining how they solved for their answers. Product: Students will hand in their work. Showing place value chart, division and multiplication (steps). |