

Costume Party Cost and Confusion!

Literacy Level 23 • Maths Level 3 • Number and Algebra

Wise Up!



Inquiry Learning
for Years 5 and 6

Inquire to Learn!

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There are many ways in which *Costume Party Cost and Confusion!* can be used as a base for Inquiry Learning. This is just one suggestion.

Literacy Achievement Objective:

Understand that texts are written for different purposes and audiences.

Specific Literacy Learning Outcome:

Realize that *Costume Party Cost and Confusion!* is a narrative fiction that has been written both to inform and to entertain.

Numeracy Achievement Objective:

Use a range of multiplication and division strategies with fractions, decimals, and percentages. Relate this knowledge to money.

Specific Numeracy Learning Outcomes:

Solve problems involving fractions, percentages, and decimals.

Understand that the same rules apply to money.

Session 1: Using the Big Book, share-read *Costume Party Cost and Confusion!*, stopping at natural points for discussion. Draw on the students' prior knowledge of shopping for bargains.

Session 2: Using the Big Book, work through the Literacy Focus questions. Guide the students towards achieving the Specific Literacy Learning Outcome.

Literacy Focus:

1. *Author's Purpose:* Ask: Why do you think the author wrote the book? [To explain decimals,

Additional Achievement Objectives –

Social Sciences

Understand how people make choices to meet their needs and wants. (Level 2)

Understand how producers and consumers exercise their rights and meet their responsibilities. (Level 4)

Specific Social Sciences Learning Outcome:

Relate the experience of the characters in *Costume Party Cost and Confusion!* to personal experience.

Additional Achievement Objectives –

Financial Capability

Saving: Assess and compare spending options. (Level 2)

Saving: Practise getting value for money. (Level 2)

Specific Financial Capability Learning Outcome:

Relate the experience of the characters in *Costume Party Cost and Confusion!* to personal experience.

percentages, and fractions; to entertain with the story of how Danny and Maria found costumes for their party.]

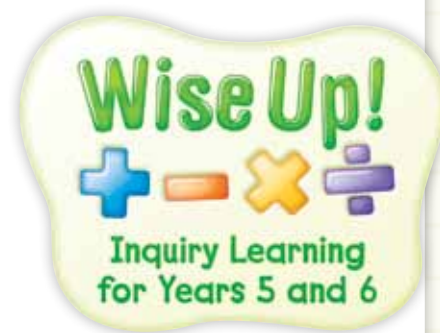
2. *Visual Literacy:* Ask: Do you think the illustrations and charts add to the story? [Answers will vary, but could include, for example, that the charts make it easier to understand the maths.]

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Costume Party Cost and Confusion!

Teacher's Notes continued



3. *Text Type*: Ask: Do you think this is a true story? Why/Why not? [Answers will vary, but students should realize that *Costume Party Cost and Confusion!* is narrative fiction.]

Session 3: Using the Small Books, have the students reread *Costume Party Cost and Confusion!* Model answering the Wise Up! on page 7. In their maths groups, have the students answer the Wise Up! questions on pages 9, 10, 12, 15, and 17. Help individual groups as necessary.

Session 4: Have the students work in small groups to complete the challenge on page 24.

Inquiry Learning Extension:

1. Write *compromise* on the board. Ask: Does anyone know what *compromise* means? Write suggestions on the board. Have someone look up a dictionary definition. Write that on the board. Talk about how Danny and Maria compromised because they couldn't afford to hire costumes. Discuss with the students the times they have made compromises.
2. Have the students work on their own to write a paragraph describing a time when they have compromised.