

Title of Book: Betcha!
Author: Stuart J. Murphy
Publisher/Year: Harper Collins/1997
ISBN: 9780064467070

Grade Levels for Recommended Use: 3rd-4th

TEKS:

3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:
(B) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems

4.2 Number and operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. The student is expected to:
(D) round whole numbers to a given place value through the hundred thousands place

4.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:
(G) round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers

Brief Summary: The teacher will read the book Betcha! The teacher will ask guided questions throughout the book and will complete activities with the students during the reading of the book. Once the reading of the book is completed, the students will rotate through different stations to find estimated and exact totals of a set of store merchandise.

Materials needed:

- Betcha! written by Stuart J. Murphy
- Merchandise Price List
- Picture Task Cards
- Student Answer Sheet
- Student Work Page

Suggested Activity:

1. Introduce the book to students. Before reading, ask students to predict what the story will be about based on the front cover. Invite a few volunteers to share their predictions.
2. Read pages 1-5 out loud. After page 5, ask "How many of you have played a guessing game before?"
3. Continue reading out loud to page 13. After page 13, ask "How many people do you think are in our classroom? Let's estimate." Guide students to estimate the number of students in the classroom. Then have them estimate the number of students in the entire grade level or school.
4. Resume reading out loud to page 17. After page 17, reference the array of cars described in the book.
5. Take students outside to the parking lot after reading page 19. Have students estimate and then count the actual number of cars. Return to the classroom after finishing.
6. After reading page 23, ask "Why do you think the boy is saying 'almost' and 'about' when he is thinking of his answer?"
7. After page 27, ask "Why do you think the boy had to consider the 20 layers when counting the jar?" Reference volume for context if appropriate.
8. When finished reading, ask "Can you think of a time where an estimated number is better to use than an exact number?" Discuss as a class.
9. Divide students into 4 groups. Provide each group with picture task cards and a merchandise price list. Two groups get 4 task cards, two groups get 5.
10. Have students estimate and record prices for items on their task cards on the answer sheet. Then calculate estimated and exact totals for their set of merchandise. Students may show work on the student work page.
11. Have groups rotate through all sets of task cards so every student estimates prices for all cards.

References:

YouTube Read Aloud: "Betcha" Read Aloud by Stuart J. Murphy - YouTube

Adapted by: Amanda Gonzalez (2023)