

The Hundred-Dollar Robber

Grade 4

4 skill lessons · 4 math-through-reading

Skill lessons

4 lessons on the mathematics the book carries. Printable workbook pages and teacher keys are not available for this book yet.

1. Why did the robbers ask for such strange change?

Reasoning · Halving a quantity, and testing whether a set of bills can be shared equally

2. How much candy does thirty dollars buy?

Application · Adding two decimal amounts to build a unit price, then dividing a total by it

3. Do the receipts really come to four hundred dollars?

Fluency · Adding a column of money amounts and checking a total two ways

4. Where was the four hundred dollars going?

Representation · Finding a half and a fourth of a money amount on a folded strip

Math through the reading

The mathematics is reached through a sentence the book prints: change one word in the reading and the numbers change with it. These carry their own standards, matched against these lessons rather than inherited from the skill ones.

5. Each, half, and per: three words that tell you what to do

Integrated · Students find the three words in this book that decide an operation, then watch one of them get swapped and say what the mathematics does differently.

6. The order the hundred dollars travelled

Integrated · Students rebuild the money's journey as a chain of five amounts, then find the one event that cannot be moved without breaking the arithmetic.

7. The change that could be split, and the change that could not

Integrated · Students find out why two thieves asked for six bills instead of four, by trying to share both sets of bills and discovering that only one of them can be done.

8. Was Tom worth suspecting?

Integrated · Students take a side on whether the team was right to suspect Tom, and have to fund their position with amounts from the book's own budget.

Reading and language lessons

5 lessons on the reading and language the book carries - what a word means in its sentence, how a character is shown, how a text is built. No mathematics: these are matched against the English language arts curricula, which are a different and smaller set than the mathematics ones.

9. We're Still Guessing: Where the Characters Stop and Check Themselves

Language · Separating What Is Known From What Is Being Guessed

10. [Caption] and SPEAKER: Reading the Marks a Transcript Puts on the Page

Language · What a Text Feature Does, and What It Cannot Do

11. You Have to Be Honest: An Argument the Book Has With Itself

Language · Following One Idea Through Scenes That Do Not Mention It

12. Everybody Knows You Did It: Reading Tom Through Other People's Mouths

Language · Building a Picture of Somebody From What Others Say

13. Something Else Seemed Strange: Naming What Does Not Fit

Language · Noticing an Oddity and Saying Why It Is Odd