

# Rice Krispies

Grade Level: Intermediate

Learning Standards: Addition and Subtraction to 1000

## Act 1

Video Synopsis: Maribeth and Lindsay are making Rice Krispie squares. They measure out ingredients and find they don't have enough marshmallows.

[Video](#)

Teacher Notes:

1. Show students Act 1 video 2 times.
2. Ask students:
  - What do you notice?
  - What do you wonder?
  - What do we need to figure out?
3. Allow students to THINK - PAIR - SHARE.
4. Record student responses. Guidance may be needed to direct students to the Key Problem and Question:
  - Key Problem: There isn't enough marshmallows to make the rice krispies.
  - Key Question: How much more marshmallows do we need?
5. Then ask students:
  - What information do you need in order to solve the problem?
  - Why do you need that information?
  - Allow students to work with a partner.

## Act 2

Provide students with these resources only once they ask for them.

Recipe:

# Recipe

## **Rice Krispies Treats®:**

150 grams Rice Krispies® cereal

42 grams unsalted butter

1/8 teaspoon salt

285 grams miniature marshmallows

1/2 teaspoon pure vanilla extract



## **Rice Krispies Treats®:**

1. Butter a 23 cm square baking pan.
2. Place the Rice Krispies® in a large bowl.
3. Melt the butter and salt in the saucepan over medium low heat. Add the marshmallows and constantly stir until the marshmallows have completely melted. Add the vanilla extract and then pour the mixture over the Rice Krispies® cereal and stir until all the cereal has been coated.
4. Immediately pour the mixture into your prepared pan and lightly pat until even. Cool at room temperature until the Rice Krispies Treats® have set. Cut into squares.

**Makes about 16 squares. Preparation time 35 minutes.**

Size of bag:



Amount of marshmallows we have:

[Video](#)

Teacher Notes:

1. Extension: Given the amount of a full bag of marshmallows, have students estimate in grams the amount of marshmallows in the half-used bag pictured in the Act 1 video.
  - What estimate is (a little) too high?
  - What estimate is (a little) too low?
  - What is an appropriate range for the amount of marshmallows?
2. Students solve.

### Act 3

Video Synopsis: Maribeth and Lindsay get a new bag of marshmallows. They add more to the scale until they get to the amount called for by the recipe. Then they measure the new amount.

[Video](#)

**Extension #1:** Now, how do we share it?



**Extension #2:** What if we weren't able to get more marshmallows? How can we still make the Rice Krispies?

Names: \_\_\_\_\_

# Rice Krispies

Problem: \_\_\_\_\_

Question: \_\_\_\_\_

What information do you need to solve this problem? (2+)	Why do you need to know this information? (2+)

What information do you know?

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# **This is how we solved the problem.**

Show your thinking using numbers, math pictures and/or words.

**If you've found a solution to the problem, share and compare with a different partner. Convince them that your answer makes sense!**

**What are you still wondering? What do you still want to figure out?**

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