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CURR 304

Direct Lesson #2 (Edgemont)

**Format**

“Mo Money, No Problem”

C.C.S.S. /Standard

4.MD.A.2: **Use** the four operations to **solve** word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. **Represent** measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

* Solve: to find or figure out an answer to (<http://web.claibornecountyschools.com/resources/files/2015/08/common-core-academic-vocabulary-ela-k-12.pdf>)
* Represent: depicting something in visual form (<http://web.claibornecountyschools.com/resources/files/2015/08/common-core-academic-vocabulary-ela-k-12.pdf>)

Based on Standard:

* Criteria: based on past exposure to money and previous class lessons
* Audience: second grade students will
* Behavior: use, solve, and represent
* Degree: the four operations; solve word problems, including problems involving simple fractions or decimals, and problems that require expressing measurements; measurement quantities using diagrams

Disability: ADHD (Attention-Deficit/Hyperactivity Disorder)

Accommodation: Allow the student to freely walk around their desk during instruction. (<http://www.additudemag.com/slideshow/5/slide-1.html>)

Modification: Allow extra time to complete the assignment. (<http://www.additudemag.com/slideshow/5/slide-2.html>)

Objective: Based off of past exposure to money and previous class lessons, second grade students will solve money problems using notation and equivalencies for money amounts in their math journals and on whiteboards.

Based on Objective:

* Criteria: Based off of past exposure to money and previous class lessons
* Audience: second grade students will
* Behavior: solve
* Degree: money problems using notation and equivalencies for money amounts

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**Direct Lesson Steps**

Anticipatory Set Activity

Money Song: http://www.teachertube.com/video/money-song-96662

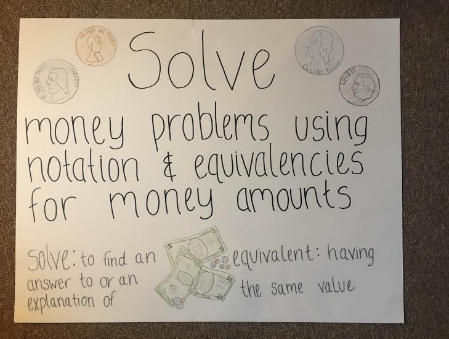
* Meghan and Jessica will be wearing sashes with paper coins attached to them, such as pennies, nickels, dimes, and quarters. They will also be wear crowns with bills on them, such as one, five, ten, and twenty dollar bills. Below is a picture of the sash worn by Jessica:



* The students will be called “Money Makers”.
* The activity will include watching and listening to the video/song “Money Song” which reviews the value of different money amounts.
* While the song is playing, the students will gather around the rug at the front of the room and dance and clap while the song is playing. When the different coins and bills are shown, the students will hold up that money amount on their fingers to show that they understand the value of that coin or bill.

Objective

* After the anticipatory set activity, Meghan and Jessica will gather the students on the rug in front of the whiteboard and projector.
* Meghan and Jessica will bring attention to the poster hung on the whiteboard, which will state the B and D that the students will be required to do by the end of the lesson.
  + B: Solve
  + D: money problems using notation and equivalencies for money amounts
* The B and D poster will have pictures of different money, such as pennies, nickels, dimes, quarters, dollar bills, five dollar bills, ten dollar bills, twenty dollar bills, etc.
* Meghan and Jessica will tell the students the B and D objective so they are aware of what they are required to do by the end of the lesson. Below is a picture of the poster used:



Purpose

* Meghan and Jessica will tell the students how this lesson on money relates to the students’ finances in their life right now.
* They will explain that it is important to understand the different values of money. For example, when they get money for their birthday or for holidays and want to go buy a new toy, they need to know if they can afford the toy based on the money amount they have and the price of the toy. They would also need to be able to figure out the money they have left over to see if they could possibly buy another toy with their money.

Input & Modeling

* Meghan and Jessica will also have two definitions on their B and D poster board, which they will show the children and define for them so that they can properly perform the objective. Meghan and Jessica will also have an open discussion with the class in order to help the students understand different examples and how to apply these definitions. Questions during the discussion will include: “Can you describe solve/equivalent in your own words?” and “Can you give an example of solving/making something equivalent?”
  + Solve: to find an answer to or an explanation
  + Equivalent: having the same value
* Meghan and Jessica will ask the classroom two focus questions to get them focused on the lesson and see its relevance to their lives. The purpose of this is to have student think about money amounts and equivalencies in way that relates to both themselves personally and to the lesson.
  + Question 1: “How many of you have paid for something with money on your own before?”
  + Question 2: “Why do people use bills as well as coins?”
* Instruct and Model
  + Meghan and Jessica will review the values of different money amounts for both coins and bills. They will ask the following questions to the students who will write their answers on their individual whiteboards and hold up their answers when they believe they have the correct answer.
    - How many pennies are in a nickel? (5)
    - How many pennies in a dime? (10)
    - How many pennies are in a quarter? (25)
    - How many pennies in a half-dollar? (50)
    - How many pennies are in a dollar? (100)
    - How many pennies in two dollars? (200)
    - How many pennies in ten dollars? (1,000)
  + Meghan and Jessica will continue asking comprehension questions to the students. Students will write their answers on their whiteboards and will be able to count out the exchanges using plastic coins in groups of two.
    - How many dimes in a dollar? (10)
    - How many dimes in 60 cents? (6)
    - How many dimes in $1.20? (12)
    - How many dimes in 10 dollars? (100)
    - How many nickels in a quarters? (5)
    - How many nickels in a half-dollar? (10)
    - How many nickels in a dollar? (20)
    - How many quarters in a half-dollar? (2)
    - How many quarters in a dollar? (4)
    - How many quarters in ten dollars? (40)
  + Meghan and Jessica will ask students to open their math journals to page 230, which displays the “Good Buys Poster” that lists different food and its prices. Meghan and Jessica will ensure that they students know how to read the prices correctly by doing the first problem on page 231 in their journal with them.
    - Students will work in pairs at their desks to complete the other three problems on page 231. They will show two ways to pay for each thing they “buy”. They are allowed to use their coins and bills to count our several equivalent ways to pay for their items. They will record their answers by drawing the coins and bills they used.
  + Next, children will come to the rug at the front of the room and practice money-counting and money-exchange using the “Spinning of Money” activity on page 472 after explanation from Meghan and Jessica.
  + Meghan and Jessica will introduce the “Math Boxes” activity on page 229 and will do the first question of six on the Elmo with the students. Once completed, the students will return to their desk and finish the page on their own. Meghan and Jessica will walk around the classroom and help students who need help.
    - The first question consists of finding the doubles of different amounts including 25 cents (50 cents), 55 cents ($1.10), 65 cents ($1.30), and 85 cents ($1.70).
  + Students will then work on the “Home Link Master” on page 293 of their math journals, after brief instruction from Meghan and Jessica. They will explain that they need to find the total value of 10 pennies, 10 nickels, 10 dimes, 10 quarters, and 10 half-dollars while working individually at their desk. After this, they will cut out two ads for items costing less than $3.00 each and will draw coin combinations that could be used to pay for each item. Meghan and Jessica will walk around the class while the class works and help students who need help.
  + Next, students will explore coin values and the value of coin combinations by having the students make $1.00 with various coin combinations and record these results on page 294. Before allow students to work on this at their tables, they will come to the rug and do and example with Meghan and Jessica.
  + Meghan and Jessica will tell the students the who, what, when, where, and why so that the students will be able to complete the objective above.
    - Who: second grade students
    - What: money amounts
    - When: anytime
    - Where: stores and at school
    - Why: to purchase things such as food, toys, or arts and crafts
* During the lesson, Meghan and Jessica will use the Elmo to display the play money used to solve the problems. Students will answer questions both on individual whiteboards and in their math journals.

Checking for Understanding

* In groups assigned by Meghan and Jessica, the students will answer the following questions to ensure their understanding of the content presented above. They will discuss their answers in their groups and then record them in their math journal on page 295 after using the “Good Buys Poster” to help. The questions include:
  + What are three items you could buy?
  + What does each item cost?
  + What is the total of these three items?
  + If you equally share the total cost among three people, how much would each person owe?
* Students will be able to use their coins and bills to figure out the answers to the questions above. This allows the students to have their own individual checking tools.

Guided Practice

* Students will now solve money problems using notation and equivalencies for money amounts, which is the B and D part of the objective.
* Students will solve money problems in their math journals from unit lesson 10.1 while Meghan and Jessica walk around the classroom.

Closure and Independent Practice

* Meghan and Jessica will have the students gather at the rug in the front of the class and bring attention back to the B and D poster to show that the students completed the objective during the lesson.
* There will be no independent practice.