

Lesson Plan

Teacher's Name: Jennifer E. Litts

Subject: Mathematics

Date: March 19, 2009 and March 20, 2009

SOL(s): K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Objective(s): The students will create two or more combinations of items to purchase in a classroom store.

Materials Needed: Items in classroom store: stickers, pencils, and erasers, dry erase board, marker, images of simple toys, tape, white trays

Group Size: Half-group

Duration: 40 minutes

Introduction: (build background, make connections)

Have students warm up for the day's lesson by practicing their money counting skills with real money flash cards up through 10 cents.

Statement of Objectives:

Today we will be using everything we have learned about money as well as how to count money in order to buy things in a class store.

Input: (Step-by-Step Procedure, Questions)

1. Gather students on the rug. Put an image of a simple toy on the dry erase board and put a price under 10 cents on it.
2. After reminding the students about the Spongebob worksheet they did; while thinking aloud, demonstrate how you would count out the money you would use to buy the toy with the large money cut-outs. Place the money on the board on top of the item. Be sure to state how much money you have LEFT after you buy the toy.
3. Give each student five pennies and one nickel. Ask them how much money they have. Put another object with a price on the board, and then ask a student to demonstrate how they would pay for the toy. Be sure to take away the spent money. Ask the student how much money they have left. Ask another student if the first student has enough money to buy the object again.

4. Repeat this activity several times, allowing each student to have a turn. If it seems that students comprehend what they are meant to do, ask all students to show how much money they would pay by moving that amount to the front of their trays.
5. With the objects on the board, change the prices so that each student could buy at most three things. Ask a student to choose an object and count what money they have left. Ask if they can buy any other objects with their remaining money. Ask the student to purchase until all their money is gone.
6. Have several other students go through this process until you feel confident that the students grasp the concept.

Activities/Practice (Enrichment imbedded):

1. Display the items for sale in Ms. Litts' Classroom Store. Pencils are 5 cents, erasers are 2 cents, and stickers are 1 cent. Tell students that they need to create a way to spend their money in the classroom store.
2. Students in the more advanced math group will be asked to create two or three different solutions that use different combinations of items. They will then be allowed to purchase items according to their favorite combination. These students can be additionally challenged by requesting them to spend all of their money without a 1 cent item to purchase.
3. Students in the less advanced math group (March 20, 2009) will be asked to create only one combination which uses all of their money. More time will be spent working on the input and comprehension part of this lesson. Each student in this group will explain their purchase to the rest of the group and group members will be asked to offer assistance when needed.

Note: Each student should create at least one solution which includes at least one of every item.

Assessment Activity:

Formative Assessment: Students will be assessed on their ability to recognize how much money they need to give to buy an object, counting how much money they have left, and their ability to recognize that they can buy more things with their money.

Summative Assessment: Students will be assessed on their ability to successfully create at least one combination of items which uses their 10 cents to make a purchase.

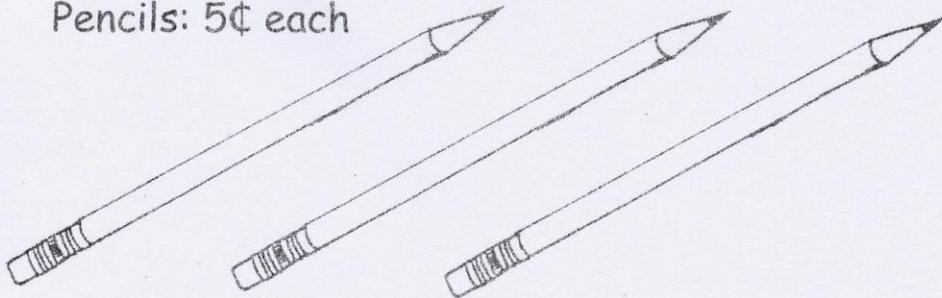
Closure:

Ask students to explain what they have done today. Have students describe how they spend money and how they know if they have enough money to buy anything else. Ask students to review what they have learned about money as you list it on the dry erase board.

Name: _____

Directions: Circle what you will buy.

Pencils: 5¢ each



Erasers: 2¢ each



Stickers: 1¢ each

